

# **INSPECTION REPORT**

## **TRENANCE INFANT SCHOOL**

Newquay

Cornwall LEA

Unique reference number: 111886

Headteacher: Mrs W Pickering

Reporting inspector: Dr Jackie McMullan  
2917

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> October 2001

Inspection number: 191033

Full inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Trenance Road Newquay Cornwall
Postcode:	TR7 2LU
Telephone number:	01637 874532
Fax number:	01637 879635
Appropriate authority:	Governing Body
Name of chair of governors:	John Stocker
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2917	Jackie McMullan	<i>Registered inspector</i>	Science; Equal Opportunities.	How high are standards? How well are pupils taught? How well is the school led and managed?
9644	Michael Whitaker	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
11816	Geoffrey Jones	<i>Team inspector</i>	Foundation Stage	
12116	Christina Morgan	<i>Team inspector</i>	Special educational needs; Mathematics; Geography; History; Music; Religious education.	
22092	Derek Watts	<i>Team inspector</i>	English; Information and communication technology; Design and technology; Art; Physical education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Trenance is a large school for infants, with 347 pupils on roll. Pupils join the school with below average attainment. They are drawn from a diverse community. The percentage of pupils known to be eligible for free school meals (15.7 percent) is broadly in line with the national average, but this does not reflect the above average level of social and economic disadvantage. A high proportion of children (12 percent last year) leave or join the school other than at the usual times of first admission and transfer. Only four pupils come from minority ethnic backgrounds, and only two of these have English as an additional language. Currently, the percentage of all pupils identified as having special educational needs (19.6 percent) is around average, but the percentage having statements of special educational needs (2.5 percent) is well above the national average.

### **HOW GOOD THE SCHOOL IS**

Trenance Infants is a good school. Very good leadership and management have created a committed team of staff who work well together to provide good quality teaching and support to the pupils. This, in turn, promotes very good attitudes and behaviour, good academic achievement by all pupils, and above average standards. The school spends its budget carefully on its identified priorities, to promote good learning, and provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Promotes very good behaviour and very positive attitudes to learning within a secure and caring environment
- Teaches English very well, due to excellent leadership in this subject
- Teachers' management of pupils is outstanding
- Provides a good quality of education for all its pupils
- Makes very good use of visits and visitors to enrich its curriculum
- Plans all aspects of its work very carefully and effectively

### **WHAT COULD BE IMPROVED**

- Attendance
- Promotion of pupils' spiritual, cultural and creative development
- Raising the small proportion of satisfactory teaching to the standard of the best

*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 April 1997 and has improved greatly since then. An Achievement Award was given to the school two years ago by the Department for Education and Skills (DfES), in recognition of the significant improvement in the standards achieved by pupils. The new senior management team has put in place many changes over the past three years, and the main improvements since the last inspection are:

- All key issues from the last report have been fully addressed
- Standards have risen, especially in reading and mathematics
- Teaching has improved considerably, and is now regularly monitored
- Teachers' planning has improved and is now very good.
- Teachers now have good systems for assessing pupils' attainment, and make very good use of ongoing assessment to improve learning for pupils.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	A	B	B
writing	C	C	C	C
mathematics	D	A	B	B

**Key**

*well above average* A

*above average* B

*average* C

*below average* D

*well below average* E

Standards rose significantly two years ago, resulting in the school receiving an Achievement Award from the DfES. Standards this year have dropped slightly in mathematics and reading, but have remained well above average in science. There is evidence that the current focus on writing is beginning to have an impact on raising standards. The school sets itself demanding, but realistic targets for improvement, and is making very good progress towards meeting them.

Pupils achieve good standards in relation to their prior attainment. Attainment is below average on entry to reception, but pupils rapidly settle and make good progress. By the time they move into Year 1, standards are average in most areas of their development, and are above average in their personal and social development, and in their knowledge and understanding of the world. By the end of Year 2, standards are above average overall, and pupils do particularly well in science investigation, reading, design technology and geography. Pupils of all abilities receive the challenge and support they need, and as a result achievement is good across most areas of the curriculum, and is satisfactory in music and art.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and work with effort and enjoyment. This leads to them developing good learning skills and making good progress across all areas of their work.
Behaviour, in and out of classrooms	Behaviour is very good within classes, around the school and in the playground. Pupils are extremely polite and friendly.
Personal development and relationships	Very good. Pupils are learning to respect each other and take on responsibility. They feel secure and valued, and develop very supportive relationships with each other and with their teachers.
Attendance	Attendance has remained consistently below average, despite much effort by the school to improve it. Below average attendance is a consequence of the many families working in the tourist industry in Newquay taking their holidays out of season, with a relatively high proportion of these holidays being taken in term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

In over seven out of ten lessons, teaching is good or better, and it is very good in almost a quarter. Teaching is particularly good in literacy lessons, where teachers follow a consistent and effective approach, which results in very good learning for all pupils. The teaching of numeracy is good overall, although there are some aspects that could be improved. Other strengths of the teaching are;

- the outstanding way in which teachers manage pupils and promote a highly orderly, enjoyable and focused learning environment
- the way teachers help pupils to become independent learners
- the very good planning and assessment which is used to meet the individual needs of pupils

Learning is good as pupils work with effort and concentration, enjoy their work, and make good progress. They are also developing very good learning skills, including working independently, carrying out investigations, and working collaboratively. Pupils of differing abilities all make good progress in their learning because their work and the support they receive, are well matched to their needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and is delivered in an interesting and stimulating way. It is enriched by a very good range of clubs, trips and visitors.
Provision for pupils with special educational needs	Good. Pupils with statements of special educational needs receive very good support, and other pupils on the register of special needs receive good support.
Provision for pupils with English as an additional language	The two pupils with English as an additional language are making good progress in learning English, and receive effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Their moral and social development is promoted very well across all areas of school life. There is satisfactory provision for pupils' spiritual and cultural development, but these aspects could be further developed within the curriculum, especially through creative work.
How well the school cares for its pupils	The school is a very caring one. It knows all its pupils well and keeps a very close check on their personal and academic well being.

The school keeps parents very well informed of the work their children are doing, and provides accurate information on the progress they are making and the standards they are achieving.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy work very well together to promote school improvement. There are clear priorities for development which are backed up by good action planning, training, and financial support where needed. The school has recently been awarded Investor in People status in recognition of the good training it provides for all its staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They monitor the budget and the progress the school is making, and provide good support. The Chair of Governors is a regular visitor, knows the school well, and has been instrumental in helping to bring about the many changes that have taken place over recent years.
The school's evaluation of its performance	The school looks very carefully at how it operates, and evaluates how successful it is in the different aspects of its work. This provides a good basis for identifying priorities for development.
The strategic use of resources	The school applies the principles of best value well to ensure it spends its budget wisely. It makes good use of all its resources to promote above average standards and very good behaviour and attitudes to learning by the pupils. However, it could do more to ensure that learning assistants are used to best effect in all lessons.

Staffing and resources for learning are good, and the new resources for ICT are very good. Accommodation is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Pupils are happy at school and are very well cared for</li><li>• Particularly good teaching in reception</li><li>• The good progress their children make</li></ul>	<ul style="list-style-type: none"><li>• Communications with parents</li></ul>

The inspection team agreed with parents that it is a very caring school where all pupils make good progress. They agree that there is much very good teaching in reception, but also found some very good teaching in both Years 1 and 2.

The inspection team disagreed with parents' views that communications with parents could be improved. They found that the school provides very good information to parents about the work it is doing and about the standards their children are achieving. The headteacher and classroom teachers also make themselves freely available to speak to parents informally at the start and end of each day.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

### **The contractor appointed by OFSTED for this inspection was:**

*Westminster Education Consultants, Old Garden House, The Lanterns, Bridge Lane, London, SW11 3AD.*

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## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Pupils of all abilities make good progress at Trenance School.
2. When children enter the school in reception classes, the evidence from baseline testing and from inspection observations shows that their attainment is below average. Many children have poorly developed social, language and literacy skills, and have had little experience of dealing with number. The good, and often very good teaching in foundation stage results in all pupils making good progress across all areas of learning, with very good progress being made in their personal, social and emotional development. By the time they reach the end of reception year, standards are average across the main areas of learning, and above average for pupils' personal and social development. This represents good achievement. Pupils of all abilities continue to make good progress in Years 1 and 2, and standards in most curriculum areas are above or well above average by the end of Year 2. This shows that pupils make good progress and achieve well. It is also a significant improvement since the last inspection, when standards were average at the end of Year 2.
3. Results of national tests showed a marked increase in 2000, standards being well above average in reading and mathematics, compared to average or below standards in previous years. The school received an Achievement Award from DfES in recognition of this improvement. Results for 2001 have dropped slightly to above, rather than well above, average in reading and mathematics. They have remained average for writing and continue to be well above average in science. Few pupils fail to reach level 2 in national tests, indicating that lower attaining pupils are achieving well. Similarly an above average proportion of pupils reach level 3 in mathematics, reading and science, indicating that higher attaining pupils are also achieving well. Two children achieved level 4 in reading this year, which represents particularly good achievement. Test results over the past few years have shown that girls usually do better than boys in reading and writing, but these differences are similar to the national trend. Boys and girls achieve similar results in mathematics.
4. Attainment in English in Year 2 is above average, with reading continuing to be a key strength, and writing now showing signs of improvement. Very good teaching in English, with effective and consistent approaches to teaching reading, and more recently writing, leads to all pupils achieving good standards in relation to their abilities. Attainment in mathematics is currently judged to be around average, but there is evidence that continued good progress will lead to above average attainment by the end of Year 2. Again, pupils achievement is good, due to effective support for the lower attainers, and appropriate challenge being put in place for the pupils identified as high attainers. Attainment in science is above average, especially in scientific enquiry, and achievement is good.
5. Standards in Year 2 are at least average in all other subjects, being above average in design and technology, and geography. Achievement is good in information technology, design and technology, geography, and physical education, and is satisfactory in art and music. There was insufficient evidence to make a judgement on attainment in history. Attainment in religious education is in line with expectations, and attainment and achievement rise when teaching is particularly good.

6. All pupils achieve well in the school due to good teaching, and the very positive attitudes and well developed learning skills that pupils bring to their learning. There is a wide range of ability in all classes, but teachers address this well through their teaching, assessment and planning, ensuring all pupils receive appropriate support and challenge. Pupils with special educational needs achieve well due to the effective support they receive. There are two pupils with English as an additional language, but their language skills are sufficient to enable them to play a full part in lessons and make effective progress in all areas of the curriculum. No significant difference was observed in the progress or achievement of boys and girls.

### **Pupils' attitudes, values and personal development**

7. Pupils' attitudes to school are very positive, as was the case at the time of the last inspection. The youngest children in the foundation stage demonstrate eagerness and confidence on their arrival at school; they are quite happy to leave parents and get on with the day's activities. In lessons, pupils of all ages show enthusiasm and a keenness to participate. This was evident in a Year 2 Religious Education lesson on what it means to be a Christian, in which the teacher used role-play to very good effect. Pupils persevere in the face of difficulties, respond well to challenges and show real pleasure in their own success and that of their classmates. Attitudes are equally positive between pupils with special educational needs, higher attaining pupils and those from minority groups.

8. Behaviour is very good, as it was during the previous inspection. Parents responding to the pre-inspection questionnaire were unanimous in their praise for the standards of behaviour achieved by the school. Pupils are open and friendly towards visitors. At lunch and at play, they are lively and sociable. The school has succeeded in creating an environment in which there is no sign of any form of harassment by gender or towards ethnic minority pupils, or pupils with special educational needs. All are included in break time play. Pupils respect school premises and resources; they understand and appreciate the school's basic 'golden rules'. They move about the school in an orderly fashion. In lessons, pupils, encouraged by their teachers' stimulating lessons and high expectations, are polite, attentive and responsive.

9. Personal development and relationships are very good, a judgement that echoes the one made at the time of the last inspection. Pupils have classroom duties, which they carry out with minimal fuss. Relationships between pupils are very good. They work co-operatively in pairs or groups when required, and readily support each other. Pupils spontaneously applaud good pieces of work; as was seen, for example, in a Year 1 literacy lesson where pupils had to tell a story about a personal loss. Relationships between staff and pupils are very good, and form the basis of the good behaviour and personal development seen in the school. Pupils' contributions in lessons are valued, thus giving them the confidence to try an answer when uncertain.

10. Attendance, at 93.7 percent is less than the national average for schools of its type and is, therefore, unsatisfactory. At the time of the previous inspection, attendance was 93.4 percent. Unauthorised absence, at 0.4 percent, is below the national average. Punctuality is good; lessons start on time, giving a brisk and businesslike feel to the school's proceedings.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. Teaching is good across the school, and pupils make good progress. In over three quarters of lessons, teaching was judged good or better, and it was very good in almost a third. Only one lesson out of fifty was unsatisfactory. This is a big improvement since the last inspection, when progress was only satisfactory, and teaching in one in seven lessons was unsatisfactory, mainly because of poor classroom management.

12. Over the past two years, the school has worked hard at developing consistency and quality in teaching. This has been done through sharing of expertise, shared planning, agreed procedures, and training by observation, support and demonstration. The outcomes of this work are evident in the consistent and effective approach to planning, teaching, assessment and classroom management seen across all classes in the school. Teachers all share high expectations of both behaviour and achievement, and this sets the scene for good learning.

13. Children get off to a good start in reception classes, where almost all lessons observed were good or better and over a half of lessons were very good. A very good feature of the teaching in reception is the highly effective way in which children's personal, social and emotional development is promoted, and children make rapid progress in this area of their development. Together with the very sensitive and caring approach to developing learning skills, this results in calm and purposeful classrooms where children focus well on their activities.

14. An outstanding feature of teaching across the school is the excellent way in which teachers manage pupils' behaviour, promoting very good attitudes and behaviour. This results in a very orderly learning environment where there is very good, sustained, concentration and effort by the pupils, and as a result pupils make good, and often very good, progress in their learning. For example, excellent management of pupils in a Year 2 literacy lesson resulted in pupils working very well on their own, concentrating for long periods of time, and making great effort. This led to all pupils making very good progress in writing a sequence of instructions. Behaviour management links closely to the very good relationships that are built between teachers and pupils, and this is another strength of the teaching which is consistent across the school, and which leads to good learning. For example, very good relationships with children in a reception class led to good behaviour, high self-esteem, and effort and enjoyment by the children in their learning about measure.

15. Across the school there is also an ongoing focus on developing pupils' skills of learning, as well as their subject-based knowledge, understanding and skills, and this has been very successful. From when they start in reception class, children are very effectively taught to become independent learners, and most children rapidly become able to work productively on their own for significant periods of time, freeing the teacher to provide good quality support to small groups of children, for example in literacy lessons. Pupils are also taught to work well together in groups, and this also contributes to the good learning that takes place. For example, as a result of very good class routines in a Year 1 mathematics lesson, pupils understood the different grouping arrangements that the teacher used for different purposes. They settled quickly to work in mixed ability pairs, organising themselves well and working with confidence, keen to explain what they were doing. This led to peaceful and productive learning about measure.

16. Planning is very good. Teachers in each year plan together, which results in sharing of ideas and expertise, and also provides consistency in the experiences provided across the different classes in the same year group. Teachers individually adapt the activities to

meet the specific needs of their class. They evaluate their plans, taking into account their ongoing assessment of pupils, and modify their planning accordingly. This results in a good focus on meeting the needs of individual pupils and of groups of pupils. All lessons have clear learning objectives, which are made clear to the pupils at the start of the lesson. Not only are pupils told what they are going to learn, but also why. This sets the scene well. For example, in a religious education lesson in Year 1, the teacher gave a very good introduction which reminded pupils of the previous week's work, went through what they were going to do today, and why, and then found out what children already knew about Christianity, writing this up on a flip chart. Similarly, most science lessons start by using investigation boards to brainstorm what pupils already know, what they want to find out, and how they are going to do it. Good use is made of questioning in most lessons, and most pupils sit quietly, listen carefully and answer confidently. Questions at different levels are often targeted at particular children, and this is particularly effective at challenging pupils of differing abilities to take their thinking further, as well as finding out the extent of their understanding. This results in lessons being of appropriate challenge, and building well on what pupils already know.

17. Teaching of literacy is very good. A consistent and highly effective approach results in very good learning for all pupils. A key factor in the success of these lessons is the good focus on providing suitable challenge and support for pupils of differing abilities, resulting in very good progress and achievement in relation to prior attainment. For example, in a Year 2 lesson, pupils were organised into ability groups and were given tasks that were well matched to their prior attainment and challenged them to make good progress. Good one-to-one support to a pupil with a statement of special educational need enabled this pupil to also learn effectively. Another particularly good feature of literacy lessons is the way in which teachers act as good role models in demonstrating such things as reading, speaking, and letter formation and joining in handwriting.

18. Teaching of numeracy is good and, like literacy, good progress for all pupils is promoted through the use of a range of tasks, carefully matched to the wide range of ability evident in classes. Teachers employ a consistent approach, and the best lessons are lively and well paced, with good achievement for all pupils. This was seen, for example, in a Year 2 lesson higher attaining pupils were learning to recognise number patterns, while lower attainers were finding out that addition can be done in any order.

19. Teachers and support staff have been trained to use the new ICT equipment, which was purchased last year, and good use is now being made of ICT to make learning more effective and interesting. For example, good use was made of a microscope linked to an interactive white screen to show pupils the detailed structure of seeds, creating much interest and excitement at the magnified images. A good range of ICT is used to support learning, for example recording and displaying data, finding out information using the internet, creating designing in technology project, and using word processing to produced finished work in English.

20. The quality of support for pupils with statements of special educational need is very good. It provides an effective balance between access to the curriculum and addressing their specific learning difficulties. These pupils make good progress, in line with their abilities.

21. The quality of support for other pupils on the register of special educational needs is good. The emphasis is on helping them to access the full curriculum, but support does not always address their specific learning difficulties. Overall, pupils with special educational needs make good progress because of the high levels of in-class support they receive from

highly skilled and motivated support staff. However, in some classes and in some lessons, support staff are not always used to maximum effect and the amount of time they spend in direct interaction with pupils is limited. Pupils with special educational needs are encouraged to work independently whenever possible and to engage in collaborative working with other pupils. The school recognises the benefits to its pupils with special educational needs of learning from other children, particularly in the area of language development.

22. The quality of individual learning programmes is variable across the school. Most targets are appropriate, but in some cases, targets are too general and are neither time-limited nor measurable. Class targets are set in English and mathematics but individual targets are not a focus of teachers' marking. However, all teachers provide tasks in lessons, particularly in English and mathematics, which are carefully matched to the learning needs of specific groups of pupils. On those occasions where all pupils are completing the same or similar tasks, extra adult support is provided for lower attaining pupils.

23. Teachers generally make good, and often very good use of time and resources to help pupils learn. Most lessons get off to a quick start and follow a brisk pace throughout. Effective use is made of learning assistants to provide planned support to groups and individuals. Learning assistants work closely with teachers, take part in training, and are able to provide skilled support to pupils. Voluntary parent helpers also make a valuable contribution to lessons. Some very good use is made of the local environment to support learning, especially in science and geography, and a range of visits and visitors add interest and stimulate good learning. For example, a visitor from the Wildlife Centre in Devon brought in animals such as a snake and a bat, and the excitement this caused has helped pupils to remember many things about animals and their needs. However, a weakness of some teaching is that activities sometimes go on too long, pupils start to lose interest and learning starts to diminish. Examples of this were when whole class sessions went on too long, pupils spent too much time listening to the teacher and the learning assistant was unable to play an active part in the lesson, or when group activities went on beyond the point where pupils had learnt as much as they could from the activity.

24. Teachers make very good use of ongoing assessment to adapt their plans and to set work which is well matched to pupils' prior attainment, as referred to in several paragraphs above. Learning assistants record what individuals do or do not understand during the teacher's questioning, and also record what pupils can or cannot do when they are working individually or in groups. Learning assistants are closely involved in planning and contribute to revisions in short term planning, which teachers make in the light of ongoing assessment. Class targets are set in advance each week, and pupils work hard to achieve these targets, gaining recognition and satisfaction when they have done so.

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

25. The Foundation Curriculum for children in the reception classes is good, and is based appropriately on the specified areas of learning for children of this age. It is carefully planned and this ensures that the youngest children in school have full access to a wide range of suitable experiences. Children are well prepared for their National Curriculum studies.



26. In Years 1 and 2, the school provides a good quality curriculum that is broad, balanced and relevant. Statutory requirements for all National Curriculum subjects and the requirements of the Locally Agreed Syllabus for religious education are fully met. Using the Qualifications and Curriculum Authority (QCA) national schemes and Local Education Authority guidance, the school has effectively reviewed and revised its curricular planning. This represents a significant improvement since the last inspection, where planning was a weakness and was not clearly linked to the National Curriculum. Good quality long and medium term plans are in place for all subjects, and these take full account of the National Curriculum Programmes of Study. These provide a consistent framework for teachers to plan their lessons. They also help to ensure that pupils learn in a steady and systematic way as they move through the school.

27. The school's strategy for teaching literacy is very good, and contributes to very good teaching and learning in English. The school has been particularly successful in implementing shared and guided reading strategies consistently throughout the school. This has had a positive impact on standards particularly in reading. The school is currently further developing effective strategies to raise standards in writing. The strategy for the teaching of numeracy is good, although the teaching of mental arithmetic at the beginning of mathematics lessons could sometimes be more effective. The successful implementation of national strategies is contributing to the above average standards achieved in English and mathematics.

28. The school offers a very good range of extra curricular activities that enrich the pupils' learning opportunities and contribute very well to their social development. These include French, football, gardening, gym, recorders and short tennis. There is also an ICT club for pupils who do not have computers at home. Further enrichment is offered through a range of local visits. For example, Year 2 pupils visit Tomperrow for a day and evening. Here they experience technology and art activities. The day is rounded off by a barbecue and camp fire. This day is organised by the learning assistants and supported by parent helpers. Visitors also contribute well to the school's curriculum. For example, a scientist from the University of Exeter has assisted the pupils with environmental work and a visitor from the Wildlife Centre in Devon brought some interesting animals into school. SET (science, engineering and technology) week in March provides good opportunities in science and technology.

29. The curriculum for pupils with special educational needs is good. Teachers' plans indicate how tasks are modified to meet pupils' individual needs, particularly in English and mathematics. Pupils receive good support from teachers and learning support assistants. However, in some individual educational plans, the targets are not sufficiently specific to fully address particular learning needs.

30. The school promotes equal opportunities well. All pupils, including those with special educational needs, those with English as an additional language, higher attainers, boys and girls, have equal access to the curriculum and other learning opportunities.

31. Provision for pupils' personal, social and health education is good. The school is successful in developing pupils' confidence and responsibility. Health and safety issues are promoted well particularly in design and technology and physical education. Good relationships and respecting the differences between pupils are promoted throughout the curriculum by all staff.

32. Links with the community make a good contribution to pupils' learning. Their knowledge of society is expanded by their involvement with local events such as the

carnival and the 'Newquay in Bloom' event. The Town Guide takes pupils on a tour of the town, thus enhancing their knowledge of its history. They are introduced to the world of work through visits to nearby supermarkets. Religious Education and Personal and Social Education are furthered by links with local churches. Collections for charities, both national and local, and activities such as singing Christmas carols at a local residential home for the elderly further their sense of citizenship. The school's planning for environmental and citizenship education draws significantly upon local contacts.

33. At the time of the last inspection, pupils' moral and social development were strengths of the school. Provision remains very good and continues to be supported by very positive relationships between pupils, and between teachers and pupils. The quality of provision reflects the emphasis on personal development that forms the basis of the school's aims and values. A high priority is placed on equipping pupils with a clear set of moral values. The positive approach to managing pupils' behaviour and the good role models set by all staff create an atmosphere in which pupils naturally behave in an appropriate manner. Pupils' social development is very well supported through a range of different strategies. For example, they learn to take responsibility through the class leader and monitor schemes.

34. The school is a caring, orderly and purposeful community. Teachers are consistent in their expectations of responsible behaviour and this extends beyond the school gates. Pupils show an awareness of their role in protecting the environment and take seriously the recycling of waste paper, conserving energy resources and taking personal responsibility for looking after the immediate locality.

35. Provision for pupils' spiritual development is satisfactory, but is not sufficiently planned for in the curriculum as a whole. Through geography and science lessons, pupils are made aware of the beauty and fragility of the local environment. The visit to the school of an expert in alternative energy, who gave a spectacular demonstration of the way a solar panel works, made a lasting impression. However, opportunities are missed, particularly in art and music lessons, to develop pupils' creativity and to allow them to respond imaginatively and emotionally to music and painting. Assemblies meet the statutory requirements for collective worship, but allow limited opportunities for quiet reflection.

36. Provision for pupils' cultural development is satisfactory. Knowledge of different world religions is promoted well through religious education, but effective links are rarely made with other curriculum areas, and opportunities are often missed. Pupils' knowledge of their own cultural heritage is satisfactory. There are many visits to many places of local interest, but most of these visits tend to have a scientific or environmental focus, rather than a cultural one. Further opportunities for pupils' cultural development could be provided through visits and through art and music lessons.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Procedures for assessing pupils' attainment and progress are good. The previous inspection report observed that there was no school policy for assessment. That omission has been remedied in regard to the core subjects and religious education. Over a two-year cycle, every unit of work is assessed. Assessment data is used to set class targets and there are plans to move on to setting individual targets for pupils. These procedures have yet to be extended to non-core subjects. In addition, much useful assessment is done on a day-to-day basis during lessons.

38. Assessment information is very well used in guiding curricular planning, especially in literacy and numeracy. Plans are readily modified in the light of experience to match work to pupils' abilities.

39. There are good procedures for monitoring and supporting pupils' academic progress. Pupils are assessed on entry to the school and the results of National Curriculum tests are analysed. Detailed records of each pupil's achievements are kept and used to inform annual reports to parents.

40. Procedures for monitoring and supporting pupils' personal development are very good. Staff know pupils well and that knowledge, together with the school's caring ethos and the very good relationships between adults and children, ensures that pupils' personal development is diligently overseen.

41. Procedures for child protection and for ensuring pupils' welfare are good. The headteacher is the designated person for child protection purposes; she has been appropriately trained. All staff, including support staff are aware of the action to be taken in cases of concern. The school has good relations with Social Services and other statutory agencies. All necessary procedures for ensuring pupils' health and safety are in place. Risk assessments are carried out; there are contracts in place for regular safety inspections of electrical equipment, play and physical education equipment and fire equipment. Regular fire drills are held and logged. Governors and the caretaker regularly inspect the premises, and all necessary work prioritised. All necessary arrangements are in place for dealing with pupils' medical needs. Internet access is screened and children only go 'on line' when an adult is present. The school provides care well beyond its statutory duty. The headteacher spends much time on working with, supporting and counselling parents with social difficulties. The school keeps a watchful eye on all its pupils, and staff are aware of children's physical, emotional or domestic problems. Healthy lifestyles are promoted, for example by encouraging children to walk to school as a supervised group – the 'walking bus' idea. Healthy eating is encouraged, both through the curriculum, in design and technology for example, and by refusing to allow pupils to have fizzy drinks and crisps for their mid-morning snacks. The community police officer talks to classes on topics ranging from the role of the police to 'stranger danger'.

42. The school has good procedures for monitoring and improving attendance. Registers are properly maintained and monitored; when a child has been absent for three days without word from home, the school office will phone. A late book is kept by the school administration officer, although punctuality is not a widespread issue, problems being confined to a handful of families. An award is given to pupils who achieve 100 percent attendance over a term. The school's attendance rate, at 93.7 percent is below the national average for schools in the primary phase. The school has identified term-time holidays as a significant factor. The area served by the school is heavily dependent upon the seasonal holiday trade; consequently families are reluctant to take their holidays at the time of peak economic activity.

43. Procedures for promoting high standards of behaviour are very good, an improvement upon the satisfactory situation pertaining at the time of the previous inspection. Children are introduced to the school's behavioural requirements as soon as they join the reception classes. Against a background of clear, understandable rules, high expectations and a supportive ethos, pupils rapidly learn what is required of them. The fairness and consistency with which the school applies its behaviour code, together with teachers' excellent pupil management skills, aids the process. Lunchtime supervisors have been trained in behaviour management and play leading; they provide stimulating activities

for pupils at break time, from traditional playground games to practicing ball skills. The provision of an interesting playground environment and play equipment helps to maintain good behaviour during break times. The school's inclusive ethos ensures that pupils from ethnic or other minorities and pupils with special educational needs are fully involved. There have been no instances of racial harassment. Bullying, when it occurs, is dealt with by the headteacher personally. Parents are involved, and records kept and monitored for recurrence.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. The school works hard at establishing very effective links with parents. Very good information is provided for parents regarding school activities, curriculum and pupils' progress. New parents are invited, with their children, to a meeting at school before the children start. When the school has completed its initial assessment (baseline assessment) of children's skills and aptitudes on entering school, parents are invited to meetings at which the meaning of the assessment is explained. Staff hold curriculum meetings, at which the topics to be studied by the children over the ensuing term are outlined. In addition, letters detailing the areas to be studied are sent out. Frequent informative newsletters, written in an easy parent-friendly style, are sent home, and parents' views on the school are also canvassed each year through a questionnaire. Pupil reports are good; they relate the child's progress precisely to the standards of the National Curriculum. There is good detail regarding the child's personal development. Reports meet statutory requirements. Parents are offered a meeting with the child's class teacher to discuss the report if they so wish. In addition to full annual reports, parents are given interim reports in the Spring Term. The school organises training sessions for parents, to help them understand how their children learn. Parents spoken to both before and during the inspection were particularly pleased with the informal access they have to staff. Class teachers and the headteacher are readily available after school.

45. Parental involvement makes a sound contribution to the work of the school. A number of parents act as volunteer helpers in school, in classrooms, and by providing additional support on school trips or visits to the swimming pool; a parent runs the school football club. The school provides a helpful booklet for parent helpers in school. There is an active parent, teacher and friends association, which is a very successful social and fund-raising organisation. Their efforts directly benefit pupils, as the funds raised are spent on large outdoor play equipment or in defraying the cost of the annual visit to a nearby outdoor activities centre. At home, parents contribute to children's learning through supporting homework and home-school reading activities.

46. Parental views of the school are very positive. In the pre-inspection questionnaire, parents were particularly impressed by the behaviour in school, the school's efforts in promoting children's maturity and personal development, and the fact that children are expected to work hard. Questionnaire respondents, however, expressed concern regarding the information provided about children's progress. During the inspection, parents expressed appreciation for staff's enthusiasm, the atmosphere in school and the extent of children's achievement.

47. The inspection team supports parents' positive views. Inspection evidence, however, does not support their concerns regarding information about pupil progress. Both the quality and the quantity of information provided regarding children's progress is very good, as are the opportunities, both formal and informal, for parents to meet with staff.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides very good leadership. She has a clear vision for the success of the school, and this vision is shared by the Governing Body and deputy head. The deputy head is a force for change, and supports, demonstrates and encourages staff into implementing the vision. There are many clear examples of how the headteacher's leadership, together with the work of the deputy head, and the support of governors, has resulted in very positive outcomes in classrooms. These include the highly effective approach to managing behaviour, the very good planning and assessment, and the consistent and very good teaching of literacy. There have been many such improvements since the new headteacher took up post three years ago, and these have been most evident from two years ago, when the new deputy joined the staff. This latter appointment enabled the headteacher to more effectively translate her vision into action, and to take all staff along with her.

49. The school is very well managed by the headteacher and her deputy. They have empowered staff, and all staff now work well as part of a team. All aspects of the work of the school, including the teaching, are carefully monitored and evaluated, and the analysis of performance data forms a key part of the evaluation process. The findings contribute to setting appropriate priorities for further development. The school improvement plan provides a clear agenda and action plan for improvement, and follows a cycle of review, planning, implementation and evaluation. Governors are involved in setting priorities and monitoring developments. All plans are costed, have clear criteria for evaluation, and are focussed on improving the quality of education for pupils. Performance management has been implemented, is part of the cycle of staff review, and feeds into the programme of staff development. A strong emphasis is placed on staff development, and the school has recently been awarded Investor in People status for the way in which both whole school and individual needs are met through its training programme. All aspects of the work of the school, down to the smallest detail, are carefully thought out, and procedures are carefully documented, further promoting the consistent way in which teaching and non-teaching staff interact with the pupils. The results of the very good leadership and management can be seen in the significant rise in standards over the past two years, which resulted in the school receiving an Achievement Award from the DfES.

50. Another aspect of staff development is related to developing management skills. All staff have been given the opportunity to take on one or more areas of responsibility, and have been supported in developing their management expertise. Less experienced staff have been supported in their co-ordinator role, for example, through clear job descriptions, and by working with the headteacher in key tasks, such as monitoring samples of work. Another way in which all teachers are given opportunities to develop their leadership and management skills is through the management group. This group consists of the headteacher and her deputy, plus one teacher representative from each year group. This provides a forum where priorities can be discussed and issues raised; where views from year groups are fed into the discussion, and where senior management thinking is passed back to all staff. The year representatives are rotated termly, so that all teachers take part.

51. A key feature of the management, and one that also helps the school to work very effectively as a team, is the headteacher's approach, which is one of treating all school staff as equals, and making them feel a real part of the whole. For example, learning assistants take part in training initiatives. They have all had ICT training and have gained accreditation for this. They meet regularly with the deputy head, who acts as their line manager, and these meetings often have a training focus. The views of all staff are sought

and respected.

52. Staff, governors and parents feel that the school is now very open about all aspects of its work. Staff have the confidence to discuss any concerns they have with the senior management, and feel well supported in their work. Governors feel well informed, and able to ask questions about any aspect of the school's work. Parents are given much information about new initiatives and have ready access to teachers and senior managers.

53. Governors are very supportive of the school, and fulfil their statutory responsibilities well. The Chair of Governors is a frequent visitor to the school and knows the school well. He has been instrumental in facilitating and supporting the many changes to the school and is pleased with the more effective, collegiate structure that now exists under the new leadership. Governors are kept well informed of progress of the school and consulted about changes. They monitor the budget, and are involved in strategic planning. Good links between this school and its linked Junior school are supported by the fact that both headteachers are on the governing body of their respective link schools.

54. Administrative staff provide good support to the management, and enable the day-to-day activities of the school to run smoothly. They carry out all their duties effectively, and provide a friendly and helpful point of contact for parents and visitors.

55. The headteacher, deputy head and governing body are well aware of best value principles. They make good use of comparative data in their analyses of how the school is performing, and are constantly looking at ways to make best use of all their resources. Budgetary allocations relate closely to identified priorities. Spending on subject resources is discussed by staff and agreement reached as to a suitable allocation. The school is facing an overspend in its budget this year, but this was planned as part of the development of the new ICT suite, and can be easily funded through previous years' savings. Best value principles are applied in terms of purchasing. For example, bulk purchasing is used for general consumables, and the new grounds maintenance contract has provided better quality service at lower price than the previous arrangements. The school applies for grants and seeks support from the community. For example, the science co-ordinator was encouraged to apply for Royal Society grant for partnership with a scientist. This application was successful, and resulted in an enjoyable environmental project which provided a quality learning experience for pupils, as well as future teaching ideas for staff.

56. Staffing and resources are good. There are some inadequacies in the accommodation, for example, the large number of mobile classrooms, some of which are rather cramped, and the small size of the ICT suite. However, these are not allowed to impair pupils' learning to any significant extent, as ways are found around the problems.

57. The very good leadership and management of the school have resulted in very significant school improvement. Teachers now work well as a team, sharing ideas and expertise. They are supported by clear procedures and a well planned programme of professional development. This in turn has resulted in significant improvements in the quality of teaching and the standards achieved by pupils since the last inspection.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58. Trenance Infants is a good school, which has made good improvement since the last inspection. In order to improve further, the headteacher, governors and staff should:

- Seek further ways in which it can work with parents to improve attendance.
- Raise the promotion of pupils' spiritual, cultural and creative development, which is currently satisfactory, to the good or very good standards found in other areas of the school's provision.
- Raise the standard of all teaching to that of the best by continuing the very good programme of support, demonstration and other forms of training provided to teachers.
- Maintain the improved standards, good teaching and the other strengths of the school, whilst working to address the issues listed above.

59. There are also some minor issues, not of sufficient significance to be key issues, but which the school may also wish to consider. These are:

- Continue to develop the use of ICT to support learning, especially in English.
- Make sure that all targets in the Individual Education Plans for pupils with special education needs are sufficiently specific to fully address particular learning needs.
- Try to ascertain and address the reasons for parents' dissatisfaction with communications between the school and themselves.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	24	10	1	0	0
Percentage	2	28	48	20	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y R–Y 7
Number of pupils on the school's roll (FTE for part-time pupils)	0	347
Number of full-time pupils known to be eligible for free school meals	0	47

FTE means full-time equivalent.

Special educational needs	Nursery	Y R–Y 7
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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



### **Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	75	72	147

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	66	65	71
	<b>Girls</b>	64	68	71
	<b>Total</b>	130	133	142
Percentage of pupils at NC Level 2 or above	<b>School</b>	88	91	97
	<b>National</b>	84	86	91

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	67	70	72
	<b>Girls</b>	68	68	71
	<b>Total</b>	135	138	143
Percentage of pupils at NC Level 2 or above	<b>School</b>	92	94	97
	<b>National</b>	85	89	89

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

### **Ethnic background of pupils**

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	339
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

**Teachers and classes****Qualified teachers and classes:****Y R–Y 7**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	0.6
Average class size	25.8

**Education support staff:****Y R–Y 7**

Total number of education support staff	4
Total aggregate hours worked per week	80

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	22.7 :1
Total number of education support staff	20.0
Total aggregate hours worked per week	80
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

**Financial information**

<b>Financial year</b>	<b>2000/2001</b>
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<b>£</b>
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Total income	680061.00
Total expenditure	689175.00
Expenditure per pupil	1732.00
Balance brought forward from previous year	20316.00
Balance carried forward to next year	55962.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

347
64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	0	2
My child is making good progress in school.	46	49	2	0	3
Behaviour in the school is good.	38	53	0	0	9
My child gets the right amount of work to do at home.	37	53	6	0	3
The teaching is good.	61	36	0	0	3
I am kept well informed about how my child is getting on.	37	38	16	0	10
I would feel comfortable about approaching the school with questions or a problem.	55	44	2	0	0
The school expects my child to work hard and achieve his or her best.	64	34	0	0	2
The school works closely with parents.	38	50	8	2	3
The school is well led and managed.	44	52	0	0	5
The school is helping my child become mature and responsible.	59	39	0	2	0
The school provides an interesting range of activities outside lessons.	39	34	9	0	17

### Summary of parents' and carers' responses

Parents are very happy about most aspects of the school. However, a significant proportion of parents do not feel that they are kept well informed about the progress of their children. The five parents who attended the parents' meeting also expressed concern that communications with parents were not as good as they could be.

### Other issues raised by parents

None

## **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**

- Very good relationships between teachers and children lead to very good behaviour and enthusiasm by the children;
- Teaching is good, and very good planning of lessons takes into account the needs of each of the children;
- Classroom assistants provide highly effective support to groups of children in their learning.

60. In the September of the year in which they become four, children enter the reception classes, where they remain for a year before moving on to Year 1. Those children whose fifth birthday falls in 2002 attend school initially on a part time basis.

61. Although, according to initial assessments carried out by teachers, there are several children whose attainments are above the national average on entry to the reception classes, most children's attainments are below average in language and literacy as well as in mathematics. For the latter reason the children's overall attainment when they are first admitted to the school is below average. Baseline assessments made in previous years also show a picture of below average attainment.

62. The school has good induction arrangements, which provide a very pleasant introduction to school life for both children and their parents. These include two meetings with individual sets of parents, during which there are exchanges of information about perceptions concerning the child's strengths and difficulties. During the second visit, targets for the child's development are usefully discussed and agreed. Children are invited to visit the classrooms a few days prior to their starting date.

63. The quality of teaching is good overall, and almost half of lessons are very good. As a result children achieve well and by the end of the reception year attain standards in line with what is expected for children at the end of the reception year. This is true for all main areas of their learning apart from personal and social development where their attainment is above average. These findings show that the quality of teaching and children's attainments have been maintained since the previous inspection, when teaching was good and attainment met the expected levels for the age group in all areas of learning. This is due mainly to good lesson planning and the high quality of care shown to the children by the class teachers and classroom assistants.

### **Personal, social and emotional development**

64. The quality of teaching that promotes children's personal and social development is very good, and as a result children are on course to achieve an above average level by the end of the reception year. Children's personal, social and emotional development is given high priority, and they are treated with much respect and kindness. They are shown good examples to follow by both teaching and non-teaching staff. Additionally, teachers use effective strategies for managing children, and in so doing form very good, trusting relationships with them. As a result, children behave well, work hard and build confidence and self-esteem appropriately. Suitable assistance is given so that children develop independence. For example, children are encouraged consistently to return items they

have been using to the correct place in the classroom and to sweep or clean up any sand or water they have spilled during the lesson. Children are also developing increasing independence in selecting and carrying out activities, and are given appropriate opportunities to work and play co-operatively together. Children relate agreeably to each other, and they know and follow the classroom routines and rules well. Much praise is given to children who share classroom equipment voluntarily, and this enables children to make good progress in their social understanding. In developing an awareness of cultures and traditions, teachers share relevant books with the class such as stories about people in the West Indies, and this enables children to make good progress in understanding their own culture and those of other people.

### **Communication, language and literacy**

65. Communication, language and literacy skills are taught well and are promoted conscientiously throughout all areas of learning. As a result children achieve well and attain standards in line with those expected by the end of the reception year. Vocabulary and confidence in speaking are being nurtured continually through highly interactive activities. For example, children participate in role-play sessions in an imaginary veterinary surgery in a corner of the classroom or they have frequent opportunities to ask and answer questions when the whole class gather together with their teacher.

66. Early reading skills are equally well promoted. These include awareness of how books are made up, phonics, word recognition, story sequencing, as well as reading for enjoyment, information and understanding. In their first few weeks at school children begin to learn the sounds of letters by playing interesting games involving matching sounds with corresponding letter symbols and pictures. Judging by the work produced by children from the reception classes of the previous year, by the time they reach the end of the reception year, most children read simple texts, know single letter sounds and some blends, and recognise a range of individual written words by sight. They draw pictures, recognisable letters, a mixture of phonetically plausible and correctly spelled words, and one or two sentences to represent their recording of class visits or things that have happened to them.

### **Mathematical development**

67. A scrutiny of work done by children at the end of the previous reception year shows that standards meet the level expected. This results from good quality teaching and maintains the attainment reported in the last inspection. Children in the present reception classes have made a good start to their education in school. After only a few weeks in the classroom, many are already beginning to count a small number of objects and understand which of a number of items is the longest and shortest. By the end of the school year children can count to 100, add and subtract numbers to a maximum of five, order numbers up to 20 and name a range of different shapes, such as soft toy snakes, correctly. They sing a wide variety of rhymes and jingles and use computer programs to reinforce these number skills and improve mathematical vocabulary effectively. Children are taught the names of two-dimensional shapes successfully and can name rectangles, squares, circles and triangles. Time is used well in lessons, and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through suitably challenging tasks and good supporting resources. Further opportunities are provided at the end of lessons when the teacher goes over the key points and skilfully draws together the main learning objectives. Such good practice in teaching maximises learning opportunities and enables children to make good progress.

## **Knowledge and understanding of the world**

68. The children's knowledge and understanding of the world are above the levels expected. The computer suite is well used by children in the reception classes and enables them to make very good progress. Even though the children are at an early stage in their education they can use information and communication technology to draw simple pictures, using the mouse with confidence. They select the thickness of line they would like to use and know how to erase their finished products, if they choose so to do. The teaching of this aspect of their learning is sound, but occasionally children's progress is slowed because the teachers' personal expertise is not sufficient to solve difficulties the children may have with loading the programs.

69. The use of 'investigation boards' in the reception classes provides the children with a very good framework for discussing and planning scientific investigations. For instance, children gained a good understanding of what materials are needed to make salt dough, and participated in an experiment to discover if the taste of the bread they had made varied if the shape of the bread was different. By the end of the school year most children are able to name the different parts of a plant, including the petals, stem, leaves and roots, and know what it needs in order to grow. They also sequence successfully a series of pictures from the story entitled 'The Little Red Hen' that portray the order of events from planting wheat seeds to making bread.

70. They use construction materials to make a variety of objects. For example, they make houses, boats and aeroplanes, having a clear idea of what they intend to do and how they are going to accomplish it. They are provided with a range of opportunities to cook items such as pizzas, bread rolls and cakes, and gain valuable experiences in the process.

## **Physical development**

71. The majority of children make sound progress physically. The proficiency of the skills they are acquiring shows that they are on course to meet the levels expected by the end of the reception stage. The good teaching and lesson planning enables a varied programme of activities. The children move with developing co-ordination and awareness of space and others around them. They run around the school hall on tiptoes and move in a range of other ways such as slithering on their stomachs, propelling themselves using arms and 'bunny hops.' Children are given many opportunities to strengthen their fingers when they use pencils, paintbrushes and a variety of construction toys appropriately. Their physical skills develop satisfactorily in like manner. They progress satisfactorily in using scissors and are beginning to cut accurately. Children's physical development is taught well.

## **Creative development**

72. Creative development is nurtured profitably through stimulating activities involving art, music, dance and imaginative play. The children use paint boldly. They select their own themes or practise constructing the shapes of letters of the alphabet using a variety of colours and brush thicknesses. They are encouraged to experiment with mixing different colours to develop a good understanding of the mechanisms needed. They work with clay to create animals with different textures using a range of tools for making marks and impressions on the surface. They use coloured nylon fur, wool, coloured paper and felt to

create representations of an imaginary animal the children elected to name 'Scruffy Duffy.' They sing a wide range of songs enthusiastically, many of which support their learning in other areas of the curriculum such as mathematics and learning the days of the week. They sing a variety of other songs from memory such as 'Oats and Beans and Barley Grow.' Children engage well in role-play in the classroom shop, making believe and relating well to each other. They are highly motivated, and well supported through such creative activities by both the good quality teaching and the good level of support given by classroom assistants. As a result, children make good progress and attain the expected standards by the end of the reception year.

## ENGLISH

- Provision for English is very good, and leadership of the subject is outstanding;
- Standards are above average by year 2;
- Teaching is very good, and all pupils make very good progress.

73. In the 2001 National Curriculum tests for seven year olds, results were above the national average in reading, and average in writing. Few pupils attained the higher Level 3 in writing. Girls performed better than the boys in the tests, but this is in line with the national trend. Test results in reading were average between 1997 and 1999. In 2000, the results rose to well above average. This improvement was mainly due to the school's effective action in developing the teaching of reading. Test results in writing were below average in 1997 and 1998. They rose to average in 1999 and were average in 2000. Test results in reading and writing have therefore improved since the last inspection.

74. By Year 2, speaking and listening skills are above average. Pupils are achieving well in this area of English. This is because they are provided with plenty of opportunities to develop speaking and listening skills. Clear explanations and skilful questioning by the teachers promote these skills very well. In all the lessons seen, most pupils listened carefully to their teacher and peers and made suitable responses. Higher attaining pupils listen and talk with confidence. They express their ideas clearly with increasing vocabulary. Speaking and listening skills are also developed well in other areas of the curriculum. For example, in design and technology, pupils are given opportunities to talk about their knowledge and experiences of vehicles. They use appropriate vocabulary well when expressing their ideas for designs. Standards in speaking and listening have improved since the last inspection.

75. Standards in reading are above average by Year 2, and most pupils, including those with special educational needs, are achieving very well. Reading standards have improved since the last inspection. There are a number of reasons for the above average standards and the very good achievement in reading. Firstly, the school has focussed on developing consistent and effective strategies for the teaching of reading. These have been through sharing texts with the class and guided group reading as recommended by the National Literacy Strategy. Secondly, the school has established an effective home school reading partnership. Parents participate well in the development of their children's reading. Thirdly, the school has a well-stocked library which all pupils use. This promotes enjoyment in reading, and pupils are encouraged to read a range of fiction and non-fiction books. In Year 1, pupils recognise familiar words in simple text. They use picture and phonic cues to identify unfamiliar words. They show a clear understanding of 'sh', 'ch' and 'th' sounds. A Year 1 class confidently read together: 'The sheep shivers and the shy sheep shakes' and 'The cheerful chimp is chomping chocolate and cheese'. In Year 2, pupils read simple passages of text with understanding. They describe the main events of the story and express opinions. One pupil, who was heard to read, described the characters in the 'Wizard of Oz' with clarity and enthusiasm. Phonic cues are used to identify unfamiliar words. The most able readers in Year 2 attain well above average standards. They read poems with accuracy, fluency and expression. They show a clear understanding of the poem and the characters. All pupils who were heard to read had positive attitudes towards reading and had established regular reading habits.

76. In writing, most pupils by Year 2 are attaining the standards expected for their ages, with a few higher attainers achieving beyond. All pupils are achieving well in writing,



including those with special educational needs. This is a similar judgement to the findings of the last inspection. However, standards in writing are beginning to show signs of improvement as the school has recently made this a priority for development. The above average standards attained in speaking, listening and reading form a firm foundation for improving writing. In Year 2, pupils write a sequence of sentences in giving instructions on how to plant a bean. They use command words like 'get' and 'put' and sequencing words like 'next' and 'finally' to good effect. The spelling of common words is accurate. Capital letters and full stops are generally used correctly. Higher attaining pupils draft and redraft their writing in order to improve it. Handwriting in the school is good, due to very good teacher demonstration. Most pupils in Year 1, form and position letters correctly. By Year 2, most pupils' handwriting is legibly formed and correctly joined. While there are some examples of pupils using ICT to support their writing in English, this strategy is underused at present. The school's drive to further develop writing could be enhanced by increasing the use of word processing.

77. Overall, the quality of teaching in English is very good, and this is an improvement since the last inspection. The consistent high quality teaching contributes to the above average standards achieved, positive attitudes and very good learning. Teachers plan their lessons well and share the learning objectives with the class. Pupils know what they are to learn. Clear instructions and explanations from the teacher promote learning well. Teachers show considerable competence in the teaching of basic skills such as phonics. Skilful questioning by the teacher challenges the pupils' thinking and checks their understanding. Pupils listen very well to their teachers, rise to the challenges and respond well. Modelling is a strong feature of the teaching of English. This is where teachers are good role models in the demonstration of reading, speaking, letter formation and joining in handwriting, and planning and structuring a story. This teaching method effectively increases pupils' knowledge, understanding and skills, and helps them to improve their performance. In most lessons, pupils are placed in groups of similar ability for the main activities. Tasks set are carefully matched to these differing abilities. Pupils with special educational needs and those with English as an additional language receive effective support from class assistants. The matching of work to ability and the effective deployment of learning assistants helps to ensure that all pupils are appropriately challenged, and they make very good gains in their learning. Lessons are well structured and maintain a good pace. Pupils are productive, 'on task', and learning time is maximised. Learning resources are used well to assist learning, and attractive wall displays promote new vocabulary and the correct use of English. The management of pupils is very good and sometimes excellent. Teachers have established very good relationships and a positive climate for learning. As a result, pupils show extremely positive attitudes to learning and behave very well. The marking of pupils' written work is regular and constructive. Praise is given when due, and comments on how to improve are made. ICT could be used more to support teaching and learning in English.

78. The co-ordinator is experienced and enthusiastic. She provides excellent leadership and direction for the subject. This high quality leadership has a positive impact on the standards achieved and on the quality of teaching. Curriculum planning is good. Assessment procedures are also good and assessments are effectively used to guide future teaching and learning. The monitoring and review of the subject is very good. National Curriculum test results and other assessments are carefully analysed. The findings of evaluations lead to effective action planning for improvement. Teaching is monitored and developed very well. The co-ordinator has provided effective training in literacy for all staff. With the headteacher, she has observed teachers and provided feedback on their performance. Teachers have also observed the co-ordinator's very good practice in the classroom. She has been a driving force behind the successful

implementation of the National Literacy Strategy. The school has achieved remarkable consistency in implementing the strategy and in the quality of literacy teaching. The library is well stocked with an appropriate range of fiction and non-fiction books. This facility is well used by pupils and staff. The library and range of learning resources have been improved significantly since the last inspection, and this contributes to the above average standards in reading. Overall, the school has made very good improvements in English since the last inspection.

## MATHEMATICS

- Provision is good;
- Standards are above average by the end of Year 2;
- Teaching is good, with very good planning, and pupils achieve well.

79. The quality of learning in mathematics is good, and attainment by the end of Year 2 generally exceeds national expectations. Standards since the last inspection have improved.

80. At the time of the last inspection, pupils' attainment was in line with national expectations. The results of National Curriculum Tests in 2001 show that the percentage of pupils, 94%, reaching the nationally expected standard exceeded the national average. The percentage of pupils, 28%, who gained the higher level precisely matched the national average. These results are also above average when compared with schools with a similar intake. There is no significant difference in the attainment of boys and girls.

81. Pupils' current attainment in mathematics is in line with national expectations, and their achievement is good. The school has already identified about one third of pupils in Year 2 as having the potential to reach the higher level in National Curriculum assessments in 2002, and has procedures in place for providing more challenging work for these pupils. Equally the school is already providing good quality support for the one third of pupils in Year 2 who at present are working at below national expectations. On the basis of the assessment results for the previous two years, and the good progress that pupils make, standards are in line to reach above average levels by the end of Year 2. The school has analysed the results of previous national tests in detail and has identified number calculations as an area requiring further development. It is already implementing strategies to address this.

82. Pupils in Year 1 learn to count confidently, and order numbers to 10. Nearly all pupils are confident in measuring with non-standard units, and most pupils can identify a range of objects longer or shorter than a metre, using a metre stick to check their findings. Most pupils are beginning to appreciate the need for standard units of measurement and are beginning to use the range of correct mathematical vocabulary. Year 2 pupils begin to understand the place value of numbers and are beginning to understand that addition and subtraction are inverse operations. At this stage many pupils are reliant on number lines to support their calculations.

83. The quality of teaching in mathematics is good overall; teaching in two thirds of the lessons seen was good or better. The difference between the good teaching and the satisfactory teaching lies in the match of activities to the learning objectives of the lesson, and the degree to which pupils are helped to understand the purpose of what they are doing. There is an appropriate emphasis in all lessons on consolidating pupils' numeracy skills, and all lessons begin with activities to develop pupils' mental number skills. However, the quality of these activities varies between classes. In a minority of classes the mental mathematics sessions are too long and do not make appropriate demands on pupils. The range of strategies used does not develop pupils' mental agility sufficiently, and there is insufficient use of interesting and interactive number games to ensure that all pupils are involved in developing a range of strategies for the quick recall of number facts.

84. The quality of teachers' planning is very good. Year groups plan together to achieve

broad parity of provision across all classes. Individual class teachers plan specific activities for their classes and freely adapt planning in the light of ongoing assessment. This is good practice. Learning support staff are all involved in lesson planning and provide skilled assistance to lower attaining pupils when they are engaged in practical and written tasks. Support staff are also used to monitor pupils' progress during lesson introductions and oral number sessions. However, when the introductory and plenary sessions are too long, the amount of time support staff can spend in direct interaction with pupils is limited, and their skills are not put to best use.

85. Teachers have appropriately high expectations of what their pupils can achieve. During the period of the inspection, teachers were concentrating on firmly establishing pupils' understanding of basic number calculations, and there was little evidence of more challenging work in number investigations or applied number. However, all teachers provide a range of tasks, carefully matched to the wide range of different abilities in all classes. For example, while all pupils work on tasks involving addition and subtraction, higher attaining pupils work with larger numbers up to 100. Over the course of the year, pupils are given a broad range of mathematical experiences, and information technology is used to support learning, where appropriate.

86. Expectations of behaviour are high. Even early in the school year, pupils know class routines, settle quickly to tasks and concentrate for appropriate periods of time. They work independently or co-operatively as required, and in all classes a calm, purposeful working atmosphere prevails.

87. All work in mathematics is carefully marked, often with comments which indicate the context in which the work was undertaken and the support given to the pupil. Class targets are made explicit to the pupils each week. Pupils' books do not indicate individual progress towards these targets. The quality of individual educational programmes for pupils with special educational needs varies between classes and not all individual targets in mathematics are sufficiently specific or measurable.

88. The co-ordination of mathematics is very effective. The co-ordinator provides good support for colleagues and is aware of the need to further refine what is already good practice. She has observed some lessons, and a further round of monitoring is intended to identify further areas for development. Careful analysis of national and ongoing assessment is already used to identify areas for improvement. Resources are satisfactory and generally well used.

## **SCIENCE**

- Provision is good;
- Pupils make very good progress and standards are well above average by the end of Year 2;
- Investigational skills are taught well.

89. Teachers' assessments indicate that standards in science are consistently well above average in all areas of the subject, and have been so for many years. Only limited observation of science lessons was possible during the inspection, but, together with the work scrutiny, confirm that standards are above average by Year 2, especially in scientific

enquiry. Pupils, including boys and girls, higher, middle and lower attainers all achieve well in science. Attainment is below average on entry to reception, average on entry to Year 1, and well above average by the end of Year 2. The good achievement is due to good teaching, based on shared, effective planning, and a consistent and confident approach to teaching through investigation.

90. Most pupils at the start of Year 1 are currently achieving the standards expected for their age in their understanding about themselves. They are developing their understanding of growth, and of differences and similarities between themselves. For example, all pupils know that we are different, and many could give some examples of how we change as we get older. Most pupils know the different senses, and can place hand and feet measurements in order of size. High attainers understand that height and age do not necessarily correlate, and lower attaining pupils can measure with help and make simple comparisons. They are making measurable gains in developing their skills of scientific enquiry, and many already have a good understanding of 'fairness' with respect to measurement. At the start of Year 2, most pupils are achieving standards which are above those expected for their age. For example, they know that seeds grow into new plants, and many can talk with understanding about lifecycles. Most children know that living things reproduce, and higher attaining pupils can clearly explain what the word reproduction means. Most pupils show skills of science enquiry above the level expected for their age. For example, they understand the process of investigation, and are able to use magnifying glasses very effectively to examine seeds. Higher attaining pupils are able to use reference books to find out the names of the seeds they are looking at, and to label them. Almost all pupils work very sensibly on their own, and use each other, as well as other resources to help find things out.

91. Teachers are confident in teaching science, and enjoy it. Their teaching is backed up with good long and medium term planning, which is carried out jointly within year groups. Science is taught mainly through investigation, and good use is made of investigation boards to bring a focus and structure to the lesson. These boards are also used to find out what children know at the start of the lesson, what they are going to find out in this lesson, and how they are going to do it. In most cases the open nature of the investigations provides plenty of challenge for even the highest attaining pupils, and good support is given to ensure that all children, including lower attainers are making good progress. However, in some instances higher attainers could be given further challenge within the same general investigation. Investigations are balanced by good plenary sessions at the start and end of lessons, which are used to find out what pupils understand, to take their thinking further, and to reinforce what has been learnt during a lesson. A particular strength in the teaching is the very good management of pupils, which results in very good attitudes to learning. Pupils show much maturity in the very sensible and careful way in which they carry out investigations. They are taught to become effective independent learners from their start in reception classes, and these skills enable them to make particularly good progress in investigational work. They also work well with each other, and show developing skills of collaborative work. By Year 2 there are many examples of pupils helping each other, sharing their ideas and discussing their findings. Science teaching makes use of, and further develops pupils' numeracy skills, for example in measuring and comparing size. Teachers also make good use of science lessons to further develop pupils' speaking and listening skills. There are some good examples of reading and writing being used and developed in science, but in some instances, opportunities to develop writing are missed. The use of ICT in science is developing to make best use of the new resources. Some good use of ICT was observed, where a microscope linked to the large screen was used to look at the detailed structure of seeds. Pictures of the magnified seeds were printed off for use in display and further discussion. However, this could have been even more effective if

the samples examined had included sprouting seeds, or halves of seeds like beans, to show the developing shoots and roots.

92. Co-ordination of the subject is good, and results in a consistent and effective approach to teaching science, and shared expectations of the standards pupils can achieve. Planning is monitored and there has been a programme of observing science teaching. The management of resources is good, and the co-ordinator successfully bid for a grant from the Royal Society. This enabled the purchase additional resources, including the microscope which can be linked to the interactive white board. It also enabled the school to have the support of a scientist two days a week for half a term. The scientist worked with the school to carry out an environmental project in the local environment, and this was very successful in promoting good learning by pupils, as well as ideas for future teaching. The co-ordinator also arranges the very good range of visits and visitors which provide added interest and richness to the science curriculum. For example, a visitor from the local wildlife reserve brought along different animals, including a bat and a snake, to show the pupils. This visit generated tremendous interest and helped pupils to learn about living things.

## **ART AND DESIGN**

93. During the inspection, limited teaching in art and design was seen. Judgements about standards and achievement are based on the analysis of pupils' work on display, viewing photographs of past achievements, teachers' planning and discussions with staff.

94. In Years 1 and 2, most pupils are attaining the standards expected for their ages. Overall, pupils are achieving satisfactorily in this subject. Standards have been maintained since the last inspection. The provision in art and design is not as well developed as some of the other foundation subjects, such as design and technology and geography, and at present, a number of teachers are not as confident in teaching this subject as they are in most other curricular areas. However, art and design is a focus for development this year, as part of the regular three-year cycle of review and development.

95. Pupils at Trenance are introduced to a range of artists. The works of famous artists such as Monet, Elizabeth Forbes and Van Gogh are prominently displayed. Pupils are also introduced to less well know artists. Artists' work is used effectively to inspire the pupils and they adopt artists' different styles in their own work. For example, pupils in Year 1 produced pencil drawings of different fruits. This work was inspired by William Hammer's 'Baskets of Summer Fruits'. In another example, the work of a local Cornish artist Andrew Waddington was used to develop Year 1 pupils' knowledge and understanding of background and foregrounds in painting. The pupils produced a large mural for the front entrance that was colourful and vibrant. In Year 2, pupils produced an attractive display showing the parts of a plant. Felt, other fabrics and paper were used to provide clarity and colour. This was a good link between art and science. In another Year 2 class, pupils produced impressive drawings of chinchillas, fruit bats, chameleons and millipedes. The drawings showed good attention to detail and were carefully coloured.

96. Due to lack of evidence, it is not possible to make an overall judgement about the quality of teaching in art and design. Pupils are provided with a range of experiences. Their work is recognised through displays throughout the school.

97. The recently appointed co-ordinator is knowledgeable and enthusiastic. The development of art and design has been restricted because of the school's appropriate

drive to develop literacy, numeracy and ICT. The co-ordinator has good ideas in order to raise the profile of the subject. For example, in-service training for teachers and enlisting the use of a visiting artist are planned. Sketchbooks have been introduced in reception and pupils will use this as they move through the school. This will be a means for teachers to track pupils' progression in skills. The co-ordinator has had opportunities to observe and support teachers in the classroom. Learning resources for art and design are good and these have been improved recently. Pupils' artwork has been displayed in the local community; for example, in the job centre and at the Royal Cornwall Show.

## **DESIGN AND TECHNOLOGY**

98. By Year 2, pupils are attaining standards above those expected for their ages and are achieving well in this subject. This is due to good teaching and the wide and interesting range of learning opportunities provided. Design and technology has a high profile in the school and is well integrated into other curricular areas. The school has maintained the above expected standards and the good quality provision identified in the last inspection despite the school and nation's emphasis on the development of literacy, numeracy and ICT.

99. Pupils in Year 1 were designing and making fruit salad. They produced labelled pictures to show what they wanted to do. With assistance they peeled, cut and the deseeded the fruit. Tools were used correctly and safely. In a previous project, pupils produced fantasy flowers. They drew pictures of their design. Using pipe cleaners, different coloured tissue paper and tape they created their designs. The result was imaginative and attractively finished products. In another project, Year 1 pupils designed and made carrier bags. They selected from a range of materials including card, paper, felt and polythene. The materials were cut to the required size and effectively joined using tape and staples. The bags contained attractive designs to improve their appearance. In Year 2, the pupils had made and designed steam engines based on Richard Trevithick's 'Puffing Billy'. They produced labelled drawings for their designs. Some produced their design on computer. Decisions were made about the length of the axles, size of the wheels and how it would move. Pupils constructed a framework to support the axles and wheels. Cardboard cylinders were used for the boiler and chimney. The parts were effectively joined and the models were attractively finished using paint and aluminium foil. Another Year 2 project was to build and design a vehicle for a specific purpose. Pupils made sketch plans of their designs. With the best plans, the body, chassis, cab and axles were labelled. Pupils used a range of materials to construct their vehicle. Some used reclaimed materials while others used construction kits. When working with axles, the pupils know and understand that when the axle rotates, the wheels move together. When the axle is fixed, wheels move separately. Most pupils make clear judgements about their designs and products.

100. The quality of teaching is good and this leads to good learning. Teachers have a secure knowledge and understanding of the subject. Lessons are well planned and contain an interesting range of activities which fascinate and motivate the pupils. Clear instructions and explanations by teachers promote learning well. Books and posters relating to the projects are used effectively to stimulate interest and provide pupils with ideas. Teachers' questioning skills are good. These draw on the pupils' knowledge and experience. In the lessons seen, design and technology was used well to develop pupils' speaking and listening skills and to extend their vocabulary. Pupils are well managed and very good relationships in the classroom have been established. The pupils display positive attitudes and behave well. Learning assistants are well deployed and make a significant contribution

to pupils' learning. In particular, pupils with special educational needs are supported well. This enables them full access to the activities and they make good progress.

101. The subject is well led and managed by an enthusiastic co-ordinator. This effective leadership has a positive impact on the standards achieved. The design and technology curriculum is well planned using an effective balance of national and Local Education Authority guidelines. The good planning helps to ensure that pupils learn in a steady and systematic way as they move through the school. The design and technology programme is enriched with SET (science, engineering and technology) week in March. Science and technology projects are organised by the science and design and technology co-ordinators. Parents and visitors contribute to this week. The school has a good range of materials, tools and other learning resources. These are well organised, accessible and well used. The school has good cooking facilities that are used on a regular basis. Overall, the school has made good improvements since the last inspection.

## **GEOGRAPHY**

102. The quality of learning in geography is good, and standards of attainment are above national expectations. Pupils are given a wide range of interesting and meaningful experiences as they move through the school, and connections with other curriculum areas are effectively established. This is an improvement since the last inspection and provision for geography is now a strength of the school.

103. A limited number of lessons were observed during the inspection and very little recorded work was seen in pupils' books, but photographic evidence and conversations with pupils indicates that particularly good use is made of the locality. Pupils talk knowledgeably about Newquay and its immediate locality, and have a particularly good understanding of the need to care for the environment. Visits to local beaches and a wind farm make effective links with science topics. Pupils' interest is further captured by visits to the local lifeboat station and demonstrations in school of alternative energy sources.

104. The quality of teaching in the lessons observed was generally good and never less than satisfactory. Teachers successfully adapt their planning to the particular needs and abilities of their pupils. Pupils are enthusiastic and involved in the range of interesting activities provided.

105. National guidelines constitute the present framework for geography but these are effectively adapted to make best use of the local area. Teachers are careful to relate topics in lessons to pupils' own experience. For example, in a lesson in a Year 2 class, on the occupations and modes of transport on the fictional 'Island of Struay', good open ended questioning enabled pupils to establish similarities and differences between the island and Newquay. One pupil commented "The island is so small no-one needs a car." Good preparation of materials, including vocabulary cards, enable pupils to concentrate on the development of specifically geographical skills. As a result, pupils are enabled to record their work in geography in a logical way, irrespective of their level of writing skills.

106. Geography is well led by an experienced, knowledgeable and enthusiastic co-ordinator. She provides good support and advice for colleagues. She has plans to further develop and refine the already good practice, for example by the greater use of stories which have a sense of place. Resources are good and are built up according to identification of need. It is intended that provision for geography will be reviewed later this year. This will include the development of assessment procedures and opportunities for



the co-ordinator to observe lessons. Samples of pupils work are retained but are not moderated.

## **HISTORY**

107. No lessons in history were observed during the inspection and no pupils' work was retained from the previous year. It is therefore not possible to make a secure judgement on teaching or pupils' achievement. On the basis of photographic evidence and a scrutiny of teachers' planning it appears that standards in history are in line with national expectations. This reflects a similar picture to that found at the last inspection.

108. Planning is based on national guidelines, although there is an intention to review these later in the year and to adapt them to reflect the particular needs of the pupils. In particular the school is aware of the need to raise the profile of history in the school through the development of cross-curricular links and through more use of the local area.

109. At present, pupils gain a rather patchy impression of significant events and important people. By the beginning of Year 2, pupils can relate facts about particular events and people, but find it difficult to set these in a meaningful chronological order.

110. The co-ordinator is enthusiastic and has already begun to introduce topics that will be more relevant to the pupils. For example pupils look at the life of the Cornish inventor, Richard Trevithick. Some of the 'big books' read in the literacy hour also have a historical slant and there is an increasing emphasis on stories that give pupils a sense of historical context. Resources, including a range of artefacts, are satisfactory, but will need to be supplemented in line with modifications to the scheme of work. The school is aware of the need to focus on the development of assessment procedures in the forthcoming curriculum review. The co-ordinator has not yet had the opportunity to observe teaching or to monitor progress through the collection of work samples for moderation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111. In Years 1 and 2, pupils are attaining the national expected standards in all areas of ICT. A significant number of pupils in Year 1 are attaining standards above those expected for their ages. Pupils are achieving well in this subject. The recent programme of ICT training for all staff, and the good quality learning resources available, are having a positive impact on standards.

112. Pupils in Year 1 were able to produce a shopping list using the food symbols from the computer program. They confidently used the mouse and the enter key, and with help they printed their work. They explored a supermarket website by clicking onto pages and icons. Pupils in Year 2 produced a computer based chart and recorded the favourite foods of pupils in the class. This data was then entered into a graphing program and a coloured pictogram was produced and printed. Year 2 pupils can enter instructions to control a roamer. They can also control the device to repeat instructions. In a Year 2 science lesson, the microscope was linked to the computer to show the detailed structure of seeds, which added to the interest and understanding of the topic. In Year 2, pupils used an island program to support their work in geography. They dragged symbols of physical features onto the island. Pupils in Years 1 and 2 use computers effectively to create their designs in technology projects. In a Year 1 English lesson, two higher attaining pupils were using a computer to write sentences. Capitals and full stops were used correctly. In another Year 1 English lesson, pupils were using word processing to write words beginning 'sh'. They could change the case of letters by using the shift and backspace keys correctly. However, the use of word processing to develop pupils' writing skills is an underused strategy at present particularly in Year 2. The school has appropriately identified writing as a priority for development. ICT can contribute considerably to this

113. Only a limited amount of direct teaching was seen during the inspection so it is not possible to make a judgement about the quality of teaching overall. However, very good teaching was observed, and this led to very good pupil learning. In a Year 1 lesson in the ICT suite, the teacher set the scene by sharing the learning objectives with the pupils. The teacher's demonstrations were highly effective as she took them through a computer program using an interactive screen. The pupils were interested, keen and highly motivated. Clear explanations and effective questioning promoted learning very well. The teacher also used pupils well to demonstrate techniques and procedures. The pupils were then set tasks on computer. Tasks of the same theme were set at three different levels. Through effective planning and assessment, tasks were appropriately matched to pupils' differing abilities. This helped to ensure that all pupils were appropriately challenged. During the main task, pupils worked well in pairs helping and supporting each other. The teacher moved effectively between pairs providing positive feedback and tuition where needed. Pupils made very good gains in their learning during the lesson due to the highly effective teaching and the good use of quality resources.

114. The co-ordinator is enthusiastic and knowledgeable. She provides very good leadership and direction for the subject. She is currently being assisted and shadowed by another teacher. The plan is that this teacher will take over the co-ordinator's role in the near future. This is good practice in the development of subject leaders. Curriculum planning (schemes of work) is good and helps to ensure that pupils learn in a steady and systematic way. The co-ordinator has successfully led training sessions for all teachers and support staff. This has raised all teachers' confidence and expertise in the subject and this is contributing significantly to standards and learning. Using government funding, sponsorship, and fund-raising, a computer suite with 10 computers was set up two years ago. These are networked and all have Internet access. The room has both laser and

inkjet printers. In addition, there is a large interactive display screen. This is an effective teaching aid which is used very well by teachers and pupils. The school has plans to set up a 15 computer suite during spring 2002. This will enable whole classes to be taught at once. At present, half the class use the ICT suite while the other half use the library. Since the last inspection, the school has made significant progress in its provision for this subject.

## **MUSIC**

115. At the time of the last inspection, standards in music were broadly in line with national expectations. Progress was variable across the school. A similar picture was evident during the current inspection. The subject has a relatively low profile and opportunities are missed for integrating it more effectively into the life of the school. Pupils sing tunefully in assembly and parents spoke with enthusiasm about the regular concerts that the school puts on for them at times like Christmas and Harvest. However, the school provides insufficient opportunities for pupils to develop their singing skills as part of their normal class activities.

116. The quality of teaching in the two lessons observed was satisfactory. Both were tightly structured and allowed few opportunities for pupils to explore their own creativity. Pupils are encouraged to use a range of unpitched musical instruments sensibly within a limited framework of activities. By Year 2, pupils are developing an idea of which instruments make 'long' sounds and which make 'short' sounds. Most can clap to a steady pulse and play a simple percussion instrument to accompany a song.

117. The co-ordinator is a music specialist and is aware of the need to develop music within the school, as part of an increased focus on the creative arts. She has already provided some in-service training for colleagues. The existing scheme of work follows national guidelines but is providing only the most basic of provision. The co-ordinator has extended this by running a recorder club after school. The Chair of Governors has initiated links with two local secondary music departments, and the school is keen to develop these opportunities further. Resources are satisfactory and well used, but only limited use is made of visiting musicians.

## **PHYSICAL EDUCATION**

118. In Years 1 and 2, pupils are attaining the standards expected for their ages and are achieving well in this subject.

119. In dance, pupils in Year 1, can copy a simple pattern of movements. Pupils in Year 1, in gymnastics, employ basic actions and travel showing co-ordination and control. They begin to link a sequence of actions using hands and feet when working on the floor or a bench. In gymnastics, pupils in Year 2 practice and refine different balances on the floor and on apparatus. Higher attaining pupils operate creatively and show considerable co-ordination and control. In games, Year 2 pupils demonstrate co-ordination and control when bouncing balls on the move. Higher attaining pupils demonstrate this skill with a smaller ball and move effectively around objects.

120. Overall, quality of teaching is good and this has a positive impact on pupils' attitudes, learning and behaviour. The quality of teaching has improved since the last inspection. In-service training in dance and gymnastics have contributed to this. In most lessons, pupils make good gains in the acquisition and application of skills. Teachers' instructions are

clear and pupils respond to these with interest and enthusiasm. Demonstrations by teachers and pupils are used effectively in helping pupils to develop and hone skills. Pupils are well organised and managed. A positive climate for learning is created. This gives rise to positive attitudes and good and very good behaviour. Pupils are co-operative and supportive of each other. In the best lessons, pupils are given opportunities to work creatively and imaginatively. Furthermore they are given opportunities to evaluate their own and others performance and this helps pupils to improve their skills. Learning assistants contribute well to the lessons. They are used in some lessons to observe and record pupils' achievements. Where teaching is satisfactory rather than good, the levels of challenge and the pace of the lesson could be higher. As a consequence, pupils' rate of learning is slower and some pupils 'wander off task'

121. The co-ordinator for PE is new to the post. She has had opportunities to support and work along side other teachers. This has given her an effective overview of the subject. Curriculum planning (schemes of work) is good. The schemes form a clear basis for teachers' lesson planning. The accommodation, apparatus and equipment and learning resources for PE are also good. Learning resources have improved since the last inspection. The school's PE programme is enhanced by extra curricular activities in football, gym and short tennis. Parents and the local community contribute well to these activities. Swimming is offered to pupils in Year 1. This takes place at the local pool and the pupils are taught by the pool's instructors. The school has made good improvements since the last inspection.

## **RELIGIOUS EDUCATION**

122. At the time of the last inspection, the quality of learning was satisfactory and attainment broadly matched the requirements of the locally agreed syllabus. Only two lessons were observed during this inspection, but scrutiny of teachers' planning and talking to pupils indicates that current standards are in line with national expectations. When teaching is particularly good, pupils' attainment rises commensurately.

123. Pupils make good progress when what they are learning is carefully related to aspects of their own lives. For example in a Year 1 lesson, role-play helped pupils to explore why certain behaviour was wrong and to appreciate the comforting effect of the Holy Spirit. By the end of the lesson, more able pupils could talk with understanding about God the creator, and the Holy Spirit as something you pray to when in need of comfort.

124. Pupils in both Year 1 and Year 2 know the key facts about Hinduism. They are less secure in identifying similarities and differences between aspects of different religions or in explaining the significance of particular rituals.

125. The present curriculum is a mixture of national guidelines and the locally agreed syllabus. The school is aware in the forthcoming curriculum review of the need to create a scheme of work that is firmly related to pupils' own experiences, so that different world religions are not taught in an abstract and piecemeal way.

126. The subject is led by a committed and knowledgeable co-ordinator whose teaching of religious education in the foundation stage provides a sound basis for further development of the curriculum. She is aware of the need to develop pupils' awareness of the values and beliefs of others through the context of their own lives and attitudes.

127. The co-ordinator provides good support and advice for colleagues, but has not yet

had opportunities for observing lessons or auditing the subject through work sampling. A comprehensive but manageable system of assessment has already been developed. Resources are satisfactory and are used well.