

# INSPECTION REPORT

## **BOSVIGO SCHOOL**

Truro, Cornwall

LEA area: Cornwall

Unique reference number: 111875

Headteacher: Mr A West

Reporting inspector: Ms A Coyle  
20603

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

Inspection number: 192078

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Chapel Hill Truro Cornwall
Postcode:	TR1 3BJ
Telephone number:	01872 274034
Fax number:	N/A
Appropriate authority:	Governing body
Name of chair of governors:	Mr R Lean
Date of previous inspection:	June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Mrs A Coyle	Registered inspector	Foundation Stage English as an additional language Equal opportunities	How high are the standards? How well the school is led and managed What should the school do to improve further?
9614	Mrs C Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23917	Mr T Clarke	Team inspector	English Design and technology Information & communication technology Special educational needs Physical education	
24760	Ms S Barton	Team inspector	Mathematics Art and design Music Religious education	How good are the curricular and other opportunities offered to pupils?
22831	Mr C Lewis	Team inspector	Science Geography History	How well are the pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Bosvigo School is situated in Truro, Cornwall. It serves the surrounding catchment area, which consists of owner-occupied and local authority rented properties. The school is bigger than other primary schools and the number of pupils on roll has remained steady over the past few years. There are currently 265 girls and boys in the school. Children are admitted to the reception class when they are four years old and attainment on entry varies, but is average overall. Three per cent of pupils are from ethnic minority backgrounds and one per cent of pupils speak English as an additional language, which is similar to most other schools. The main language spoken at home, other than English, is Bengali. Fourteen per cent of pupils are known to be eligible for free school meals, which is similar to the national average, and an average proportion of 23 per cent have been identified on the register of special educational needs. Five pupils have statements for their needs.

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

This is a good school, which has improved considerably since it was last inspected. It has many strengths and is now an effective learning environment in which pupils attain very high standards in science, and above average standards in English and mathematics by the time they leave at the end of Year 6. The teaching is good overall and pupils generally make good progress in their learning. The excellent leadership of the headteacher and good management by the senior managers and governors help to ensure that good value for money is achieved.

#### **What the school does well**

- The oldest pupils in the school achieve good standards in English, mathematics, geography and history. They achieve very high standards in science by the time they leave Year 6.
- Standards of behaviour are good throughout the school. Pupils have good attitudes to learning and good relationships with their peers.
- The quality of teaching is good overall. It is notably very good at the upper end of Key Stage 2 and sometimes excellent in mathematics, geography and history.
- The provision for pupils with special educational needs is very good. The very experienced learning support staff work closely with the teachers and provide high quality assistance.
- The school is led and managed exceedingly well by the headteacher, who is supported well by the senior managers and the governing body. The very good school development plan gives a clear focus for future improvements.
- The provision for increasing pupils' social development is very good. Spiritual, moral and cultural provision is good.
- The school takes good care of its pupils and provides well for their personal, social and health education. The procedures for guiding, supporting and assessing pupils are very good.
- The school provides very good quality information to parents and its home-school links are good.

#### **What could be improved**

- Standards in information and communication technology are still too low.
- The provision for the children in the Foundation Stage is not fully developed.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1999 when it was judged to have made sufficient improvement to warrant being taken out of special measures. Since then, the school has grown from strength to strength and made considerable progress; for example, the leadership and management have improved significantly and there is now excellent leadership of the school. The development plan has been much improved and is a very useful management tool, providing clear strategic direction for future improvements. Planning and assessment procedures have also been improved and are now used well by teachers to guide teaching and learning. This has had a positive effect on the quality of teaching, which is now much better than it was four years ago. In addition, overall, standards of attainment have risen steadily to the extent that pupils now achieve well by the time they leave at the end of Year 6. The school has made improvements to its provision for information and communication technology and standards have risen a little. However, standards are still not yet high enough in the subject and there is still more to be done. The provision for pupils with special educational needs has been reviewed appropriately and the provision for these pupils is currently very good indeed because it is very well managed by the co-ordinator. Overall, the school has improved rapidly and it now has very good capacity to improve further because it is so well managed.

## 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	
	1998	1999	2000	2000	
English	B	B	B	B	well above average    A above average        B average                C below average        D well below average    E
Mathematics	B	B	A	A	
Science	C	C	B	B	

The above table shows that standards of attainment have been consistently above the national averages in English over the last three years by the end of Key Stage 2. Standards rose significantly in mathematics and science in 2000 and trends show that there have been year-on-year improvements overall, with the school's results above those of similar schools in English and science, and well above in mathematics. The inspection evidence largely agrees with these latest results, and shows that by the time they leave the school at the end of Key Stage 2, pupils achieve above the levels expected in the core subjects of English and mathematics, and well above average in science. The school has set sufficiently high targets for the current cohort of pupils in these subjects and these are being promoted well. Good standards are also achieved in geography and history by the oldest pupils in the school. Standards match the nationally expected outcomes in most other subjects of the curriculum by the time pupils reach the end of Year 6, except in information and communication technology, where they are below the national expectations, but the school has identified this subject as an area for further improvement. At the end of Key Stage 1, the standards attained in 2000 were in line with the national

average in reading, but below average in writing and mathematics.<sup>1</sup> The inspection evidence shows that pupils in Year 2 currently achieve sound standards in most subjects, except in science where they are good, and in information and communication technology where they are lower than expected. The youngest children in the Foundation Stage are supported well to help them make sound progress in their learning and achieve many of the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development.<sup>2</sup>

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and show good attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Pupils relate well to each other. They are tolerant and play happily together in harmony.
Attendance	Satisfactory. Unauthorised absence is slightly higher than the national average, but this is being addressed by the school.

Pupils are generally enthusiastic, hard working and co-operative. Relationships between them are notably good.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. In 97 per cent of lessons, the teaching is satisfactory or better; 40 per cent of teaching is good, 15 per cent is very good and eight per cent is excellent. The best teaching is in mathematics, science and history at Key Stage 2. This has a significant effect on the standards achieved by pupils in these

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### <sup>1</sup> ON LEVELS:

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

<sup>2</sup> **ON EARLY LEARNING GOALS** : From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

subjects. Overall, the teaching of basic skills in literacy and numeracy skills is good and the school meets the needs of pupils who have special educational needs very well.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum that includes all subjects of the National Curriculum and religious education. The curricular provision for the children in the Foundation Stage is still developing and is not yet fully planned to the recommended Early Learning Goals for all children of reception age.
Provision for pupils with special educational needs	Very good. This aspect is very efficiently managed and pupils progress well because the school responds very well to the Code of Practice. <sup>3</sup> Pupils are supported well and their individual education plans have clear targets for learning.
Provision for pupils with English as an additional language	Good. The procedures for supporting these pupils are clear and pupils are identified quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are provided with good opportunities for developing their spiritual, moral and cultural awareness. Their social development is very well promoted.
How well the school cares for its pupils	Good. The school takes good care of its pupils within a safe and secure learning environment.

The school works well in partnership with parents. The broadly balanced curriculum is enriched well by a good range of extra-curricular activities, and good care is taken to ensure the welfare and child protection of pupils.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good overall. The excellent leadership provided by the headteacher gives a firm steer to the educational direction of the school, and he is supported well by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Good. The governors are knowledgeable and keen to be involved with the work of the school. They act as a critical friend and provide clear strategic management.

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<sup>3</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The school's evaluation of its performance	Good. The school regularly evaluates pupils' achievements. It has very clear procedures for monitoring and evaluating teaching.
The strategic use of resources	Good. The school's finances and resources for learning are used well to promote learning.

The determination of the headteacher and the hard work of the committed members of staff are key factors in the standards achieved by pupils and the considerable improvements over the past four years. The accommodation is currently being developed and the school applies best value principles well in the purchase and use of resources. The school provides good value for money.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy school.</li> <li>• The teaching is good.</li> <li>• Teachers have high expectations of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Too much homework.</li> </ul>

The inspection team fully agrees with the positive views of the parents. The quality of teaching is good overall and teachers expect their pupils to achieve well. The inspection evidence does not agree with parents' comments regarding homework, but finds that the amount of homework given to pupils is appropriate to their age and ability.

## **PART B: COMMENTARY**

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

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

1. Children enter the reception class at the start of the school year in which they are five. Most children reach the expected standards in the areas of personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development by the end of the Foundation Stage.
2. The national test results for English in 2000 show that standards were above the national average, and above the results of similar schools at the end of Key Stage 2. Standards over the past three years have improved broadly in line with the national trend, and have improved significantly since the previous inspection; 86 per cent of pupils in Year 6 achieved the expected Level 4 in 2000, whilst 31 per cent achieved the higher Level 5. At the end of Key Stage 1, the tests show that standards in reading were close to the national average and when compared with schools in a similar context; 88 per cent achieved Level 2 and 24 per cent achieved the higher Level 3. However, standards in writing were well below the national average and that of similar schools; only 76 per cent achieved the expected Level 2, although an above average 12 per cent gained the higher Level 3. The school has identified writing as an area to improve and sufficiently challenging targets have been set. Standards in lessons are currently satisfactory by the end of Key Stage 1, and good by the end of Key Stage 2.
3. The 2000 national test results for mathematics indicate that the attainment of Year 2 pupils was below schools nationally and well below those compared with similar schools. The results for pupils in Year 6 were well above schools nationally and when compared with similar schools; 89 per cent reached Level 4 and 42 per cent achieved the higher Level 5. This represents a steady improvement in standards since the last inspection. At the end of Key Stage 1, the results show that 90 per cent of pupils in Year 2 achieved Level 2, which was close to the national average, but only 12 per cent achieved the higher Level 3. The inspection findings largely concur with the above results, but indicate that there has been an improvement in the standards at Key Stage 1, with pupils now achieving the expected level by the end of Year 2. Pupils in Year 6 achieve good standards by the time they leave the school.
4. The results of the national tests for 2000 in science were above the national average and above those of similar schools by the end of Key Stage 2, whilst the teacher assessments for the end of Key Stage 1 show that attainment was average. By the end of Year 6, 94 per cent of pupils attained the expected Level 4 and 44 per cent achieved the higher Level 5. In Year 2, 86 per cent of pupils achieved Level 2 and 29 per cent achieved the higher Level 3. These results show that standards have risen steadily since the last inspection and that over the previous four years, the trend has been one of year-on-year improvement. The inspection evidence concurs with this picture and shows that standards are even better than last year, with pupils currently achieving well above the national expectations at the end of Key Stage 2, and above the expected level overall at the end of Key Stage 1.

5. Good standards are achieved in geography and history by the time pupils reach the end of Key Stage 2. Standards are in line with the nationally expected levels in most other subjects, except in information and communication technology, where they are unsatisfactory because pupils do not have sufficient skills when using computers. Nevertheless, overall, progress is satisfactory at Key Stage 1 and good at Key Stage 2. From the time children enter the school, they are taught to build effectively on their literacy and numeracy skills and they make sound progress in the Foundation Stage. Pupils with special educational needs and those who learn English as an additional language make good progress because the school's procedures for supporting these groups of pupils are very well developed.

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

6. Pupils' attitudes to learning are good. They respond well to their teachers and learning support assistants. Parents are pleased with the positive attitudes and values the school instils in all pupils, and with the improved behaviour since the last inspection. Pupils like coming to school and almost all are to be seen eagerly waiting in the playground in the mornings before school begins. Registration provides a brisk, purposeful start to the day and attendance is satisfactory. There are very few unauthorised absences. Persistent latecomers are well known, and their parents are regularly reminded of the importance of punctuality to their children's education.
7. Children and pupils are keen to please their teachers and want to learn. They are enthusiastic about their lessons. For example, during a Year 3 and 4 science lesson, pupils were anxious to ensure 'fair testing' when dissolving solids and planned carefully amongst themselves how investigations should proceed. In Year 5, pupils listened attentively, captivated by the language and story of Tom Sawyer, before discussing how to create their own persuasive texts. Pupils in Year 3 thoroughly enjoyed their own, and others, compositions using a two-note drone with melody, and all joined in singing 'Catch a Falling Star', with gusto. Younger and older pupils listened, fascinated, during an assembly on challenge and personal achievement when two secondary school pupils talked of their running successes, and the England 'vest' awarded to one of them was displayed. They were keen to share their own sporting ambitions and there was loud applause for the pupil who had enjoyed judo success the previous evening. Good relationships between pupils and with all adults are evident throughout the school, with mutual respect and trust enjoyed by all. Teachers provide good role models for all to follow.
8. Behaviour in lessons is good. Two rules are common to all classes and three others are agreed by the class. All children and pupils understand what is expected of them. They know what will happen if they do not follow the rules. All are keen to gain the rewards, such as team points and golden tickets. In one instance, a boy was very anxious that the headteacher should know he had received the latter, and was congratulated formally with a handshake on his personal achievement. This recognition meant a lot to him. Pupils are very proud to be nominated 'Worker of the Week' in assembly and all appreciate the importance of these awards. Sanctions are rarely given and there have been no exclusions.
9. Behaviour is also good, outside in the playground. Play is exuberant and inevitably some minor incidents occur, but none observed during the inspection was malicious or vindictive, and others are concerned if one of their peer group needs first aid attention. Bullying and other inappropriate behaviour are not tolerated. The

school's practice of inclusion is good, although anyone using a wheelchair would need help to get from the old building to the hall and up the steps to some of the lower school classrooms.

10. Pupils' personal development is satisfactory. From the time they arrive, pupils are expected to be aware of others and to help where they can but actual responsibilities are only allocated for short periods and mainly to pupils in Year 6. They willingly sit amongst the youngest children in assemblies in order to reassure and keep them happy and calm. Those in charge of the overhead projector and taped music carry out their duties conscientiously. All pupils are encouraged to assess their own work and at the end of term decide what they have done well and where they can improve. In some classes pupils keep their own manuals, which contain their individual targets, in which to record their work. The role of school forum members is developing and they feel happy that their deliberations have effected change and provided for such amenities as extra playground equipment, which they organise. Pupils are aware of those less fortunate than themselves and collect regularly for charities. They are alerted to the problems and difficulties that they may meet outside the school through talks from the school nurse and representatives of the police and other local agencies.

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

11. The quality of teaching is good overall. In well over half of the lessons, teaching is good or better and rarely less than satisfactory. Of the 60 lessons observed, the quality of teaching was judged to be very good or excellent in almost one quarter. This is a significant improvement since the last inspection. Teaching in the Foundation Stage is satisfactory overall, and is good in approximately one-third of lessons. Teaching in Key Stage 1 is satisfactory overall, and is good in one quarter of lessons. In Key Stage 2, the quality of teaching is very good overall, and occasionally excellent. All of the excellent and very good teaching observed was in Key Stage 2. Additional and support teaching for pupils with special educational needs, for pupils for whom English is an additional language and for higher-attaining pupils is good overall and, at times, excellent.
12. From the time of their entry to the school, where attainment is broadly equivalent to that found nationally, to the time they leave, where many pupils are attaining above national standards in the core subjects, the quality of learning is good and often very good on an individual basis. This is due to a great extent to the good quality of teaching, especially in the core subjects and particularly in Key Stage 2, where teaching is frequently very good or better and pupils make significantly better progress.
13. Throughout the school, teachers demonstrate a secure knowledge and understanding of the subjects they teach. In the great majority of lessons observed, planning successfully incorporates the National Curriculum Programmes of Study and the requirements of the agreed syllabus for religious education. All teachers have implemented the suggested lesson formats for the National Literacy and Numeracy Strategies. In the best lessons, particularly in Key Stage 2, high standards of effort, accuracy and presentation are encouraged and pupils respond with interest and enthusiasm.
14. In English lessons in Key Stage 1 and Key Stage 2, teachers have adopted the National Literacy Strategy well and, in most cases, have a thorough knowledge of the literacy skills the pupils need. Teaching in a number of English and literacy lessons observed at Key Stage 2 was judged to be very good or excellent. In most of the lessons observed, teachers plan work well for the range and stage of language development of pupils and they use questioning well to develop pupils'

speaking and listening skills. The very small amount of unsatisfactory teaching was due mainly to the teacher's variable classroom management, which led to the need to stop pupils frequently to reprimand them, and had an adverse effect on the pace of the lesson and the progress made.

15. In mathematics lessons, teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a strong emphasis on technical vocabulary. Teachers put an appropriate emphasis on developing pupils' ability to calculate mentally at the start of lessons and sum up the learning at the end of lessons effectively with useful plenary activities. Very effective support is provided for higher-attaining pupils in withdrawal groups because the teaching is based on very good subject knowledge, step-by-step progression through the lessons and very good opportunities for pupils to use and apply their knowledge of number patterns. In the rare examples of unsatisfactory teaching, staff occasionally struggle to gain and maintain control of the pupils, with the result that limited progress is made in learning.
16. Teaching in science is a strength of the school and is very good overall. The very strong focus on scientific inquiry throughout the school enables pupils to make particularly good progress in this aspect of learning, particularly at Key Stage 2. For example, the excellent teaching observed during investigations of changes taking place when materials are burned was characterised by highly skilled questioning and direct teaching of technical vocabulary. As a result of the teacher's excellent relationships with pupils, very strong subject knowledge and well judged references to prior experiments, the pupils' attitudes were excellent and their level of motivation was so high that learning continued even after the lesson had ended.
17. Most lessons are planned effectively, with clear objectives for what pupils are to learn. In the best cases, these objectives are made very clear to the pupils at the start of the lessons and reinforced throughout. Teachers' plans take into account the differing needs of pupils, including those of pupils with special educational needs and pupils of higher ability. Teachers and support teachers and staff work well together. In most cases, teachers have high expectations of pupils' work and behaviour. A good example was observed in a geography lesson at Key Stage 2, where the pupils were identifying the uses of water in the home and for commercial purposes. The teacher's very high expectations of the pupils were transmitted to the whole class, with the result that pupils of all abilities responded very well to the challenge and made very good progress.
18. Teachers draw on a range of contexts and resources to help pupils learn. They make good links to previous learning and often very good use of cross-curricular links; for example, in an excellent history lesson where pupils in Year 6 were studying World War II. In this lesson, the teacher made very good references to other curriculum areas, reminding pupils of their Internet search for the Imperial War Museum website and their earlier reading of books such as, 'Goodnight Mr Tom' and, 'Carrie's War', for insights of children's lives during the war. The teacher's very good subject knowledge and excellent use of resources – copies of the school's logbook from the war years describing the headteacher's preparations for air-raids – made history come alive for the pupils and led to a very high level of interest and motivation.
19. In the great majority of lessons, teachers' classroom management skills are very effective; teachers utilise a range of management strategies and are successful in

motivating pupils and encouraging good behaviour. In the best lessons, particularly in upper Key Stage 2, pupils are very well managed and high standards of behaviour prevail. Teachers are conscientious and they work hard for the benefit of all their pupils. They use resources effectively and imaginatively to motivate and interest pupils. Support staff are deployed well; they work well with class teachers and are well informed about the teaching and learning objectives for the lesson. Most lessons move along at a good pace and teachers, in the best cases, change activities frequently to gain and maintain pupils' interest and attention. However, some lessons are over-long and the pace of work tends to slow towards the end of these long lessons. Most lessons are well resourced and prepared.

20. Teachers' day-to-day assessment of individual pupils is good, and often very good in Key Stage 2 where pupils' understanding is assessed constantly throughout the lesson and mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning. All teachers make very good, ongoing, day-to-day evaluations of pupils' learning and amend their planning in the light of this information. Marking in books is up-to-date and contains encouraging and evaluative comments. Teachers' make good use of homework to extend learning; pupils take their reading books home often and regular homework is set, particularly at Key Stage 2.
21. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the register of special educational needs and all make reference to providing suitable activities to promote learning. Good attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers and support assistants show great patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. Pupils are given very good, skilled assistance from the well-qualified, experienced and committed support staff. The combined attention of teachers and support staff has a most positive impact upon the good progress that the pupils make in their learning.

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

22. The school makes satisfactory curricular provision for children in the Foundation Stage. The curriculum is reasonably broad and well balanced, and a wide range of interesting and lively activities, based on practical experiences, generally meets the children's needs. Planning for the reception class gives appropriate priority to personal, social and emotional development, language and literacy, and mathematical development. However, planning does not take full account of the recommended Early Learning Goals for children of reception age in the mixed-year class. This means that not all children have equal access to a specific curriculum for a complete year prior to their studies at Key Stage 1. In addition, the lack of outdoor play facilities limits the children's experiences of using large wheeled toys and climbing and balancing apparatus on a regular basis.
23. The curriculum provided throughout Key Stages 1 and 2 is satisfactory. It is broad and reasonably well balanced, and covers all areas of the National Curriculum and religious education. It meets the statutory requirements for religious education in

accordance with the locally agreed syllabus. Overall, the curriculum is effective in promoting pupils' intellectual, physical and personal development. It ensures equality of opportunity and prepares pupils well for the next stage in their education. However, the provision for information and communication technology does not yet meet statutory requirements because, although the subject is taught on a regular basis, insufficient time is provided for all pupils to learn and develop their skills in control technology.

24. Since the last inspection, school policy documents and schemes of work have been introduced for all subjects. The curriculum is planned well. Weekly meetings between all teachers within the key stages to plan all subjects, helps to provide for continuity. The subject co-ordinators monitor the progression of the subject with a particular focus on the skills to be learnt. The National Literacy and Numeracy Strategies have been implemented successfully and they are having a positive effect on improving standards, particularly in Key Stage 1. The co-ordinators fully appreciate and understand these initiatives and support staff well and resource the areas appropriately. Plans are regularly monitored and lessons are observed regularly by the co-ordinators and governors to ensure coverage of the curriculum.
25. There are suitable programmes for health and sex education. Personal and social education, and education about the misuse of drugs, are well structured. Parents are provided with details of the work to be covered each term, which gives added support to learning. Pupils in Years 5 and 6 benefit from very challenging work across the curriculum, which has helped to raise standards well. For example, additional support and extension work is provided for pupils in English and mathematics, and pupils benefit from specialist teaching at the local secondary school. Pupils in Years 3 and 4 work in ability groups for science, which has had a positive effect on standards throughout Key Stage 2.
26. The school responds very well to the Code of Practice for pupils with special educational needs. This is a significant improvement since the last full inspection of 1996 when the provision was found to be unsatisfactory overall. Currently, the school provides very well for pupils with particular learning needs, and curricular opportunities are also very good for pupils who have Statements of Special Educational Need. Reference to the special educational needs register, to individual education plans and discussions with the co-ordinator, class teachers, visiting support teachers and learning support staff indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made very well for pupils who have specific learning difficulties in English and mathematics. The provision for pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards targets set.
27. Pupils are keen to attend the wide range of opportunities to extend their learning through very good extra-curricular activities, as well as the support of parents in the running of a Saturday football club, the 'Kid's Club' and breakfast club. Sound links with the community include visits from representatives from the police and other agencies to alert pupils to the difficulties and dangers that exist outside the school. Participation in local events, such as the music festival and sporting competitions and educational trips increase pupils' awareness, self-esteem and confidence; they are proud of their school and develop mature and responsible attitudes as a result of the school's provision. These opportunities, plus visits to their secondary schools

when pupils enjoy 'taster' days, ensure that they are well prepared for transfer when the time comes.

28. The provision for the spiritual development of pupils is good. They acquire knowledge and insight into Christian values and beliefs, and those of some of the world's other great religions in religious education lessons. There are examples of the spiritual dimension being introduced into lessons, for example, Year 6 pupils recognise how privileged they are to have clean water and following a visit to a church pupils in Year 3 are given opportunities to reflect on their experiences. Through the study of natural objects and the landscape around pupils discuss and appreciate 'how fortunate they are to live in Cornwall'. Since the inspection of 1996, the school has extended the provision for collective worship, which is now planned appropriately, and includes time for prayer and reflection and meets statutory requirements. There are links with the local churches, which pupils visit and ministers visit the school from time to time, which adds to the spiritual dimension offered.
29. The provision for pupils' moral development is good. A moral code is being positively and sensitively encouraged throughout the school. The school effectively applies a positive behaviour management policy. Class rules are agreed and golden time is corporately worked for. The 'Worker of the Week' reward for each class presented in assembly supports self esteem and are valued by the pupils. Sanctions are clearly set out in a series of steps, which helps to promote fairness and consistency. Pupils know the difference between right and wrong. There is a very caring ethos based on respect and concern for one another. Pupils are involved in and regularly contribute to a variety of charity events. The school encourages participation in the 'walk to school week', which gives further focus to the pupils moral role in society.
30. The provision for the social development of pupils is very good. The quality of relationships between adults and pupils is very good throughout the school. Pupils are encouraged to work co-operatively by working in pairs or small groups, sharing ideas and equipment. They are good at accepting responsibility in class and around the school, for example older pupils take responsibility for looking after younger pupils within the day. Opportunities are being provided for pupils to take more responsibility and show initiative within the school forum. Day visits to places of interest extend the curriculum appropriately. Residential visits and competition in sport, as well as art and religious education, provide opportunities for pupils to work and play together fairly. Visitors with special interests or experiences are invited to share their knowledge and skills with pupils. Pupils with special educational needs are integrated well into the school.
31. The provision for pupils' cultural development is good. Pupils' awareness of their own culture is acquired through visits to places of educational interest related to the curriculum, for example, visits to museums and studies of the locality along with Cornish country dancing which is displayed at competitions and fetes. Visitors to the school, such as local artists and storytellers of Cornish tales are of added value. The pupils' study of other cultural traditions and the resources available are limited. However, some opportunities do arise within the curriculum, for example, the study of other faiths which include Judaism and Hinduism and Sikhism, and the customs of other countries studied in geography. Opportunities are provided for pupils to listen to recorded music from many other cultures.

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

32. The school has good procedures for ensuring pupils' health and welfare whilst they are on the premises. Risk assessments take place almost daily during the current building programme and security is always under review. First-aid practice is good and members of staff are familiar with the well written health and safety policy. Good child protection guidelines are followed. The designated teacher has been trained, and two other members of staff are due to be trained in the autumn term. Teachers know their pupils well and are trusted to deal effectively with any concerns. Pastoral care is one of the school's strengths.
33. The school has established good procedures for monitoring and improving pupils' attendance. Registers are looked at regularly, by governors as well as staff in school, and an absence file is kept up-to-date. Responsible parents inform the school when their child is absent and why, and it is rare for a telephone call to be needed if this information is not forthcoming. The education welfare officer only visits if the school requests this but occasionally referrals are made if staff are concerned.
34. Good school procedures are in place to promote good behaviour and to monitor this. The school has high expectations and the discipline policy is well known and effective. Positive behaviour management is succeeding and inappropriate behaviour such as bullying is now rare. None was observed during the inspection. Rewards in the form of team points, golden tickets and golden time provide good incentives and are valued by pupils. Few sanctions are needed as all want to please. Exclusions are very rarely necessary and have not been used in the past year.
35. The school has very good systems to assess and track pupils' academic performance and their personal development, and these are regularly reviewed and adapted. In-class notes are made by diligent learning support assistants, and teachers record individual achievements and social development in pupils' profile booklets. These are regularly up-dated. Baseline assessments for children in the Foundation Stage, carried out during their first term, provide good information for teachers on which to plan. Optional tests are taken by pupils in Years 3, 4 and 5. The headteacher analyses the data on year cohorts in depth, and test results at the ends of Key Stages 1 and 2 are scrutinised closely to identify possible gaps in the curriculum. The school uses the 'Middle Infant Screening' test to put support structures in place for children at an early age, and reading is constantly assessed alongside the end of term test materials at Key Stage 2. Pupils evaluate their own and the work of others to see where improvements can be made. Good, analytical marking and useful verbal comments made by teachers in lessons ensure that pupils understand how well they are achieving and where they need to improve.
36. Teachers, who know their pupils well, use the wealth of information available to plan carefully for individual progress and personal development in the future. Curriculum links are made effectively as a result of the school's well-written policy for cross-curricular themes. The very detailed information contained in each pupil's profile booklet, which is an exemplar of good practice for recording information and tracking all areas of pupils' development, provides an excellent basis to assist planning and for informing parents about their child's progress at the regular parent interviews. Targets are reviewed at these interviews and National Curriculum levels as well as test results given. The comprehensive annual reports on pupils' progress contain good information on what individuals have achieved and on their personal

development, as well as clear targets for pupils to attain in the future. The reports are sent out in the spring term to inform parents prior to the final review of their child's achievement at the end of the academic year.

37. School procedures for monitoring and supporting pupils' personal development are good. Whilst largely informal in that individuals are only allocated duties for short duration and these responsibilities are mainly given to pupils in Year 6, all pupils are expected to help one other and to assist adults when they are asked to do so. Assemblies and circle time sessions highlight social and moral issues and result in thoughtful and thought-provoking discussions. Older pupils are regularly consulted through questionnaires about school issues. Academic, as well as personal, achievements are celebrated by all at the Friday assemblies. Membership of the recently formed school forum, to which a representative of each class from Year 3 upwards is elected, enables the views and concerns of all pupils to be discussed with the two governors and one member of staff who are also members. However, there are too few opportunities allocated to younger pupils, who are capable of taking on responsibilities.
38. The school provides very well for the support of pupils with special educational needs. The organisation and the quality of the records collected and organised by the co-ordinator, including the register of special educational needs are very good. Individual education plans, compiled by the co-ordinator in consultation with the class teachers and support staff are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and give precise attainable learning targets. All teachers have a special educational needs file, outlining statutory requirements, the school special educational needs policy and details of pupils on the special educational needs register. The files are unusually comprehensive, and clearly used well.

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

39. The school has now established effective links with parents and is committed to improving this already good relationship. Parents support the school's aims and ambitions for their children and are pleased they attend this popular local school. When they can they offer their assistance and those who regularly help in classes in the lower school are well deployed by the teachers. Others are delighted to accompany children on educational visits and are proud of their behaviour outside the school environment. During the inspection, all who went to Trebah, a local garden of interest, thoroughly enjoyed the experience. Parents help their children with work at home, and their assistance makes a positive contribution to their children's achievement and to their personal development. In addition, the school has run a series of workshops for the parents of some pupils in Year 1 to show them how to help their children at home. Attendance at parent interview meetings is very good, and all are keen to see their children perform at school productions. An impressive number of parents attended the class 7 assembly when pupils celebrated parts of Cornish history and the achievements of Cornish people. Parents were very appreciative of the school's efforts to involve the whole class in this and so proud of their own child's contribution.
40. Parents receive very good quality information from the school. The well written brochure, governors' annual report, weekly news and other letters ensure that all are aware of diary dates and happenings at the school. Parents appreciate the school's 'open door' policy. Teachers are approachable and will always speak to

parents about any concerns they may have. The secretary is always available to help with form-filling and to give explanations or help to parents. The twice-yearly parent interviews, when parent and child meet the teacher to discuss progress and targets set, are well attended and valued by parents as a good indication of their child's progress. The detailed annual reports contain clear information on what has been studied and what their child has achieved. Comments from parents and pupils are invited and the school is happy to discuss these reports should parents request a meeting.

41. The enthusiastic Friends of Bosvigo School Association organise fun and fund-raising events. They provide a lot of support and 'supporters'. Local residents, as well as parents and relatives, enjoy school productions, the summer fayres and barbecues. The carol service held at the local churches are usually crowded. This enthusiastic support and involvement are appreciated by the school community and monies raised are spent for the benefit of all the children, for instance a set of costumes for the extra-curricular Cornish country dancing club and curtains for the hall have been purchased. The Friends are waiting to 'beautify' the site once the building programme is completed.
42. The valuable support parents provide, coupled with the school's determination to extend the good links and relationship with parents, make a positive contribution to children's achievements and to their personal development.

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

43. The leadership and management of the school are very good, with excellent features. The headteacher is a highly committed leading professional who has an excellent vision for raising standards and the future developments of the school. Management responsibilities are delegated well to the subject co-ordinators, as well as to the senior management team. Since the previous inspection, subject co-ordinators have been increasingly empowered to lead and manage their subject areas, and to take responsibility for monitoring teaching and learning. Their subject reviews and input to the very good school development plan demonstrate their high level of responsibility and accountability. The well-planned introduction of the National Literacy and Numeracy Strategies has been very effectively led.
44. The governors contribute substantially to the effectiveness of the school. They share with the headteacher a clear vision for future developments. Reports, given by the headteacher and staff at governors' meetings, keep them well informed about curriculum development and help them to monitor the standards and quality of education the school achieves. School developments are discussed carefully and prioritised very well.
45. The management of the provision for pupils with special educational needs is very good. The co-ordinator is well qualified, very experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies such as the learning support service, educational psychology service, social services and relevant doctors. Early contact is made with all parents as soon as concerns are noted about their children and there is evidence of parental involvement in all stages of the Code of Practice.

46. Overall staffing in the school is good. Teachers' qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately, there are co-ordinators for all subjects and special educational needs. Effective use is made of senior and experienced staff to act as co-ordinators to manage core and foundation subjects and special educational needs. Responsibilities are generally well matched to the interests and specialisms of the teachers. All teaching and support staff have agreed job descriptions.
47. A strength of the school is the provision of a good number of very experienced and effective learning support assistants. They work closely with the teachers and provide high quality assistance, particularly when supporting literacy and numeracy with less able pupils and with those pupils on the special educational needs register.
48. The school secretary carries out her administrative duties very effectively and is central to the efficient running of the school. The most helpful site supervisor maintains the school in very good order, and the cooks, mid-day supervisors and premises staff all perform their roles in a friendly, capable way and are all valued members of the school.
49. Arrangements for the professional development of staff are good. The staffing co-ordinator very efficiently oversees them, and allocates teachers to relevant courses. The professional development priorities reflect both the identified needs of the school and the personal needs of the staff. Documentation and discussions confirm that teaching and non-teaching staff have had considerable training in the last 18 months. Sound appraisal procedures are in place. The school has appropriate procedures for the induction of newly qualified and newly appointed staff to the school with a member of staff nominated to give help and guidance. However, currently there is no written policy for such arrangements.
50. The school has sufficient accommodation for the numbers on roll and, current building works notwithstanding, this is well cleaned and maintained. Vandalism is minimal and any litter is quickly cleared. Good liaison between the vigilant site supervisor and the building foreman ensures that disruption to classes is kept to a minimum. Demolition does not take place whilst pupils are on the premises.
51. The site and buildings are well secured. The school field within the boundary is well maintained, and although the other field is not immediately adjacent to the site it is larger and will be a useful asset once it can be used. Hard play areas, on sloping ground, are marked for outdoor games, such as chess. Pupils, parents and the school are looking forward to these being refurbished and landscaped once the new buildings are finished.
52. There are satisfactory resources to teach all subjects in the National Curriculum for the number of pupils on roll, although there is not yet sufficient software for information and communication technology teaching. The good mathematics and science resources and the wide range of art materials are well used. Although resources for Foundation stage children are adequate they do not have an outdoor play area, nor appropriate equipment for their play outside, but these shortfalls will be rectified once the extensive building works are completed. Stock in the library is improving as more books are purchased, although there are no dual language textbooks. Pupils have adequate supplies of books in classrooms from which to choose. Materials for teaching pupils who have special educational needs and for any who speak English as an additional language are satisfactory.

53. The school makes good use of external resources. Pupils are taken on trips to local museums and art galleries, as well as to the nearest beach and local gardens of interest to augment their education.
54. Educational priorities are supported very well through careful financial planning. Where it is possible to do so, the school budgets systematically for expenditure, is clear about costings, and the pupils benefit from these wisely-targeted spending decisions. The school has identified relevant priorities for improvement and spending decisions clearly relate to these priorities. Systems for financial control are unobtrusive and efficient and keep the way clear for classroom teachers to concentrate on their work. The headteacher provides very useful, detailed, up-to-date costings and analyses of the school budget to the governing body and reports to the governing body on a regular basis.
55. The school makes good use of new technologies. Specific grants received by the school, such as funding for the numeracy and literacy strategies and training, for 'booster' classes and for additional special educational needs support, are being used very effectively for the desired purpose.
56. The governing body and senior management team of the school are aware of the best value principles of comparison, challenge, consultation and competition and, where practicable, apply these principles in their decision making. The headteacher and governing body actively consider alternative providers for school services, comparing charges from a range of providers and considering alternative solutions. The school consults appropriately, both with local education authority financial and curriculum advisors and with parents, keeping them appropriately informed about significant changes to the school curriculum. The school provides good value for money.

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

57. The headteacher, staff and governors should:
  - (1) improve the standards achieved by pupils in information and communication technology by:
    - making sure that all elements of the subject's curriculum are taught;
    - improving the resources for the subject;
 (paragraphs 23 & 97-101)
  - (2) extend the current provision for children in the Foundation Stage by:
    - planning the curriculum for all children of reception age in accordance with the Early Learning Goals;
    - updating teachers' skills through suitable training opportunities;
    - improving the resources and provision for outdoor play.
 (paragraphs 22 & 59)

A minor issue that the governors may wish to address is the need to improve the provision and resources for multicultural development. This is indicated in paragraph 31.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	15	40	34	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	265
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	60

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### 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
	2000	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	18
	Girls	20	18	20
	Total	37	32	38
Percentage of pupils at NC level 2 or above	School	88 (73)	76 (75)	90 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	20	20	19
	Total	37	37	36
Percentage of pupils at NC level 2 or above	School	88 (68)	88 (70)	86 (73)
	National	84 (82)	88 (86)	88 (87)

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
	2000	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	16	15	16
	Total	31	32	34
Percentage of pupils at NC level 4 or above	School	86 (76)	89 (76)	94 (81)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	17
	Girls	15	14	16
	Total	28	31	33
Percentage of pupils at NC level 4 or above	School	78 (65)	86 (73)	92 (78)
	National	70 (68)	72 (69)	79 (75)

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	4
Pakistani	0
Bangladeshi	2
Chinese	0
White	226
Any other minority ethnic group	1

*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**

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	25
Average class size	29

#### **Education support staff: YR - Y6**

Total number of education support staff	14
Total aggregate hours worked per week	226

### ***Financial information***

Financial year	2000/01
	£
Total income	456,502
Total expenditure	462,291
Expenditure per pupil	1,778
Balance brought forward from previous year	11,770
Balance carried forward to next year	5,981

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	90

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	1	0
My child is making good progress in school.	54	38	4	1	2
Behaviour in the school is good.	40	54	4	0	1
My child gets the right amount of work to do at home.	38	50	10	1	1
The teaching is good.	59	33	4	0	3
I am kept well informed about how my child is getting on.	50	37	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	70	29	0	0	1
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	47	49	4	0	0
The school is well led and managed.	67	30	1	1	1
The school is helping my child become mature and responsible.	63	33	1	0	2
The school provides an interesting range of activities outside lessons.	58	37	2	0	3

**(NB: not all parents responded to all questions; therefore totals may not add up to 100.)**

### Other issues raised by parents

- Too much homework.

## **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**

58. Currently, there are in total 33 children of reception age in the two classes. Many children start school with average skills in personal independence, speaking, listening and mathematics and this is confirmed by the teachers' assessments. The majority of children achieve appropriately over time, and they reach the early learning goals in all areas of learning by the time they start Year 1. A strength of the Foundation Stage is the way in which all staff work together to provide close support for the children, especially for those with special educational needs. Non-teaching staff are well informed and extremely patient; they help to identify children's needs identified quickly and make a considerable contribution to their learning.
59. Since the previous inspection, the school has developed its provision for children in the Foundation Stage and the children are given a sound start to their education. However, although the curriculum is reasonably broad and well balanced, planning does not yet take full account of the recommended Early Learning Goals for children of reception age in the mixed-year class. This means that not all children have equal access to a specific curriculum for a complete year prior to their studies at Key Stage 1. The lack of outdoor play facilities limits the children's experiences of using large wheeled toys and climbing and balancing apparatus on a regular basis.

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

60. The majority of the children are keen to come to school and are eager to learn. Teachers quickly establish a feeling of security through daily routines and through their consistent attitudes. Each session starts with a quiet group time, which sets a purposeful working atmosphere. A good range of opportunities is planned for children to work together in small and large groups. For example, with adult support, the children co-operate and share when making clay and shell models. Good manners are insisted upon. All staff are consistent in their high expectations of the children's behaviour. They set clear boundaries and take every opportunity to reinforce high standards. Children are taught to respect and care for each other. Their ideas and work are valued and positive feedback given, which enhances their confidence and self-esteem. Celebrations, for instance, of Diwali develop the children's awareness of cultural and religious differences. The sound teaching and strong caring relationships between staff and children help develop confidence amongst all four and five year olds in exploring the range of activities provided.

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

61. Children make sound progress and achieve the Early Learning Goals by the end of the Foundation Stage. This is because basic skills are taught well and the quality of teaching is sound overall. Tasks are chosen carefully to meet the needs of different ability groups and teachers give clear advice on how children can improve their work. However, the curriculum for the reception-aged children in the mixed-year class is not wholly appropriate, because it focuses totally on the National Literacy Strategy, rather than the Early Learning Goals. Nevertheless, teachers' careful choice of attractive story books enthuse the children and motivate them to learn. All

children enjoy listening to stories, although some children concentrate only for a short spell. They generally show good recall and understanding of stories when sequencing pictures and they listen attentively to their teachers. Children are enthusiastic to join in repeated refrains, and enjoy exploring alliterative and rhyming words. Teachers use practical activities to effectively promote children's learning of letters and their sounds in lively and interesting word and text level work. The majority of the children recognise many letters by sound and can build up words orally. When writing, they make good attempts at writing the initial letter of words. A few higher attainers recognise many letters by sound and shape and can build up regular words such as 'nest'. They enjoy writing simple bedtime stories and contributing to their class books about, 'Dear Farm' and 'This is the Bear'.

### **Mathematical development**

62. Children make satisfactory progress and achieve the Early Learning Goals. All teachers plan for the systematic development of skills over time through an interesting range of first-hand practical activities. However, the curriculum is not planned fully to the Early Learning Goals, but to the National Numeracy Strategy, which is not wholly appropriate for the reception-aged children in the mixed-year class who need more practical activities. Nevertheless, the sound quality teaching enables children to practise counting, matching and sorting in class groups and on their own. Children join in a range of number rhymes and action songs and purposeful, practical play activities are well planned to support progress. Children recognise shapes such as circles, squares and triangles and they use computer programs confidently to identify shapes and complete jigsaw puzzles on screen. Teachers make good use of children's own experiences to help them increase their understanding of time. For example, activities based on breakfast, bath and tea-time enable children to sequence events in their own lives. Most children are becoming confident in counting and ordering numerals to 20, and sometimes beyond. The higher attainers can identify one more, or less, and sequence numerals carefully using the appropriate mathematical language. Teachers use questions effectively to extend and consolidate learning. For instance, when ordering objects from smallest to biggest or from shortest to tallest. Most children have a good grasp of the concepts of full and empty through structured activities in water play. Children are surrounded by good quality displays of numbers and shapes, which provide plenty of opportunities to help develop their knowledge and skills.

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

63. This area is taught effectively and children make sound progress throughout the Foundation Stage. Staff make good use of the school environment and of visits and visitors to enhance the children's knowledge and understanding. For example, the children learn to recognise the changes in the environment over time and they are becoming aware of the patterns of nature when looking at objects found on their trip to Trebah Gardens. Children are appropriately encouraged to learn through rich practical experiences and by direct use of their senses. The good opportunities for scientific investigations have enabled children to find out about drains and smells, magnets, and how to grow sunflower seeds successfully. During lessons, the teachers use effective questioning techniques to extend the children's thinking and help them make sense of the world. Good opportunities to investigate construction materials are provided throughout the Foundation Stage and computers are used appropriately to support learning. By the time they are six, most children are adept

at using the mouse to move objects on screen; for instance, to copy a repeated pattern and to drag and drop images.

### **Physical development**

64. Progress in physical development is sound. The majority of children reach most of the Early Learning Goals by the time they start in Year 1. However, although children take part enthusiastically in lessons in the hall, there are too few opportunities for daily outdoor play sessions with large apparatus and a lack of outdoor play equipment. The children persevere and are gradually becoming confident in throwing and catching large and small balls. Children move freely with pleasure and confidence. At play, they experiment with different ways of moving and control their bodies to hop, skip, jump and run in sequence. They enjoy playing, 'What's the Time, Mr Wolf?' and they show increasing co-ordination and respond quickly to the teachers' clear instructions. Children respond imaginatively to music. All teachers manage the children effectively and show good awareness of safety aspects. They use praise to encourage the children to explore a range of movement and develop confidence. Plenary sessions are used well to encourage children to think about what they have done and become aware of their own progress.

### **Creative development**

65. By the end of the reception year, children achieve the expectations of the Early Learning Goals. The teachers provide a broad curriculum supported by a range of interesting resources, well directed to extending the children's creative development. Learning support staff intervene sensitively and patiently to support and extend children's ideas so that they make appropriate progress and children with special educational needs are carefully guided. The sound teaching enables children to have access to a wide range of media to express their own ideas. Resources are well prepared and all children are given good opportunities to develop their use of colour through painting, collage and modelling. For example, their pencil drawings and pastel pictures of plants, such as giant *gunnera* and *astilbes*, are completed carefully, to a good standard. Children join in enthusiastically when singing in assemblies. They sing from memory and many children can keep to the beat, getting gradually louder and quieter, using their voices appropriately.

## **ENGLISH**

66. At the end of Key Stage 2, the 2000 national tests indicated that standards in English were above those expected nationally when compared to all schools and when compared to those of a similar context. When compared to prior attainment, the percentage of pupils achieving the expected Level 4 and the higher Level 5 was well above the average. Standards over the past three years have improved broadly in line with the national trend and they have improved significantly since the previous inspection. At the end of Key Stage 1, the tests results for in 2000 show that standards in reading were close to the national average when compared with all schools and with those schools of a similar context. However, the standards in

writing were well below the national average when compared with all schools and when compared with schools of a similar context. The inspection evidence largely supports this picture and indicates that pupils at the end of Key Stage 2 attain above average standards, whilst pupils at the end of Key Stage 1 attain average standards overall, with standards in writing having improved significantly over the last year. Pupils make sound progress at Key Stage 1 and good progress at Key Stage 2, particularly in the later stages.

67. The school has fully implemented the National Literacy Strategy. The structure of the literacy hour provides many opportunities for pupils to listen carefully and the emphasis that teachers place on encouraging active listening has a positive effect on this aspect, although it is not as well developed as the speaking element. Shared reading sessions instil confidence and encourage pupils to speak clearly. However, whilst most pupils are keen to speak and do so with confidence and assurance, the limited vocabulary of a number of younger pupils restricts their responses. Year 2 pupils clearly understand rhyming words and they use an appropriately wide vocabulary to express themselves when reading and giving opinions. Clear gains in speaking and listening are made during Key Stage 2. Pupils are encouraged to develop good listening skills and acquire specific vocabulary. Towards the end of the key stage, Year 5 pupils clearly distinguish between fact and opinion in advertisements and give confident well considered opinions when discussing the composition of formal letters on the emotive issue of building on an area of outstanding natural beauty. Year 6 pupils confidently discuss favourite limericks, talking knowledgeably about rhyming patterns and 'nonsense' verse. During the inspection, several older pupils talked confidently about a number of topics, including their favourite books, interests, holidays, the approaching transfer to secondary education and their reflections on the school's recent developments.
68. Inspection evidence gained from speaking to pupils, listening to them read and considering records of assessment indicates that attainment at the end of Key Stage 1 is broadly average in reading. Pupils make good progress during their time at school so that they attain above average standards by the end of Key Stage 2. At Key Stage 1, pupils enjoy reading simple stories together in the shared text element of the literacy hour. They increase the range of frequently occurring words that they can recognise on sight. Many pupils know single letter sounds and an expanding understanding of combinations that make one sound such as, 'th', 'ch' and 'sh'. Year 1 pupils recognise words ending in 'ed' and 'ew' and can select them from texts. Year 2 pupils recognise rhyming words, such as 'play', 'day' and 'worm', 'squirm', and they suggest correctly that 'turn' and 'worm' do not rhyme because there are different letters at the end. Throughout the key stage, as part of the literacy hour, pupils are introduced to a widening range of texts through which phonic skills and varied strategies are systematically introduced and reinforced. The guided reading sessions are used well to encourage pupils to talk about what they have been reading. Most pupils at Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. Many pupils understand the function of the contents and index sections in books. Higher attaining younger pupils read well from a range of texts. At the end of Key Stage 2, most pupils read independently from a wide range of books. They are able to interrogate texts and are able to make inferences and deductions, as when considering persuasive language and differentiating between fact and opinion in advertisements. Many are developing the skills of skimming and scanning for information, and there is much evidence from the analysis of exercise books and from displays, of information being gathered for a range of subjects across the curriculum. Research and library skills are good overall and many pupils,

when given the opportunity, are able to access and retrieve information from the Internet.

69. Attainment in writing is broadly average at the end of Key Stage 1 and above average at the end of Key Stage 2. Most pupils enter Key Stage 1 with writing skills appropriate for pupils of that age and make satisfactory progress throughout the key stage. They continue to develop handwriting skills so that letters become increasingly more clearly formed and controlled. By the end of the key stage, most pupils are able to convey meaning in their writing through short but clearly defined sentences. They can retell incidents in simple stories and reports. Spelling is given appropriate attention and taught through structured phonic work closely linked to the literacy strategy. This emphasises the connection between reading and writing. The spelling of most simple words is accurate and a number of more able pupils use a good range of adjectives in their growing vocabulary. Speech marks are sometimes employed and pupils use capital letters and full stops appropriately. Throughout Key Stage 2, grammar, spelling and punctuation continue to be taught systematically and pupils make good progress, extending their range of formal and informal writing across other subjects of the curriculum. They develop their awareness of how writers use words and varied sentence structure to hold the reader's attention. For instance, Year 5 pupils are able to distinguish the subtleties of persuasive writing in an advert for a new building complex. Their letters of protest or support are well considered and in many cases employ similarly persuasive language. Year 6 pupils engage in reading and writing limericks, with due reference to propriety. They are encouraged to compare the subject contents of the works of Edward Lear and Lewis Carroll. By the end of the key stage, pupils plan and draft their work to improve style, content and punctuation. Information and computer technology is sometimes used effectively in the drafting process and used very effectively to produce displays of work. There is good use of literacy across the curriculum, particularly in science; for example, in writing up experiments and in creating displays such as the water cycle in Year 6. Subject specific language is emphasised well, such as *metamorphic* and *igneous* in a geography display, and *permeable*, *absorbent* and *dense* in a science display. There are many examples of instructional writing; for example, in mathematics, when describing the drawing and cutting of shapes to form tangrams, and in design and technology, when explaining the process of making paper 'tropical fish'. These sit easily alongside factual evidence of a historical study of the Iron Age. This good use of writing to support learning in other subjects represents a significant improvement since the previous inspection when it was deemed unsatisfactory. Almost all pupils write fluently and legibly in well-formed script as a result of regular practice.
70. Pupils with special educational needs, and those who speak English as an additional language, make good progress as a result of well-focused teaching and skilled support. The targeting of pupils, using a range of assessments and carefully structured work, has a positive impact upon standards. The school has improved its provision well for these pupils since the previous inspection in 1996.
71. Teaching is good overall at both key stages; it is notably very good in Years 5 and 6. Teachers generally have a good understanding of the content and requirements of the curriculum and the National Literacy Strategy. They are enthusiastic about the subject, which has a positive effect on pupils' confidence and interest. Other characteristics of the good teaching are detailed, well planned lessons with careful attention paid to providing suitably challenging work for all pupils. The management of pupils and support staff is good. Teachers use praise well to reward pupils'

efforts and to encourage pupils to achieve as well as they are able. This has a positive impact upon learning and progress, although on the rare occasions when teaching is less than satisfactory, pupils do not behave well or achieve appropriately. The final parts of lessons are used very effectively to focus pupils' attention on the work completed and to consolidate their understanding and learning. In the later stages of Key Stage 2, there are many examples of very good, supportive and analytical marking, which also has a positive effect upon pupils' progress.

72. Leadership and management of the subject are good. The co-ordinator provides effective leadership through her monitoring of teaching and planning. She has been central in the development, planning, assessment and resourcing of English, including supporting the good improvements to the school library. Detailed analyses of national test results are used by staff to help them organise the long and medium-term planning of the curriculum, and this has a positive effect upon standards and progress.

## **MATHEMATICS**

73. The 2000 national test results show that pupils at the end of Year 6 attained standards that were well above the national expectations and the results of similar schools. At the end of Year 2, pupils attained standards that were below the national expectations and well below the results of similar schools. The inspection evidence largely concurs with this picture; it indicates that the school is maintaining the good standards at Key Stage 2, with pupils currently in Year 6 achieving above the expected level for their age in numeracy and all areas of mathematics. There has been an improvement in the standards achieved at Key Stage 1, with most pupils in Year 2 now attaining the expected standards. All pupils, including those with special educational needs and English as an additional language, are well supported to make good progress.
74. Pupils gain a sound base of skills and understanding in all mathematical areas, so that they increase in confidence and competence in the recall of number facts, including learning and using tables. By the age of seven, pupils know that subtraction is the inverse operation of addition. They can add money and give change. They use rulers and weighing scales to measure accurately. They tell the time, using the analogue clock, and recognize halves and quarters. They handle data and interpret block graphs. Pupils recognise and name shapes, and they are beginning to make comparisons of their properties. They describe position and movement and make patterns on a quarter turn.
75. By the age of 11, pupils work out calculations quickly in their heads, and on paper. They explain their working, methods and reasoning clearly using correct, mathematical language. They can solve problems using larger numbers and recognise more complex patterns in number. Pupils understand the importance of place value. The majority are conversant with fractions and decimals, and finding averages and percentages. They develop skill in the measuring of angles, and read more detailed scales with accuracy. Most pupils use and interpret a range of charts, graphs and diagrams. They make sensible estimations in measuring activities and of the answer in numerical problem solving and investigations. They find the perimeter, area and volume of shapes and construct and express in symbols simple formulae. Pupils work competently in other bases than ten. They have a very well developed skill for investigating and recording mathematical problems.

76. The quality of teaching and learning throughout the school is sound at Key Stage 1 and good at Key Stage 2, with some very good and excellent teaching in Years 5 and 6. Where skilful questioning is used well to assess what the pupils know and have understood, it ensures all pupils are fully involved and challenged appropriately. All pupils are supported well and any challenging behaviour is kept under control, enabling all pupils to achieve well within the lesson. The teachers use a good range of mathematical vocabulary, which results in the pupils being able to explain their work using the correct terminology. Where teaching is very good, the pace of lessons is brisk with teachers having high expectations of the quantity and quality of work within a given time. The good organisation of lessons enable pupils to recognise mistakes and emphasises the need to check their answers. Enthusiasm is engendered by interesting work, which is challenging, yet achievable and the lessons are fun. The highest attaining pupils are given sufficient extension work, particularly in Years 5 and 6, and this helps them to achieve well. The learning of tables, along with other mathematical tasks, is encouraged as homework, which has a good influence on learning. Pupils use mathematics to help learning in other subjects. For example, pupils are involved in mathematical work when producing and interpreting graphs to support work about 'Water Aid'.
77. Leadership and management of the subject are good. The school uses statutory and non-statutory test materials and careful analysis of the results indicates the needs of pupils, which are addressed in planning. Since the previous inspection, the introduction of the National Numeracy Strategy has been very well led and all teachers are familiar and secure with its contents. For example, the three-part lesson structure is soundly established and planning is good. Teachers use informal observations to assess pupils' attainment, as well as formal procedures.

## **SCIENCE**

78. Science is a strength of the school in which pupils achieve well. The results of the national tests for 2000 were above the national average and above those of similar schools by the end of Key Stage 2, whilst the teacher assessments for the end of Key Stage 1 show that attainment was average. Over the previous four years the trend has been one of year-on-year improvement. The inspection evidence concurs with this picture and shows that standards are currently well above national expectations at the end of Key Stage 2, and above the national expectations overall at the end of Key Stage 1. A scrutiny of work produced during the current school year indicates that pupils undertake a very good range of appropriate science activities covering all attainment targets, including the study of life processes and living things, materials and their properties and physical processes. Provision for scientific inquiry is particularly good throughout the school. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their work, use focused exploration and investigation to acquire knowledge, and attempt to explain their discoveries, drawing conclusions and using the correct technical vocabulary.
79. At Key Stage 1, pupils conduct investigations with confidence. They enjoy exploring the changes made to everyday materials and substances, such as water. For example, they predict what will happen when containers of water are placed in the refrigerator or freezer and they make successful conclusions about the outcomes. They undertake a wide range of investigative studies including finding out about the effects of exercise on the human body, the growing conditions for seeds, loud and

soft sounds, and the pliability of rubber bands. Written work is recorded well and good standards are achieved in the presentation of simple experiments.

80. At Key Stage 2, pupils mix sugar, salt and flour into water to discover which will dissolve to produce solutions and which will not. They predict what will happen, recording their findings carefully in tally charts and simple tabular form. They understand the concept of a fair test, realising that the amount of solid and the quantity of liquid need to be kept the same. They learn that the water temperature effects the rate at which a solid dissolves. Pupils make appropriate observations and use the equipment safely, with very careful guidance from the staff. They respond with great enthusiasm when considering the changes that take place when materials are burned. They recall their observations very well and offer relevant comments about practical experiments that show good understanding of the work covered. For example, comments such as, 'the fabric shriveled up and formed ash' and was therefore an *irreversible* change, and, 'the wax melted but formed a solid again in cold water' and was a *reversible* change. Pupils apply their knowledge well about how to plan investigations; for example, on how mixtures can be separated to produce clean from dirty water, made by mixing salt, sand and metal filings.
81. The quality of teaching and learning is satisfactory at Key Stage 1 and very good overall at Key Stage 2, where it ranged from excellent to good. Pupils are grouped according to ability for their lessons and this has a positive effect on progress because the very good classroom management helps to generate high levels of pupil motivation. In most lessons, teachers give very clear explanations and are confident in their subject knowledge. They motivate pupils well, maintain a brisk pace throughout the lessons, have good rapport with their pupils and high expectations of work and behaviour. Where teaching is very good or excellent, the teachers use questioning very well to probe and direct pupils' learning. They make very good use of scientific vocabulary and motivate pupils very well, so that very rapid progress is made during the lessons. Pupils with special educational needs, and those who learn English as an additional language, are supported well and make good progress overall. Leadership and management are very good. The school has successfully adopted and adapted a recommended scheme of work for the subject. Resources have been improved since the last inspection and they are now good.

## ART AND DESIGN

82. Pupils throughout the school attain standards in line with those expected for their age. They develop an understanding of the elements of art; working with line, colour, pattern, texture, shape and space. Pupils in Year 1 have successfully created collage pictures of the sea using a combination of felt, sand and different types of paper. They work in paint and are beginning to mix shades of colour to produce the dark colours for storyboards. They are developing their skill in observation by drawing a daffodil with appropriate colour added in pencil crayon and extending this work into a fantasy flower, which is brightly coloured. Pupils in Year 2 are beginning to recognize that proportion is relevant in their painting of people. They mix colours well and the more able pupils produce a good portrait. When creating sea pictures, pupils use sponge printing to make the feel of the waves with stones used to print the rocks. Paint is flicked from the brush to add foam and bubbles into the waves. From observation of natural objects seen on the beach, such as shells and rocks, pupils express the shapes on paper, using pastels

and drawing pencils. They begin to evaluate and explain what they think about the effect of various techniques and which are the most suitable for the task.

83. By the end of Key Stage 2, many good examples can be seen of pupils working with a wide range of media, using a variety of skills and techniques. Pupils have looked closely at the work of local artists and been inspired to reproduce a similar effect as in Year 3's study of Alfred Wallis' work and the effect of silhouettes. Pupils in Year 4 identify the differing moods of the sea in Mendelssohn's overture, alongside photographs of the coastline within Cornwall. They focus on images to sketch, before interpreting them into paint. Colours are mixed and blended with care, creating a calm and reflective picture. Pupils scrutinise modern and impressionist works of art considering the direction of light, texture, mood and colour and using a wide choice of media including information technology to successfully captivate a part of the picture. Pupils with special educational needs and English as an additional language work and achieve well for their age and ability.
84. The quality of teaching is good throughout the school. Teachers have good subject knowledge, which enables pupils to build effectively on their artistic skills and techniques already acquired. Where challenging activities are introduced which are demonstrated in order to extend pupils' knowledge and skills standards are higher. Explanations and instructions are clear, ensuring that all pupils are focused on the objectives for the lessons. Opportunities for pupils to talk about their own work, and that of others, in order to evaluate it are offered. Work is well matched to the needs of all the pupils. Very good relationships enable teachers to provide well-directed help to give pupils confidence. There are many examples of well-displayed work around the school, which are linked to other areas of the curriculum and enhance the learning environment. Pupils receive a wide range of experiences in painting, printing, drawing and modeling. There are good examples of large-scale three-dimensional work by older pupils, usually for a specific purpose, such as facemasks to use in a Greek play. Computers are used appropriately to help the development of pupils' skills and artwork; for example, pupils in Year 4 have designed tessellating patterns, using a rotating motif. Where sketchbooks are used and valued, pupils experiment and develop skills in pencil control and observational drawing. However, the policy on their use needs to be reviewed and agreed, as it is inconsistent across the school. Art and design makes a positive contribution to the spiritual and cultural development of the pupils.
85. Since the last inspection, a policy and scheme of work for the progressive development of skills throughout the school have been implemented. The subject co-ordinator monitors the planning of both key stages, ensuring the coverage of the elements of the National Curriculum and the tracking of pupils' achievements. The wide range of experiences offered to pupils, along with the quality and accessibility of resources, is good. Great benefit is gained from local artists visiting the school and the sharing of expertise, along with visits to local galleries and museums and pupils' participation in competitions.

## **DESIGN AND TECHNOLOGY**

86. On the basis of a small sample of lessons observed during the inspection, discussions with teachers and pupils, and an analysis of displays, photographic evidence and teachers' planning, attainment in design and technology is satisfactory at Key Stage 1 and Key Stage 2. Pupils, including those with special educational

needs and the few who speak English as an additional language, make satisfactory progress overall. This represents an improvement since the previous inspection.

87. At Key Stage 1, pupils are able to draw simple designs and make a variety of models using mainly card and paper. They show sound skills in cutting and pasting, and are able to describe clearly their models and the construction process. Pupils in Year 2 were observed designing a post-bag. They talk confidently about colour, shape and materials and use a range of appropriate language for example 'shoulder padding' and 'reflective' material. Sound design and making skills are apparent in a display of masks and glove puppets created following the reading of, 'Where the Wild Things Are'.
88. At Key Stage 2, pupils in Year 3 demonstrate satisfactory design and making skills when producing money holders. They show a good understanding of the evaluation process and speak confidently about proposed changes to their designs. Year 4 pupils show good design and making skills when creating a range of attractive and practical swimming bags. Year 5 pupils design and make clay pots as part of an Iron Age topic in history. They also make pizzas at a partner secondary school as part of food technology, and apply their mathematical understanding when creating nets for different package designs. Year 6 pupils design and make masks of good quality as part of their work on the ancient Greeks. They apply their literacy and numeracy skills well when discussing the appearance, function and design of a cushion. Currently, pupils have limited experience of using computers to refine and extend design ideas.

89. The quality of teaching and learning overall is good. Teachers plan and prepare thoughtfully and materials and equipment are well managed. The planning and management of group activities are good and resources are used effectively. There are some good examples of pupils' work on display within classrooms and around the school. These celebrate pupils' achievements and enhance the profile of design and technology. The enthusiastic and effective curriculum co-ordinator has prepared a clear policy statement and scheme of work, which ensures appropriate curriculum coverage. Sound cross-curricular links are made between science, mathematics, history and art, and there are a number of instances of design evaluations incorporating writing skills.

## **GEOGRAPHY**

90. Standards are good at the end of Key Stage 2, and satisfactory at the end of Key Stage 1. Pupils make good progress as they move through the school. At Key Stage 1, in a good link with their literacy work on the story of 'Katie Morag', pupils study islands, identifying the physical features and how an island is different from the mainland. They employ maps of the Scilly Isles and are able to identify the largest and smallest island. Pupils use symbols effectively to represent features on a map and they understand the difference between 'human' and 'natural' features.
91. At Key Stage 2, pupils undertake a traffic census, discussing the types of traffic and why larger vehicles do not use the local roads. After visiting a clay-mine, they sequence the processes involved in the china-clay industry and discuss the impact of local industry upon the environment. Pupils demonstrate good knowledge, skills and understanding of local studies, so that by the time they reach the end of Year 6, they are able to use their information successfully to contrast and compare locations. For example, pupils investigate the different uses for water in the home, industry and for leisure purposes, and then compare these in the United Kingdom with those of less economically developed country. They learn about the way settlements and localities differ, and the effects of changes on the landscape.
92. The quality of teaching and learning is good overall at both key stages. Where teaching is very good, at the end of Key Stage 2, it is characterised by very good subject knowledge that is used to interest and motivate the pupils well, and leads to good quality of learning. Skilful questioning is used very well, allowing pupils to put forward their own ideas, but not allowing them to deflect from the learning intentions for the lesson. Pupils with special educational needs, and those who speak English as an additional language, are supported well. As a result, most pupils enjoy their lessons and respond enthusiastically. Since the last inspection, the school has adopted a recommended scheme of work, and made some suitable amendments to it that are appropriate for the school. This helps to ensure clear progress in the teaching and learning of skills and knowledge as pupils move from year to year, and provides guidance to teachers on appropriate expectations for pupils of different abilities.

## **HISTORY**

93. Standards are above the national expectations by the end of Key Stage 2, and in line with those expected by the end of Key Stage 1, indicating that pupils make good progress as they move through the school. Pupils study local history and

learn about the past from a good range of resources. They are given plenty of opportunities to develop their sense of chronology and learn about key events in selected periods of history. A strength of the subject, particularly at Key Stage 2, is the good use of pupils' literacy skills in writing stories, diaries and reports of historical events, which are frequently of a good standard.

94. At Key Stage 1, pupils study the life and times of Grace Darling. They learn about her early life, using reference books to locate secondary sources of evidence and recording information simply in pictures. By the time they reach the end of Year 2, pupils demonstrate an increased sense of chronology. They can sequence events, using terminology pertaining to the passage of time and have collected information, written and drawn about when Grace Darling was born, the house she was born in, her family, lifeboats and lighthouses.
95. At Key Stage 2, following on from a class visit to St Mawe's Castle, pupils are able to compare how water was used by the Tudors to how it is used today. They write enthusiastically about the building of the castle and select historical information well to help them complete their accounts. Pupils undertake a study of present-day Truro, considering the old and new buildings. They also study Celtic times and they understand why the Iron Age and the Bronze Age are so called. Pupils demonstrate a good level of factual knowledge and understanding of aspects of British history. They are starting to link information from a variety of sources, extracting relevant facts from texts. By the time they reach Year 6, pupils are able to study post-war Britain and understand the concept of 'primary' and 'secondary' sources of evidence. They demonstrate an understanding of the differences in the way facets of the past are represented and interpreted, knowing that historians tend to add their personal opinions. They learn about events, people and changes from a wide range of sources and record their work carefully to answer questions relevant to their inquiries.
96. The quality of teaching and learning is good at Key Stage 1 and very good at Key Stage 2, with occasionally excellent teaching in Years 5 and 6. Teaching is based upon very good subject knowledge, strong cross-curricular links and high expectations of pupils' work and behaviour. Teachers use questioning very well and make very good use of subject vocabulary, giving clear time targets and involving all pupils. Where teaching is excellent, the teacher, through skilful questioning, very good relationships with the pupils and very good use of resources – the school logbook from the war years – makes history come alive for the pupils, resulting in excellent progress being made during lessons. As a result, the great majority of pupils demonstrate a good level of interest and enthusiasm for the subject, and they concentrate and persevere with their work without repeated teacher-intervention. A good range of visits is arranged to motivate and extend pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Standards are below expectations by the end of both key stages. The school has made a few improvements to its provision since the previous inspection and is continuing to develop the subject further, but standards are not yet high enough across the school. For example, although the ratio of computers to pupils has improved and a computer suite has been set up recently, the limited number of machines and software available limits teaching, and pupils do not currently receive the full curriculum. As a result, pupils' achievements vary considerably throughout

- the school and are clearly linked to their previous experience. Those who have access to computers outside school are achieving better than those who have limited use of computers. This has been recognised by the co-ordinator who has a clear understanding of what is required to raise standards further.
98. At Key Stage 1, pupils are becoming confident in the use of the keyboard and mouse. They can use the spacebar well and use the shift key for capitals, and many can erase text and print out their work. Many pupils organise, amend and save their work confidently. However, pupils have very little experience of handling data or of how to control equipment and achieve planned outcomes by giving a series of instructions.
  99. Pupils at Key Stage 2 still have very limited experience of how to control equipment, data handling and multimedia work. However, by the end of the key stage, many pupils can use graphic programs to produce text designs and pictures. They can interrogate a CD-ROM and the Internet for information. For example, pupils in Year 5 use the Internet to produce shape puzzles and tangrams, whilst pupils in Year 6 investigate limericks in literacy sessions. Word-processing skills are developing well; pupils edit and draft their writing to compile letters of complaint and they create text and import pictures from a data bank. There is some evidence of data handling; for example, when Year 4 complete proformas as part of a science investigation, and when Year 6 pupils visit a partner secondary school to compile graphs from data gained on a visit to Halbullock Moor nature reserve. There is little evidence of computers being used to support the work in mathematics and science but the contribution to literacy is satisfactory overall and good at the end of Key Stage 2. Pupils have not yet had sufficient experience of communicating via email.
  100. The quality of teaching is satisfactory overall, but very little whole-class or large group teaching currently takes place. Many of the teachers have identified skills that they need to develop to improve their teaching and support. They have given their own time to undertake training, mainly delivered in school by the co-ordinator, who herself has recently trained in order to provide better support. This demonstrates a great willingness on the teachers' part to embrace the new technology and to use it to develop other subjects. The effects of the training are apparent in the well-produced displays seen in many class rooms that have been produced using the computers.
  101. The well-qualified and very enthusiastic co-ordinator provides good leadership and direction for the subject. She has overseen the development of an appropriate information technology policy and scheme of work. She has been particularly diligent in the training and support of teachers and has ensured that the school is very well placed to make good progress in information technology. Good technical support is given by a local secondary school and the number and quality of computers in the classrooms is satisfactory. However, facilities do not allow teachers to demonstrate the use of programs to a whole group rather than one or two pupils. The range of CD-ROMs to support subjects such as science, mathematics, history and geography is limited. The lack of resources currently limits the teaching of information technology, and this has a negative impact upon pupils' progress in the subject.

## **MUSIC**

102. Pupils throughout the school attain the standards expected for their age and ability and they enjoy their music making activities. Extra-curricular recorder lessons and the tuition provided by visiting specialist teachers in strings, brass, woodwind, keyboard and guitar enhances the provision for older pupils and adds to their musical experiences. This enables the more capable pupils to achieve well. Value is placed on performance and the choir sings at local care homes and takes a lead in the carol service. Older pupils participate in the County Music Festival and in wider group singing, for example the Save the Children concert in the Cathedral.
103. Younger pupils sing well showing good control of pitch and rhythm. In Year 2, pupils explore symbolic notation for recording composition. Pupils in Year 3 compose two-part music on five notes using the pentatonic scale. They work industriously in pairs enjoying the effects of a two-note drone and record their thoughts by letter name. Singing at this stage is musically controlled both in tempo and pitch, although pupils' range of notes is very limited. They accompany their singing effectively and their rhythmic control enables good singing in two and three parts when the tempo is sustained. In Year 4, pupils' listening skills are sharpened and they recognise that music can be expressive. They state their opinions and feelings clearly about Mendelssohn's overture, describing parts of it as 'bumpy and frightening', and, 'smooth and calm'. In Year 5, they further develop their understanding of the pentatonic scale and compose pieces within a given structure in larger groups, with a wider variety of tuned percussion instruments. They use a music programme on the computer confidently to create sounds, change the effects and listen to each other's compositions.
104. By the end of Key Stage 2 pupils are well able to maintain a steady beat and enjoy copying a variety of very complex rhythm patterns. Some pupils with special educational needs find co-ordination difficult, but make a good effort. The majority of pupils are developing a keen ear, and use their skill to take the lead with equally complex patterns being repeated. They can maintain a rhythmic pattern against another and recognise the mathematical links in music. They enjoy listening to, and participating in, lively and fun songs. However, the tone and timbre is not well polished.
105. The quality of teaching and learning is sound at Key Stage 1 and good at Key Stage 2. When lessons move at a brisk pace, quick changing activities and high expectations, pupils respond very positively to the challenge and their interest is maintained. Teachers share their enjoyment for the subject and teach musical skills and knowledge well to extend and challenge pupils' creative abilities in composition. The lessons extend pupils' appreciation and lead into creative work in other areas of the curriculum, for example, art and design linked to the theme of the sea. Instructions are clear with the teacher using correct musical terms throughout and the pupils quickly adopt these in their discussion. Mixed ability groups enable the lower attainers to work alongside those with more developed skills.
106. Since the last inspection, a published scheme of work has been adopted which ensures that all the elements of the National Curriculum Programmes of Study are covered and supports teachers' planning. There is a good range of tuned and untuned percussion instruments. The range of recorded music is wide, and includes music from other cultures. Opportunities are provided for pupils to listen attentively, which supports their spiritual and cultural development.

## **PHYSICAL EDUCATION**

107. As a consequence of time tabling and inclement weather, it was only possible to observe one lesson in physical education in Key Stage 1. Judgements are made following observations of pupils at play, reference to the range of extra-curricular activities on offer, including the performance of pupils in inter-school competitions, and in discussion with pupils.
108. Standards are in line with those expected at the ends of Key Stages 1 and 2. A number of pupils achieve good standards in games and almost all pupils meet or exceed the standard expected by the time they reach 11 years of age. The school has a thriving country dancing club and attends the local schools' dance festival. Pupils take part in inter-schools competitions and were winners of their local soccer league last year. One Year 6 pupil is in the Plymouth Argyle development squad. The girls' cricket team made it to the final rounds of an area competition.
109. At Key Stage 1, pupils demonstrate sound co-ordination when performing body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements in a controlled and safe manner. In games situations, pupils show expected skills when throwing and catching small balls. At Key Stage 2, pupils move with increasing control. They demonstrate an expected level of passing and catching skills in simple competitive situations. They show appropriate understanding of attacking and defending techniques in soccer situations. Pupils use equipment sensibly and responsibly and in competitive situations show due regard for laws and fair play.
110. The school offers an appropriate range of activities, which meet the requirements of the National Curriculum. These are enhanced by a good number of residential visits during Key Stage 2.

## **RELIGIOUS EDUCATION**

111. Pupils' attainment is in line with the expectations of the locally agreed syllabus at the end of both key stages, which is an improvement since the 1999 inspection report. The pupils in Year 1 speak confidently and share thoughts openly. They recount information about Hindu worship using the correct language, for example, 'shrine' and 'puja'. They explore situations, which lead to good and bad actions. The pupils in Year 2 have a satisfactory knowledge of the life of Jesus and of major Christian festivals. They can recall stories from the Old and New Testaments and know stories of miracles performed by Jesus. They ably offer opinions about their visit to the Cathedral and explain that they were particularly impressed by its size and the stained glass. They give more information about the Hindu religion and its festivals of Diwali and Holi and compare the religion with Christianity.
112. Pupils in Year 3 are developing a greater awareness of Christianity and its teaching. They explore what makes a community and recognise the importance of the church to Christians. They compare the appearance of the Bible with that of the Torah. Year 4 pupils explore a special place to them. They use expressive writing to advantage. They make comparisons between Christianity and Judaism and what makes a special place for each. Following a visit to a Roman Catholic Church, pupils in Year 5 discussed the parts of the church building in detail and compared it

with other buildings they had visited. They express their personal feelings, which they felt within the church, for example, mystery, being safe and near to God. Pupils in Year 6 have a sound knowledge of religious belief and teaching, and of various practices and specialist language. Pupils are beginning to ask questions and find their own answers. They study the story of the Creation and display an abstract collage signifying how they might visualise God. Their descriptive writing of a special place is very meaningful to them. They develop an awareness of the relationship between religion and everyday life through discussion. Pupils' knowledge and understanding of other religions are increased as they move through the school. All pupils, including those with special educational needs, are well supported and make satisfactory progress.

113. The quality of teaching at Key Stage 1 is satisfactory and it is good at Key Stage 2. Teachers have sound subject knowledge of the Christian faith and of other world religions to enable them to teach the agreed syllabus. Lessons are clearly planned and pupils well managed. Expectations of pupils' behaviour and the standards of response to questions are high. An open respect is shown by adults and pupils for the opinions and beliefs of others. Where questioning is used skilfully, it extends pupils' recall of information, adds to their knowledge and understanding and provides opportunity for the exploration of religious views and deeper understanding of religious issues. The subject is managed well and resources have been developed since the last inspection.