

INSPECTION REPORT

ILLOGAN SCHOOL

Redruth

LEA area: Cornwall

Unique reference number: 111857

Headteacher: Mr P H Philpott

Reporting inspector: Geoff Burgess
OIN: 23708

Dates of inspection: 18th – 21st January 2000

Inspection number: 183432

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 to 11

Gender of pupils: Mixed

School address: Illogan Churchtown
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Cornwall

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Walker

Date of previous inspection: 17 February 1997

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		Music	Teaching
			Leadership & management
			School improvement
Julie Gallichan	Lay inspector		Partnership with parents
			Adequacy of resources
			Attendance
			Personal welfare & care
Denise Franklin	Team inspector	English: SEN	Assessment & academic monitoring
		Information Technology	
Susan Barton	Team inspector	Geography; History	Attitudes, values & personal development
		Religious Education	Spiritual, moral, social & cultural development
John Wain	Team inspector	Science: EO	Learning opportunities
		Art: Design Technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Illogan Primary School serves a wide spectrum of families of British heritage in the scattered community of Illogan. More than a fifth of pupils are entitled to free school meals and there is a good deal of unemployment in the area. The number of pupils on roll is currently 268 but this is steadily falling due to the ageing population on the estates from which many of the pupils come. Nearly a fifth of pupils are on the special needs register of which ten, a very high percentage, have statements of special need. Attainment on entry is below that found in most schools, especially in expressive language and personal development.

HOW GOOD THE SCHOOL IS

Although aspects of leadership including the monitoring and evaluation of the work of the school and the use made of its resources require attention, this is an effective school with appropriate and improving standards in English, mathematics and science and good standards in the personal qualities of its pupils. Teaching is good throughout the school but other aspects of provision are less well developed. The school provides satisfactory value for money.

What the school does well

- Teaching is good throughout the school with much very good teaching especially in the older classes and in the core subjects
- Pupils enjoy and are involved in their work, try hard and learn well
- Standards in science are high when pupils leave the school
- It makes good provision for pupils' social and moral development, their behaviour is good and they get on well together
- The partnership with parents has a positive impact on learning and the life of the school
- It takes good care of its pupils and ensures their welfare and safety

What could be improved

- The talents of the whole staff are not being used in leadership and management roles to improve provision
- Assessment procedures are not sufficiently systematic or detailed to be used for monitoring or planning purposes
- School developments are not driven by an evaluation of the strengths and weaknesses of the school and the needs identified
- Spending on resources is not accurately targeted at the priorities of the school
- Provision for information technology, religious education and music is limited and this weakens the whole curriculum
- The early years area does not provide a rich learning environment and the curriculum for the youngest pupils does not fully meet their needs

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At its last inspection in February 1997, the school was set a challenging agenda for improvement. Many significant improvements have been made, especially in teaching and standards but several of the issues identified then remain. Recent building works and a fall in numbers has provided the opportunity for the school to come together and stop using sub-standard classrooms. Improvements in teaching, especially in planning and in the levels of rigour in the core subjects have enabled year on year improvements in national assessment results, especially when compared with schools in similar situations. Long term plans have been established and recent national strategies and publications have ensured that most subjects have adequate schemes of work. However, some foundation subjects are not supported by suitable documentation or a subject coordinator and the standards suffer. Assessment has improved especially at the baseline, but is still not good enough to enable the school to monitor and evaluate its work well enough and planning for improvement is not based on identified needs. Taken overall, improvement since the last inspection is satisfactory. With its new

buildings, good teaching and the recent appointment of a deputy head with very useful experience of managing school improvement and development planning, the school is in a sound position to build on its recent gains.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	D	B	well above average A
mathematics	D	C	D	C	above average B
science	E	C	B	A	average C
					below average D
					well below average E

Results for school leavers have improved in each of the core subjects over the past three years and are now well above average in science and above average in English when compared with similar schools. Boys did better than girls at the age of 11 but the reverse was the case for seven year olds. Results for the latter were well down on the overall good results of the previous three years due to a year group with many more pupils with special needs than usual. From current work seen, it is likely that results will continue to improve to nationally average standards in English and mathematics when pupils leave the school, with science sustaining above average standards. This will meet the targets set for 2000. Improvements in numeracy are particularly noteworthy and standards in reading, writing & mathematics for seven-year-olds are currently back close to the national average. However, standards in religious education, information technology and music are lower than expected. The achievement of boys and girls of all abilities including those with special needs is at least satisfactory throughout the school & better towards the ends of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are interested and involved in their work and enjoy school
Behaviour, in and out of classrooms	Pupils' good behaviour in and around the school has a positive effect on standards and the life of the school
Personal development and relationships	Everybody gets on well together; older pupils enjoy taking responsibility for aspects of the school and children are growing into mature, sensible people
Attendance	Pupils are keen to come to school; attendance and punctuality are good

Pupils make a generally good contribution to the life of the school with no real weaknesses

TEACHING AND LEARNING

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

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

Ninety-seven per cent of teaching is at least satisfactory with over 60% better. Of this, 17% is very good across the school and especially in the older classes. Most teaching in English, mathematics and science is good with a significant proportion very good especially in mathematics. Literacy and numeracy skills are particularly well taught and the use of ability sets in the older classes has a positive effect on the quality of teaching and learning of the full range of pupils in these areas. The effective contribution of learning support assistants enables most pupils with special needs to make sound progress in their learning but some less able pupils do not appreciate how well they are doing and their self-esteem is low. The main strengths of pupils' learning are in the effort they make, their ability to listen and concentrate, and the emphasis on working towards a deadline.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school covers the full range of the curriculum with an appropriate emphasis on the core subjects where provision is good. However, the other subjects are less well developed and provision for information technology, music and religious education is weak. The curriculum for the youngest children has been distorted by the requirements of the literacy and numeracy hours. Little specific time is set aside for aspects of pupils' personal or social education but health, sex and drugs awareness are nominally included in the science programme. A good range of visits, visitors and extra-curricular opportunities supplements pupils' work.
Provision for pupils with special educational needs	Sound provision, mainly through the good work of learning support assistants, is made for pupils who find learning or conforming difficult. Pupils with greater needs are especially well catered for. However, targets on individual plans are not always specific enough or reviewed regularly enough.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Teachers make good provision for pupils' social and moral development and generally sound provision for their spiritual and cultural development. However, the richness and diversity of other cultures are not sufficiently celebrated. Overall provision for pupils' personal development is satisfactory
How well the school cares for its pupils	Pupils' safety, welfare and personal development are high on the agenda for the school which is a very caring community. However, arrangements for monitoring their academic progress are not adequate to ensure that teachers are fully aware of what pupils need to do in order to fulfil their potential

The school's partnership with parents is good. English, mathematics and science are curricular strengths along with extra-curricular provision but music and religious education (RE) have a low priority with RE barely meeting statutory requirements. Information technology has been limited but the new computer suite is giving the subject a higher profile. The positive and inclusive way pupils with significant special needs are dealt with is a strength of the school but the same attention is not given to monitoring and stretching other pupils academically.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher & other key staff	Most aspects of the leadership and management of the school are sound but outside the core subjects, nobody is permanently responsible for managing and monitoring the development of provision & standards

How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. They have appropriate arrangements for fulfilling their responsibilities but are not yet sufficiently involved in prioritising action and spending for improvements in standards or in monitoring progress in this direction.
The school's evaluation of its performance	Targets have been set and some analysis of statutory tests used but the school's assessment and monitoring arrangements are not adequate to provide sufficient information to evaluate performance
The strategic use of resources	Because of the above, improvement planning is not based on accurate information and priorities are not always based on the most important needs. As a consequence, the allocation of resources and notably spending are not sufficiently targeted on improving standards.

Staffing levels and the accommodation are generous but a lack of expertise in music and information technology is inhibiting progress in these areas. Resources are generally sound except in the early years and music areas. The delegation of responsibility, curriculum management and development planning are weak. Governors showed good awareness of best value in their management of the process by which the new classrooms were provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • teaching is good and their children are making good progress • the school expects children to work hard • it is easy to come into the school to talk about any concerns • their children are encouraged to become responsible and caring 	<ul style="list-style-type: none"> • more things for their children to do in addition to lessons • arrangements at the end of the day

Inspectors agree with the positive comments made above. In comparison with similar schools, the range and number of extra-curricular activities provided by staff is good but the school could investigate the possibility of funded before and after school provision. The school's arrangements at the end of the day are perfectly adequate but subject to the same constraints as many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment in mathematics and science for eleven-year-olds were key issues from the last inspection in 1997. The school has improved standards in both subjects but especially science, year on year for the past three years largely through better and more focussed teaching and the impact of the numeracy strategy and national scheme of work for science. This has been matched by parallel improvements in English so that now overall results are approaching the national average in English and mathematics with science above. When compared with similar schools, pupils' achievements are well above average for science, above average for English and in line for mathematics. Current standards observed during the inspection show that further improvement is being made in English and mathematics in the ability grouped classes and that science standards are being maintained. Results will probably exceed the targets agreed for this year and be in line with those agreed for next.

2. Pupils in year two are currently achieving standards which should match the national average in this year's statutory tests in reading, writing and mathematics. This is a great improvement on results obtained in 1999 but in line with what seven-year-olds achieved in the previous two years. Analysis of the work of the present year three, indicates that its results are being distorted by a significant group of pupils who find learning difficult. This was not, and is not, being helped by unavoidable disruptions and changes in staffing.

3. Baseline assessment indicates that the attainment profile of four-year-olds when they start school is lower than that found in most schools with boys lower than girls. Good teaching focussed on the key areas of expressive language and pupils' social and personal development is enabling the under fives to make good progress so that by the time they are five many will be ready for the national curriculum. However, the current arrangements for admitting children mean that the younger four-year-olds are at some disadvantage in that they spend much less time in school and are always in larger groups whereas the older children spend longer with much time spent in smaller groups. This is having a significant impact on progress for the two groups. The school is aware of the gender difference noted above which continues through the school but, as yet, has not taken practical steps to address the situation. Currently most boys and girls are making similar progress but some catching up occurs.

4. While pupils' achievements in art, design technology, geography and history are generally appropriate for the ages of the pupils concerned, religious education, information technology and music have all had a low profile for some time. This, combined with a lack of resources and of expertise and confidence among the staff, has resulted in lower than expected standards throughout the school.

5. Good work by learning support assistants (LSAs) ensures that pupils with general learning difficulties make sound progress towards their learning targets. However, with sharper targets and a more rigorous monitoring and review regime, the impact of the LSAs could be even greater. Pupils with very specific needs are well supported and they make good progress.

Pupils' attitudes, values and personal development

6. Boys and girls of all ages have positive attitudes to their learning. They are keen to come to school and eager to take an active part in lessons and after school activities. Most enter classrooms promptly and settle quickly to work. Pupils show interest in their lessons and sustain good levels of concentration. They listen well, answer questions and share ideas about their work with confidence but the written presentation of their work is sometimes disappointing.

7. Standards of behaviour in the classroom, the playground and around the school are good and this makes a positive contribution to their learning and to the life of the school and community. A reward and sanction system operates with positive effect. However, a few pupils display examples of challenging behaviour, which is dealt with firmly and sensitively. Good habits and routines are established in the early years and continue as pupils progress through the school. Pupils are friendly and courteous, and most show consideration for other people and for their surroundings. They are sensitive to the needs of others and supportive of one another. The pupils show respect for property belonging to the school.

8. Relationships within the school are good which contributes positively to pupils' attainment and progress. They work well together in pairs and group and understand the importance of taking time to listen to others. By the end of Key Stage 2 pupils respond positively to different views and ideas. They form constructive relationships with teachers and other adults and are anxious to help one another with such comments as "have you managed it?". Pupils' personal development is good. Many are happy to explain what they are doing and to discuss their work in a mature way. Opportunities are provided for pupils to practice individual study but are rarely required to take responsibility for their own learning. Older pupils take on responsibilities; for example year six pupils help the younger pupils at dinnertime and operate the overhead projector and music centre for collective worship. Teaching and non-teaching staff show care and consideration in nurturing pupils' personal development.

9. The level of attendance remains good with figures since the last inspection just at or above the national average. Unauthorised absence is a little above the national average. Pupils enjoy coming to school and are keen to start the day's activities. The vast majority are punctual and this, combined with their good attendance, contributes positively to their learning.

HOW WELL ARE PUPILS TAUGHT?

10. Almost all teaching throughout the school is at least satisfactory with more than two-fifths good and a sixth very good. This represents a considerable improvement since the last report when a fifth of lessons, mainly in Key Stage 2, were unsatisfactory and is the main reason for improving standards. Such dramatic improvement is all the more noteworthy in that the school has recently been subject to a great deal of staff movement including redundancies, several maternity leaves, enforced job shares and the sudden loss of the previous deputy-head. An important factor in this has been the contribution made in most classes by pupils to their own learning through their good behaviour, effort and interest in what they are learning. They learn from and help each other and complete tasks in good time. This was complimented in the last report where the school was praised for its efforts in promoting concentration and perseverance which has been sustained through all the staff changes. Although the quality of teaching is generally associated with the teachers involved, the structures of the literacy and numeracy strategies have had a beneficial effect on the teaching of basic skills throughout the school. This is most clearly seen in numeracy where mental mathematics and number strategies now have a high priority with consequent good gains in speed and understanding.

11. Nearly three-quarters of teaching in the reception class is at least good with one very good lesson. The teacher has made good use of information provided by baseline assessment to provide well-matched work for her young charges. This has been especially the case in expressive language, their personal development and notably in their behaviour and ability to follow instructions. The impact of this was well shown in the very good physical education lesson where very well established routines and expectations enabled the whole class to work hard with great concentration and enjoyment. However, teaching is sometimes inhibited by a lack of resources and some confusion about the place of literacy and numeracy in the curriculum.

12. A major feature of work in both classes is the pace and rigour which comes from well-matched work, well prepared and organised activities and resources and pupils who know what is expected and are confident of their own abilities. This was very evident in a very good design technology lesson involving a range of designing and making activities to do with houses. Good

preparation, the efficient use of available support and the very well developed work habits of the children made it possible for them to attempt challenging activities and for the adults to intervene by getting pupils to talk about their learning and find their own answers. In the older class, the interaction between the teacher and her pupils is very positive which encourages real interest and involvement in what is being learned. Most are fascinated by number through the teachers' use of pretended ignorance to get the children to think and work out their own ways to manipulate number. This is built on by using skilful questioning to extend pupils of all abilities.

13. The overall profile of teaching in Key Stage 2 is almost as good as it is in the younger classes with most very good teaching concentrated in the older classes and in the core subjects, especially mathematics. The best teaching engages the pupils in well-planned and prepared activities enhanced by very well established routines and work habits. Thoughtful and challenging questioning, such as when considering the amenities of the local area, encourages pupils to think as well as do. All pupils' contributions are accepted and taken seriously which encourages them to be confident and creative in their responses. The attainment setting arrangements in years five and six are well used to help in providing work and support at the right levels and enhance teaching and learning especially in the top sets. In a very good numeracy lesson, the pace and challenge levels did not flag through a range of activities and all pupils were active and enthusiastic about working with number. The excellent atmosphere was conducive to good learning and real intellectual effort with minimal need for the teacher to do anything but encourage and prompt.

14. In a small minority of unsatisfactory lessons, the teacher had difficulty in controlling a large, challenging group of pupils, several with special needs. A lack of clarity in explaining the tasks and key ideas made problems worse and little progress was made even by the minority of pupils who were on task and trying.

15. The contribution of learning support assistants (LSAs), especially in the area of special needs, is good. They have formed good working relationships with teachers and the pupils in their charge and whether enabling pupils to work alongside their classmates or working with individuals and groups out of the classroom, they constitute an important teaching resource. Their work is usually appropriately identified in planning but not in all instances. However when there is no ancillary support available work is usually differentiated suitably to meet the needs of individual pupils and the teacher focuses on these pupils to give support and explanations. The children involved work hard for their helpers and enjoy the chance to ask questions they would not ask in a class situation. However, some lower attainers are unaware of when they are succeeding at their own levels and their self-esteem is low. A feature of the school is the way several children with very special needs have been absorbed and integrated into the school largely through the skilled support provided by dedicated LSAs. They are welcomed by fellow pupils and parents alike and are never short of learning friends.

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

16. The school's broad curriculum includes all the subjects of the National Curriculum and religious education. It places a heavy emphasis on the basic skills of literacy and numeracy and has been successful in helping to raise standards, particularly in numeracy. However, time allocations show that the emphasis on English and mathematics leaves insufficient time for other subjects. This is particularly so in the reception class where, despite the hard work of the teacher and support assistants to deliver a varied programme allowing opportunities for purposeful play, this is limited by a well intentioned, but too heavy concentration on basic skills.

17. Coverage of some subjects is uneven in the rest of the school. Time allocated to religious education in some classes allows for only sparse coverage of the agreed syllabus. The growth of information technology with the new equipment is in its early stages and not enough time is spent on music for pupils to gain a real feel for the subject. The cumulative effect of this is to restrict the breadth and richness of the curriculum for all pupils. Teachers have a wealth of knowledge and expertise which is not being exploited to enhance the whole school curriculum.

18. Complete coverage of the curriculum is not aided by mixed-age classes in years two, three and four, as strategies to cover the full curriculum for these groups have not been fully worked out. Although the curriculum is generally satisfactory, it is not documented in a way that is conducive to ease of planning. The curriculum map, intended for long-term planning, is now largely irrelevant, as it refers to the local authority's published schemes which, in some subjects, have already been replaced. In science there are three published schemes in use, which renders progression and continuity more difficult to achieve. In several of the other subjects, the curriculum is defined in terms of content only, again placing progression and continuity at risk. In addition, the lack of a coordinator for most of the subjects inhibits the effective monitoring, evaluation and development of the curriculum.

19. Pupils' intellectual and physical development are soundly promoted by the taught curriculum. The school is particularly successful in promoting their personal development. An appropriate element of sex education and drugs awareness is included in the personal, social and health education curriculum. The local culture is very evident in the curriculum, with local sites - such as the church, its churchyard and local farms - amenities and people in regular use to promote learning. Pupils have equal access to the curriculum and in the case of several pupils with very special needs the school deserves great credit for ensuring that is the case. However on occasions, small groups of pupils are withdrawn during the shared text session of the literacy hour for the whole lesson which means they are not able to share a wide range of text with their peers or to talk about finished work in the plenary session

20. Boys and girls with special educational needs receive a broadly appropriate curriculum, access to which is greatly enhanced by the skilled work of the classroom support assistants. Pupils are not generally withdrawn from mainstream class work but they often do their work in the shared areas where there are fewer distractions. When pupils in a year three and four class were adding multiples of ten in a mathematics lesson, a group of them worked with a support assistant in the shared area. This not only gave those pupils the room to concentrate better on their work; it also released valuable space in the classroom for the rest of the class to spread out. The curriculum offered to these pupils is, however, not always sufficiently focused. In some cases the individual education plans prepared for them do not properly reflect their needs and some require more frequent review if pupils' current needs are to be accurately targeted.

21. Opportunities are available for pupils in Key Stage 2 to take part in a good range of after school clubs and activities, which serve to enhance and enrich the curriculum for them. At least one activity takes place on each afternoon, giving every pupil the opportunity to take part in something. These include sports, art, music and, at certain times of the year, a French club. Displayed examples of work produced by one of the art clubs reveals good quality and variety. An appropriate range of educational visits support pupils' learning, including trips to a museum, a planetarium, a cathedral, as well as to local woods, beaches and farms, and visitors to the school include representatives from the Police and Fire services as well as local historians, musicians and a theatre group.

22. Links with the community are good. Pupils share their talents by entertaining senior citizens from a nearby home and club. They join community events such as Christmas carol singing. Use is made of the local church as a learning resource and the school was involved in a 'wild church yard' project making their own contribution to improving the local environment. A number of local community groups make use of the school premises. People in the wider community, with governors and parents, have been very active in bringing about the building of the additional classrooms enabling the school to come together on the one site. Well-established links have been made with the playgroup and the local secondary school.

23. The provision for pupils' personal development is good overall which makes a satisfactory contribution to the quality of the pupils' education and the standards they achieve. Arrangements for developing pupils' awareness of spiritual and reflective attitudes are barely satisfactory. They acquire some knowledge and insight into Christian values and beliefs and learn about some of the world's other great religions in religious education. Little evidence was

seen of other subject areas contributing to the spiritual development of pupils. Opportunities are missed to enhance pupils' spiritual awareness as for example, when discussing the effects of the wind in geographical studies. However, an assembly about the plight of birds in winter time allowed a period of reflection when pupils considered themselves and the other creatures as residents of the same natural environment, all deserving support in their existence. Collective worship is planned and resourced appropriately and meets statutory requirements and links are developing with the local churches. Little improvement has been made since the last inspection.

24. Moral values are positively and sensitively encouraged throughout the school and provision for their development is good. Pupils are taught the difference between right and wrong although this is not always in evidence at playtimes. The school has a caring ethos based on respect and concern for one another. Staff provide good role models, treating pupils and each other with courtesy and consideration. The moral code is based on an ethos, which promotes politeness and fosters the values of fairness and honesty.

25. Pupils' social development has a high priority in the school and provision is good. The quality of relationships is good throughout the school. They are encouraged to cooperate by working in pairs or small groups, sharing ideas and equipment, and older pupils help younger ones at lunchtime. Boys and girls are good at accepting responsibility in class and around the school. The year five and six residential visits to Delaware and Caryorth, after school clubs and competition with other schools provide opportunities for pupils to work and play together fairly. Pupils with special educational needs are well integrated into the school which encourages pupils to care for each other.

26. Provision for pupils' cultural development is satisfactory. Pupils' awareness of their own culture is acquired through visits to places of educational interest related to the curriculum such as museums, the St Ives Tate Gallery and studies of the locality. Visitors to the school, such as musicians and theatre groups are of added value. Pupils study the contributions made by dance, art and music for a fuller understanding of their own and other cultural traditions. For example, pupils participate in country dancing and paint in the style of Paul Klee. Awareness of other cultures is limited but some opportunities do arise within the curriculum including the study of St Lucia in geography and other faiths such as Judaism, Islam and Hinduism. The provision for cultural development has shown little change since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school continues to provide good pastoral care and support for all pupils. Strong, positive relationships throughout the school ensure pupils feel valued and part of the school community. Teachers know pupils well and work hard to meet the needs of each individual. Ancillary and auxiliary assistants make a positive contribution to pupils' development and help to ensure the lower attaining pupils and those with physical difficulties can take advantage of all the school offers.

28. Attention to matters of health and safety is also good; a similar picture to that found at the time of the last inspection. Regular checks are made of the school premises, fire drills and checks on the safety of electrical and physical education equipment are carried out regularly. Arrangements for first aid are satisfactory. Risk assessments are carried out but these are not systematic and records are not kept fully up to date. Child protection procedures are secure and staff are fully aware of their responsibilities. The well-qualified designated teacher for child protection works in close liaison with the school nurse to ensure the welfare and safety of pupils. The school's procedures meet statutory requirements.

29. Staff are successful in promoting good standards of behaviour and pupils respond well to a range of rewards for both good work and behaviour. Older pupils are also encouraged to work for team points and make their own contribution to the team's success. All members of staff are involved in the school's discipline policy and work hard to eliminate any inappropriate behaviour, bullying or harassment. Procedures for monitoring and promoting good attendance are satisfactory. Letters are sent to parents of pupils with frequent absences to encourage more

regular attendance. However, reasons for occasional unauthorised absences are not followed-up diligently enough. The school works in liaison with the educational welfare officer to improve those whose attendance is irregular.

30. A summary of pupils' personal development is included on reports to parents. Staff know pupils well and provide satisfactory opportunities for their personal development. Aspects of health education, including drugs awareness and sex education, are taught mainly as part of the science curriculum. However, the lack of a cohesive personal and social education programme matched to pupils' maturity and stage of development inhibits better personal development, support and guidance. Visitors to the school, such as police and fire officers and the school nurse encourage the pupils to keep themselves safe from dangers and live healthy lives. Teachers keep informal records of pupils' personal development but there is no whole-school systematic approach.

31. In the previous report assessment procedures were identified as a key issue for development. Although the school has taken some steps towards addressing the issue, procedures for monitoring pupils' academic progress remain unsatisfactory. The assessment policy does not outline procedures actually agreed by the school to assess pupils' attainment or to track individual progress. Pupils are assessed appropriately using the standardised tests at the end of Key Stages 1 and 2 and the school has recently adopted the optional tests for other year groups in Key Stage 2. A record is kept of the results for each child and this is used to identify pupils with special educational needs. The results are also used effectively by some teachers to set targets in English and mathematics but this has only been introduced this academic year. Information from formal assessments is used in years five and six for setting pupils for English and mathematics which is having a positive impact on the attainment and learning of these pupils. The school is beginning to analyse standardised test results to guide their planning but this is in the early stages of development. For example there is an emphasis on the teaching of phonics in Key Stage 1 to improve the use of this strategy in reading and spelling. End of topic assessment tasks are set by some teachers but this is inconsistent and there is little evidence of how these are used to track the progress of individual pupils.

32. Each pupil has a record of achievement, which should contain evidence of test results, reports and teacher assessments. However, these are not monitored to ensure that all necessary information is easily accessible to the teacher in order for it to be used effectively when planning to meet the needs of each pupil. No overview of what each pupil can do or needs to do to make satisfactory progress is included. Samples of pupil's work are not always appropriately matched to national standards to indicate attainment and there are no procedures for assessing non-core subjects. Reading records are satisfactory and pupils move appropriately through the reading schemes. Reports to parents are satisfactory and in most instances indicate what the pupil needs to do in order to improve. Parents are happy with the reports and also with the opportunities available to discuss their child's progress.

33. Teachers have discussed procedures for marking pupils' work in English and mathematics and have agreed an outline policy but inspection evidence indicates that marking is inconsistent. No arrangements have been made for monitoring marking procedures and their effectiveness in improving pupils' learning.

34. Although generally positive, the lack of a cohesive personal and social education programme matched to pupils' maturity and stage of development inhibits better provision in this area. Most pupils with special educational needs are identified using test information and teacher assessments. Some pupils also have additional reading tests to highlight problems and help teachers set targets for individual education plans. Good use is also made of the criteria set out by the authority. This area has improved satisfactorily since the previous inspection. Individual plans are usually reviewed termly and new targets set. However, no written evidence of the outcomes of these reviews is kept except for those pupils with statements of special educational needs, which makes it difficult to track the progress of pupils in meeting the targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. It is evident from parents' responses to the questionnaire and their comments at the parents meeting and during the inspection that the great majority are pleased with the way the school is caring for and educating their children. Nine-tenths of responses said that teaching is good, their children are expected to do their best and work hard and that they are making good progress. Even more said that they found it easy to approach the school and that their children like being at school. While some concerns were expressed about the level of out of school activities, class sizes and arrangements at the end of the day, the parents meeting agreed that the school wants to do better and is improving.

36. The school recognises the importance of establishing good relationships with its parents. Weekly 'Learning Together' sessions are organised by the reception teacher for children who will be joining the school and their parents. These well-organised sessions help establish a strong partnership with parents and encourages them to be involved in their child's learning from the start of their formal education. Once children start school parents are encouraged to hear their children read at home regularly and help them learn tables and support homework. A home/school agreement has been in place since September. The Friends' Association is active and has recently raised a substantial amount of money towards the computer suite. Events organised by the committee are well supported by the wider parent body. A good number of parents help in classes regularly whilst others help supervise on out of school visits. Their support of the school and involvement in their child's learning makes a good contribution to the standards achieved.

37. Parents of pupils with statements of special educational needs are involved in annual reviews and parents of other pupils identified with difficulties are also fully involved in informal discussions at all stages. They are informed of the targets set for their child but are not involved in the setting of these targets. The school also receives good support from outside agencies such as the educational psychologist and the speech therapist who visit the school regularly.

38. Overall information for parents is good and they have sufficient opportunities to find out about their child's progress. Newsletters are used well to inform parents about school events and activities. The prospectus is very good, giving particularly helpful information about the curriculum. Some teachers send information home to parents giving more specific details about the curriculum during the year. Reports are satisfactory; giving a more detailed account of attainment and progress in English and mathematics. Parents can also refer to their child's reading record book to check progress in reading. It also contains useful advice about hearing children read. Opportunities are provided each term for parents to meet formally with teachers to discuss their child's progress and frequent open afternoons are organised when parents can look at their children's work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. Leadership and management within the school are generally sound but important weaknesses, some identified in the last report, are yet to be addressed in order that the significant improvements in the accommodation, teaching and standards can be consolidated and fully exploited for the good of the children. The head and governors have collected together a team of hard working and effective teachers and ancillary staff who have worked together to bring about the improvements in teaching and achievement. Although the 'floating' coordinator has had less impact working against the strong recent literacy and numeracy tide, coordinators in the core subjects have had a significant impact on provision and standards in their areas but are not actively involved in monitoring the impact of their work.. The special needs co-ordinator has some release time to prepare and attend annual review meetings for pupils with statements and is available to give support and advice to colleagues writing targets for individuals. Other teachers do not have leadership roles. It is significant that provision and standards in the foundation subjects and especially information technology, religious education and music which do not have anybody looking after them, are much weaker than the core.

40. The head provides strong pastoral leadership and has worked hard to bring the school together both physically and as a team against the difficult scenario of a falling roll and staff redundancies. However, with accommodation, staffing and resourcing issues being resolved, a firmer steer will be necessary to make the most of the strengths of the school and eliminate its weaknesses. The appointment of the new deputy head with recent experience of improvement planning gives the school the opportunity and management skills to develop the leadership potential of the whole school community.

41. Governors are very supportive and keen for the school to succeed. They bring many talents to bear in their roles such as in the development of the early years unit. Apart from some details in their report to parents, they ensure that the school meets statutory requirements and have evolved a well-structured and businesslike organisation to deal with necessary agenda items. The chair has weekly meetings with the head and 'visiting' governors report back on what they have observed. However, the governing body is rather too reliant on the head for information and is not really involved in the process of evaluating the work of the school and planning for improvement and so is not aware of the appropriateness of priorities.

42. No systems exist for making a detailed analysis of what is working and what is not to inform planning but the leadership of the school is aware of the major weaknesses to be addressed and the challenges it faces. Information about standards and any evaluations that are made are not followed up by specific actions to improve the situation. Although the school is aware that pupils in the present year three are likely to obtain poor results in statutory testing in 2003, current provision is not being focussed on actively improving their chances.

43. The Headteacher manages the budget prudently and has coped well with the funding problems associated with a falling role. He has a good overview of the finances and makes effective use of information technology to model future budgets. Systems of financial control are well-developed and respective roles and responsibilities are appropriately defined. Good accounting records are maintained and monitored by the school. The governors have worked hard to support the school, particularly in helping to provide the new accommodation. With the headteacher, they have actively explored alternative means of funding the building and have used the financial resources available effectively to achieve 'best value'. However in other areas of school development the governing body relies too heavily on the headteacher and is not sufficiently involved in identifying priorities and in monitoring and evaluating spending.

44. A broad overview of the developments for the next three years is contained in the school's development plan. However, it lacks sufficient detail of timescale, finance, success criteria and delegated responsibilities and does not provide the means to evaluate the use of money and time spent in effecting improvement. The school does not establish clear priorities based on raising standards and benefiting pupils and spending decisions are not sufficiently targeted on the needs of the school.

45. The school secretary and bursar provide valuable support. Unobtrusive school administration systems support the day to day running of the school. A finance computer package is well used to raise orders and monitor spending. The most recent external audit carried out in 1997, found that the financial administration to be satisfactory. The school has subsequently put in place the actions recommended in the report, including completing a scheme of delegation. Parents make an important contribution to the school's finances. "Friends of Illogan School" made available £6000 additional financial resources to part fund the new computer suite, which has substantially enhanced the school's provision in information technology.

46. Staffing levels are generous at the moment especially in the older classes but weaknesses in expertise in music and information technology have a negative impact on progress in these areas. Some training in information technology skills has been organised. A good number of ancillary staff effectively support the needs of the lower attaining and those with disabilities. Support staff are well qualified and some are continuing to increase their

expertise by taking further qualifications. The school has continued to carry out appraisal interviews to identify teachers' training needs but development planning does not identify areas of whole school need. Training for the literacy and numeracy strategies has been effective and this impacts positively on standards. The school welcomes trainee teachers and recognises the benefits of having enthusiastic students teaching alongside experienced teachers.

47. There has been a great improvement to the accommodation since the time of the last inspection. The whole school is now on one site and all classrooms are of an adequate size for the number of pupils. Some classrooms are enhanced by good quality displays but other areas of the school, such as the shared areas, do not provide a stimulating environment. The computer suite has recently been completed and this provides the school with good facilities to teach computing skills and for pupils to carry out research. It is too early to assess any impact on standards. The lack of a safe outside area for the under-fives has a negative impact on pupils' physical development and reduces their opportunities for social play activities. Resources for most areas of the curriculum are satisfactory. However, insufficient resources for the under-five and year one pupils inhibits the curriculum the teachers are able to deliver and more instruments are needed for music where standards are low in the older classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To consolidate gains in the core subjects and bring standards in all areas of the curriculum up to the good standards in science, the school should make the most of the hard and effective work of its staff and opportunities presented by its new accommodation. To do this it should analyse what it does, why it works and what it needs to do to improve and so ensure that all decisions are driven by the needs of the children. The governors, headteacher and staff of Illogan School should:

- (1) Make use of the talents of the whole staff to lead and manage curriculum development, clearly state who is responsible for what, specifying exactly what this entails and empowering those concerned to fulfil their responsibilities
(Paragraphs 19,39,87,100,109)
- (2) Establish clearly what the school expects of its pupils in each subject and develop systematic procedures for gathering and recording information to monitor the progress of individual pupils, overall standards and the effectiveness of the curriculum especially in the core subjects (Paragraphs 19,31,32,67,75,82)
- (3) Involve the whole school community in their leadership roles in evaluating the strengths and weaknesses within their own area of interest, collating the results, analysing which are most urgent and important for the school and agreeing a plan of action to deal with them (Paragraphs 40,41,42,45)
- (4) Use the agreed priorities to target available funds on specific projects to best meet the needs expressed (Paragraph 43)
- (5) Use the above process to raise the status of information technology, religious education and music throughout the school, improve provision and raise standards (Paragraphs 4,17,48,98,100)
- (6) Use the above process to create a rich learning environment and an appropriate curriculum for the under fives (Paragraphs 3,11,17,48,52)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improving the procedures by which the individual targets for pupils who find learning difficult are identified, reviewed and modified (Paragraphs 5,20,34,38)
- Providing more opportunities for spiritual and multi-cultural development across the curriculum (Paragraphs 23, 26)
- Making more use of display to celebrate quality and effort, encourage pride in pupils' work and create a stimulating environment in shared areas (Paragraph 48)
- Developing a cohesive programme for personal, social and health education and encourage pupils to take more responsibility for their learning (Paragraphs 6,15,31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	17	43	36	3		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		268
Number of full-time pupils eligible for free school meals		54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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 the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	10	13	11
	Total	20	21	22
Percentage of pupils at NC level 2 or above	School	59 (95)	62 (83)	65 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	12	11	13
	Total	22	22	25
Percentage of pupils at NC level 2 or above	School	65 (91)	65 (91)	74 (90)
	National	82 (81)	86 (82)	87 (84)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	22	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	27	28
	Girls	17	10	19
	Total	36	37	47
Percentage of pupils at NC level 4 or above	School	67 (67)	69 (64)	87 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	24	24
	Girls	16	11	16
	Total	33	35	40
Percentage of pupils at NC level 4 or above	School	61 (70)	66 (71)	75 (79)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	254
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.6
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	180

Financial information

Financial year	1999
	£
Total income	540760
Total expenditure	596241
Expenditure per pupil	2064
Balance brought forward from previous year	104960
Balance carried forward to next year	49481

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	268
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4		2
My child is making good progress in school.	43	49	6		2
Behaviour in the school is good.	10	62	4		15
My child gets the right amount of work to do at home.	13	60	8		8
The teaching is good.	16	56	2	2	10
I am kept well informed about how my child is getting on.	21	36	8		17
I would feel comfortable about approaching the school with questions or a problem.	24	47	4		4
The school expects my child to work hard and achieve his or her best.	24	47			8
The school works closely with parents.	9	58	8		17
The school is well led and managed.	12	35	13		29
The school is helping my child become mature and responsible.	17	46	4		17
The school provides an interesting range of activities outside lessons.	5	33	16	8	33

Other issues raised by parents

Some parents were concerned about the arrangements made when children go home at the end of the day.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. The school admits children to the reception class at the beginning of the year in which they are five. At the time of the inspection there were 23 children in the class, 15 of whom were still four. Younger children attend school part time until the beginning of the term in which they are five. A series of useful pre school visits is offered to all children in the year before they start school. Many children attend the neighbouring pre-school group but a significant minority have very little pre-school experience and do not attend the school's induction programme. Attainment at entry is below average with a significant number of children entering school with poorly developed language and social skills. Most make good progress in the reception class and by the age of five many achieve the nationally agreed learning targets for four-year-olds.

50. Teaching in the reception class is mostly good and sometimes very good. The teacher clearly understands the needs and interests of four-year-olds. She is very supportive and caring and is well backed up by an able classroom assistant and parents who give valuable extra help. Relationships between the adults and the children are very good which provides a sound basis for learning. The curriculum is generally well planned taking into account the nationally agreed areas of learning for young children. However, some confusion exists on the place of the literacy and numeracy strategies in the reception class which has distorted the taught curriculum especially for the younger children in the mornings. This has added to the difference in opportunity between those with birthdays in the winter and those in the summer in that the latter have much less time in school and always in a larger group. After many years in sub-standard accommodation, the reception class moved into a purpose built building in September. However, to make the difference it should in meeting the early learning goals, it needs to be imaginatively developed and appropriately resourced to provide a rich learning environment.

Social and personal development

51. Children are friendly, happy and secure having made a good start in establishing firm, trusting relationships. Four year olds strive hard to please and generally work and play well together. They know the classroom rules and routines well and try hard to abide by them. Through story and other well-planned activities they are patiently helped to consider and respect the needs of others. Consideration has been given to ways of fostering independence and a good start has been made on enabling children to make choices but inadequacies in resources and the curricular confusion noted above have limited the scope for this.

Language and literacy

52. A significant number of children enter the reception class with speech problems and poorly developed language and literacy skills. With patient, carefully planned support they make good progress and many children should achieve the nationally agreed language and literacy targets for five year olds by the time they reach Key Stage 1. Few achieve higher standards. Children listen well to adults and to one another. They respond readily to instructions and are eager to answer questions, although poor language skills sometimes hamper their ability to express themselves clearly. The majority can write their names, understand writing conventions and form some letters. They understand how books are organised, know that print carries meaning and can talk about some events and characters. Phonic skills are systematically taught and some recognise a number of letters by shape and sound and apply this knowledge when looking at words. This has mainly been achieved through direct or group teaching in the literacy hour with few activities set up to specifically help children to develop and practice their language and literacy skills at other times.

Mathematics

53. Four year olds make sound progress in developing their mathematical skills and knowledge. They count and recognise numbers to ten and are gaining a sound understanding

of addition and subtraction through practical activities, rhymes and games and some confidently work on problem solving tasks involving such concepts as < less than >. Many recognise and name simple shapes and understand some mathematical language relating to size. Most mathematics takes place in class lessons and the teacher makes good use of the limited apparatus available. However, boys and girls have few opportunities to gain valuable experience in, for example, measuring volume through sand and water play or incidental opportunities to consolidate mathematical understanding such as sorting equipment and reinforcing mathematical language in play.

Knowledge and Understanding of the World

54. Older children in the reception class are gaining a sound understanding and knowledge of the world in which they live. They are able to sort and classify and identify some similarities and differences as was well demonstrated when children were looking at animals. Though some with less well-developed speaking skills found explaining their observations difficult, all were fully involved in making up their own animals from bits and pieces of others. Children have the opportunities to build and take apart construction kits to make their own models and develop their technological skills. Steady gains are made in children's abilities to use scissors, cut, glue and stick. The class computer is readily available but is old and slow. However, younger pupils have much less opportunity to investigate their world because of the concentration on literacy and numeracy in the mornings when they are present.

Creative development

55. Pupils are given regular opportunities to paint, draw, use play dough, make models from recycled materials and create collage pictures. The art area is well organised and resources accessible but paint is ready mixed and brushes and other materials are pre selected by adults for the children. There is scope to allow children times when they can select their own materials, mix their own paint colours and explore colour and shape in their own way. Older children are given good regular opportunities to play imaginatively but time for this is limited for younger children in the class. Creative play is not well resourced. Pupils respond well to music and listen carefully. They enjoy singing rhymes and jingles, clapping and moving to music.

Physical Development

56. A number of children have poorly developed manipulative skills and attention is given to activities that will help to develop and improve these. Older boys and girls have the opportunity for handling small tools for drawing, painting, cutting, sticking and playing with dough. They often manipulate a variety of construction kits, jigsaws and tabletop equipment. All children have sufficient planned time in the hall to practise and develop their physical skills. This was well demonstrated in a very good physical education session where the children showed good skills and enthusiasm but equally important, that they had learned how to behave appropriately in such situations. However, the teacher tightly directs these times and the children do not have access to a secure outdoor space with associated resources for children to test and challenge their physical skills freely in a safe environment.

ENGLISH

57. The results of the 1999 national tests in English at the end of Key Stage 2 were below the national average but above average when compared with similar schools. The number of pupils achieving level five was in line with the national average and above when compared with schools with pupils from similar backgrounds. Key Stage 1 results in reading were very low both nationally and when compared with similar schools. In writing, the number of pupils achieving level two or above was well below the national average and when compared with similar schools This was largely due to a higher than normal percentage of pupils with special educational needs. Overall test results are improving steadily at the ends of both key stages.

58. Inspection evidence indicates that standards are in line with national averages at the end of both key stages, which is similar to the findings in the previous inspection. By the age of eleven, pupils attain satisfactory standards in speaking and listening. Most speak confidently

and express a point of view such as the lower group of year six pupils when discussing the implied meanings in humorous verse. Most listen carefully to instructions and to each other and are well able to discuss their work. A minority of pupils in lower Key Stage 2 find listening to adults and to each other difficult and are less able to contribute to class discussions. Seven-year olds attainment in speaking and listening is sound. They talk confidently about the characters in a book and compare the story lines of two similar books. Most express their ideas logically; using a suitably growing vocabulary and their speech is lively and expressive. Lower attaining pupils in both key stages and pupils with special educational needs achieve satisfactory standards of speaking and listening through good support from ancillary staff.

59. The attainment of eleven-year olds in reading is in line with the national average. By the end of the key stage the average and higher attaining pupils read accurately and fluently for a range of purposes. The lower attaining pupils are beginning to read with expression but are less confident than their peers. Pupils in the higher set read with sustained concentration for twenty minutes and other pupils enjoy reading an extract from the biography of Edward Lear. In the other set, pupils enjoy reading a range of humorous poems, particularly those by Roald Dahl. Pupils in year five satisfactorily read and evaluate a range of instructional text and younger pupils in years three and four experience a range of fantasy text. They express a preference for a particular text and some are beginning to explain their reasons satisfactorily. Most pupils in year six use the library but skills are less well developed lower down in the school. Opportunities for pupils to choose their own reading books are limited.

60. Standards attained by seven-year olds are in line with the national average. Most can read simple text accurately with expression and can confidently use a range of strategies to read unfamiliar words. For example pupils in year two competently read text from "Oops", many with good expression and they understand the role of a narrator in a story. Many volunteer to take speaking parts and are enthusiastic readers. However, the seven-year olds are not confident about expressing views on their reading preferences or naming a range of favourite books and authors. Few can locate books in the library.

61. By the ends of both key stages pupils' attainment in writing is in line with national averages. Across the school pupils write appropriately for a range of purposes using suitable formats including diaries, stories, letters and descriptions. For example, pupils in year three and four focus appropriately on the use of interesting adjectives in descriptive writing. Some pupils use a picture as a stimulus and others satisfactorily expand sentences to make them more interesting. Pupils in year five write a sound set of instructions for using a toy. In year six pupils illustrate their favourite limericks to demonstrate their enjoyment and understanding in pictorial form. Year one have a sound understanding of using letter blends to spell unfamiliar words correctly and year two pupils know how to make simple words plural.

62. Pupils in both key stages are making satisfactory progress in their acquisition of new skills, knowledge and understanding. Whole class discussions of text and plenary sessions at the end of the literacy hour provide sound opportunities for pupils to develop speaking and listening skills and to experience a wide range of text. They acquire a good appreciation of the purpose of books and make satisfactory progress in developing a range of reading strategies. Writing skills are appropriately developed and in Key Stage 2 many write imaginatively using a range of interesting vocabulary. The Literacy strategy and the good support by the ancillary staff are having a positive impact on the progress of all pupils including those with special educational needs. However the small minority of pupils with special educational needs who are withdrawn for most of the literacy hour do not have equal access to a wide range of text or the opportunity to share their work with their peers during the plenary sessions.

63. Attitudes in lessons are good overall and sometimes very good. Pupils listen with interest to adults' and classmates's contributions and settle promptly to their tasks working independently when required. Relationships are good and most respond appropriately to questions. Behaviour in most lessons is good but in a minority of lessons observed some pupils were easily distracted and off task. This is having a detrimental effect on learning.

64. The quality of teaching is good overall in both key stages. Lesson plans have clear objectives linked appropriately to the requirements of the Literacy strategy. Subject knowledge is good and good use is made of questioning by the teachers to promote discussions. Clear instructions are given for tasks and a range of teaching strategies is used appropriately, which is having a positive impact on pupils' learning. The pace of lessons is usually good except where teaching is less satisfactory. Then pace of lessons is slow and pupil management is less satisfactory. Support staff are well deployed, particularly with pupils with special educational needs and are given good instructions and clear expectations by the teachers.

65. Management of English is good. The coordinator has a clear view of her role and has monitored the implementation of the Literacy strategy effectively. She has also monitored planning and collected samples of pupils' work to ensure standards are improving and that tasks planned match the needs of the pupils. Some teaching of the literacy hour was completed and evaluated appropriately but this is not part of the coordinator's role at present. Staff have looked at samples of pupils' work to agree on expected levels of attainment. The school has agreed to use the optional tests in Key Stage 2 to assess individual pupils' attainment and to set targets but the information is not used systematically to guide future planning or to track progress effectively. Samples of individual pupils' work are kept but these are not always marked with a level of attainment and there is no system in the assessment folders to give an instant overview of each pupil's attainment in English. Resources are satisfactory and the school makes good use of the library lending service to ensure there is an appropriate range of books. The school library has recently been relocated due to the addition of a computer suite. In its present location it does not provide opportunities for pupils to work in the library or for easy access to research for information. Appropriate use is made of visiting theatre companies to enhance pupils' learning and there is an annual book week when authors visit the school.

MATHEMATICS

66. Key Stage 1 pupils make good progress, which is maintained in Key Stage 2, with an acceleration in the older juniors so that attainment at the ends of both key stages is now close to the national average. This is largely consistent with the results of the national standard tests for 11 year olds in 1999, where 69% of pupils achieved Level 4 or above and 17% Level 5. It is an improvement on the last inspection, when the number of pupils achieving and exceeding the expected level of attainment was well below average. Since then, the percentage of children achieving expected standards has improved year on year. However, in Key Stage 1, the year group that completed the national tests in 1999 contained an unusually high number of children with learning difficulties. Inspection evidence suggests that attainment is in fact better than that signified by the results of the national standard tests for seven year olds in 1999 and that the attainment of the present year two is close to that achieved nationally.

67. The introduction of the Numeracy Strategy is beginning to have a positive impact on the teaching and learning of mathematics through the school. Pupils are encouraged to explore the strategies they are using to work out problems in their heads resulting in improved computational ability and understanding of number operations. In Key Stage 1 pupils work from known facts to calculate more difficult problems, as for example in year two where pupils learn to add on 6 by adding 5 and then adding one more. Pupils are introduced to mathematical vocabulary through a range of practical activities, which promote understanding of different concepts. For example Year one pupils improved their knowledge of place value by counting out a number, such as 27, in coins and then using cubes to make the same number in tens and units. By the age of seven most pupils have a basic understanding of place value. They have developed strategies to identify number bonds to ten and are able to add and subtract small numbers. Pupils know some multiplication facts like x10, x5 and x2. Pupils measure using standard and non-standard units and recognise two-dimensional shapes, such as circle, triangle, square, and rectangle. Displays are used to promote learning and number lines are well used in most classes to reinforce pupils' understanding of number sequence.

68. Throughout the juniors, pupils are encouraged to build on and extend their mathematical skills and knowledge. Younger juniors learn how to look for two numbers, which add up to ten, when adding a string of numbers. By year four pupils subtract numbers by partitioning and more-able pupils are beginning to subtract when they have to cross the tens boundaries. Pupils understand $>$ and $<$, what estimating means and are developing good work habits, such as laying out their work well and consistently using a ruler. In the older classes pupils again use strategies effectively to solve more difficult problems. For example year five worked out 13×7 by multiplying 7 by 12 and adding another 7. Pupils are becoming increasingly aware of number families and that multiplication and division are inverse operations. By the age of eleven, most pupils demonstrate satisfactory mathematical knowledge of number, shape, space and measurement. Pupils learn about different ways of handling and interpreting data. They construct graphs and identify the mean, mode and median. Pupils are encouraged to learn and practise some number facts, such as tables and this is having a positive impact on learning.

69. Boys and girls with special educational needs have full access to the curriculum and make satisfactory progress. In most lessons, the work is matched to the ability of the child, or additional support is provided by an adult helper to enable the child to complete the task.

70. Pupils respond well to work presented and generally approach mathematics with confidence and enthusiasm. In half the lessons observed their response was very good. Pupils are willing to share their mental strategies and explain their methods and solutions to others. They work hard, and collaborate well when given the opportunity. Their behaviour in most cases is very good and means that little teaching time is lost keeping control. Most sustain concentration well over quite long periods and persevere to complete the task. Pupils are enthusiastic and eager to do well.

71. In all the lessons observed the teaching was at least satisfactory and in most good or very good. Over 78% of lessons were judged to be at least good, with 28% of these being considered very good. This is an improvement on the last inspection where the teaching was judged to be 'predominantly satisfactory and occasionally good.' In both key stages, lessons are well planned, with activities and learning objectives properly identified for each section of the lesson. The subject knowledge of the teachers is at least satisfactory. Good use is made of practical activities to reinforce concepts and skills. Time and resources are used efficiently and most teachers approach the lessons with energy and purpose. As a result in most lessons the pace of learning is sustained through the session. Teachers use effective questioning to extend and challenge pupils thinking and to assess knowledge. Teachers clearly explain the purpose of the lessons, the strategy or subject knowledge involved and the importance of working from present knowledge. The plenary session is well used to summarise and to emphasise key points and, in some cases, to demonstrate improvement. In mental maths the use of different resources, such as cards enables every child to answer and so be fully involved. Pupils are fully engaged in their work. In some cases homework is used effectively to support learning.

72. A senior member of staff is coordinating mathematics until the permanent co-ordinator returns from maternity leave. The school has developed a basic policy statement and the core curriculum in mathematics is now based on the programme outlined in the Numeracy Strategy. The influence of the introduction of the Strategy is evident in the method and organisation of the subject throughout the school and is no doubt having a positive impact on standards. Work is largely selected from commercial schemes already in use, teacher produced work or material from a variety of supplementary sources. The curriculum provided meets the requirements of the National Curriculum and covers all sections of the programmes of study, although investigative work or the application to real life problems is less evident.

73. Evidence of achievement through the school is assessed by using the results of statutory tests at the end of each key stage, non-statutory national tests in the juniors and half-termly assessments. The procedures to track the pupils' progress using the information generated by these are underdeveloped and at present unsatisfactory. It is not at all clear how

the evidence gained from assessment is recorded or used in any systematic way. Suitable records need to be developed to help monitor individual and year group progress and support the school's drive to raise standards. Some teachers use on-going assessment to modify planning, but this is not consistent and needs to be developed. Teachers mark pupils' work regularly but usually only to indicate whether the work is right or wrong with the occasional comment. Helpful guidance to pupils about how to improve future performance is sometimes made but is not consistent. Resources are generally sufficient to support the delivery of the curriculum except in the reception class where they are in short supply.

SCIENCE

74. Results of the 1999 national tests show that the proportion of pupils achieving expectations is above the national average in comparison with all schools. When results are compared with those of similar schools, this proportion is well above average. A similar picture emerges when comparing the proportion of pupils achieving significantly above national averages. Again, this proportion is good when compared with all schools, and very good compared with similar schools. These results show a substantial improvement since the previous inspection. There is no significant disparity between the scores of girls and boys.

75. The findings of the inspection show that, by the end of Key Stage 2 standards in science are above national expectations. This is mainly because of the predominantly good and sometimes very good teaching within the subject. A majority of pupils have a sound knowledge and understanding of the required programmes of study and the most able are using skills and knowledge appropriate to the first years of secondary education. They identify decisive factors when analysing the effect of forces on an object. Pupils use their scientific knowledge to make predictions such as the effect of sunlight on plants, and use identifiable features such as feeding habits, habitat or coat to classify living things. They demonstrate knowledge and understanding about physical phenomena such as electrical circuits, for example, in predicting which materials will conduct and which insulate. Pupils also carry out investigations, for example, to determine the effect of length of circuit on the brightness of an electric light and are aware of the necessary conditions for a fair test.

76. Despite poor results in teacher assessments of pupils at the end of Key Stage 1 in 1999 – explainable by a cohort which comprised a larger than usual number of pupils with special needs – learning is effective through the key stage. Pupils whose attainments on entering school are below expectations are working within expectations by the end of the Key Stage. Year one pupils make comparisons and sort objects according to differences. For example, they sort musical instruments according to the way in which their sound is made, and distinguish between things that are living and those that are not. Pupils in year two compare models of wheeled vehicles to predict which will run the fastest and experiment to discover what features of the vehicles will influence this. They describe how things change with heating (for example, cake mixture) and make their own suggestions as to how to find out.

77. Year three pupils make generalisations such as that sounds become fainter when appropriate barriers are put in the way. They recognise when forces pull or push and understand the principle of the magnetic compass. Pupils in year four use thermometers to measure and compare temperatures in different areas of the classroom, predicting which will be the warmest/coolest. They understand how exercise and rest affect the heartbeat, and make predictions about how well a variety of materials will conduct electricity. Year five pupils use blackberry juice as an indicator of acidity in liquids, and recognise that some changes are reversible and some are not. They predict the insulating effect of various materials against sound and explain their observations. The learning of pupils with special needs is also effective, particularly when they work with the skilled support assistants.

78. Most teaching is good with some very good and the rest satisfactory. Lesson planning is thorough and detailed, ensuring good pace and continual challenges to pupils. Teachers show good subject knowledge in their use of questions to encourage sensible suggestions from the

pupils, as in a year two lesson when pupils were asked to suggest investigations they might carry out using model vehicles. High expectations for pupils' behaviour invariably result in little disruption and a high level of concentration. Good use of well-known objects to demonstrate conductivity and insulation in a lower junior lesson is typical of the effective use of resources in many lessons. Teachers give pupils opportunities to discuss issues and make suggestions but are too dependent on photocopied material in some situations where a practical approach would be more appropriate. A planned variety of activities to address this is a feature of some lessons, as in year four, where the most able were extended by being asked for reasons for the variations in indoor temperatures which the pupils were measuring. Management and control of pupils is often good, as in the year five lesson where effective procedures for dealing with a child with behaviour problems took the heat out of the situation and minimised the disruption.

79. Pupils generally respond well, sometimes very well, to learning in science. They are almost always well behaved, prepared to concentrate on their work and responsive to challenges. They take pride in what they do and are keen to talk about it. Pupils use initiative and develop their own ideas, as in a year six lesson on testing elasticity, where they debated how to achieve objectives and how to record them.

80. The long-term plan for science shows that three published schemes of work are in use which results in planning documents being defined almost exclusively in terms of content. No whole school plan of the areas of skills and understanding to ensure progression and continuity across the school has been drawn up and National Curriculum programmes of study are not being covered in the mixed-age classes, a situation that is not being addressed. The subject coordinator has worked hard to develop some sound monitoring processes and has appropriate intentions for a review of what is currently a somewhat random assessment policy in the subject. As things stand, she does not feel empowered to take these initiatives forward as literacy and numeracy are still taking precedence and her leadership position is not clear. Detrimental effects of these shortcomings are minimised by the quality of teaching in the subject and the fact that most teachers know their pupils well enough to ensure their progress despite a lack of the support that would be provided by the development of the subject.

ART AND DESIGN AND TECHNOLOGY

81. Pupils' standards of achievement in art and design technology are in line with expectations for their age in both key stages with some examples of high quality work. This represents an improvement in design technology since the previous inspection. Overall, though, pupils do not experience a wide enough range of techniques, media and resources to benefit fully from the creative potential of these subjects. During the inspection, one art lesson and two design & technology lessons were seen and standards of achievement in those, and in observation of pupils' work on display, were also in line with expectations.

82. Year six pupils studying the Egyptians produce mosaics and make miniature mummies from papier-mâché and plasticine. These they 'hinge' and decorate inside and out, design and make windmills and subject them to outdoor testing and study paintings by Paul Klee and attempt to paint in his style. The quality of pupils' learning is sound. In year one, they learn techniques for modelling houses with card and design and make calendars and Christmas cards of high quality. Year two and three pupils experiment with colour mixing as they paint from life a vase of daffodils. They spend time, take care and, in their completed work, show an appropriate sense of relative sizes and colours. Money containers are designed and made out of sewn fabric by year four pupils, who also learn about fastenings and handles as they design and make waterproof bags. Pupils also make very attractive patterns using an electrically powered turntable constructed in a science lesson.

83. Pupils' attitudes to learning are good in art and very good in design technology. They concentrate well and try hard to produce work of quality. When being instructed, they sit quietly and attentively, are interested and motivated, Their behaviour is usually very good, even in practical sessions in crowded and busy classrooms.

84. Teaching in art is satisfactory. Resources are well used to help to maintain pupils' interest, expectations are appropriate and the teacher circulates to give useful tips and practical help. In design technology, teaching is good or very good by equal measure. Teachers' expectations are high, as in a year one lesson where clay, card, construction kits and other resources were being used in a variety of activities covering skills and techniques for making model houses. Support assistants are well used to help pupils to develop skills, as evidenced in the same lesson. Lesson planning is very thorough and clear, as in year four, where pupils were acquiring skills in making books. Resources are generally well used and teachers use their questioning well to ensure development of pupils' ideas and skills. The art clubs held after school makes a valuable contribution to the curriculum. A variety of work of a high standard is produced and displayed, providing good examples for other pupils.

85. Neither subject has a coordinator and this has a fundamental effect as there is no-one to drive development or monitor the curriculum, teaching or resourcing. As a result, these issues are not taken forward and teaching is not adequately supported. The progress which pupils make is due to good teaching by dedicated staff, who work remarkably well under uncertain circumstances. Resources are barely adequate in range, number and availability which inhibits the variety of pupils' experiences. The school does not have enough tools for design technology, for example, and they are not well maintained.

GEOGRAPHY

86. No geography lessons were observed at Key Stage 4 during the week of inspection but discussions with pupils and the scrutiny of their work indicates that standards in geography are a little below national expectations. Year one are beginning to recognise the geography of the immediate locality. Pupils in year two demonstrate their use of geographical vocabulary during a discussion about rivers with such words as meander and source being used. They are familiar with the effect of changes in climate and seasons. Pupils in year four are familiar with the names of continents and oceans. By year six, they have a developing appreciation of the effect of location and climate through the study of contrasting localities, such as Tunisia and Baffin Island. They are able to produce a well thought out argument for the protection of local amenities. Standards are appropriate for eleven-year-olds. Pupils with special educational needs make satisfactory progress.

87. Pupils' behaviour is good. They respond to their teachers with enthusiasm. Boys and girls maintain a sustained working atmosphere and cooperate well with each other. Most show confidence when speaking and sharing work and respect others' views.

88. The quality of teaching in Key Stage 2 is good. Lessons are well planned and objectives are clear. Skilful questioning, secure subject knowledge and enthusiasm for the subject aid pupils in their learning. Teachers have high expectations of behaviour to which the majority of pupils respond positively. The school makes good use of visits in the locality to increase pupils' knowledge and understanding. Homework is well planned and develops the lesson and pupils learning. Marking of pupils' work rarely provides sufficient ways in which they can improve.

89. Since the last inspection standards in Key Stage 1 have fallen but have been raised by the end of Key Stage 2. Insufficient time is spent on the subject in some classes which prevents pupils from making the progress expected. The school still does not have a whole school scheme of work to ensure continuity and progression throughout the school. Resources are adequate but it is not clear as to their location in the school.

HISTORY

90. No history lessons were observed at Key Stage 1 during the week of inspection, however discussions with pupils and the scrutiny of work indicate that standards are generally appropriate for the ages of the pupils involved. Pupils in year two have knowledge of the Viking and Roman people and are beginning to understand the impact of invasions. They recount the

Great Fire of London in detail and are familiar with the names of famous people, such as Samuel Pepys. They have an understanding of everyday life in the past and can compare this with their own. Some are gaining a sense of chronology through the sequencing of events.

91. By the end of Key Stage 2 standards are in line with national expectations and pupils make satisfactory progress. Year four use vocabulary related to historical time such as decade and century. They can describe differences in schools between that of the 1930's and the present day. Year five are familiar with the Tudor period and can name some of the monarchs in sequence. Pupils in year six have a sound knowledge of events before Christ through the study of the Ancient Egyptians and Greeks. They can recount events and stories accurately. Most have an awareness of the social history of the Victorian period and the importance of key people of the time, such as Dr Barnardo. Pupils have a knowledge of local history and its relevance to the local community. Those with special educational needs make satisfactory progress in line with their age and ability.

92. Pupils' attitudes towards the subject are good. They concentrate well and co-operate with each other sharing resources to gain information. Most are well behaved, show interest and enjoy lessons. However, a few pupils display challenging behaviour and on occasions cause disruption to the lesson. The quality of teaching in Key Stage 2 is satisfactory overall. Where teaching is good teachers plan thoroughly and focus on what pupils will learn from each activity, so developing skills and building on knowledge. The pace is brisk, pupils are managed well and good use is made of resources. However, the marking of pupils' work does not show pupils how they can improve.

93. Progress since the last inspection has been slow, however, a scheme of work is being developed to ensure planning for continuity of learning is secured. Resources are adequate but the quality is variable, their location is not clear and the school does not have a collection of artefacts to enable pupils to gain first hand experience. Knowledge of local history is gained through a variety of sources including the Internet and visits within the locality.

INFORMATION TECHNOLOGY

94. In the previous inspection information technology was identified on the school development plan as an area for further development. Since then the school has greatly improved the provision with a new computer suite with a good four-year plan for development of this area. Although pupils have access to other computers in the school the overall level of attainment remains below national expectations at the ends of both key stages and progress in all strands of the subject is unsatisfactory.

95. Computers were in use in most classrooms during the inspection. The younger pupils can use the keyboard and mouse control satisfactorily for simple word processing activities. They make effective use of concept keyboards to write pieces of descriptive work in English. Older pupils use the computers satisfactorily for word processing and adventure games. Most pupils in year four can write stories and poems, using a mixture of upper and lower case letters appropriately and a minority can change the style of font. Pupils in year six satisfactorily access the Internet for information and know how to use Encarta for research. They have also satisfactorily used the computers to write newsletters. However pupils have little or no experience of using monitoring and control technology.

96. Only one lesson was observed during the inspection but the school is in the process of organising a timetable for using the computer suite. The school still does not have a scheme of work to ensure the satisfactory development of skills and knowledge in information technology. It also lacks a named coordinator to take on the responsibility for developing the subject and making best use of the new resources. Some teachers plan appropriate activities for their class and keep careful records to ensure all have equal access but no assessment procedures are in place to ensure individual pupil's progress. A much-needed programme of training for staff has started which should have a positive impact on the provision for the pupils in the school.

MUSIC

97. Music has had a low priority within the school for some time and it was a cause for concern at the time of the last inspection, especially in Key Stage 2. It would be fair to say that little has changed and that, if anything, from the evidence of the music available during the inspection week and planned, the time devoted to music in Key Stage 2 is less than in 1997. Music lessons in the reception class and in year two show that younger children do have an adequate diet of listening, performing and singing but that limitations in resources, notably sufficient tuned and untuned percussion are an inhibiting factor. Reception children joined in enthusiastically clapping along to the rhythm of recorded music and six-year-olds learned a new song 'What can make a hippopotamus smile' which they accompanied with maracas.

98. The development of music in the older classes is limited by several factors. The lack of an enthusiast for the subject to take responsibility for its development, the lack of expertise and confidence amongst the teachers involved, the lack of planning or other support for these non-specialist teachers and the limited resources available. Together they form a formidable barrier to improvement and though singing is tuneful and accurate and some pupils learn the recorder, most pupils are missing out on experiencing the enjoyment of making music and performing together. This also has a negative impact on their cultural development.

PHYSICAL EDUCATION

99. By the age of seven and eleven the pupils attain standards in physical education (PE) that are in line with those expected nationally. In gymnastic lessons younger pupils move in a variety of ways, for instance, they can run in different directions, swiftly, making good use of the space available. Reception pupils link their work to the class topic by attempting to move around like animals and travelling in varying styles and pathways, while in the year one class pupils perform imaginative curling and stretching movements both on the floor and using the apparatus. In the juniors pupils demonstrate shoulder, chest and bounce passes in netball and participate well in team games showing understanding of the relevant rules and the need to observe the conventions of 'fair play.'

100. Pupils, including those with special educational needs, make satisfactory progress. They increase the range and complexity of ways in which they travel across the hall. They extend, effectively, these movements to activities on the apparatus. Pupils take increasing responsibility for setting out and putting away apparatus safely. Many are learning how to apply a growing range of skills to improve performance in competitive games. Nearly all pupils participate fully, including those pupils with physical difficulties who are well supported by support staff. They work hard and show obvious pleasure during their physical education lessons. Usually, pupils enter the hall in good order and immediately become engaged in purposeful activities. They respond vigorously to warm-up exercises. Behaviour is almost always good and even the youngest children move from one activity to another without any fuss. Pupils share the use of apparatus fairly and co-operate well in team games.

101. Overall teaching of physical education is good. Of the four PE lessons observed, one was satisfactory, two good and one very good. Pupils are encouraged to improve and refine skills with suitable expectations of their performance. Challenging activities enable pupils to consolidate and extend their previous ideas and experience. A good feature of most lessons is the use of demonstration to share pupils' work and to illustrate where the work is good or, indeed, needs improving. In this way pupils are encouraged to evaluate their own and other pupils' performance. Teachers use language specific to physical education when talking about the pupils' work. Where the teaching is very good, the lesson is well structured and has a good balance between direct teaching and opportunities for pupils to practise and explore movements, demonstration is used effectively and the lesson moves along at a good pace.

102. Extra curricular activities provided by the school include football, netball, cricket, rounders and 'funfit' and the school teams take part successfully in local tournaments and competitions. Older juniors have the opportunity to participate in outdoor pursuits at the residential school camps at Delaware and Carnyorth. Four pupils from the school successfully represented Cornwall in an inter-county athletics competition. All children have equal access to the subject including those with special educational needs.

103. Responsibility for the management of the subject is unclear. No coordinator was named on the head's Form, although it is quite clear staff believe a member of staff is responsible for the subject. The school is loosely following a scheme of work based on a variety of sources including national and local authority schemes. However, this is very much in draft form and is not suitably monitored to ensure continuity and progression. The fixed PE apparatus in the hall is appropriate for the age range and of good quality. Resources for physical education are otherwise generally satisfactory, although some of the games equipment is well worn and inadequately stored. The school has recently opened a new sports field, which will significantly enhance provision for Physical Education.

RELIGIOUS EDUCATION

104. Pupils' attainments in religious education at Key Stage 1 are below and at Key Stage 2 barely in line with those expected by the locally agreed syllabus. Pupils in year two understand that people may follow a particular religion. They have some knowledge about Christianity. They can recall stories from the Bible such as the creation, Noah, Daniel and Jonah, also the miracles of Jesus, as for example, stilling of the storm and feeding of the five thousand. They are familiar with the festivals of Christmas and Easter and their importance to Christians. Pupils understand the importance of the church and the relevance of some of the symbols used. Through Key Stage 2 pupils develop an awareness of other world faiths including Judaism, Islam and Hinduism. They know about festivals such as Divali, and different places of worship such as the synagogue and mosque, and special books like the Torah. Most are familiar with New Testament stories including parables, miracles and some of the people of note. Pupils can discuss religious issues sensibly and confidently. However, much of the pupils understanding lacks in-depth knowledge.

105. In their understanding of religious education the pupils make satisfactory progress. Their written work displays some sensitivity of feelings. Year six pupils recall the importance of a special journey they have made and their feelings. Seven-year-olds have compared the needs of a baby today with those available to the baby Jesus. Those with special educational needs are well supported and make sound progress. Pupils' response to religious education is good. They are involved and interested in their work and listen attentively to stories. They are given opportunity to respond to a range of ideas. They answer questions clearly and confidently and respect one another's viewpoint.

106. The quality of teaching is good but in some classes, insufficient time is given for the requirements of the agreed syllabus to be fulfilled. Lessons are well prepared and pupils well managed. Where teaching is at its best a sound background knowledge of the subject and clear learning objectives are taught, questioning involves all pupils and enables learning to be monitored and tasks are challenging. On occasions cross-curricular links are made as in year six dramatising the flight into Egypt. Such stories, told in collective worship, reinforce learning. Where pupils have recorded work, marking rarely helps to improve their learning.

107. Teaching is based on the Cornwall planning documents. Progress has been made since the last inspection, in the positive response and respect shown by pupils for the beliefs of others. Some good quality artefacts have been purchased to aid pupils understanding of the religions being studied. However, there is still no designated co-ordinator for religious education and a scheme of work relevant to the school has not been established. The subject has a low priority and teaching and learning of religious education across the key stages is not monitored to ensure continuity and progression.