

INSPECTION REPORT

SHORTLANESEND PRIMARY SCHOOL

Shortlanesend, Truro

LEA area: Cornwall

Unique reference number: 111862

Head teacher: Mr. P. Towe

Reporting inspector: Mrs S. M. Barnes, 16249

Dates of inspection: 10th-13th January 2000

Inspection number: 190205

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Northey Close Shortlanesend Truro Cornwall
Postcode:	TR4 9DA
Telephone number:	01872 276372
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A. Gammon
Date of previous inspection:	22 nd -24 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S. M. Barnes	Registered inspector	science, music, art, provision for children under five.	What sort of school is it? The school's standards and achievements.
			How well is the school led and managed? What should the school do to improve further?
Mr B. Sampson	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with its parents?
Mr R. Braithwaite	Team inspector	English, special educational needs religious education, geography, history.	How good are the curricular and other opportunities offered to pupils?
Mr G. Williams	Team inspector	mathematics, equal opportunities,	Pupils' attitudes, values and personal development.
		information technology, design and technology, physical education.	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shortlanesend primary school is situated in the village of Shortlanesend near Truro. The majority of the pupils come from the village and outlying areas. There are at present 86 full time pupils and, together with part time children under five, the total is 92 full time equivalent pupils. No pupil speaks English as an additional language. Seven and a half per cent of pupils are eligible for free school meals. There are 12 pupils on the special needs register of whom six have a statement of their need. A small, but significant number of pupils leave or join the school other than during reception, and this, together with the small cohort sizes, means that conclusions drawn from results of end of key stage tests of one year group alone must be looked at with caution. The attainment of the children on entry to the reception class covers the full range, but is average overall.

HOW GOOD THE SCHOOL IS

This is an effective school, which has made a good level of improvement since the last inspection. The leadership and management of the school are good and systems and policies have been put into place which are starting to have a positive impact on pupils' standards of work. Teaching is satisfactory throughout the school. During the week of inspection no unsatisfactory teaching was seen and there was often good, and on occasion very good teaching.

What the school does well

- The school is well led and managed. The school's aims are very well reflected in its daily work.
- Pupils make good progress in science and physical education at Key Stage 2 and attain standards that are above average.
- The provision for pupils' social and moral development is very good.
- Pupils' attitudes, behaviour and personal development are very good.
- Relationships in the school are very good.
- Attendance is very good and the procedures for monitoring attendance are good.
- The quality and range of learning opportunities is good overall and the quality and range of extra curricular opportunities is very good.
- The school works well with parents.

What could be improved

- There are not yet systems for assessment of individual pupil's progress in place for all subjects. Systems which are in place, as yet contain too little information to be used to help plan lessons to effectively match the needs of all pupils.
- Co-ordinators' roles are not yet fully developed to include monitoring and target setting in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since that time it has made a good level of improvement.

Clear aims have been evolved and published which are agreed and understood by staff governors and parents. An effective school development plan has been put into place. This contains full details of future targets, information as to how these targets will met and by whom and includes full details of associated costs involved in reaching these targets. Curriculum responsibilities have been delegated. The head teacher has monitored the teaching and learning in all classes. As yet curriculum co-ordinators have not evaluated teaching and learning in their subjects throughout the school and the impact on the attainment of pupils. The school has started to develop systems by which it can record the work covered, and what pupils know, understand and can do in each subject area. As yet this is not complete in all subjects. There has been an improvement in the progress pupils at Key Stage 1 make in numeracy, which is now satisfactory. Pupils at Key Stage 2 now make good progress in science.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A	C	C	C
mathematics	E	C	B	B
science	C	C	B	B

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

As can be seen from the table above, the results of the end of key stage tests for Year 6 pupils were average in English and above average in mathematics and science. However the size of the cohorts are small and care must be taken in their interpretation. The overall trend in standards over the last few years, as judged by the end of key stage tests, has been upward at a slightly higher rate than the national trend.

The findings of the inspection are that children in reception make satisfactory progress overall in their learning. At Key Stage 1, pupils make satisfactory progress in their learning in all subjects of the curriculum and religious education. At the end of the key stage standards are average in all subjects. At Key Stage 2, pupils make satisfactory progress in their learning in mathematics, English, information technology, design and technology, history, geography, art, religious education and music and at the end of the key stage, standards in these subjects are average. They make good progress in their learning in science and physical education and attain standards that are above average at the end of the key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good.
Behaviour, in and out of classrooms	Behaviour in class and around the school is very good. There have been no exclusions in the last years.
Personal development and relationships	Very good. Pupils are very respectful for the feelings and beliefs of others. They readily undertake responsibility and take initiative. Relationships are very good.
Attendance	Attendance is very good. Pupils are punctual in arriving at school and lessons start on time.

Pupils are eager to come to school and are quickly and positively involved in a variety of activities. They are successfully encouraged to adopt positive attitudes to work, accept responsibility and show initiative. This indicates an improvement since the last inspection, when although the school was judged to be an orderly community, and pupils generally sustained concentration, there were times when they were distracted from their work.

Pupils are motivated and take pride not only in their own work but also in the achievements of the school. They behave very well in and around the school and work independently or collaboratively on tasks set with sustained concentration. They enjoy learning and are tolerant of each other and respect each other's viewpoints. They listen carefully when others respond or ask questions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	good

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

The quality of teaching is satisfactory overall throughout the school. During the week of inspection much of the teaching seen was good or very good. The teachers are very hard working and conscientious and give much of their own time to provide a good quality of education for the pupils in their care. There was no unsatisfactory teaching seen. This represents an improvement since the last inspection when there were a few lessons judged to be unsatisfactory due to less effective planning, and the pace of some lessons was too slow.

Teaching of children under five is satisfactory overall. During the week of inspection the teaching seen was always at least satisfactory and was often good. At Key Stage 1, teaching is satisfactory. During the week of inspection it was never less than satisfactory. At Key Stage 2, teaching is satisfactory overall, the teaching seen was very often good and on occasion it was very good. It is good in science and physical education and this has a positive impact on pupils' learning in these subjects, leading to them making good progress. The teaching of English and mathematics is satisfactory throughout the school. The teaching of literacy and numeracy is effective and starting to have a positive impact on the progress pupils make in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good overall. The provision for extra curricular activities is very good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good overall. The provision for pupils spiritual and cultural development is satisfactory. The provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The procedures for child protection and ensuring pupils' welfare are good overall.

The parents' views of the school are positive and this compares well with the findings of the last inspection. Most parents feel that they are well informed, that the school is easy to approach for help with problems and works effectively with them to support their children's learning.

The curriculum for children under five is appropriately linked to the Desirable Learning Outcomes for children of that age. The curriculum for pupils of statutory school age meets the full requirements of the National Curriculum and the Agreed Local Syllabus for religious education.

The school's procedures for child protection and for ensuring pupils welfare are good overall and compare well with the findings of the last inspection. Attendance is well monitored by the school and routines are good, as they were at the time of the last inspection. The school monitors and promotes good behaviour well and its routines are good.

The school provides a safe environment in which to learn. Support for the pupils at lunch and playtimes is well in evidence and very effective. Overall the school monitors pupils' academic performance and personal development satisfactorily. It monitors and supports the pupils' personal development well through circle time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management by the head teacher are good and he is well supported by the senior staff.
How well the governors fulfil their	Governors are effective and fulfil their responsibilities well.

responsibilities	
The school's evaluation of its performance	The school is effective in evaluating its performance and setting appropriate targets for action.
The strategic use of resources	Resources including specific grants and other funding are well used.

The leadership and management of the school are good. The head teacher provides very clear-sighted educational direction to the school, ably supported by senior staff. The aims are very well reflected in the daily life of the school. The role of the curriculum co-ordinator is being developed and all teachers have areas of curriculum responsibility. As yet their roles do not include the monitoring of teaching and learning in the subjects, but this is an area that the school has identified as an area for improvement. There has been effective monitoring of the teaching and learning in all parts of the school. Suitable targets are set and the school is making good progress towards attaining them.

The governors are very supportive and play a major role in shaping the direction of the school. They are conscientious and effective in fulfilling their statutory duties and they have a shared commitment to improving the school. The school development plan is a thorough document, which highlights appropriate areas for improvement and is well linked to the budget. The targets set are appropriate and follow on from areas highlighted by the last inspection. The school has made good progress in implementing these targets. The educational priorities of the school are well supported by careful financial planning. The school is making good use of specific grants and other funds and the school's use of new technology is good. The day to day running of the school is efficient.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress and like school. • Standards of behaviour are good. • The school has high expectations of their children. • The school is easy to approach with difficulties and problems. • The leadership and management of the school are good. • The school helps children to become responsible. 	<ul style="list-style-type: none"> • Some parents do not think their children have the right amount of work to do at home. • Some parents do not feel well enough informed about how their children are getting on.

The inspection findings agree with the positive views expressed by parents. The quality of information provided for parents is good and makes a positive contribution to their children's learning at home. The use of homework to support work in lessons is satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. During their time in reception, children make satisfactory progress in their literacy, numeracy, creative and physical development and good progress in their knowledge and understanding of the world and in their personal and social development. By the time they enter Key Stage 1, their standards of attainment are in line with those expected of children by the time they are five.
2. Pupils make satisfactory progress in English throughout the school. At the end of both key stages, pupils' attainment in English is at the levels expected nationally for seven and eleven year olds. This reflects the findings of the last inspection, which found that at the end of both key stages pupils attained standards which met the national expectation and that they made satisfactory progress. In the national tests for seven year olds in 1999, results were well above the national average for reading and above the national average in writing. When compared with similar schools pupils' results were above average in reading and writing. However, the size of year cohorts are small and results of particular years should be interpreted with caution.
3. Over the last three years, the pupils at Key Stage 1 have generally attained standards that are average. There is a similar picture at the end of Key Stage 2, where pupils over the same period have also attained standards that are average. In 1999, a high percentage attained Level 5, but also a higher percentage attained standards below those expected for their age. Again these fluctuations are exaggerated by the small number of pupils in each year group, and are not statistically significant. Similarly, individual year results have suggested differences between the attainment of girls and boys. These implied differences are not borne out across the whole school.
4. Pupil's attainment in speaking and listening is satisfactory at both key stages. At Key Stage 1, pupils make steady progress in handwriting, and in their writing they are beginning to demonstrate meaning and use appropriate vocabulary. Most are beginning to use simple punctuation consistently and accurately by the end of the key stage. They spell simple words phonetically although their spelling is not always accurate. At the end of Key Stage 2, most pupils are familiar with the idea of editing work. A good feature is the generally fluent, joined and legible handwriting produced by all pupils for a variety of contexts. They also make considerable effort to ensure that accurate punctuation is used, including regular use of speech marks. Reading at Key Stage 1 has improved since the last inspection. Word recognition and the use of flash cards has been reinforced by a phonic learning approach where pupils are learning letter sounds rather than just their names. This approach is now being used throughout the school with a consequent improvement in attainment. Literacy skills are appropriately taught and pupils make satisfactory progress.
5. In the 1999 National Curriculum Tests in mathematics at Key Stage 1, the number of pupils attaining Level 2 or above was higher than the national average, but the number of pupils attaining the higher Level 3, was below average. At Key Stage 2, pupils attaining Level 4 or above was close to the national average whilst those reaching the higher level was well above average. Compared to similar schools the results were good. The performance of boys and girls was close to the national average at Key Stage 1 whilst at Key Stage 2 the performance of boys was above, and that of the girls below, the national average. However due to the small cohorts care should be taken when interpreting this data. Of more significance is the trend over time. Over the past four

years there has been an upward trend at both key stages. The inspection confirms these results. Whilst standards are average at the end of both key stages and progress is satisfactory overall, in many lessons at Key Stage 2 progress is good, and this is just beginning to have an overall effect on the standards of work pupils are likely to achieve. Pupils make satisfactory progress in developing their skills in numeracy.

6. Pupils make satisfactory progress in science throughout Key Stage 1. At the end of the key stage, the pupils' standards of attainment are average. At Key Stage 2 pupils make good progress and at the end of the key stage standards are above average. The good progress throughout the key stage is a direct result of high teacher expectations and good knowledge and understanding of the subject. This represents a substantial improvement since the previous inspection, which judged that pupils made sound progress at both key stages and that attainment at the end of the key stages met national expectations. At Key Stage 2, the performance of pupils in the end of key stage tests in 1999 was above average in comparison with national figures. In comparison with schools in similar contexts the overall performance of the pupils was well above average. While the results of one year alone are not statistically reliable for the reasons explained above, the overall picture is very encouraging as the school has shown improvements in the end of key stage tests at Key Stage 2 over the last three years which are greater than the national trend of improvement.
7. Pupils make satisfactory progress in information technology, design and technology, history, music, art and geography at both key stages and attain standards which are in line with those expected for pupils of seven and eleven at the end of the key stages. Pupils make satisfactory progress in physical education at Key Stage 1 and standards are in line with those expected of seven year olds at the end of the key stage. At Key Stage 2 progress in physical education is good, and is well supported by the many extra curricular activities on offer. Pupils attain standards that are above average at the end of the key stage.
8. Pupils of all levels of prior attainment make satisfactory progress throughout the school in religious education and standards pupils achieve at the end of both key stages are in line with those required by the Locally Agreed Syllabus. This reflects the findings of the previous inspection, which judged that at that time pupils attained standards which met the national expectation.
9. Pupils of all levels of prior attainment, including those with special educational needs, make at least satisfactory progress throughout the school. Pupils with special educational needs attain standards in line with their learning targets.

Pupils' attitudes, values and personal development

10. Pupils' attitudes and their personal development and behaviour are very good. Pupils are eager to come to school and are quickly and positively involved in a variety of activities, including some of which are an extension to the National Curriculum. They participate in clubs provided after school for musical and sporting activities as well as taking full advantage of purposeful visits to the local secondary school to promote their computer skills. At the end of the summer term pupils attend a residential course to participate in such sports as canoeing and abseiling. These experiences have a positive impact on their personal development. As well as promoting independence and interdependence, the pupils are successfully encouraged to adapt positive attitudes to work, accept responsibility and show initiative. This indicates an improvement since the last inspection, when although the school was judged to be an orderly community, and pupils generally sustained concentration, there were times when they were distracted from their work.
11. Pupils of all ages and prior attainment are motivated and take pride not only in their own work but also in the achievements of the school. Behaviour is very good in and around the school and pupils' work independently or collaboratively on tasks set with sustained concentration. They enjoy learning and are tolerant of each other and respect each other's viewpoints. They listen carefully when others respond or ask questions, an observation proudly noted by parents. There have been no exclusions in recent years.

12. As pupils pass through the school they learn to look after younger pupils at lunch-time and in the playground. They respond quickly if someone is hurt or upset. They quickly learn classroom rules and abide by them. Older pupils are confident in approaching visitors to the school and offer help and information and are particularly eager to tell visitors about their school, giving detailed information, for example, about extra-curricular activities.
13. They have a high regard for teachers and support staff and behave responsibly when visiting the local secondary school without their own teacher being present. They appreciate the opportunity to accept responsibility, for example when cleaning the hall after lunch.
14. Attendance is very good, with low levels of unauthorised absence. Pupils arrive punctually at school and lessons start on time and this has a positive impact on teaching and learning.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory overall throughout the school. The teachers are very hard working and conscientious and give much of their own time to provide a good quality of education for the pupils in their care. Teachers are very knowledgeable about pupils' differing learning styles and use this knowledge to plan lessons that are effective for all. During the week of inspection there was no unsatisfactory teaching and much of it was good. This represents an improvement since the last inspection when there were a few lessons judged to be unsatisfactory due to less effective planning, and the pace of some lessons was too slow.
16. Teaching of children under five is satisfactory overall. During the week of inspection the teaching seen was always at least satisfactory and was often good. The teaching of the elements of knowledge and understanding of the world and of personal and social development are good and have a positive impact on the good progress made by the children in these areas. At Key Stage 1, teaching is satisfactory. During the week of inspection it was never less than satisfactory. As a result of the consistent quality of this teaching, pupils of all levels of prior attainment, including those with special educational needs, make satisfactory progress in all areas of the curriculum and religious education at Key Stage 1. At Key Stage 2, teaching is satisfactory overall, the teaching seen was very often good and on occasion it was very good. It is good in science and physical education and this has a positive impact on pupils' learning in these subjects, leading to them making good progress in these areas. Due to the consistent quality of the teaching, pupils of all levels of prior attainment including those with special educational needs, make at least satisfactory, and sometimes good progress in all other areas of the curriculum and religious education.
17. Teachers' knowledge and understanding of the subjects they teach are always at least satisfactory and often good. A consistently positive aspect of teaching within the school is the high expectation teachers have of the behaviour and learning of the pupils. This has a positive impact on lessons and the progress pupils make in their learning. Lessons are appropriately planned and prepared and teachers make effective use of a range of teaching methods. For example, in a good lesson in literacy for the oldest pupils the lesson was well planned and prepared. The lesson introduction had good pace and held the interest of the pupils who were very responsive as a result. The teacher had good knowledge of the literacy strategy and made good use of resources, such as a newspaper, to highlight the points of the lesson. Support staff were well deployed and as a consequence had a very positive impact on the progress of different groups of pupils. The teacher shared the criteria for assessing written work with a group of pupils and this enabled them to make good progress in their understanding of what constitutes a good piece of written work. The teachers have a good understanding of the literacy and numeracy strategies and the organisation and delivery of these lessons have a positive impact on pupils' progress in these areas. Teachers make appropriate use of time and resources and the highly competent support staff are generally well deployed. Teachers know their pupils well and lessons are appropriately matched to their needs. However, assessment for pupils in each curriculum area is still being developed and as yet there is little data for teachers to use to assist them in planning lessons for specific needs of individuals and groups as a result of previous learning.

18. As a result of the teaching the pupils' acquisition of skills, knowledge and understanding is always at least satisfactory and often it is good. It is particularly good in science and physical education at Key Stage 2. Pupils of all levels of prior attainment, including those with special educational needs are well supported in their learning and concentrate and make appropriate effort in their learning in all areas of the curriculum. The pace of their learning is always at least average and often good. Pupils' interest and concentration in their lessons is frequently good and this is a direct result of the teachers' skills in planning and delivery.

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

19. The quality and range of learning opportunities for the pupils is good. The curriculum for the statutory years of schooling is broad, balanced and contains all subjects of the National Curriculum and religious education. The curriculum for children under five covers all of the desirable learning outcomes for children of that age. Time allocated to all subjects is adequate and conforms to national recommendations. The National Literacy Strategy has been successfully introduced leading to an improvement in reading standards at Key Stage 1. The school is also implementing the National Numeracy Strategy, where improvement is now resulting particularly in numeracy and mental arithmetic. The curriculum includes an appropriate health education programme. The governors have an agreed sex education policy, and there is good provision of information on drug misuse, particularly by the annual visit of local police to talk to pupils.
20. The school has developed appropriate policies and schemes of work, which are beginning to have a positive impact on teaching and learning. Overall this represents an improvement since the last inspection, when not all subjects had policies and those which did, did not all supply sufficient information.
21. The provision for pupils with special educational needs is good. There is a good policy for special educational needs in place, which is implemented conscientiously. The record keeping is exemplary, and the individual educational plans for pupils concerned are regularly monitored and reviewed. Pupils with special educational needs have full access to the curriculum, which is enhanced by the good level of support provided by the local education authority, the sympathetic approach of the school as a whole and the dedication of the several special needs assistants in the school. The experienced special needs co-ordinator ensures that the governing body is fully informed through her close liaison with the designated special needs governor. The statemented pupils in the school are particularly well cared for.
22. The school has a sound policy for equal opportunities, which has been approved by the Governing Body and is understood by parents, staff and pupils. The policy is well implemented and there is equal access to all areas of the curriculum. Games, sport, visits to places of interest and the local secondary school and residential visits are available to every child. Although boys may play netball and girls football, the pupils generally choose to participate in single sex games. However, in order to compensate for this pupil decision, the school has introduced activities such as hockey, cricket, athletics, rounders and country dancing which are all available to, and appeal equally to, boys and girls. There is no gender issue during the lunch-time or break-times.
23. Public areas and classrooms have lively displays of pupils work and information posters which cover many areas of the curriculum, clocks showing times in countries with links to the school, writing and cuttings about major events of the 20th Century, aerial photographs of the local village, as well as aspects of pupils' personal development and daily lives such as charity collection information and pupil photographs. These provide good opportunities for pupils to discuss their own work and that of others. Extra curricular provision, including sport is very good and significantly enriches the pupils' curriculum. These activities include, at appropriate times of the year, football, cricket, netball, dance and drama, and running. A number of educational visits are made, including Truro and its cathedral, Pendennis Castle and the Toys Workshop at the Royal Cornwall Museum. Groups of musical pupils have recently performed at a celebration childhood concert, and a local nursing home. The older pupils make a residential visit to Padstow

undertaking many challenging activities, in addition to their annual individual project activity. These activities contribute positively to standards in attainment, to social and cultural development and to the self-esteem of the pupils.

24. The school has very good liaison with the local secondary school. Pupils make regular visits, often for curricular experience, for example in science, and to use the new Information Technology suite. They are comfortable in these new surroundings and also gain acquaintance with their future teachers who have visited Shortlanesend to observe literacy and numeracy lessons. Pupils from the secondary school also visit on a regular basis for work experience. All of these events have a positive impact on pupils' views of their secondary education. The school links with the local community are mainly through its charitable contributions, for example the local "Joey" appeal for Truro Hospital, orphan sponsorship, the British Heart Foundation and "Jeans for Genes". Student teachers are also welcomed into the school for teaching practice.
25. Spiritual development within the school is satisfactorily promoted through collective worship and other aspects of the curriculum. This is broadly the same as was reported by the last inspection. Younger pupils were amazed to discover that envelopes they were addressing would end up at their houses when they were posted, others couldn't believe a baked Alaska had not melted in the oven, and others were fascinated when watching an ice hand melting. Older pupils reflected on the symbolism of light in the Christingle and wrote about their wish for the future with some feeling. However, opportunities are not often taken in lessons or in assemblies for pupils to reflect at length and develop their spiritual awareness. Celebration of effort and good contributions by pupils to their life in school is recognised in a weekly assembly and greatly enjoyed by them.
26. Very good provision is made for pupils' moral development and pupils clearly understand the difference between right and wrong. This indicates an improvement since the last inspection, when the provision was judged to be good. The school has a caring ethos and the staff provide good role models. Rules for behaviour are written clearly, and are discussed with pupils before implementation, their views being very much taken into account. Parents are very pleased with the values fostered by the school.
27. Very good provision is also made for pupils' social development, which is a strength throughout the school. This indicates an improvement since the last inspection when standards were judged to be good. All pupils are taught values such as caring, sharing and self-respect. These values are helped by the very good relationships throughout the school between pupils and all staff. Many opportunities are given to pupils to take responsibility, such as marking out the playground for net-ball, older pupils looking after younger ones in the playground, and numerous pupils putting away furniture and chairs at different times of the day. Good social behaviour and self-discipline has been effectively promoted in the pupils by the positive partnership approach promoted by the staff.
28. The school makes satisfactory provision for pupils' cultural development, which broadly reflects the findings of the previous inspection. Pupils learn to appreciate the Christian faith and music and religious education lessons are suitably used to develop knowledge of other cultures and religions. Subjects such as history, when pupils learn about ancient cultures such as Ancient Greece and the Romans contribute usefully to pupils' cultural development. The wide range of extra curricular activities also contributes significantly to pupils' cultural development. Pupils generally are encouraged to develop a good knowledge of Cornish culture and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The steps taken to ensure the health and welfare of all pupils, including those with special educational needs and children under five, is good. This compares well with the findings of the last inspection. The head-teacher is the trained child protection person and he in turn has made all staff well aware of their relevant responsibilities.
30. The school provides a safe environment in which to learn. The school has appropriately trained and named persons for health and safety. The school keeps up to date with regular risk assessment. Sex education and other relevant elements of personal, social and health education are very well covered within the school as part of the science curriculum. Once a year the local community police officer comes into school and gives the pupils lectures on Stranger Danger and Substance Misuse. The school has very efficient routines for reporting accidents and the administration of medicines. All staff are trained in first aid. Support for the pupils at lunch and playtimes is well in evidence and very effective.
31. Attendance is well monitored by the school and routines are good, as they were at the time of the last inspection. The school has an efficient lateness routine and all late comers are well recorded. Parents are well aware of the need for good attendance. The school's incidence of un-authorised absence is very low and any absences are closely monitored by the school. The educational welfare officer is readily available should he be required.
32. The school monitors and promotes good behaviour well and its routines are good. This has a positive impact on teaching and learning. The school's written behaviour policy has recently been drawn up as part of a parent and governor training session. A copy of this policy is sent home with each home school agreement enabling the school to work effectively with parents in promoting good behaviour. Additionally the school has effective behaviour routines for lunchtime and playtime and individual class rules. Rewards and sanctions are meaningful and well employed by the school.
33. No instances of bullying were seen or reported. Staff are vigilant and well briefed on how to deal with it, should it occur. Pupils are encouraged to express their concerns rather than bottle up any relevant feelings and there is a private thought box for pupils' concern letters. The pupils appreciate this facility and it is sensitively used.
34. Overall the school monitors pupils' academic performance and personal development satisfactorily. However not all subjects have assessment systems in place yet and in those that do there is not yet sufficient data for teachers to use to help to plan lessons which follow on from previous learning of individuals and groups. It monitors and supports the pupils' personal development well through circle time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school works well with parents. The parents' views of the school are positive and this compares well with the findings of the last inspection.
36. This positive judgement is reflected in the many positive comments parents made at the pre inspection parents' meeting, during inspection and from questionnaires and letters returned. Most parents feel that they are well informed, that the school is easy to approach for help with problems and that it works with them effectively to support their children's learning.
37. The quality of information provided for parents is good. Within the last year, there have been parent and governor educational evenings on homework, the Literacy and Numeracy Strategies, reading and 'Positive Approaches to Discipline'. In addition, the school holds regular open days, national test information evenings and "Meet Your Teacher Sessions" and these have been effective in promoting a greater understanding of the curriculum. There are regular termly,

induction sessions for new children and their parents and the Key Stage 1 teacher visits local pre-schools before children are due to join the school. This helps parents and children to learn about the school. Key Stage 1 pupils use reading diaries and Key Stage 2 pupils take homework diaries home. These are a great asset and parents appreciate the two way communication offered by them. The school tries very hard to involve all parents in their children's individual education plans and most parents respond well by attending annual reviews and offering positive input to these plans.

38. Although a small minority of parents commented on the questionnaires that they are not satisfied with the levels of homework that the school provides. The findings of the inspection are that the use of homework to support learning in lessons is satisfactory. The school is trying its hardest to resolve this question and has recently made its homework policy part of the current Home School Agreement. Information received from the school a few parents, on the questionnaire said they felt they were not fully informed. However, the inspection has failed to discover a lack of information on any aspect of the school life.
39. The contribution of parents to children's learning, both within the school and at home, is good. All classes have volunteer parents to help with any tasks for which they are required. Since the introduction of the literacy hour the school appreciates the considerable help that it receives for listening to children read. This is more than evident in one class, where the teacher has a waiting list of parent helpers. Parents and carers also come into school and help on trips or arrange sporting events such as, running the school's very successful football and netball teams. The school's very enthusiastic and hard working parent and teacher association raises considerable funds for the school through, social evenings and other events and the school appreciates the time that they take to enhance the school's facilities and therefore the contribution towards children's learning. Parental help at home is also seen by the school as having a positive effect on children's learning. Most parents are very keen to support their children by helping with reading on a regular basis. In addition, parents take a great interest in helping with the many projects and topics involving, for example, the local community projects.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the school are good. The head teacher has been in post for just over two years and provides very clear-sighted educational direction to the school, ably supported by senior staff. The school has recently developed a set of aims, which are understood by staff, parents and pupils and which are very well reflected in the daily life of the school. The role of the curriculum co-ordinator is being developed and all teachers have areas of curriculum responsibility. These roles extend to monitoring planning, and leading the development of policies and schemes of work. As yet they do not include the monitoring of teaching and learning in the subjects, but this is an area that the school has identified as an area for improvement. The head teacher and senior teacher have put into place an effective system for appraisal and professional development for all staff. There has been effective monitoring of the teaching and learning in all parts of the school by the head teacher. There is a suitable plan for the induction of new teachers to the school and the school takes part in providing placements for teacher training. Appropriate targets are set for pupils' learning and these are effectively monitored.
41. The governors are very supportive of the school and are regular visitors. They play a major role in shaping the direction of the school and have a good understanding of their role and of the school and its needs. They are conscientious and are effective in fulfilling their statutory duties and they and the school staff have a shared commitment to improving the school. They are appropriately involved in developing the school's priorities for improvement, and also in keeping abreast of curriculum matters such as the literacy and numeracy strategies.
42. The school development plan is a thorough document, which highlights appropriate areas for improvement and is well linked to the budget. The targets set are appropriate and follow on from areas highlighted by the last inspection. The school has made a good amount of progress in

implementing these targets. The educational priorities of the school are well supported by careful financial planning. The day to day running of the school is efficient.

43. There are a good number of suitably deployed staff and learning resources to meet the requirements of the National Curriculum and religious education. The accommodation is very good and is used well. It is kept very clean and attractive and this has a positive impact on providing an effective learning environment for the pupils. The school is making good use of specific grants and other funds and the school's use of new technology is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. In order to raise standards and the quality of education provided by the school further the governors and school should:-
 - (1) Develop assessment systems by which the school can record work covered and what pupils know, understand and can do in each subject area and use the information gathered to accurately plan to meet the needs of individual pupils and groups, as identified in the school development plan. (Paragraphs 34. 69.75)
 - (2) Continue to develop the role of coordinators to include monitoring of teaching and learning in their subject across the school. (Paragraph 40)

In addition to the key issues above the following less important issues should be considered for inclusion in the governors' action plan

- a. Support staff are not always deployed to the best advantage. (Paragraph 59)
- b. Marking of work does not always let pupils know how they could improve. (Paragraph 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	48	36	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)		92
Number of full-time pupils eligible for free school meals		7.5%

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		12

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

Pupil mobility in the last twelve months	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	6	6
	Girls	5	8	8
	Total	9	14	14
Percentage of pupils at NC level 2 or above	School	93	93	93
	National	82	83	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	8	8	8
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93	93	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	3	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	8
	Girls	3	3	3
	Total	8	8	11
Percentage of pupils at NC level 4 or above	School	73	73	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	3	3	3
	Total	8	8	9
Percentage of pupils at NC level 4 or above	School	73	73	82
	National	65	65	72

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	86
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)	4.3
Number of pupils per qualified teacher	21.39
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	114

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	229002
Total expenditure	163876
Expenditure per pupil	1974.41
Balance brought forward from previous year	16404
Balance carried forward to next year	7819

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	2	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	59	37	0	0	2
My child gets the right amount of work to do at home.	45	49	6	0	0
The teaching is good.	66	30	2	0	2
I am kept well informed about how my child is getting on.	48	43	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	28	0	0	0
The school expects my child to work hard and achieve his or her best.	76	25	0	0	0
The school works closely with parents.	66	31	3	0	0
The school is well led and managed.	78	23	0	0	0
The school is helping my child become mature and responsible.	66	35	0	0	0
The school provides an interesting range of activities outside lessons.	69	30	2	0	0

Please note percentages do not always add up to 100 due to rounding up or down of decimals.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

44. The children settle into the classroom routines quickly and come to school happily each day. They respond well in the supportive, structured environment of the reception class. Their progress is satisfactory overall and, by the age of five, they attain the desirable learning outcomes for reception children in the six areas of learning. This broadly reflects the findings of the previous inspection, which judged that the children receive an appropriate start to their education. At the time of the current inspection there were five children who were under five attending the school in the reception class together with pupils who had already had their fifth birthday. Children start part-time schooling in the reception class during the after they have had their fourth birthday, and full time education in the term they are five, in line with the agreed procedure of the Local Education Authority. Satisfactory arrangements are in place for children to attend the school for short times prior to this to ensure a smooth transition into school. Most of the children attend pre-school provision at the local play-group or nursery and standards of attainment upon entry into school are broadly average. This is borne out by the results of the base line assessments, which are administered during their first term in school.
45. The curriculum is broad and is appropriately based on the desirable learning outcomes for children under five. The quality of teaching is satisfactory and has a positive impact on the progress the children make. During the week of inspection it was never less than satisfactory, and was often good. All staff involved with the provision for children under-five work effectively as a team to provide a good and varied range of appropriate activities. Lessons are planned well and use is made of an appropriate range of resources.
46. Relationships are sound and adults provide good role models to the children in their care. Expectations of the children's work and behaviour are appropriately high, and lead to the children making progress which is always at least satisfactory and sometimes good.

Personal and social development

47. The teaching of personal and social development is good. There is appropriate provision for the development of children's social and personal skills and this leads to the children making good progress in this area of their learning. The children learn to comply with the regular and well-established routines of the reception class and their behaviour is good due to the high expectations of the teacher and nursery nurse. Children develop an appropriate awareness of what is acceptable behaviour in the classroom and the playground and what is right and wrong. They work and play happily together and maintain concentration well. They are polite and respectful to adults and to each other and have a good attitude to their learning. Children develop an appropriate sense of responsibility through, for example, taking the register to the school office and other small tasks.

Language and literacy

48. Progress in language and literacy is satisfactory. The teacher has a sound knowledge and understanding of the teaching of reading and writing and the development of children under five. Lessons are planned appropriately and lead to the children making steady progress in the acquisition of skills. There is an appropriate emphasis on the development of phonic skills and this has a positive effect on the progress children make in learning to read. The teacher and the nursery nurse are very adept at enlarging the vocabulary of the children and good opportunities are taken in lessons such as music and cookery to extend and develop language. The children make suitable progress in developing a neat and readable style of handwriting and standards of work are in line with the desirable learning outcomes by the time they are five.

Mathematical development

49. The teaching of mathematics is satisfactory and leads to the children making sound progress in mathematical awareness and attaining standards of work in numeracy which are in line with those expected by the time they are five. The teacher and the nursery nurse provide a suitably wide range of opportunities for the children to use number and mathematical vocabulary in an interesting way throughout the day. The lessons are interesting and the children are encouraged to count and estimate in lessons such as science and music as well as in numeracy lessons. These regular opportunities lead to the children developing confidence in their number work. Children match, sort and create repeated patterns appropriately with small apparatus and use mathematical language to describe position and size. They join in with a suitable range of number and counting rhymes and some children count objects to ten and are beginning to recognise the written numbers. Some children count well to beyond ten and recognise the spoken sounds of numbers, and their written figures.

Knowledge and understanding of the world

50. The teaching of knowledge and understanding of the world is good and as a consequence the children make good progress in this area of their learning. They are given a wide variety of interesting experiences, which enable them to learn about the world in which they live. Knowledge of materials in the world is gained appropriately through activities such as playing with rubber gloves filled with ice, water and air and careful observations of changes in food that occur during cooking. For example, during the week of inspection the children were studying different materials and the changes that happened as they were heated or cooled. One group made a “Baked Alaska” pudding and the class was asked to guess what would happen to the ice cream when the pudding was put into the oven to bake the meringue. Other children studied the difference between air, water and ice and could effectively list the differences between the different states. They then put the coloured ice into water and there was real awe and wonder when it floated and as the children watched the melting ice mingle with the water. The children are given suitable opportunities to use information technology and it is appropriately used to support their learning in numeracy and literacy. They use the computer with enjoyment and increasing confidence, for example they use the computer mouse carefully to control and select options in simple matching games.

Physical development

51. Although it was not possible to observe any physical education lessons for reception during the week of inspection, the children are given a variety of suitable opportunities and make satisfactory progress in the development of their fine physical skills. They handle construction toys and small tools with appropriate levels of dexterity and many use crayons and pencils with appropriate skill when writing and drawing. The teaching of fine physical skills is satisfactory. Several of the children are able to write some letters and their names legibly. When using small tools such as scissors they demonstrate increasing control and appropriate attention to safety. There are lessons for physical development in the hall each week, in addition to which there is small amount of large equipment based in the classroom, which the children use effectively to develop their skills of balancing and muscle control.

Creative development

52. The teaching of creative areas of development is satisfactory and as a result children make satisfactory progress in the development of their creative skills. They are given suitable opportunities to learn a variety of techniques and use a range of materials to express themselves. They use paint, pencils, crayons, fabric and glue to make pictures and collages linked to their work in other subjects. They have suitable opportunities to participate in imaginative role-play, and are developing appropriate skills in imagination and communication. Children engage happily in role-play in the company of others and some play co-operatively. Children are given appropriate opportunities to make independent decisions and use their imagination, for example, in their pictures of themselves.

ENGLISH

53. At the end of Year 2 and Year 6, pupils' attainment is at the levels expected nationally for seven and eleven year olds. This reflects the findings of the last inspection, which were that at the end of both key stages pupils attained standards which met the national expectation and that they made satisfactory progress.
54. In the national tests for seven year olds in 1999, results were well above the national average for reading and above the national average in writing. In comparison with similar schools pupils were above average in reading and writing. However, the year cohorts are small and results of particular years should be interpreted with caution. Over the last three years, the pupils at Key Stage 1 have generally attained standards that are average in comparison with national figures. There is a similar picture at the end of Key Stage 2 where pupils over the same period have also been attaining standards that are average. In 1999, in the end of key stage tests, there was a higher percentage than expected achieving at the upper Level 5, but also a higher percentage with attainment below the expected level for their age. Again these fluctuations are exaggerated by the small number of pupils in each year group, and are not statistically significant.
55. Pupils, including those with special educational needs, make satisfactory progress in English throughout the school. Pupil's attainment in speaking and listening is satisfactory and sometimes good at both key stages. In Years 1 and 2 pupils listen attentively to their teacher and to each other and talk confidently about matters that interest them, although they sometimes have a tendency to continue conversations amongst themselves. A small group eagerly expressed themselves when involved in a role-play of their Big Book story of the big bad wolf and the little pigs. Several pupils can express themselves in extended sentences using a good command of vocabulary, as for instance in explaining how they could find their way from school to home. At the end of Key Stage 2 most pupils are able to talk confidently to groups of other pupils and adults. Many are particularly enthusiastic in the literacy hour plenary sessions, when they can offer their views on books they are reading, or recall, sometimes extensively, aspects of stories which have made an impression upon them. Some talk with conviction about their religious beliefs, and describe in detail the skills of their parents in their jobs, such as pottery. They also talk expressively about their school visits to Truro and 'Squeeze Gut Alley', and the annual school camp for older pupils.
56. At Key Stage 1, a systematic approach is applied to teaching letter and word recognition, and formation. Pupils make steady progress in handwriting, and their writing is beginning to demonstrate meaning and use appropriate vocabulary. Pupils build up compound words such as 'neck lace', 'pass port' and 'suit case' and know their meaning. Most are beginning, to use simple punctuation consistently and accurately by the end of the key stage. Most pupils are able to spell simple words phonetically although their spelling is not always accurate. By the end of Key Stage 2, most pupils are familiar with the idea of editing work, although there is some confusion about the purpose of drafting and redrafting when pupils talk about 'rough' and 'best' work. A good feature is the generally fluent, joined and legible handwriting produced by all pupils for a variety of contexts. They also make considerable effort to ensure that accurate punctuation is used, including regular use of speech marks. This was particularly noticeable when pupils wrote a continuation of the story of 'The Dancing Bear' in their own words for a younger child. In this instance strenuous efforts were made to maintain understanding for the audience – "They won't understand 'clutching' ", leading to several accurate and successful pieces of writing. While some good examples of pupils writing are displayed, for example "Wish upon a star", older pupils have relatively few examples of sustained writing other than in their annual personal research projects.
57. Reading at Key Stage 1 has improved since the last inspection. Word recognition and the use of flash cards has been reinforced by a phonic learning approach where pupils are learning letter sounds rather than just their names. This approach is now being used throughout the school with a consequent improvement in attainment. By the end of Key Stage 1, pupils have ready access to a good number of reading schemes and simple reference books. By the time they leave the school at the end of Key Stage 2, most pupils are reading accurately, with enjoyment, and all are able to retrieve information from both the library and information technology sources. The majority of parents listen to their children reading, and some communicate with the teachers through the pupils' homework books, which are taken home daily.

58. Pupils' attitudes to their learning in English is good. They listen well and a very good feature is the relationship between pupils and their teachers. Pupils behave very well and most are enthusiastic and eager to contribute to oral parts of lessons.
59. The teaching in English is satisfactory overall. It is always at least satisfactory, often good and on occasion it is very good. The consistent quality of the teaching has a positive impact on the progress pupils make in their learning. Teachers have implemented the National Literacy Strategy effectively and demonstrate good knowledge and understanding of the learning elements of the strategy. Lesson plans are detailed, focused and appropriate. Classroom management is always effective in literacy lessons. The pace of lessons overall is variable as teachers occasionally spend too long on their introductory sessions. However the plenary sessions are always sharp and to the point and give good opportunities for groups of pupils to summarise their work. In the very good lesson observed, the knowledge and enthusiasm of the teacher for literature enhanced the learning and enjoyment of the pupils. There is some inconsistency in the way teachers use their very competent classroom assistants, they are mostly used well, but there are a few instances of adult helpers being under-employed at some parts of the lessons.
60. The scheme of work followed is linked to the literacy strategy and is managed well. It provides suitable opportunities for discussion and contributes positively to pupils' spiritual, moral, social and cultural development through the use of language and literature. The small reference library and library area are well and regularly used, and the large classrooms are also used well to encourage pupils to research and use quiet areas for reading. The arrangements for statutory assessments are implemented well and teachers are beginning to develop suitable systems for setting targets. The school provides additional literacy support for pupils with specific learning difficulties. Information technology is appropriately used to support the pupils learning in English. Although the school has a marking policy, it is not standardised in its implementation, and some written comments offer little guidance to pupils.
61. The leadership provided by the head teacher and the English co-ordinator has resulted in the successful introduction of the National Literacy Strategy, which is having a positive impact on the teaching, and learning of literacy in all classes.

MATHEMATICS

62. The findings of the last inspection were that pupils made satisfactory progress and attained standards in line with the national expectation. In the 1999 National Curriculum Tests at Key Stage 1, the number of pupils attaining Level 2 was higher than the national average, but the number of pupils attaining the higher Level 3 was below average. At Key Stage 2, pupils attaining Level 4 or above was close to the national average whilst those reaching the higher Level 5 was well above average. The performance of boys and girls was close to the national average at Key Stage 1 whilst at Key Stage 2, the performance of boys was above average, whilst that of the girls was below average. The results were above average when compared to similar schools. Over the past four years there has been an upward trend at both key stages. The inspection confirms these results. Whilst standards are average at the end of both key stages and progress is satisfactory overall, in many lessons at Key Stage 2 progress is good, and this is just beginning to have an overall effect on the standards of work pupils are likely to achieve.
63. Pupils make satisfactory progress at both key stages and sometimes good progress at Key Stage 2 and teachers and pupils have identified the numeracy strategy as one reason for raising standards.
64. At the end of Key Stage 1, the majority of pupils show a sound understanding of number calculations and a growing understanding of the place value of tens and units. Some pupils are able to use their knowledge of number accurately to solve simple problems. The introduction of the numeracy strategy and effective use of support staff and parents are having a positive impact on improving standards and an enthusiasm for mathematics. Pupils have appropriate knowledge of

shapes and their properties, addition and subtraction and simple fractions, matching and sorting and they know the difference between odd and even.

65. At the end of Key Stage 2, attainment is satisfactory. Younger pupils round up numbers to a thousand to the nearest ten. They identify effective strategies for multiplying large numbers ending in nought and count on adding a hundreds forwards and backwards. Pupils develop appropriate skills in handling numbers, including money problems. They reconcile decimals, vulgar fractions and percentages. In a lesson observed, pupils confidently wrote down large numbers with the corresponding words.
66. Good provision is made for pupils with special educational needs. Appropriate tasks are set and the level and quality of support is good. This aids pupils making sound progress.
67. Pupils have very good attitudes to learning. They listen attentively and are keen to share their thoughts and ideas. They work independently and collaboratively, and settle quickly to their tasks, supporting each other when necessary. Throughout both key stages, pupils are encouraged to take care with their presentation of work. All pupils, without exception, behave very well and show confidence and trust in their teachers and support staff.
68. The quality of teaching is satisfactory overall, with some good and very good teaching at Key Stage 2. All teachers show very secure subject knowledge and employ good methods to ensure pupils' continuous and progressive learning. Lessons move along briskly. Teachers make good use of questioning to challenge and check pupils' understanding and extend learning. The acquisition of mathematical vocabulary is suitably addressed and all teachers develop pupils' number language effectively. Information technology is not as yet used fully to support mathematics, however the school has identified this as an area for improvement and is making suitable provision to address the issue.
69. The head-teacher has taken over the management of the subject since his appointment two years ago and the school is showing an upward trend in this area. As yet there is no difference in the standards attained in the end of key stage tests since the last report. However teacher knowledge is sound and the effective implementation of the numeracy strategy has put the school in a good position to improve standards further. Assessment is an area that the school has identified as being under-developed. As a consequence they have put in place a range of assessment procedures to support the national assessment tests and are now to use this information systematically to inform the future planning of the teaching.

SCIENCE

70. At the end of Key Stage 1, the pupils' standards of attainment are average. Pupils make satisfactory progress throughout the key stage. At Key Stage 2, pupils make good progress and by the end of the key stage standards are above average. The good progress throughout the key stage is a direct result of high teacher expectations and good knowledge and understanding of the subject. Evidence indicates there has been a substantial improvement since the previous inspection. The findings of the last report were that pupils made sound progress at both key stages and that attainment at the end of the key stages met national expectations. However during investigative activities teachers did not always allow sufficient opportunities for pupils to develop fully their independent skills of predicting and finding reasons for outcomes. This is now resolved and there are suitable planned opportunities for pupils to develop skills of scientific investigation.
71. The size of the cohorts for each year group is small and as a consequence fluctuations in results between individual year groups should be interpreted with caution. In the end of key stage assessments in 1999, the attainment of pupils at Key Stage 1 was judged to be well above average. At Key Stage 2, the performance of pupils in the end of key stage tests in 1999 was above average in comparison with national figures. In comparison with schools in similar contexts the overall performance of the pupils was well above average. While the results of one year alone are not

statistically reliable for the reasons explained above, the overall picture is very encouraging as the school has shown improvements in the end of key stage tests at Key Stage 2 over the last three years which are greater than the national trend of improvement.

72. The quality of teaching is satisfactory at Key Stage 1 and pupils are taught all of the required areas of the curriculum make satisfactory progress. By the end of Key Stage 1 most pupils are aware of forces such as pushing and pulling and can write about the effects of these forces with appropriate knowledge for their age. They can discriminate between living and non-living things and can sort items, such as fruit, by their characteristics. They list fruits accurately and can predict what type of climate they need to grow. They are aware of the parts of the body and can label sketches appropriately. They can make simple circuits and can list which everyday items need electricity to work. They are aware that some materials conduct electricity and that some do not and can list some of these materials.
73. During Key Stage 2, pupils' rate of progress in their learning is good. This is due to the good teaching and to lessons, which are well planned and follow on effectively from, and build systematically upon, previous work. During the key stage pupils make good progress in learning about living organisms. They learn about light and shadows use this knowledge effectively to make a periscope and explain how light is reflected through it. They study a range of materials and write knowledgeably about their everyday uses. They continue to study forces and describe accurately the effects of gravity and friction. Pupils produce effective graphs to represent their findings in experiments on heart rate. They write graphically about the effects of different sorts of exercise on the body, for example to develop stamina or suppleness. They can accurately describe the functions of the major organs of the body and have a good idea of their locations. They are developing appropriate skills in investigation and for example design and trial water clocks, showing a suitable awareness of how they might improve their designs. They are able to talk knowledgeably about solar eclipses and magnetism, for example, and can make generalisations about physical phenomena such as the earth's magnetic field.
74. While no actual lessons were observed, from discussions with pupils, their response to the subject is good. They clearly enjoy their science lessons and talk about the subject with interest and enthusiasm. They can discuss their activities confidently with visitors and demonstrate a sound understanding of the things they have learnt. They record their results as accurately as possible and take an obvious pride in their work.
75. The curriculum is well planned and gives pupils good opportunities to develop their knowledge and understanding of all of the required areas of the curriculum. The curriculum co-ordinator is an enthusiastic teacher and her knowledge of the subject is good. As yet there is no specific assessment procedure for science, but the school has identified the need to develop one as part of the general school development plan. Although there are sufficient resources to enable pupils to learn about all of the required areas of the curriculum that are used well, they are stored in a cupboard, which is not easily accessible. This limits the opportunity for older, higher attaining pupils regularly selecting their own equipment for experiments, which is a requirement for Level 5.

ART

76. No lessons were observed during the inspection, but evidence of pupils' work and teachers' planning were scrutinised. Pupils of all abilities at both key stages make satisfactory progress and attain standards that are expected for their age at the end of both key stages. Basic skills are developed sufficiently and systematically as pupils move through the school. The school has sustained the standards of work and pupils' progress reported by the last inspection.
77. At Key Stage 1, appropriate emphasis is given to the teaching of pattern, texture colour and line and pupils produce interesting work, exploring these elements in a variety of media. As a consequence, pupils make satisfactory progress in the development of skills. They produce

pictures and three-dimensional art work in a variety of suitable media at levels appropriate to their age and ability. They employ various techniques to produce attractive work, such as making stick puppets using patterned fabric and printed mobiles, such as a “birthday train,” for example. Pupils learn to express themselves using crayon, pencil and paint and they use these skills effectively in drawing and painting pictures about the world around them and about work they have covered.

78. At Key Stage 2, pupils are given good opportunities to develop their expertise in working in both two and three dimensions, including working with clay. Pupils have produced well-made glazed clay models with the support of a local artist. Following the study of the Romans, pupils draw careful observational pictures of plants and incorporate them into designs with scrolls and leaves in the Roman style. They produce work of appropriate quality to illustrate their work in other subjects. For example, pupils in Years 3 and 4 draw attractive illustrations to the information booklets they make in work linked to literacy, geography and science. They study the work of well-known artists such as Lowrie and use charcoal and crayon well to produce work in that style.
79. Pupils’ respond to their art with enthusiasm and pride. They are very keen to show and discuss their work and talk excitedly about what they have done. Relationships between pupils and adults are generally very good and pupils show appreciation and respect to the parent helpers who play a valuable supporting role in classes.
80. The overall quality of teaching in art is satisfactory at both key stages. Teachers’ knowledge is sound, and the teaching of techniques, such as printing, painting and clay work enables pupils to make satisfactory progress. Pupils are given appropriate opportunities to use art to support their work in other curriculum areas. A recent art competition launched by the parent and teacher association on “A famous moment in the twentieth century” has resulted in a large and very attractively presented display of work in the school hall, of which the pupils are very proud. The co-ordinator has arranged craft days for the school, where pupils of all ages can learn together such skills as water colour washes and making collages using pebbles and plaster. Currently pupils in Key Stage 2 do not use sketch-books to develop and record their work. Appropriate use is made of information technology to support work in art, for example younger pupils made attractive pictures of snowmen using a painting program.

DESIGN AND TECHNOLOGY

81. Pupils make satisfactory progress at both key stages. This reflects the findings of the last inspection, which found that standards in design and technology met national expectations. At Key Stage 1, pupils’ skills and understanding are developed systematically in design and food technology. Before they begin their model or collage the younger pupils discuss the materials they intend to use, how they will place and stick them and what tools they need to use including the way they are to be used. When involved in food technology they discuss the ingredients, help to weigh them and attempt to predict the changes that will take place. In Key Stage 1 pupils design their own house, identifying what type it would be, the number of rooms and the colours and materials that are required, after discussion about the materials the three pigs used. Pupils are given suitable opportunities to research different types of houses before starting their design, which enhances their literacy skills.
82. At Key Stage 2, pupils follow a design accurately, select materials they will use in construction of a periscope. Although the design is common to all periscopes, the pupils have to use the tools carefully and design their own exterior pattern to complete the project. Pupils have successfully produced clay monsters of their own design and design pitchers and caskets imitating Roman designs to correspond with their history project.
83. Pupils are enthusiastic about their work. They are well behaved and remain on task often reluctant to leave the task at the end of the lesson. Design and technological experiences make a very good contribution to pupils’ social and personal development through opportunities provided for both independent and collaborative work.

84. The quality of teaching is satisfactory overall. Teachers plan well and in the lessons observed teachers involve their pupils in purposeful dialogue. Currently there are no assessment procedures in place to effectively support the next stage of planning to improve pupils' learning in order that they may gain wider experiences. However, the school acknowledges this and is to address this issue in the near future.

GEOGRAPHY

85. Only one geography lesson was observed during the inspection. There was, however, sufficient evidence from scrutiny of displays and other work, examination of planning and discussion with pupils and staff to indicate that by the end of both key stages pupils' attainment in geography is in line with that expected of seven and eleven year olds. Pupils, including those with special educational needs, make satisfactory progress. This reflects the picture reported at the time of the last inspection.
86. At Key Stage 1 pupils learn to look at their own locality, and in particular, their own homes in relation to school. Most are able to write their address reasonably accurately on an envelope and are beginning to understand the ideas of street, village, town and county for example: "A county is like a country, only not as long". They can give simple directions to different places in their school, correctly using right and left. They know that Truro is the nearest large population centre, and some can name several coastal resorts nearby. In Years 3 and 4 pupils know about a wider locality other than their own village; they examine aspects of Cornwall and its rivers and plot the course of the River Severn from source to sea, and study effect of the river on the landscape. They have a sound knowledge of Europe, but their knowledge of countries further afield is limited. However their recently established school links with other countries through the Internet is now helping to extend their knowledge. They have made useful links with schools in the USA, Canada and Truro, Australia and regularly exchange e-mail with them. A feature of the Information Technology areas is the four clocks showing comparative times in each country and the school at any time of the day. This enables the pupils to develop a good understanding of time zones. In Years 5 and 6 the pupils have an annual opportunity to produce their own geographical project, with a special emphasis on Cornwall. Completed projects from last years' leavers indicated very high standards of learning and research on subjects such as 'Cornish beaches' and 'Truro'. Present pupils are already planning their projects, which will include 'Cornish mining'. Through effective induction and liaison links with the high school, pupils have made accurate scale plans of their own school, and also of a new extension at the local secondary school.
87. In the lesson observed, pupils behaved well, and the teaching was satisfactory. The pupils participated enthusiastically and seemed amazed when they realised that their self-addressed letter would actually arrive at their homes when posted. Although teachers' planning is generally satisfactory, assessment is not used to guide this planning. The needs of special needs pupils are well provided for.

HISTORY

88. Only one history lesson was seen during the inspection. However from interviews with pupils and staff, scrutiny of displays, planning and pupils' previous work, pupils of all levels of prior attainment make satisfactory progress. At the end of both key stages attainment in history is in line with levels expected for pupils of seven and eleven. These findings are broadly in line with those of the previous inspection.
89. At Key Stage 1, pupils are developing an appropriate sense of chronology and can describe at length items they have in their homes which their parents may not have had such as. "play stations", "computers" and "they probably had photographs of themselves only in black and white". They also compare toys from the past with those of the present and enjoy identifying each other through photographs when they were babies. At Key Stage 2, in Years 3 and 4, pupils are

beginning to develop their historical skills, knowledge and understanding. This is often through cross curricular links, for example, when looking at the course of the River Severn, and all the places of historical interest along its journey. In Years 5 and 6, pupils think carefully about reasons for population movement, through the historical aspects of Invaders and Settlers, comparing the differing results of the invasions by Celts, Anglo Saxons and Romans. They relate this well to their own lives and modern family movement. They know that early invaders 'wanted our natural resources', how early weapons like axes were made, that Exeter had a Roman settlement, and reasons for emigration and immigration. Pupils make progress in their research skills, identifying sources of information, using historical topic facts from Truro Museum. Through preparing timelines, and studying giant newspaper cuttings they accurately identify major news events of the twentieth century. They use information technology regularly to enhance their learning, for instance, to prepare questions for their class about the Romans.

90. Pupils have positive attitudes to history. They are curious about the past and talk avidly about areas of their historical knowledge. Although teachers' planning is generally satisfactory and links with other subjects, including literacy, are well used, pupil assessment is not used. The teaching is satisfactory overall and in the one lesson observed it was good. The teacher demonstrated good subject knowledge and enthusiasm which had a positive effect on the response and learning of the pupils.

INFORMATION TECHNOLOGY

91. Progress of pupils of all levels of prior attainment is satisfactory at both key stages and pupils attain standards in line with those expected of pupils of seven and eleven at the end of Key Stage 1 and 2. The findings of the last inspection were that standards in information technology were in line with national expectations and progress was satisfactory. Since then the school has involved itself in many new initiatives to improve standards in this area. It has established a computer suite conveniently situated in a central area in the school. Pupils work under the supervision of a member of the support staff, guided by the co-ordinator. Year 6 attend information technology at the secondary school. The school is in a strong position to raise the standards pupils attain. Information technology is well used to support learning in other areas of the curriculum, such as in history and geography.
92. Pupils in the reception class have good knowledge of the use of parts of the computer, such as the keyboard and mouse and operate familiar software with confidence. At the end of the key stage, pupils are developing their skills well and follow computer programmed instructions effectively. At the end of Key Stage 2, pupils attain at least satisfactory standards in word processing, data handling, use of graphics and in the use of spreadsheet based packages to produce graphs and charts. Pupils use programmable toys as part of the computer modelling programme. The school currently corresponds with schools in Canada, America and Australia using e-mail.
93. Pupils are enthusiastic about information and communication technology. They work well in pairs and support each other well and this has a positive impact on their learning. The school is involved in the national project to improve and develop information and technology skills. The teaching is satisfactory at both key stages. Teachers have appropriate knowledge and understanding and provide suitable opportunities for information technology to be incorporated into other work. Literacy and numeracy skills are effectively developed through the use of information technology.

MUSIC

94. Pupils of all levels of prior attainment make satisfactory progress in music in both key stages and attain standards that are in line with those expected of pupils of seven and eleven by the end of each key stage. The last inspection found progress in music to be sound and these standards have been maintained.

95. At Key Stage 1, pupils make satisfactory progress overall. They listen to a range of different pieces of music at the start and end of assemblies with developing appreciation. Singing is satisfactory both in assemblies and lessons. Pupils can sing familiar songs from memory with appropriate pitch and together. They perform hand actions to some songs and sing these with obvious great enjoyment. They make satisfactory progress in learning the names of the percussion instruments they play.
96. Throughout Key Stage 2, pupils continue to make satisfactory progress. They continue to learn to sing tunefully and with good control throughout the key stage. When playing tuned percussion, pupils keep time well and their playing adds to the quality of the musical experience, as when accompanying the singing in assembly. The school provides extra-curricular clubs for pupils to learn the recorder. The quality of this provision is good and this has a very positive impact on their learning of musical notation. They are confident in the main and play with appropriate pace and expression.
97. Pupils enjoy music and especially singing together. They join in class lessons and assemblies with equal enthusiasm, requesting well-known favourites. The teaching of music is satisfactory and has a positive impact on the sound progress pupils make. Teachers' knowledge and understanding of the subject is appropriate and good use is made of commercial schemes of work to supplement this knowledge. Work is well linked to developing literacy and numeracy skills and appropriate use is made of counting and clapping rhymes, especially in the younger classes. The school makes good use of opportunities for pupils to develop their performing skills in a variety of settings and there are regular opportunities to sing and play to local senior citizens or in the Cathedral at Truro.

PHYSICAL EDUCATION

98. Pupils make satisfactory progress in physical education at Key Stage 1 and good progress overall at Key Stage 2. This represents an improvement on the findings of the previous inspection.
99. Pupils develop control and co-ordination and link together successfully a sequence of movements. They understand the need for a 'warm up' exercise and are aware of safety factors that need to be observed during gymnastics lessons. Pupils refine a series of actions considering how the quality of movements could be improved. When playing games, they recognise the need for the developing of skills and to use correct terminology, for example, "bounce pass" and "chest pass". They learn the rules of the games quickly practice their skills with vigour, learning to improve their own performance, for example, how to pass a ball in football quickly and accurately. They enjoy practising these skills in a game and can recognise the purpose and need of acquiring skills to make them better players.
100. Pupils at Key Stage 2 attend the local swimming pool in the Autumn and Summer terms and for the past two years all pupils have been successful in gaining their basic awards. Suitable opportunities for promoting athletics are provided through the 'sponsored awards'
101. Pupils attitudes and response to physical education lessons are good. They enjoy their activities and participate with enthusiasm, relating well to their peers and to adults. Pupils are given good opportunities to participate in extra-curricular sporting activities, which provide a valuable extension of National Curriculum programmes of study and together with the satisfactory teaching at Key Stage 1 and the good teaching at Key Stage 2, have a positive impact on the progress pupils make.

RELIGIOUS EDUCATION

102. Pupils of all levels of prior attainment make satisfactory progress throughout the school and standards of attainment at the end of both key stages are in line with those required by the Locally

Agreed Syllabus. These standards have been maintained since the last inspection, which judged that at that time pupils attained standards which met the national expectation.

103. At Key Stage 1 pupils can retell stories about Jesus and can describe how the Bible is special to Christians. They know that the Bible has two testaments, that there are Ten Commandments and the meaning of 'gospel'. The very youngest pupils have the opportunity to think about the purpose of life and the creation. Pupils have discussed "rules for living" in order to develop their view of behaviour and concepts such as "sorry is a difficult word". However, too little use is made of pupils' literacy skills and their written work lacks the focus of their verbal discussions.
104. Key Stage 2, pupils recognise the importance of light as a symbol in religious festivals. They understand the significance of the candles in the Christingle, recognising the fruits of the earth, the four seasons and the meaning of the word "symbol". They are able to compare this aspect of Christianity effectively with Judaism and its celebration of Hanukkah, and its symbol of light, the menorah. In Years 5 and 6 pupils know about aspects of the Bible, for instance, the conversion of Saul on the Road to Damascus. They also learn about aspects of other religions, such as their study of Diwali. Pupils are, through their study of religious education, become very aware of the moral dilemmas facing human beings. Several have written thoughtful pieces on "their wishes for the new Millennium" – that no one should need to beg, that there should be no more war, and that the world should stop growing tobacco. Pupils are also able to express themselves strongly on the nature of Christian belief, and give appropriate reasons for their views.
105. All pupils, including those with special educational needs, listen attentively and work conscientiously at their tasks, endeavouring to complete their work in the time given. They behave well and are always willing to contribute to discussions when asked. The teaching is satisfactory overall and some of it is good. Teachers concentrate very well upon the factual details of the religions studied but there is less emphasis on spiritual aspects. The school is aware that no assessment procedures are in place for the subject and has plans to remedy this.