

# INSPECTION REPORT

**Boscastle Community Primary School**

Boscastle

LEA area: Cornwall

Unique reference number: 111929

Headteacher: Mr N. M. Young

Reporting inspector: Mr R. W. Burgess  
OIN 20950

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> May 2000

Inspection number: 191650

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Fore Street

Boscastle

Cornwall

Postcode: PL35 0AU

Telephone number: 01840 250329

Fax number: 01840 250329

Appropriate authority: Governing Body

Name of chair of governors: Mrs J. Cork

Date of previous inspection: 28<sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess	Registered inspector	Mathematics	What sort of school is it?
		Science	How high are standards?
		Information technology	How well are pupils taught?
		Geography	How well is the school led and managed?
		History	
		Special educational needs	
		English as an additional language	
Mrs S. Dixon	Lay Inspector	Equal opportunities	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?
Mrs G. Dunkling	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Religious education	
		Art	
		Design and technology	
		Music	
		Physical education	
		Under fives	

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

### **INFORMATION ABOUT THE SCHOOL**

Boscastle Community Primary School is situated in north Cornwall. Most pupils come from the immediate area, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. Children have a wide range of attainment on entry to the school with a significant number below the levels expected nationally for children of their age. The school operates an admissions policy for children to start school part time at the beginning of the term after their fourth birthday. The majority of children attend pre school provision within the local area. There are 80 children in the school of whom 12 are under five and six attend part time. There are 41 girls and 39 boys, aged from four to 11 years. Unemployment, in most parts of the school's catchment area, is above the national average. At the time of the inspection, 15 per cent of pupils are in receipt of free school meals which is similar to the national average. The school has recognised 13 pupils as having special educational needs, which is above the average for a school of this size and type, three of whom have a Statement of Special Educational Need.

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

Boscastle Community Primary is a good and effective school. Teaching and the quality of learning are good. The majority of pupils make good progress and achieve good standards by the end of Key Stage 2, particularly in English, mathematics, science and information technology. The partnership between the headteacher, staff, governors and parents is a strong feature of the school. There is a shared commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

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

- ◆ Very good leadership and management by the headteacher and governing body.
- ◆ The very good attitudes and behaviour.
- ◆ The very good personal development of pupils.
- ◆ The good progress made by all pupils.
- ◆ The school offers an excellent range of extra-curricular activities.
- ◆ Very good relationships throughout the school.
- ◆ The very good and effective partnership established between the school, parents and local community.

### **WHAT COULD BE IMPROVED**

- ◆ Information to parents on the curriculum.
- ◆ Annual written reports to parents on pupil's progress.
- ◆ Procedures for monitoring attendance.

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



## HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a good improvement since the last inspection in January 1997. The school has developed and effectively implemented plans to tackle all the weaknesses identified in the last report, in particular through raising standards in English and religious education. There has been a significant improvement in the quality of planning which is reflected in the detailed schemes of work. Since the last inspection provision for children under five and at Key Stage 1 have been improved with the provision of a new permanent building. The headteacher, staff, governors and parents have developed a good and effective partnership and the school is well placed to continue to build on its recent improvements with clear and positive leadership. They have developed good plans with clear and realistic targets.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	A	A
Mathematics	B	B	B	B
Science	C	B	C	C

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

In this small school the numbers of pupils undergoing national testing and assessment has a significant impact. When comparing performance both nationally and with similar schools numbers are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

The information shows that, for pupil's aged 11, standards in English are well above the national average and the average for similar schools. In mathematics standards are above the national average and the average for similar schools. Standards in science are broadly in line with the national average and the average for similar schools. In 1999 less than 10 pupils sat National Curriculum tests for pupils aged 7. Standards seen during the inspection at the end of Key Stage 1 were good in reading and satisfactory in writing and mathematics.

There is clear evidence of improvement since the last inspection, particularly in the number of pupils achieving above levels expected nationally. Pupils' competence in information technology is improving and is good overall. Standards in religious education are satisfactory. By five years of age almost all children attain at least satisfactory standards. Progress is good in most areas of the curriculum throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Pupils attitudes are very good they approach their work positively and confidently.
Behaviour, in and out of classrooms	Behaviour around the school and in the playground is very good.
Personal development and relationships	Pupils' personal development is very good and this is supported by the very good relationships throughout the school.
Attendance	Attendance is satisfactory. The majority of pupils arrive punctually. Most pupils are keen to come to school. The level of unauthorised absence is high.

Pupils listen attentively and most respond well in lessons. Relationships are very good and pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities.

## TEACHING AND LEARNING

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

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

Teaching during the inspection was good. It was very good in 34 per cent of lessons, good in 61 per cent and satisfactory in the remaining five per cent. It was often very good in literacy and numeracy sessions and for the older Key Stage 1 and younger Key Stage 2 pupils. Particularly strong features are the quality of schemes of work and teachers' planning, ensuring good levels of provision for the range of ages and attainment in each class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory for children under five and good at Key Stage 1 and 2 where it is planned imaginatively to make learning interesting for the pupils.
Provision for pupils with special educational needs	The school makes effective provision through good use of support assistants. Pupils make good progress, especially in the basic skills of literacy and numeracy. Records of progress are clear and are used well for individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. The school makes very good provision for spiritual and cultural development particularly through participation in local festivals and special events.
How well the school cares for its pupils	The school has very good and effective procedures for the welfare of its pupils. The staff are hardworking and committed to the care and education of the pupils.

The school offers an excellent range of extra-curricular activities, including a number of sports activities. The school cares well for its pupils. The use of assessment to inform teachers' planning is underdeveloped. The school has a strong and positive partnership with parents. They are made to feel welcome and offer very good support to the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school has well planned priorities for further development. The headteacher and governing body give very good leadership and have developed a strong sense of partnership between governors, staff and parents.
How well the governors fulfil their responsibilities	The governing body is extremely supportive and fulfils its statutory and other responsibilities very effectively.
The school's evaluation of its performance	The school monitors and evaluates its performance carefully and uses this information to effectively raise standards. It has taken positive action to improve which is reflected in the improvement in standards of attainment since the last inspection.
The strategic use of resources	Resources are good in range and quality and used well. The accommodation is adequate and is well maintained but facilities for staff are unsatisfactory.

There are sufficient staff to meet the needs of the curriculum and adequate numbers of support staff. Resources are good enabling the school to effectively meet the demands of the National Curriculum. Through its very good monitoring and reviewing procedures, the governing body ensures principles of best value are applied by the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Teaching is good</li> <li>◆ Easy to approach.</li> <li>◆ The school is well led and managed</li> <li>◆ Very good range of extra-curricular activities.</li> <li>◆ Very good attitudes and values.</li> <li>◆ Involvement of parents.</li> <li>◆ Good standards of work.</li> <li>◆ High standards of behaviour.</li> <li>◆ Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some parents would like more information on the curriculum to enable them to be better informed regarding their children's progress.</li> </ul>

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. Inspectors' judgements support the views expressed by the parents.

## **PART B: COMMENTARY**

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

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

1. National performance data for 1999 indicates that in English the number of pupils attaining levels expected for pupils aged 11 was well above the national average. The number of pupils achieving above this level was also well above the national average. In mathematics the number of pupils attaining levels expected for pupils aged 11 was well above the national average. The number of pupils achieving above this level was close to the national average. In science the number of pupils attaining levels expected for pupils aged 11 was above the national average. The number of pupils achieving above this level was below the national average. In comparison with pupils from similar schools standards were well above average in English, above average in mathematics and broadly in line in science.
2. National performance data for 1999 indicates that in reading the number of pupils attaining levels expected for pupils aged 7 was well below the national average. The number of pupils achieving above this level was above the national average. In writing the number of pupils attaining levels expected for pupils aged 7 was well below the national average. The number of pupils achieving above this level was below the national average. In mathematics the number of pupils attaining levels expected for pupils aged 7 was well below the national average. The number of pupils achieving above this level was above the national average. In comparison with pupils from similar schools standards were well below in reading, writing and mathematics.
3. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. There is clear evidence of improvement since the last inspection, particularly in the number of pupils achieving above levels expected nationally.
4. On admission to the school, at the age of four, children have a wide range of attainment with a significant number below the levels expected nationally for children of their age. They make a good start and progress is good. Consequently, by the time they are five, the majority of children attain the Desirable Learning Outcomes recommended for their age. Standards are satisfactory in all areas of learning. Their good progress is helped by the very good contribution made by support staff.
5. Standards of attainment seen during the inspection at the end of Key Stage 1 is in line with national expectations for the majority of pupils in English, mathematics and science. Pupils make good progress and standards for the majority of pupils at the end of Key Stage 2 are good in English, mathematics and science. Due to the small number of pupils in each year group standards do vary significantly from year to year. By the end of both key stages, the pupils attain standards in information technology which are above those expected for their age and they have good skills of data handling and communication using information technology. In religious education pupils achieve standards of attainment that are at an appropriate level for pupils aged 7 and 11.
6. These standards reflect the improvement in the quality of curriculum planning since the last inspection, resulting in improvement in the quality of teaching, particularly for older Key Stage 1 and younger Key Stage 2 pupils and higher attaining pupils. The school has

successfully addressed the issues raised from the previous inspection. The school has set clear and realistic targets for further improvement.

7. Pupils make good progress overall in English. Pupils listen attentively and speak confidently. In their writing, skills are good. Standards of presentation improve throughout the school. In reading pupils make good progress. Most pupils are fluent readers by the end of Key Stage 2. By the age of 7, most pupils acquire an appropriate joined handwriting style. Pupils are able to write for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, in their topic work on the Jordan and Valency valleys. Spelling is generally good.

8. In mathematics, pupils attain sound standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic which is developed well during numeracy sessions. They display a good knowledge of aspects such as area and shape, for example, in a lesson for older Key Stage 2 pupils on areas and perimeters. They develop good problem solving skills. Pupils have good opportunities available to them to practise their numeracy skills. For example, in science and geography work when handling data and when older Key Stage 2 pupils were recording the rise in temperature over time in graph form. They organise themselves well and use a variety of ways to record their work. Pupils make good progress in mathematics throughout the school.

9. In science, pupils acquire a good knowledge and understanding and develop good investigative skills. Most pupils can discuss their knowledge and understanding of materials. They confidently explain their experiments, using appropriate scientific vocabulary, for example, when discussing how materials change from a solid to a liquid to a gas. Many can predict and hypothesise. By the end of Key Stage 2, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well, for example, when studying the insulation properties of different materials. They make good progress overall in science.

10. All pupils, including gifted pupils and those with special educational needs, make good progress. They make good progress in most subjects. Progress is particularly good in literacy and numeracy sessions, when work is well planned to provide for the different ages and levels of attainment in each class.

11. Pupils with special educational needs make good progress, supported by detailed, high quality individual education plans, which show clear targets for learning. Pupils with special educational needs are initially identified by the class teacher. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress.

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

12. The attitudes, values and personal development of the pupils is very good and a strength of the school. Pupils enjoy their time at school and approach lessons and activities with great enthusiasm. In lessons the teacher's high expectations are well met, their good use of questions offers challenge and stimulation. The responses from pupils of all ages are well considered and presented with confidence. Pupils listen well to their teachers and each other and follow instructions quickly and quietly. When lessons and activities change, pupils settle to work speedily and no time is lost. Pupils are encouraged to share their ideas and opinions, for example, in a class 2 history lesson when pupils discussed different aspects of the invasion

and settlement by the Romans. Pupils are able to work very well together in pairs as seen in a class 1 physical education lesson. As pupils progress through the school they learn the necessary skills to become independent learners, in all classes pupils can work well alone and from the end of Key Stage 1 are able to make independent use of reference material. The high value placed upon pupils and their work is evident in attractive displays of work in school and the encouragement they receive to use their talents in a variety of competitions and inter-school events.

13. The behaviour of all pupils is very good, this has a beneficial effect upon their learning and upon the school community as a whole. Pupils of all ages display good levels of self-discipline and follow the school rules closely. In lessons praise is used effectively to recognise good work and behaviour. Rewards, both as team points or certificates, are received with pride and pupils readily celebrate the success of others. Pupils behave consistently very well at all times of the day; the school building and the resources they use are treated with care and respect. There have been no exclusions in the past year.

14. The relationships amongst all members of the school community are very good. Adults in school present very good role models and pupils are treated with great care and respect. This is reflected in the pupils, who are polite and helpful towards each other and to adults. They work and play very well together; older pupils adopt a responsible and friendly approach to younger ones. There is very little conflict in the school and any that occurs is dealt with swiftly and effectively. Pupil's personal development is also very good. Pupils are encouraged to act responsibly and are provided with many opportunities to carry out class duties or as they grow older to serve the whole school community, for example, by taking responsibility for playground games equipment and contributing to the village newspaper. Opportunities are provided for pupils to express their opinions and make decisions, for example, by taking part in the formation of the school rules. They are encouraged to evaluate their own work and recognise their own achievements and areas for improvement. Pupils learn about the values and beliefs of others in lessons and assemblies and show respect for different life styles. They show their concern for others less fortunate than themselves by supporting the work of charities.

15. Attendance rates are in line with the national average and are satisfactory. The school has an unauthorised absence rate that is well above the national average. The majority of parents follow the schools request for written confirmation of the reasons for absence well but there are many that do not. Whilst the majority of absences are due to normal childhood illnesses the present arrangements for recording the reasons for absence do not provide an accurate reflection of the real situation. Pupils arrive at school eager to start the day and lateness is rare. Registration is conducted efficiently and leads promptly into the first lesson or assembly.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching is good and has a beneficial impact on attainment and progress. Thirty four per cent of lessons inspected were of a very good quality, 61 per cent were good and the remaining five per cent satisfactory. This represents a significant improvement since the last inspection which is in part attributable to the improved curriculum planning. There is a good balance of explanation by the teacher and opportunity for pupils to undertake their own research and investigation. Teaching methods and strategies, both for promoting learning and for managing behaviour are effective. Pupils are provided with many opportunities to extend their own personal development and use their own initiative. The teaching of pupils with special educational needs is good. Class teachers have positive approaches to pupils with

special educational needs and provide work designed to meet their individual needs.

17. In the very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace, and a range of teaching strategies is used to good effect. For example, in an information technology lesson, for older Key Stage 1 and younger Key Stage 2 pupils, they were introduced to the procedures for programming a robotic toy. In this lesson, observation and questioning by the teacher was used effectively for assessment to inform planning of future learning. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the older Key Stage 2 class enthusiastically responded to a session with clay when pupils designed and created their own clay tiles, following good planning and demonstration, clear explanation and encouragement from the teacher.

18. The teaching of children under five is good overall. The teacher and classroom assistant give good, sensitive support to the pupils and make satisfactory use of observation and assessment to inform planning on a day-to-day basis. Group and class activities are well organised. Satisfactory use is made of space and learning resources and objectives are clear. Other adults who help provide skilled support in the classroom. Planning is based on the six areas of learning and careful consideration has been given to planning for the transition into the National Curriculum. Children are offered a satisfactory range of experiences that interest and stimulate children's learning. The teacher has a good relationship with the children. The teacher and the classroom assistant encourage independence and initiative. The staff correctly emphasise the development of key skills, for example, there are various good opportunities to improve skills in language and literacy through reading, stories and role-play. The staff have a good understanding of how young children learn and plan lessons well to include appropriate routines in all areas. They monitor the children's progress effectively and are developing the use of assessment to inform planning.

19. Teaching at Key Stage 1 is good overall and often very good for the older Key Stage 1 pupils. The teachers have good subject knowledge in literacy and numeracy and they use this well to provide stimulating activities for the pupils. Spelling, punctuation and grammar are taught imaginatively in literacy lessons and the pupils respond enthusiastically, for example, in a lesson for older Key Stage 1 pupils where good use was made of humorous poetry to stimulate and enthuse the pupils. Lessons are well planned and include suitable objectives which are almost always met. Good examples of whole-class teaching were observed and the teachers have particularly good skills in motivating the pupils through stimulating questions. For example, during a science lesson for younger pupils on the differences between materials which resulted in pupils identifying that some were made by man and others were natural materials. Discipline is managed well and pupils are praised and encouraged. The teachers insist on good standards of presentation and pupils learn to join their letters from the earliest stage in their writing development. The teachers use a variety of different resources and make effective use of questioning to further develop pupils' understanding. The teaching of reading and writing is effective and the staff use a variety of methods to gain the pupils' interest and establish and develop literacy skills successfully.

20. Teaching at Key Stage 2 is good and sometimes very good. In literacy and numeracy, the teachers use their good subject knowledge to provide stimulating activities for the pupils. The teaching of English is effective because teachers successfully communicate to pupils an enthusiasm for the imaginative use of language in discussion and written work. Teachers have secure subject knowledge in the teaching of all subjects. Throughout the key stage, planning is very good, lessons are introduced well and pupils are left in no doubt of what they must do. Lessons usually begin with reference to previous learning and include good use of questioning

to aid the pupils' understanding. For example, in a mathematics lesson for older Key Stage 2 pupils on area introducing the use of square centimetres as a unit of measurement. Mental recall of number facts is practised regularly in most mathematics lessons and numeracy sessions, with good results. Teachers intervene well to help the pupils to improve, for example, in a music lesson very good teaching strategies reinforced the pupils' understanding of rhythm and pulse in music. There is good rapport between the teachers and pupils, discipline is firm and fair and relationships are very good.

21. Teaching is effective in all areas of the curriculum. Teachers have a good subject knowledge and work with enthusiasm and commitment. They give clear instructions and explanations and pupils know what is expected of them. There is an appropriate balance between the use of whole-class, group and individual teaching in most lessons. Questions are used effectively to assess understanding and help progress. Throughout the school there are good examples of teachers providing useful comments to pupils about their progress and how they might improve further. Relationships between pupils and teachers are very good and make a significant contribution to pupils' standards of attainment and the quality of education provided.

22. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Individual lesson plans are variable in detail. They are written to an agreed format identifying the objectives and opportunities for assessment but are variable in their detail. The planning effectively covers the programmes of study of the National Curriculum, and teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources and accommodation well, for example, in a physical education lesson for older Key Stage 2 pupils, resulting in challenging work and the pupils making good progress. Teaching is particularly effective in literacy and numeracy sessions. In these lessons, expectations are high and there is good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

23. Marking is used effectively in both key stages to show the pupils how they might improve. Appropriate homework is given and helps the pupils to make progress; it is used well and has a positive impact on standards. Pupils are encouraged to take reading books home and work is given which is linked to the work in school. Homework given, such as reading, spellings and times tables cards, is appropriate and used effectively.

24. The teaching of gifted pupils and pupils with special educational needs is good and helps to promote good progress. The content of lessons is the same for all, with appropriate tasks designed for the various levels of attainment of gifted pupils and pupils with special educational needs. The teaching is carried out both through class support usually related to language, literacy and number work and through individual tuition. Individual education plans are of a good quality. These plans set realistic targets, state how they should be achieved and record the outcomes. Plans are revised and targets adjusted to ensure that pupils achieve success and make appropriate progress.

25. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided.

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



26. Since the last inspection in January 1997 all weaknesses of the school's curriculum identified in the report have been successfully addressed. Records of curriculum coverage for individual pupils have been developed. An appropriate curriculum for children under five has been established and an act of collective worship takes place daily.

27. The curriculum for children under five is based on the nationally agreed Desirable Learning Outcomes. A satisfactory range of activities is planned to enable young children to develop the skills to provide a sound foundation for work on the National Curriculum. Satisfactory opportunities are planned and organised, through a range of directed and free-choice activities, for children to develop academically, creatively and socially. They are adequately prepared for moving on to Key Stage 1 work in class 1.

28. At Key Stages 1 and 2, effective learning opportunities are provided for pupils in the different subjects of the National Curriculum. There is clear evidence of improvement since the last inspection in religious education, which is satisfactorily taught through the locally agreed syllabus. There is suitable provision for sex education and drugs misuse awareness through the science curriculum and the personal and social education programme. The progress made by pupils in their personal, social and health awareness is very good. In their personal development, pupils willingly take responsibility for tasks and show initiative when undertaking independent research and supporting charities. The school places great emphasis on its personal care of pupils.

29. The school's strategy for developing the literacy and numeracy hours is good and is making a significant contribution to raising and maintaining high standards in English and mathematics, particularly at Key Stage 2. There is no significant reduction in the range and content of other subjects. The curriculum is planned well and shows significant improvements since the last inspection. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills. The school is providing good additional literacy support for pupils throughout the school. Targets have recently been set for all pupils, following a detailed analysis of their prior attainments and satisfactory procedures have been established to monitor their progress. Both long and medium term plans are good and ensure that all required aspects are covered. Teachers plan together very effectively to ensure that all pupils are offered access to the broad range of activities to ensure continuity and progression for the different ages and attainment within each class.

30. The school makes good provision for pupils with special educational needs. The policy fully meets statutory requirements. The school has efficient procedures for identifying pupils with learning difficulties and ensures those needs are met with clear and realistic individual educational plans, or other differentiated work. Class teachers and classroom assistants work co-operatively to support pupils on tasks clearly related to the main class activity, whilst ensuring that their individual needs are met. All pupils have equal access to learning opportunities.

31. The school's provision for extra-curricular activities is excellent. All the teaching staff give their time to clubs or activities during the lunch break or after school. These activities include sport, art and recorders. Last year the school gained a national award for the provision of extra-curricular activities. Verse speaking and drama activities also appear to be a successful feature of the school.

32. The school has very strong links with the community which are identified in the Community Links Development Plan. For example, participation in the Millennium Concert, the Indian King Art Centre's Exhibition, the two main county festivals at St. Austell and Truro, and

promoting the work of the school in the local media such as “The Boscastle Blowhole”. The school is currently putting together a scheme to develop adjacent land for school and community use. This scheme is known as the “Valley Project” and aims to create an amphitheatre, pond, play and storytelling area.

33. There is very good liaison with Sir James Smith School at Camelford, which includes provision of subject expertise, sharing of equipment and activities such as the joint Millennium Concert celebration.

34. At the time of the last inspection the school was highly effective in promoting pupils’ moral, social and cultural development. Standards in religious education were judged to be unsatisfactory. Since then, there has been an improvement in the standards in the subject, so that by the end of both key stages, pupils achieve standards of attainment that are at an appropriate level for pupils aged 7 and 11. A key issue for action was to ensure that an act of collective worship takes place each day. The school has received advice on collective worship, which is now linked to themes adapted from the agreed syllabus and occurs every day. This represents a significant improvement since the last inspection.

35. The provision for pupils’ spiritual development is very good. Pupils learn about the Christian faith in assemblies and religious education lessons and through close relationships with the nearby churches. They also learn about other faiths and recognise their religious festivals and holy books. These studies are supported by books and artefacts connected with Judaism and Sikhism. Pupils’ spiritual awareness is raised through a wealth of visits, visitors and special events, for example, visits to Wells Cathedral and walks to the Rivers Jordan and Valency to support their work in science, art and design and technology. Pupils have very good opportunities to express their feelings in lessons and also in written work. Time for prayer and reflection in assembly encourages pupils to value themselves and others.

36. The provision for pupils’ moral development is very good. Pupils gain a clear understanding of right and wrong, which is supported by well understood rewards, sanctions and codes of conduct. The school has a good behaviour policy and classrooms carry the message, devised by pupils themselves, of the need for good behaviour and attitudes within the school. The parents strongly agree with the school’s values and attitudes, which are taught to the children, and they appreciate the efforts the school makes to support pupils. Behaviour is very good throughout the school and pupils are polite and courteous. Pupils consider moral issues in assemblies, circle time and in personal and social education lessons. They follow the good example set to them by all adults in school and learn to respect and care for each other and their property by undertaking a variety of responsibilities.

37. The provision for pupils’ social development is very good. Pupils are friendly and polite towards each other and adults, break and lunchtimes are pleasant and sociable. Lessons and assemblies offer opportunities to celebrate and share each other’s successes. Pupils’ social development is also much enhanced by the wide range of extra-curricular clubs and community events. Children willingly take part in various projects for charities, such as Blue Peter, Farms for City Children and the Bristol Hospital.

38. The provision for pupils’ cultural development is very good. Pupils learn about their own culture and heritage by making detailed studies of their own village and by taking a very active part in the life of the community. Subjects such as history, geography and music contribute to the pupils’ understanding of the life styles of peoples from across the world in both modern and ancient times. Pupils’ cultural knowledge and experience is very well supported by a wide variety of visits to places of interest, such as Tintagel Castle and the Plymouth Dome and by

the many visitors who come to school. These have included theatre groups, artists and poets, who have provided workshops in school.

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

39. The school has very good arrangements for the care and protection of its pupils. Pupils are all well known and well supported by the very good relationships that exist throughout the school. Pupils with special educational needs are well provided for and supported. Health and safety procedures are very good, there is a comprehensive policy and the governing body are fully involved in ensuring that daily practice is effective. This includes raising the level of awareness about safety issues and first aid amongst older pupils as well as adults in the school. The arrangements for child protection are also very good.

40. There are good procedures for assessing and monitoring pupil's academic achievement and progress. This is an area of improvement since the last inspection. A variety of tests and assessments allow detailed records to be maintained by class teachers for the core subjects and to some extent for foundation subjects. In addition pupils records of achievement contain well annotated samples of work which provide clear information about pupils' progress. In Key Stage 2 information is used well to provide individual guidance, to set targets for pupils and to inform planning and in Key Stage 1 this is developing. The use of assessment information to inform the planning of the curriculum is at present satisfactory overall. There are good plans in place to further develop the recording of and use of assessment information across the whole school.

41. The procedures for monitoring and promoting good behaviour are very good. There is an effective system of rewards and sanctions and clear rules which are well understood by all. The teachers have high expectations and are consistent in their use of praise and reward. Should any unacceptable behaviour occur it is dealt with quietly and effectively. The very good provision for the personal development of the pupils provides good support to this area.

42. The procedures for monitoring and improving good attendance are good overall. The school meets with statutory requirements and the administrative arrangements are efficient. Parents are provided with clear information about attendance issues and the requirements concerning absences. The present arrangements for recording absences are not sufficiently flexible and do not provide a true reflection of those absences which are considered acceptable and those that are not.

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

43. The parents' views of the school are very good. Parents are appreciative of the commitment made by the staff and the education provided for their children. They are especially pleased with the approachability of all the staff and their response to any concerns, they feel that the school is very well led and managed and that their children are becoming responsible and mature as a result of the school's work.

44. The effectiveness of the school's links with parents is very good. There is a close relationship between parents, governors and staff which has a beneficial effect upon the school as a whole and provides a supportive learning environment for pupils. Parents are provided with many opportunities to take part in the life of the school, for example, by attending special

events and performances.

45. The impact of parents' involvement on the work of the school is very good and has a beneficial effect upon the learning of all pupils. A number of parents are able to provide help in lessons or are able to share specialist skills and interests. The wide extra-curricular provision is very well supported by parents and also by friends of the school and members of the community. The parents' association is active and successful. It holds social and fund-raising activities that provide the school with additional resources and support for various school visits to complement the curriculum.

46. The quality of the information provided for parents is good. The school brochure and governors' annual report meet all requirements and are well written and informative. School newsletters keep parents well informed about everyday events and new parents benefit from a clear and useful booklet. Some parents have indicated that they would like to know more about the work that their child will be doing in the coming term. This provision is at present limited and inconsistent. Information about pupil's work and progress is conveyed in written reports issued in the summer and with consultation events. Written reports offer useful information about what pupils have done in the past year but little indication is given about the level of work achieved or how improvement may be made. Pupils are involved in evaluating their own work and setting their own targets but this is not presently included in the reports. Written reports for children under five are at present brief and offer an area for development.

47. The contribution that parents make to their children's learning at home and at school is good. Parents receive good information and guidance about the provision and expectations of homework. Homework is well supported by most parents and they benefit from reading record books that are used well.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards pupils achieve. The school actively shares its positive ethos and aims with the community and is successful in meeting its objectives. The governing body is committed and supportive. It meets its legal responsibilities by maintaining oversight of the budget, plans and policies and acts as a critical friend to the school. Effective committees have been set up to support different aspects of the school's affairs.

49. The overall leadership and educational direction provided by the headteacher are very good. He leads well by example. Governors have a strategic view of the school's development. The school development plan clearly identifies priorities. All staff and governors are involved in setting these priorities and there are links with the budget. There is good provision for monitoring and evaluation of the impact of initiatives, with responsibilities clearly identified. It is carefully devised and is a valuable mechanism for improvement. Its objectives are clearly defined and costed.

50. The school has made a good improvement since the last inspection. It produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised, particularly in improving the quality of planning which has had a direct impact on the quality of teaching and in raising standards. It has monitored progress in these areas and is continuing to develop some aspects, such as information technology. The school has identified clear and realistic targets and is well placed to continue to build on its recent improvements in developing provision for children under five.

51. The headteacher, staff, governors and parents work together effectively to promote the interests of the school. The school has a positive ethos and there are very good relationships between staff and pupils which successfully promote the school's code of conduct. Aims and values are clearly expressed and the management of the school is successful in promoting them. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils.

52. Financial planning is good and this has enabled the school to effectively plan its expenditure. There are good financial controls and the school follows suitable guidelines for the administration of funds. The budget is carefully linked to the school development plan. Regular monitoring is undertaken by the headteacher, the administrator and chair of finance. The governors monitor the effectiveness of financial decisions and the recommendations of the most recent auditors' report have been met. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. The school development plan includes costs and time scales for completion. The school has identified an appropriate carry forward to cover contingencies.

53. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken together. The curriculum co-ordinators have clearly defined roles, they give good leadership in their areas. Curriculum development is monitored and co-ordinators plan for further development in the future.

54. The school's provision for equality of opportunity and for gifted pupils and pupils with special educational needs is well managed, particularly in relation to pupils with a Statement of Special Educational Need. Policies are comprehensive and meet the Code of Practice. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. The governors' annual report to parents contains all the information to meet statutory requirements. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments and other requirements, including those for sex education.

55. The school benefits from the commitment, hard work and enthusiasm of the whole staff, including very good caretaking, secretarial and administrative support. The school runs in a smooth and orderly way and this contributes to the overall quality of education. The caretaker ensures that the school is well maintained and clean.

56. The management of the provision for children under five is satisfactory. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The staff who work with children under five are well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. They are fully integrated into the school and share the same development, appraisal and in-service training opportunities as their colleagues. The classroom is new since the last inspection and provides good accommodation, which is used effectively to provide opportunities for the children to experience a wide range of activities. An enclosed garden area has recently been provided containing large play equipment, such as climbing frames, to fully develop their physical skills. The classroom is well equipped with good resources, which are in good condition and used well to support children's learning. The classroom is bright and attractive with a variety of colourful and attractive displays.

57. The school has a sufficient number of suitably qualified teachers to meet the demands of the curriculum and the age range of the pupils. They are well managed and deployed according to their strengths and experience and work effectively as a team and share a common ethos. Detailed job descriptions and appropriate procedures are in place for the appraisal and induction of staff. The professional development of staff is very effectively planned and training courses are provided where staff needs are prioritised in the school development plan. Teachers undertake extensive training to make sure they are well matched to their curricular responsibilities. In-service training and appraisal are managed effectively. Staff needs are identified and suitable provision is made for their professional development through the use of appraisal. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the teaching of literacy and numeracy. In-service training is encouraged for teachers and learning support assistants. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good and there are appropriate meetings to ensure that staff are involved in, and informed of, decisions. Communication between staff and parents is good and the headteacher provides good information about the activities of the school.

58. The monitoring of the curriculum by staff and governors is very good. Curriculum coordinators have good subject knowledge in their areas of responsibility and have attended appropriate in-service training courses. The support assistants make a very significant contribution to the quality of education provided particularly supporting pupils with special educational needs and children under five. Parents and volunteers are carefully briefed so that the quality of support provided makes a positive contribution to the quality of education, especially in hearing pupils read and supporting classroom activities.

59. The accommodation is satisfactory overall and significant improvements have been made since the last inspection through the building of a new classroom and group learning base. Storage space is adequate. The provision for administration and staff is unsatisfactory. The headteacher, staff and secretary share one small room, which must also be used for many other purposes. Due to the lack of a hall the school has arranged for the teaching of physical education to take place in the old school building. Classrooms are bright, attractive places with a variety of colourful, instructive displays, samples of pupils' work and a range of very good quality artefacts to support the teaching. Teachers, pupils and other staff take great pride in the appearance of the school. Effective use is made of all available space. The school has an adequate hard play area painted with games. The parents' association has provided equipment to enhance the playground area and the school is at present working with the local community to develop an area of derelict land for use by the pupils and the local community to enhance the facilities available.

60. The level of resources to teach the requirements of the curriculum is good in both key stages. The library contains a good collection of non-fiction and reference books. The school is well equipped to teach information technology. Good use is made of visits and visitors to enhance the range of curriculum experience provided. All resources are carefully managed and efficiently stored giving the best possible access for pupils and staff. Resources are well deployed to support teaching and learning. The well resourced library is used well and has contributed effectively to the good progress in literacy and research skills in other subjects.

61. Resources are used well to support learning, for example, the number of computers has a positive effect on the attainment and progress of the pupils. Good use is made of visits into the community and visitors to the school and these enhance and enrich the curriculum. Time is used efficiently.

62. The strategic management of resources available to the school is very good. It is well supported by the governing body's control of the budget and the detailed, written procedures, which guide the school's management. The school seeks value for money when placing orders. The funds allocated for special educational needs are used appropriately and this has a helpful effect on the pupils' progress. Effective use is made of the accommodation and this has a good impact overall. Non-teaching staff are organised well and this has a significant impact on learning.

63. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. The cost of educating the pupils is slightly above average but not dissimilar to schools of the same size. In view of the standards achieved, the positive leadership and management and good teaching, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ improve information to parents on the work of their children by:

- *providing information on the curriculum for each class;*
- *providing information on the standards pupils are expected to achieve nationally;*

(paragraph 46)

- ◆ improve the quality of annual written reports by:

- *improving reports for children under five to provide clear information on what children have achieved;*
- *clearly indicating the standards attained and areas for improvement in the future;*

(paragraph 46)

- ◆ develop accurate and effective procedures for monitoring attendance by:

- *implementing procedures to effectively identify reasons for unauthorised absence.*

(paragraphs 15 and 42)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraphs 18, 22 and 40:

- ◆ continuing to develop and share best practice in lesson planning and in the use of assessment information to inform planning for future learning.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	34	61	5	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

73

Number of full-time pupils eligible for free school meals

11

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

13

#### English as an additional language

No of pupils

Number of pupils on the school's roll (FTE for part-time pupils)

0

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

5

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

3

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.7

#### Unauthorised absence

	%
School data	1.8
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 Key Stage 1

Due to the small number of pupils being assessed at Key Stage 1, only percentage results are shown.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	4	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	50 (66)	75 (66)	75 (89)
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	63 (66)	75 (78)	100 (78)
	National	82 (80)	86 (84)	87 (85)

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

### Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	8	8	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	6	7	8
	Girls	8	7	6
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (75)	88 (75)
	National	70 (64)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	5	7	7
	Girls	7	8	6
	Total	12	15	13
Percentage of pupils at NC level 4 or above	School	75 (84)	94 (75)	81 (83)
	National	68 (64)	69 (64)	75 (70)

*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	0
White	57
Any other minority ethnic groups	2

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	29.2 : 1
Average class size	24.3

#### **Educational support staff: YR – Y6**

Total number of educational support staff	3
Total aggregate hours worked per week	74

### ***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

### ***Financial information***

Financial year	1998/99
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	<b>£</b>
Total income	178,037
Total expenditure	173,521
Expenditure per pupil	2,552
Balance brought forward from previous year	42,612
Balance carried forward to next year	47,128

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out:

80

Number of questionnaires returned:

46

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	63	33	4	0	0
My child is making good progress in school	57	37	4	2	0
Behaviour in the school is good	67	29	4	0	0
My child gets the right amount of work to do at home	39	48	7	2	4
The teaching is good	74	22	0	4	0
I am kept well informed about how my child is getting on	57	33	8	2	0
I would feel comfortable about approaching the school with questions or a problem	76	22	0	0	2
The school expects my child to work hard and achieve his or her best	59	35	4	0	2
The school works closely with parents	61	37	2	0	0
The school is well led and managed	76	24	0	0	0
The school is helping my child become mature and responsible	59	41	0	0	0
The school provides as interesting range of activities outside lessons	46	46	4	0	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

64. The curriculum for the under-fives was judged to be unsatisfactory at the time of the last inspection. Since then, an appropriate curriculum has been established and opportunities for appropriate experiences for these children have been improved by the provision of a new classroom and the employment of a skilled classroom assistant.

65. When children start school they attend on a part-time basis in the term following their fourth birthday. They are predominantly drawn from the local playgroup. Only a minority of children have not previously attended this playgroup. At the time of the inspection there were 12 children under five in the Reception and Year 1 class.

66. On entry to school, although there is a spread of attainment, which varies from year to year, the majority of children are deemed to be of just below average attainment in literacy and numeracy skills. Base-line assessment, administered soon after children start school, confirms this picture. By the age of five, the majority of children make good progress overall and achieve the Desirable Learning Outcomes in all areas of learning and are included in the Key Stage 1 curriculum. Children with special educational needs are well supported and make good progress.

67. Children's personal development is very good. They arrive happily and ready to take part in the activities. They know the routines and are able to make a useful contribution to the success of the day. They are developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are very positive and this has a significant effect upon their learning.

68. By the age of five, most children attain levels which are average for their age in language and literacy. They listen well in small group and whole class situations and respond positively to adults' questions. In role-play areas, such as the Home Corner, they take on different roles and use language effectively to express ideas and make up stories. Children are developing their knowledge and understanding of books, which they enjoy and handle carefully. Children also know a good selection of nursery rhymes and songs. Good reading related opportunities are provided for children to gain early skills. These include sessions where teachers share big books with the whole class and opportunities for children to enjoy books on an individual basis. They concentrate well on stories such as "Suddenly", by Colin McNaughton and are able to predict, using pictures, describe the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge in their reading effectively. They are encouraged to take home books to share with an adult. These arrangements have a positive impact on reading progress. Many children form their letters accurately and make good attempts to write down their stories with some help from the teacher and classroom assistant.

69. By the age of five, attainment in mathematics is in line with that expected for their age. Children make good progress in developing their mathematical understanding. There is a good emphasis on the use and understanding of language relating to mathematics. Many count accurately at least to 10. They have an understanding of more and less, bigger and smaller, longer and shorter and can use their knowledge to solve simple problems. They recognise and copy patterns, sort and match objects and enjoy activity songs and rhymes. Children are

beginning to recognise colours, match shapes using wooden jigsaws and order objects by size. A basic understanding of shape is emerging as many pupils are able to recognise circles, triangles, squares and rectangles.

70. By the age of five most children have an appropriate knowledge and understanding of the world. Children are developing a growing awareness and knowledge of the world through a planned programme of topics such as "The Weather". They respond very positively to the opportunities which are provided for them to explore the natural environment, for example on a visit to a farm for an egg hunt at Easter time. They also develop an understanding of past and present and a sense of personal history through learning experiences based on their families. They look closely at materials and observe changes. Through experiences such as melting and cooling chocolate they are given good opportunities to build and consolidate their skills in hygiene, speaking and listening, measuring and observing changing materials. Most pupils can carry out simple operations on the computer. They can plan and make models and can draw recognisable pictures relating to their experiences.

71. By the age of five children's levels of physical skills are sound overall. Adequate opportunities are provided for children to handle small objects accurately in construction and play activities, such as sorting and threading. Pencils, crayons and paintbrushes are used with varying degrees of success. Play dough, plasticine and salt dough are also used to develop manipulation and control. Co-ordination is encouraged through the use of small apparatus, such as balls, during physical education. Eye to hand co-ordination skills are appropriately developing as pupils match shapes and complete jigsaws. There are good opportunities for the pupils to develop effective skills in climbing and balancing on large outdoor equipment.

72. By the age of five most children make satisfactory progress in creative development and attain levels of understanding and skill, which are average for their age. Their ability to express their ideas and feelings is developed satisfactorily through art and music. They use a range of materials, for example, when making scarecrows, collages and printing and enjoy using percussion instruments to accompany their poems about the weather. Children play well co-operatively and show good understanding of the stories and situations they have heard and observed.

73. The quality of teaching is good overall. The teacher and classroom assistant give good sensitive support to the pupils and make sound use of observation and assessment to inform planning on a day-to-day basis. Group and class activities are well organised. Satisfactory use is made of space and learning resources and objectives are clear. Other adults who help provide skilled support in the classroom.

74. The curriculum planned is generally broad and balanced and based upon the Desirable Learning Outcomes for children under five. It offers a sound range of experiences that interest and stimulate children's learning. The assessment of pupils' achievements is satisfactory. Children's abilities are assessed on entry to the school and satisfactory records are kept of their progress. Pupils with special educational needs are supported well and fully integrated into group activities. Positive partnerships are encouraged between home and school and this helps the children settle quickly.

## **ENGLISH**

75. Standards of attainment at the end of both key stages have improved since the last inspection. The statistical evidence, however, needs to be treated with caution. In a small school, when the number of pupils in each year group is small, the results of National Curriculum assessments fluctuate from year to year. The number of pupils in each year group

varies considerably, also the number of pupils with special educational needs. The performance of pupils in English, in recent years, reflects the school's commitment to improving standards. Inspection evidence indicates that by the end of Key Stage 1 pupils' attainment in English has improved and is in line with the national average. Throughout Key Stage 2 pupils make good progress. Much of the work is usefully linked to other areas of the curriculum, thus providing valuable opportunities for pupils to improve their literacy skills. The school has a good strategy for literacy in place, which has been effective in improving standards in the subject. By the end of Key Stage 2 standards of attainment in all aspects of English are above the national average.

76. At the end of Key Stage 1, pupils attain satisfactory standards in speaking and listening. They develop a sound awareness of others, listening attentively to instructions, explanations and ideas and taking turns to respond. The satisfactory foundations laid in the Reception and Year 1 class, where all have appropriate opportunities to talk, are carefully extended throughout the school. Pupils talk about stories, news, games and items of interest and all contributions are valued. The consistent encouragement provided ensures all pupils, including those with special educational needs, develop confidence and a widening vocabulary.

77. In Key Stage 2 pupils display high levels of confidence in a broad range of speaking and listening tasks. They speak clearly and listen well. The majority of pupils use Standard English correctly and accurate vocabulary is used well within all subjects. Verse speaking and drama activities are a very successful feature of the school. In November 1999 the school won the Indian King Arts Centre Poetry Competition. The prize was the services of the poet, Ian Parks for the day. During the same month, the drama group triumphed with "Knights Without Armour" at the St. Austell Festival of Music and Speech. In March 2000, pupils from Years 4, 5 and 6, won with honours and distinctions at the County Festival of Music and Speech at Truro.

78. Standards in reading throughout the school are good. Pupils at Key Stage 1 develop a good understanding of texts, using a variety of reading strategies. They use illustrations, phonic and word recognition skills, to gain meaning and to anticipate what might happen next. The use of big books such as "Suddenly" and the reinforcement of grammatical skills as class and group activities, enhances their learning. Most pupils show appropriate awareness of a variety of print and understand differences between fiction and non-fiction books. Higher attainers know how to use the contents and index pages, when undertaking research. By the end of Key Stage 2, most pupils are fluent readers and a significant number attain above average levels expected for their age. Pupils show interest and enjoyment in their reading and talk knowledgeably about books and poems they have read. For example, during the literacy hour pupils in Year 3 readily compare types of humorous writing by exploring a humorous poem entitled "Red Riding Hood" and Roald Dahl's "Revolt Rhymes".

79. Pupils' writing is satisfactory by the end of Key Stage 1. They make good progress in developing joined letter formation in the early part of the school, and, by the end of the key stage, many have developed a neat, cursive style of handwriting. Most can spell commonly used words and understand sentence structure. Higher attaining pupils use capital letters and full stops appropriately to demarcate sentences. A good range of writing formats is provided in Year 2 to widen pupils' understanding of the functions of print. Most pupils can write ideas in an appropriate sequence, in, for example, informative accounts such as "Planting Peas" and in writing imaginative stories such as "The Three Little Foxes" and "The Big Bad Hunting Dog". Spelling is good and pupils make good use of dictionaries and word lists to check accuracy and meaning. Sentences are appropriately punctuated and writing is neatly presented. Older pupils write independently and with concentration for a sustained period. Imaginative, expressive and argumentative writing is developing well. Many pupils write stories, which develop the characters and the plot successfully. Pupils use the computer effectively to



present a range of work, in a variety of formats.

80. Pupils make good progress, throughout the school. Those with special educational needs also make good progress, supported by carefully prepared, individual education plans. Pupils' attitudes to learning English are very good throughout the school and this contributes significantly to the standards they attain. They concentrate well, use discussion and questioning at a good level and are generally keen to learn. Pupils work well together in groups, persevere and complete tasks well. For example, pupils in a Year 5 and 6 group were observed maturely responding to each other as they discussed their work.

81. The school has successfully established the literacy hour. The organisation is good and activities carefully guide pupils' progress in all aspects of the subject. The quality of teaching is good. Work is carefully planned and challenging. For older Key Stage 1 and Key Stage 2 pupils it is often very good. The work of these pupils provides clear evidence, in the breadth and balance in the different forms of writing, that these teachers have good knowledge of National Curriculum requirements. Good use is made of cross-curricular links to reinforce learning. For example, work in religious education and design and technology is used well to provide meaningful purposes for writing and speaking and listening. Teachers collaborate well in planning and teaching strategies are consistent. Both long and medium term plans are good and ensure that all required aspects are covered. A comprehensive policy and programmes of work, which the school continues to evaluate, are in place. Opportunities for assessment are satisfactory. All pupils have equal opportunities. Non-teaching staff contribute well, particularly with children under the age of five and those with special educational needs, often taking responsibility for group activities alongside the teachers. All staff make good use of skilled questioning to help pupils to succeed. Pupils take their reading books home regularly and parental support is encouraged.

82. Resources, including those for staff, are good and stored efficiently. The attractive school library, which was redesigned and redecorated in the autumn of 1997, is used well by pupils and has a good selection of books. All staff have received appropriate training for delivering the literacy hour. The accommodation is good and used effectively.

## **MATHEMATICS**

83. National Curriculum tests for pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching level 2, the level expected for pupils aged 7 was well below the national average. The proportion of pupils attaining the higher level 3 was above the national average. National Curriculum tests for pupils at the end of Key Stage 2 showed that the proportion attaining the expected level 4 was well above the national average and the number of pupils achieving the higher level 5 was close to the national average. At the end of Key Stage 1 standards are well below average when compared to all schools and when compared to similar schools. At the end of Key Stage 2 standards are above average when compared to all schools and when compared to similar schools.

84. The previous inspection of the school found that standards in mathematics were satisfactory at the end of both key stages. During the inspection evidence gained indicates that standards are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. In this small school the numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. These levels of attainment and progress have been relatively consistent at Key Stage 1 in recent years and show a steady improvement overall at Key Stage 2.

85. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good. Levels of attainment upon admission to the school are below average for a significant number of children. The school successfully follows a well planned and balanced programme linked to the National Numeracy Strategy which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including gifted pupils and those with special educational needs.

86. By the end of Key Stage 1 pupils have made good progress from a level on entry to the school which in mathematics represents a broad range of levels of attainment. They handle numbers up to 100 confidently. The highest attainers manage up to 1000. Most add and subtract using two digit numbers accurately and the higher attainers manage up to the hundreds. For example, in numeracy sessions and frequent quick mental mathematics sessions, older pupils displayed a good ability to count forwards and backwards with confidence in twos, fives and tens. They know multiplication tables and most can manage the two, five and ten times tables with the highest attainers being confident with the three and four times tables. They solve problems using multiplication and division. They use decimal notation in money and can successfully deal with halves and quarters. Most can name common two and three-dimensional shapes and can measure with growing accuracy using non-standard and standard units. They tell the time accurately in hours and half-hours using digital and analogue displays and some can handle time in more detail. They discover and construct number patterns. They construct simple block graphs when making mathematical investigations linked to their science work on senses. They have a growing vocabulary of mathematical terms which they use with accuracy and confidence in both mathematics and other lessons.

87. By the end of Key Stage 2 pupils have made good progress and are competent in all four rules of number. Many calculate mentally with speed and accuracy as a result of the numeracy initiative and the sessions of mental arithmetic. They work with decimal fractions and can interchange them with common fractions and simple percentages accurately. The pupils apply their mathematical knowledge and skills effectively to a number of problems in length, weight, time and money, both as part of the mathematics curriculum and also in other subjects, such as analysing data in geography and in science. They understand and use rotational and line symmetry, can describe the shape and properties of common two- and three-dimensional shapes using correct geometrical terms and accurately construct a wide range of two-dimensional figures using geometrical instruments. They understand area and perimeter and are competent in making and reading graphs and these skills are used well in other subjects such as geography, during their study of the two local valleys of the Valency and Jordan.

88. The pupils' very good attitude to work, their enthusiasm for the subject and their very good behaviour in the classroom help to ensure high levels of progress. They listen carefully showing a positive approach to their work in numeracy. They follow instructions well, both individually and co-operatively and with attention to the task in hand. They learn to take responsibility for their own learning, establishing targets by which to assess their success. The very good relationships between pupils and with the staff encourages the pupils to make suggestions and to explore different ways of tackling problems, confident that their suggestions will be taken seriously.

89. Mathematics is taught well throughout the school. In no lesson was the teaching less than good. All the teachers are secure in their knowledge of the subject and of how children learn mathematics. Lessons proceeded at a good pace and the subject matter challenged pupils of every level of attainment to think deeply and work hard. The teachers have

realistically high expectations of the pupils and this expectation is conveyed to them in ways that enhance their confidence so that the pupils live up to it, taking a pride in their work. The planning of mathematics is well directed to the individual needs of the pupils. The tasks are appropriately set to meet the needs and attainment levels of the pupils. There is a good balance between class, group and individual work in all the lessons. The school has introduced the National Numeracy Strategy well and staff are confident in its use. Class management is good. The careful marking and assessment of pupils' work is used to identify where pupils need to improve.

90. The subject is well co-ordinated. The mathematics policy is a good working document. The resources for mathematics are appropriate in range and quantity and readily available for the pupils to use.

## **SCIENCE**

91. In the 1999 National Curriculum assessments pupils' attainment at the end of Key Stage 2 was broadly in line with the national average. The percentage of pupils attaining the expected level 4 was above the national average. The percentage of pupils attaining the higher level 5 was below the national average. Pupils' attainment was broadly in line with that of pupils in similar schools. In teacher assessments at the end of Key Stage 1 pupils' attainment was very high in comparison with the national average. During the inspection evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is satisfactory and in line with national expectations for the majority of pupils at the end of Key Stage 1. It is good and above the national average for the majority of pupils at the end of Key Stage 2.

92. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The previous inspection of the school found that standards in science were satisfactory at the end of both key stages. The school has maintained a steady improvement in science since the last inspection.

93. Progress for all pupils, including gifted pupils and those with special educational needs, is good. The school successfully follows a well planned and balanced programme of science which covers and regularly reinforces all the required areas. It meets the needs of all the pupils with differing levels of attainment effectively, including those with special educational needs.

94. In Key Stage 1, pupils study life processes and living things. They study materials and discuss knowledgeably whether they are man-made or natural. They understand that materials and physical objects can be classified according to their observable similarities and differences. They confidently, make suggestions for ways of working and how to record their findings. By the end of the key stage, pupils have adequately covered all aspects of the subject.

95. At Key Stage 2, pupils study how plants grow and the different conditions which affect the rate of growth. They study light and how by use of a prism they can separate a ray of light to form a spectrum. They record their work in diagrams and explain their work clearly to others. Their knowledge and understanding of the concept of a fair test is very well developed. They work co-operatively in small groups, planning tests, they use different materials in their investigations and keep all other variables constant, for example, when studying erosion and deposition in their geography work linked to their study of two local rivers. By the end of Year 6

pupils have adequately covered all aspects of the subject.

96. Pupils' progress in science throughout the school is good. They make good progress in their scientific knowledge and understanding and in their ability to conduct fair tests with the minimum of teacher direction. They are able to improve their skills in working collaboratively. The good links which are made with other subjects, such as geography and design and technology, enhance pupils' understanding and improves their rate of progress. All pupils, including those with special educational needs, make at least good progress in the subject.

97. Pupils' attitudes to work are very good throughout the school. They listen attentively and concentrate well. All pupils are enthusiastic, motivated and respond well to a task. There are good relationships between pupils and adults. Pupils are keen to talk about their work and they have a desire to do well. They co-operate effectively in investigative work. Pupils enjoy lessons in science and like to work independently on tasks for extended periods of time. They respond well to opportunities for getting out and putting away equipment responsibly and carefully.

98. Teaching across the school is at least good and often very good. Teachers' knowledge and understanding of the subject is good and they have high expectations of their pupils. They are well organised and make good use of resources and time. Lesson planning uses the science programmes of study well. Work for pupils of different ages and attainment is planned well. There is ongoing assessment of work with the pupils in the classroom to inform future learning.

99. There is a good science policy, long term plans and medium term planning which is detailed and informative. The subject is well co-ordinated. There is appropriate provision for monitoring the teaching of science throughout the school. The quantity and quality of resources for the teaching of science throughout the school are good and they are easily accessible. The accommodation, and its use for the teaching of science, is satisfactory.

## **INFORMATION TECHNOLOGY**

100. Since the previous inspection information technology has received considerable development, both in terms of equipment and in the establishment of suitable programmes of work. Pupils throughout the school make good progress and attainment for the majority of pupils is above levels expected nationally by the end of both key stages.

101. The younger pupils in Key Stage 1 learn how to use the mouse and keyboard, whilst pupils in Year 2 are confident in their use of the computer to draft and edit their writing. Pupils understand how to create pictures, using the program with increasing confidence. Good use is made of simple data handling programs to create graphs of their favourite tastes linked to their work in science.

102. By the end of Key Stage 2, most pupils have secure understanding of a range of functions. Older pupils access the Internet to obtain information linked to their work in other subject, for example, when studying Sikhism in religious education. They use the computer to create their own newspaper arranging the text and graphics. In their work on data handling, older pupils produce graphs linked to their work in mathematics and science. They have learned about spreadsheets and can discuss their purposes.

103. Pupils respond very well in information technology. The good number of computers ensures all have regular access. The systematic teaching supports their learning and ample time is provided for pupils to practise what they have learned. They work well, as individuals or

in small groups.

104. The quality of teaching is good. Training opportunities have been provided and teachers have secure subject knowledge. The policy provides suitable guidance for teaching skills and the use of information technology across the curriculum. Teachers give clear instructions and manage pupils well. Activities are planned carefully, to ensure progression. Pupils' progress is regularly recorded and this information is used well to inform future planning.

105. Information technology has held a high priority in the school's development plan. The school has resourced the subject well, in terms of computers and software. These are accommodated efficiently and are easily accessible to staff and pupils. Good use is made of information technology to support learning across the curriculum. Display captions are often prepared, using the word processor, whilst many examples of pupils' printed work are exhibited throughout the school.

## **RELIGIOUS EDUCATION**

106. The standards in religious education at the time of the last inspection were judged to be unsatisfactory. Since then, there has been an improvement in the standards in the subject, so that by the end of both key stages, pupils achieve standards of attainment that are at an appropriate level for pupils aged 7 and 11. Progress for all pupils, including those with special educational needs and gifted pupils, is good.

107. The children under five are introduced to religious ideas, both in lessons and through their participation in collective worship. They discuss topics, such as "The Weather," at levels appropriate to their prior attainment. They are ready by the age of five to undertake work based on Cornwall's agreed syllabus of religious education.

108. In Key Stage 1, pupils develop a good appreciation of religious concepts through a range of stories from the Bible. They have a satisfactory understanding of Christianity and of other major faiths. Pupils are given sound opportunities to learn about Hindu beliefs through stories of Rama, Sita, Krishna and Shiva. Pupils develop a good understanding of Christian celebrations. They understand about precious things and how to treat sacred books and artefacts with reverence. Most pupils discuss ideas of personal belief and stories of right and wrong with sensitivity towards each other's feelings.

109. In Key Stage 2, pupils continue the story of Christianity. They study the Bible and develop sound knowledge and understanding about the lives of people of importance. As they progress through Key Stage 2 pupils know more about sacred writings of Hindus, Jews and Christians. They learn about the importance of Hindu holy books and understand the meaning of terms such as scruti and smriti. Pupils are aware that festivals are a time for celebration to be shared with friends and family often including a special meal. Younger pupils compare the Hindu festival of Holi with other festivals for spring. They listen to the story of Prahlada, understanding its significance in the festival of Holi. Older pupils produce an interesting collage of a Seder meal as part of their studies of the Passover. They know that prayer is an important aspect of religion and that it can be a way of communicating feelings to God. They are well able to discuss their own ideas and most do so with sensitivity towards one another and with a good vocabulary of religious terms.

110. Pupils in both key stages, including those with special educational needs, make satisfactory progress in religious education. They show a growing awareness of self, others and the natural world. Throughout the school, they become increasingly familiar with important ideas in Christianity, Hinduism, Sikhism and Judaism. Through discussion, most pupils

develop a very good understanding of responsibility to one another and of right and wrong.

111. Pupils' attitudes to learning are very good. They respond well to the opportunity to learn about different beliefs and show a willingness to learn from the experiences of others. In the class lessons observed pupils listen well, ask relevant questions and put forward thoughtful views. In assemblies, pupils respond well to religious education. They are enthusiastic, wish to contribute their thoughts and ideas to discussions, concentrate very well and listen attentively. Pupils throughout the school are very well behaved.

112. Teaching is good and relationships are very positive. Teachers build effectively upon pupils' own experiences, using good questioning skills, which promote lively discussion. In one very effective assembly observed pupils were encouraged to voice different points of view, for example, when discussing "What we can do to save our environment".

113. The religious education curriculum is appropriately supported by a well planned programme of collective worship and close links with the ministers of the local churches who visit and assist the school on a regular basis.

114. The management of the subject is good, with a useful policy reflecting the content and principles of the locally agreed syllabus. Progression is clear and all lessons are well planned. Pupils' progress is reviewed regularly. The resources and accommodation for the teaching of religious education are good.

## **ART**

115. The previous inspection report identified standards in art as in line with national expectations at the end of both key stages. From the scrutiny of display, pupils' work and from discussions with teachers and pupils, it is clear that there has been significant improvement in Year 2 and throughout Key Stage 2 in this subject. Pupils in both key stages, including those with special educational needs, make good progress. The teaching of art is good and the staff provide a wide range of opportunities for the pupils to develop skills and techniques in all aspects of the subject. Standards are judged to be above the national expectation at the end of both key stages.

116. Pupils paint and draw to a good standard and observational skills are well developed. Most represent their ideas in visual forms in a variety of media and in two- and three-dimensions. Pupils have good knowledge and understanding of artists' work and talk well about work they have seen. In November 1999, a pupil in Key Stage 2 won the Indian King Arts Centre competition with his black and white entry entitled "Cezanne's Still Life Revisited". Pupils consistently improve their skills in drawing and in using colour and they develop skills in a variety of media. In February 2000, Boscastle school won the Millennium Art Competition with two impressive collages on the theme of "Celebration". Pupils with special educational needs are well supported and also make good progress.

117. Pupils respond well to art. They enjoy their lessons and persevere with their tasks. Behaviour is good and pupils of all ages concentrate well. Tasks set in the subject enable pupils to take initiatives in their work and to make artistic decisions. Art contributes significantly to the school's provision for the pupils' spiritual and cultural development and provides good quality enrichment for the curriculum.

118. The quality of teaching at both key stages is good. Planning is of good quality and lessons have clear aims. Relationships are very good and teachers value pupils' efforts and provide positive support. Lessons are well paced and teachers use appropriate methods. Teachers' skilfully set tasks and in Key Stage 2 assess the pupils' work to inform their planning.

119. Pupils work with a good range of media and the school is well equipped with resources for art. The subject is well led and there is a comprehensive policy and scheme of work, which provides appropriate guidance for the teachers.

## **DESIGN AND TECHNOLOGY**

120. Few lessons were seen during the inspection. Evidence from lessons observed, scrutiny of pupils' work, discussions with pupils and staff, indicates that pupils, including those with special educational needs, make good progress, overall, throughout the school and standards of attainment are in line with the national expectation by the end of both key stages.

121. Design and technology is taught as a separate subject, which is linked to the current topic if possible. From the earliest stages in the school, pupils are encouraged to develop their technical vocabulary. Most pupils in Year 1, for example, discuss their work on making bread from salt dough for their "Baker's Shop" role-play area, using suitable terms such as mixing, stirring and kneading. They use a variety of skills and materials to produce colourful scarecrows with moving limbs. In class 2, older Key Stage 1 pupils also learn to use tools and materials appropriately. Pupils explore the sensory qualities of clay and learn how to join clay, using slip. They look at a range of candlesticks and discuss their purposes. They then design, make and evaluate their own impressive display of candlesticks. Most pupils are competent in evaluating their products and make sensible suggestions about ways in which to improve their work.

122. In Key Stage 2, plans show appropriate progression and content, relating to the national programmes of study. The school has a good range of construction equipment, which is used regularly and evidence shows a wide range of tasks are undertaken. Emphasis is placed on design, for which pupils have sketchbooks, making and evaluation. Younger pupils collect lines from landscapes near the River Jordan. They choose their colours carefully, add their lines using cotton and wool and make felt from their fleece. Older pupils, as part of their studies of food, design, make and evaluate different fillings for jacket potatoes, a variety of Chinese and Oriental stir-fry food and produce an interesting collage of a Seder meal for their Passover display. They study in depth the development of the telephone and make detailed and accurate plans of side and end views of a mobile phone.

123. Pupils enjoy solving problems created by design and technology tasks. They collaborate well, valuing each other's ideas. They work independently with the minimum need for supervision. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

124. The quality of teaching is good and teachers' planning throughout the school is good. Effective links are made between subjects to reinforce pupils' understanding. Subject knowledge is good and work is matched appropriately to pupils' levels of attainment. Lessons follow the policy and scheme of work for design and technology. Older pupils' progress is assessed and recorded carefully.

125. The policy for design and technology clearly details the main components of the programmes of work. Resources for design and technology are good. There is an adequate range of books and a good variety of materials and equipment.

## GEOGRAPHY

126. It was not possible to observe lessons in geography during the period of the inspection. Evidence from the scrutiny of work, discussions, displays and teachers' plans indicates that pupils make good progress in geography throughout the school. Standards of achievement are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2.

127. The youngest pupils are given a very good introduction to ways of looking at where they live and this builds into a good programme of local geographical studies throughout the school. The use of correct geographical terms is encouraged in all classes. By the end of Key Stage 1 pupils are able to name significant countries on maps, they recognise the location of the school and write confidently about what they discover.

128. Key Stage 2 pupils also make good progress and by the time they are 11 the pupils write confidently about what they have learned. For example in their study of the water cycle they learn about the processes of water treatment and purification. They analyse information and categorise their results from their study of two local rivers and compare the different stages in the courses of the two rivers. They learn how water is used for irrigation in their study of a village in India. Pupils make good use of fieldwork skills and have an understanding of the impact human beings have on the environment.

129. Throughout the school pupils make use of maps, aerial photographs and photographic records in their study of events and localities. The younger pupils successfully follow routes, while older pupils understand scale in mapwork, use grid references and co-ordinates correctly. Pupils make appropriate use of numeracy skills as they analyse data and record their findings. Their correct use of geographical terms and literacy skills are well developed throughout the subject.

130. In those aspects seen, such as planning and the marking of pupils work, teaching was good. The school policy and comprehensive scheme of work provide good support for the teaching. The teachers are secure in their knowledge of what is to be taught and are well supported through effective in-service training. The planning offers a proper balance between knowledge, understanding and the development of geographical skills. There are high, but realistic, expectations of what the pupils will achieve. The well planned and managed programme of visits, including a residential visit for older Key Stage 2 pupils and associated fieldwork provides the pupils with an effective range of experiences and plays a significant part in the development of the pupils as independent learners. There are good links with other subjects, for example, in studying life in modern Greece and comparing it with what they learn about life in ancient Greece during their history lessons.

131. The pupils enjoy the subject, they are fascinated by the studies of different places. The sensitivity with which pupils accept diverse views enables them to be sympathetic to the cultural differences they come across in this subject, for example, in their study of life in a village in India which they compare with their own village and community.

132. Whilst the time allocation for geography has been reduced to accommodate the requirements of the National Literacy and Numeracy Strategies, the curriculum is broad, balanced and relevant. The curriculum effectively supports pupils with special educational needs. The curriculum policy identifies the subjects' contribution to pupils' spiritual, moral, social and cultural development. The monitoring and evaluation of the subject is becoming effective. The level of resources is satisfactory and used effectively. There has been a good improvement since the last inspection, particularly in relation to the policy and guidance available to teachers.



## HISTORY

133. Progress in history is good at both key stages. Standards of achievement are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2.

134. At Key Stage 1 pupils develop a good knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day, for example, through their study of household articles used by their grandparents. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts.

135. At Key Stage 2 pupils study the invaders. They benefit from well planned visits to places such as Tintagel Castle. Good use is made of resources and the immediacy of the work planned and undertaken gives an excitement to the pupils' experience so that they develop an understanding of chronology related to their own lives, homes or families. This is well supported by the use of artefacts brought from home or lent by grandparents or friends of the school. Pupils learn about life in Tudor times and benefited from the experience of a "Tudor Day" held in school.

136. Throughout the school pupils display very good attitudes to learning. The pupils write careful accounts, at an appropriate level, of the work they have done in history, the quality of which is good overall. That produced by the older, highest attainers is of a high standard demonstrating their ability not only to describe events but also to link causes and effects in changes they have considered between the past and the present day, for example, in their work on the Millennium. The pupils enjoy their studies in history, they work well together, listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history. The pupils catch the enthusiasm of the teachers and become independent learners increasingly assuming responsibility for aspects of their own learning as they move through the school.

137. In the lessons observed, the teaching of history was good. A particular strength is the enthusiasm for the subject which the teachers share with their pupils. Their knowledge of history includes a familiarity with the local community and traditions. The planning is thorough and provides well for the development of historical skills and knowledge. There is a good policy and scheme of work upon which the teachers' plans are based. The teachers have a high but realistic expectation of the pupils' capabilities in history. The marking of pupils' work in all classes is carefully done and often, where appropriate, includes particular targets for the pupils to improve the quality of their work. There are good links with other subjects such as art in illustrating their work.

138. The comprehensive policy and the scheme of work meet the requirements of the National Curriculum well. The amount of time available for history has been reduced due to the expectations of the National Numeracy and Literacy Strategy. The breadth and balance of the curriculum is being maintained; pupils continue to study a good range of topics. The curriculum is enriched by visits to local places of interest as well as to places further afield, such as Wells Cathedral, during a residential visit. The resources provided for history are very well selected and imaginatively used. The resources are easily accessible to the staff. There has been a good improvement since the last inspection.

## **MUSIC**

139. During the week of the inspection only one lesson of music was observed. From this limited evidence, discussions with pupils and analysis of planning progress is judged to be sound and attainment is in line with national expectations at the end of both key stages.

140. At Key Stage 1 pupils listen carefully and identify the differences between loud and soft sounds. They begin to recognise simple symbols and to use musical vocabulary when talking about their work. Younger pupils perform songs and action rhymes linked to their topic of "The Weather". They learn the song "Spring is Coming" and explore sounds in the environment. Older pupils investigate water sounds and compose music for the water cycle. They look at pictures of fish and discuss how they move. After listening to "Aquarium" from Carnival of the Animals they produce a colourful musical score depicting fish swimming in their own aquarium.

141. At Key Stage 2, pupils understand what is meant by pulse and rhythm. Most can recall and copy rhythmic patterns and identify both pulse and rhythm when listening to music. They follow instructions well. They sing in tune, paying appropriate attention to breathing and pitch. Many pupils took part in a joint Millennium Concert celebration at St. James School in Camelford. They performed as an individual school and together as a combined unit with other schools in the area.

142. Pupils respond well. They listen attentively to different kinds of music and enjoy clapping out the pulse or imitating rhythms to pass on to their neighbour. They are quite inventive as they improvise with rhythmic patterns and make versatile suggestions about tone and pitch as they build up sound patterns. Pupils perform readily and unselfconsciously and appraise each other's work with some sensitivity.

143. The quality of teaching observed was good. The activities were well planned, learning outcomes clear and the pace was good. In both key stages there is secure subject knowledge, appropriate expectations and emphasis on practical skills. In both key stages there are good opportunities to make efficient use of the good range of musical instruments.

144. Good opportunities are provided for Key Stage 2 pupils to have extra-curricular lessons in recorder playing. The school regularly participates in local events and festivals. A commercial scheme of work gives satisfactory guidance and support for teachers when they are constructing their lesson plans. The quality of resources are good and easily accessible to staff and pupils. There is very good provision across the curriculum for pupils' spiritual and cultural development.

## **PHYSICAL EDUCATION**

145. Due to the organisation of the curriculum, it was only possible to observe a few lessons of physical education during the period of the inspection. Standards of achievement in physical education at the end of both key stages are good and above those expected nationally of pupils aged 7 and 11.

146. At Key Stage 1 pupils develop a sense of awareness and space in playground games. In lessons, they have good co-ordination between hand and eye. In gymnastics they can balance and are able to devise successfully a short movement sequence using their own ideas.

147. By the end of Key Stage 2 the majority of pupils have good ball control skills in a range of games. They can throw and catch a ball with control, some pupils displaying a good level of

skill. Pupils show an awareness of space when moving around outdoors. Pupils develop a sense of fair play when competing against each other in small groups. They make good progress in the development of skills and in their ability to apply them in support of one another as members of a team.

148. Pupils make good progress in both key stages. At Key Stage 1, pupils receive good support from teachers and the support assistants and are encouraged to demonstrate their achievement to others. At Key Stage 2 pupils make good progress in their ability to evaluate and refine their own performance.

149. Pupils' attitudes to physical education are very good. All pupils change quickly and quietly for physical education lessons and pupils take responsibility for getting out and putting away equipment. Across the school pupils are well behaved and follow instructions, having due regard for safety. They work well together in groups, for example, when devising a series of movements or practising skills. They show interest and enthusiasm and they are generous in their appreciation of the efforts of others.

150. The teaching of physical education is of a good quality. Teachers plan lessons well, including a range of activities to practise skills or giving pupils an opportunity to demonstrate, evaluate and refine their performance. They have a very good relationship with pupils. They control lessons well and pay appropriate attention to safety when pupils are using apparatus. Good use is made of small groups to give pupils opportunities to learn about teamwork. Teachers use the available equipment and resources well to ensure that all pupils are able to develop and practise their skills.

151. There is sound documentation and guidance for the subject which ensure that all areas of the National Curriculum are covered. The school makes good use of the facilities available locally to ensure all pupils receive swimming lessons during their time at school. The school offers a good range of extra-curricular sporting activities which give many pupils an opportunity for further participation. The school has sufficient apparatus and equipment. The accommodation restricts some activities but together with the use of the old school and the hard area, facilities are satisfactory.