

INSPECTION REPORT

NEWLYN JUNIOR AND INFANT SCHOOL

Newlyn, Penzance

LEA area: Cornwall

Unique reference number: 111987

Headteacher: Mrs Angela O'Connor

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 30 April - 3 May 2001

Inspection number: 192272

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Carne Road
Newlyn
Penzance
Cornwall

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Appropriate authority: The governing body

Name of chair of governors: Dr P Hicks

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	English English as an additional language Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19322	Judi Bedawi	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?
31819	Shirley Duggins	Team inspector	Science Art and design Design and technology Religious education Foundation Stage Special educational needs	
20614	Don Kimber	Team inspector	Mathematics Information and communication technology Geography History French Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newlyn Junior and Infant School is an average sized primary school situated in the fishing village of Newlyn. There are 196 pupils on roll, taught in seven mainly single-aged classes. Currently, there are more girls than boys. At the time of the inspection there were 21 children in their foundation year. The school mainly serves the immediate area around the school where employment is seasonal and many families exist on low wages. Approximately 25 per cent of pupils are on the school's register of special educational needs, and 27 per cent of pupils are entitled to free school meals. These percentages are both above national averages. Ten pupils have formal Statements of Special Educational Need, well above the national average. There are no pupils from ethnic minority backgrounds but two pupils whose first language is French have recently joined the school. Last year there was a 15 per cent movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the pupils on entry to the school is generally below average.

HOW GOOD THE SCHOOL IS

Newlyn Junior and Infant is an effective school where many pupils make good progress in relation to their previous attainment. It has many strengths and provides a good education for its pupils. The school successfully encourages them to develop good attitudes to learning and to behave well. The school is led and managed well and provides good value for money.

What the school does well

- Creates a happy, caring ethos where pupils feel well supported and develop good attitudes to their learning and behave well.
- Provides well for pupils' spiritual, moral, social and cultural development.
- Provides well for pupils with learning difficulties.
- Provides a quality education for pupils where the standard of teaching is good.
- Encourages a positive partnership with parents and the community.
- Provides good leadership and management and a clear educational direction to the work of the school.

What could be improved

- Pupils' standards of attainment in writing at the end of Key Stage 2.
- Curriculum planning and assessment procedures for science, art, design and technology, geography and history.
- The consistency of teachers' short-term planning.
- The information made available to parents in the brochure and annual report to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since the time of the last report in March 1997, when the school received a good report. Standards of attainment have improved at the end of Key Stage 2 in line with the nationally improving trend. Standards at the end of Key Stage 1 have given cause for concern but are currently satisfactory. The curriculum provision for, and the standards achieved by pupils, in art, design and technology, information technology and music have improved. Sound progress had been made in developing policies and schemes of work in National Curriculum subjects but these rely heavily on the Qualification and Curriculum Authority's guidelines. The school is aware of the need to enhance curriculum planning for science and some foundation subjects to ensure adequate progression in the development of pupils' skills. The good quality leadership and management of the school

noted at the time of the last inspection have been maintained. However, it is only over the last 18 months that management has been able to rid itself of the large budget deficit, inherited when the junior and infant schools amalgamated five years ago. Consequently, it is only in recent times that a new computer suite has been established and plans to improve the outdoor play provision for Foundation Stage children have been established. The good quality of teaching noted at the time of the last inspection has been improved upon. Assessment procedures for English and mathematics are good, but at an early stage of development in other subjects. The school is well placed to make further improvements.

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	E	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	B	A	A*	
Science	E	D	B	A	

The above table shows, for example, that pupils' standards of attainment in English in the year 2000 national tests were average in comparison with all schools and above average in comparison with schools who admit their pupils from similar backgrounds. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in science, mathematics, and the speaking, listening and reading aspects of English is average. Standards of attainment are below average in writing. This year there is a higher than usual percentage of pupils in Year 6 who are on the school's special educational needs register. However, all pupils have made good progress in relation to their attainment at Key Stage 1, as was the case with last year's cohort of Year 6 pupils. The school's targets for 2000 were exceeded in English and mathematics last year. Attainment in other National Curriculum subjects and religious education is average and pupils make satisfactory progress in these subjects. Since the time of the last inspection, standards in art, design and technology, information technology and music have improved and standards in other subjects maintained.

National test results at the end of Key Stage 1 in 2000 showed standards of attainment in reading, writing and mathematics to be very low in comparison with national averages. Inspection evidence indicates that the current group of Year 2 pupils are achieving in line with national expectations in reading, writing and mathematics. This is a considerable improvement on previous results. Attainment in other subjects is average, except in science where it is below average. Pupils make good progress in relation to their attainment on entry to the school.

The majority of children in the reception class make good progress and are on track to exceed the Early Learning Goals¹ in their mathematical, personal and social development by the end of the Foundation Stage². They are on track to achieve the Early Learning Goals in their communication and language skills, physical and creative development, and in their knowledge and understanding of the world.

Pupils with special educational needs make good progress in relation to the targets set for them and receive good support from teachers and classroom assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to work and are interested in learning. They enjoy school.
Behaviour, in and out of classrooms	The pupils' behaviour is good in lessons and at playtimes. They move sensibly around the school. They are polite and helpful and hold doors open for visitors. Their behaviour in the playground has improved since the time of the last inspection.
Personal development and relationships	Pupils' personal development is good. They are encouraged to take responsibility and show initiative in the running of the school. There are good overall relationships between pupils and very good relationships between adults and pupils.
Attendance	Attendance is unsatisfactory because it is well below that of most other primary schools. Authorised absence is affected by the considerable number of holidays taken by families during term time. Registers also show evidence of increased absence around weekends.

TEACHING AND LEARNING

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

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

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

The quality of teaching is good overall and varies from very good to satisfactory. It was never less than satisfactory, of which 60 per cent of lessons were good and six per cent very good. Effective teaching at each key stage is still a strong feature of the school. The proportion of satisfactory or better lessons has improved considerably since the last inspection. Throughout the school the teaching of literacy and numeracy is generally good, as is the quality of teaching in religious education, geography, information technology and music. However, in English opportunities for pupils to write imaginatively and at length are inconsistent across the school. So too are instances when pupils can carry out their own scientific enquiry or apply their developing mathematical skills in investigative work.

In almost all lessons observed, teachers have good strategies for the management of behaviour and this is a strength of the school.

Homework is used satisfactorily to consolidate and extend what pupils have learned at school. Pupils' work is marked regularly and good assessment procedures are in place for English and mathematics, and for pupils in the Foundation Stage. The use made of assessments in other curriculum subjects, including science, is less consistent.

Well-trained support assistants provide good in-class help for pupils with special educational needs, targeted by their good knowledge of individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The National Literacy and Numeracy Strategies have been successfully introduced. Most subjects have policies but schemes of work are not in place for all subjects and the quality of teachers' short-term planning is inconsistent. The school enjoys a good and well-established association with its local community. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. The co-ordinator works closely with staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed with suitable achievable targets. Pupils have good support in class and are fully involved in all aspects of school life.
Provision for pupils with English as an additional language	Two pupils with English as an additional language have recently been admitted to the school. The school has quickly responded to their needs and with local education authority support, is providing suitable support for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has maintained the overall good provision for pupils' spiritual, moral, social and cultural development evident at the time of the last inspection. The provision made for multi-cultural education is satisfactory.

How well the school cares for its pupils	Good. The quality of care and attention paid to the pupils' welfare is good and a significant strength. The monitoring and promotion of good behaviour and personal development are good, as is the guidance offered to support pupils' personal development. Attendance monitoring is satisfactory. Procedures and practices for assessment and the monitoring of pupils' academic performance are good in English and mathematics but unsatisfactory in science and some foundation subjects.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides a clear educational direction to the work of the school and is ably assisted by her deputy.
How well the governors fulfil their responsibilities	Good. Governors are fully involved in monitoring the work of the school and are effective in acting as a critical friend. They are very supportive of the staff, parents and pupils. The governing body is appropriately involved in school development planning and monitoring the school's success in achieving the targets that are set. Governors fulfil their statutory requirements, except with regard to some omissions in the information made available to parents in the school brochure and the annual report to parents.
The school's evaluation of its performance	Good. The management of the school monitors the school's performance closely and involves all staff in identifying strengths and areas for improvement. The school improvement plan identifies appropriate priorities for development.
The strategic use of resources	Good. The headteacher and governors work hard to ensure that financial planning is good and that the funds available are wisely spent. Daily administration is very efficient and effective.

The school has sufficient teachers and a good number of classroom support staff to meet the demands of the National Curriculum for pupils of this age. Staff work well together as a team. The accommodation is good and learning resources satisfactory. However, there is no secure outdoor play area or large outdoor equipment for Foundation Stage children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoyed coming to school, made good progress in their learning and were expected to work hard.• The good quality of teaching their children received.• Staff were approachable and that the school worked closely with them.• The good quality of leadership and management.• The interesting range of activities that the school provides.	<ul style="list-style-type: none">• The amount of homework their children receive.

Inspectors' judgements support parents' positive views. A small minority of parents felt that the school did not provide the right amount of homework. However, it was clear from the pre-inspection parents' meeting that this was because some parents were against the whole idea of pupils of this age being given any homework. The view of the inspection team is that the school makes satisfactory use of homework to consolidate, and sometimes extend, what pupils have learned at school.

The school enjoys a good partnership with its parents and carers. There is always a warm welcome and time for parents who visit the school. Parents have good, positive views about the work of the school and are supportive of it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry to the school is generally below average. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in mathematics and science, and the speaking, listening and reading aspects of English are at expected levels. Standards in the writing aspect of English are below average. Across the school, pupils make good progress in these subjects and achieve well in relation to their previous attainment. The school has a higher than usual proportion of pupils with special educational needs and this affects overall attainment particularly in writing. However, these pupils make good progress because of the good support they receive.
2. The majority of children in the reception class make good progress and are on track to exceed the Early Learning Goals expected of pupils at the end of the Foundation Stage in their mathematical, personal and social development. They are on track to achieve the Early Learning Goals in their communication and language skills, physical and creative development, and in their knowledge and understanding of the world. Children have positive attitudes to learning and settle quickly into school routines as staff effectively encourage their self-esteem and pride in their work. Children are well behaved and play well together. Through good teaching, children make good progress in the development of their communication and language skills. They listen well and talk with growing confidence. The majority of children can write their own name unaided and are attempting to write independently. They enjoy sharing books and recognise some words and letter sounds. Children's mathematical skills are well taught and they achieve well with many of them able to count confidently to 20 and backwards from ten. They understand terms such as 'smaller than' and 'bigger than' when comparing size. A significant number of children have begun to record simple addition sums. Children make sound progress in their knowledge and understanding of the world. They have a growing knowledge of the variety of life in the world around them and the way they have changed since they were a baby. They develop a growing knowledge of their immediate surroundings and religious traditions. They learn to operate a computer independently. Children's physical skills are developing appropriately as they grow in confidence in their co-ordination. However, the lack of a secure outside play area and limited play resources restrict the development of pupils' physical skills. This weakness was highlighted in the previous report. Children make sound progress in using their imaginations to respond to music and to draw and paint using a variety of media.
3. In the year 2000 national tests at the end of Key Stage 1, pupils' attainment in reading and writing was very low in comparison with all schools and schools who take their pupils from similar backgrounds. Over the last four years standards of attainment have remained well below national averages. Girls performed better than boys but not significantly so. Inspection evidence indicates that the attainment of the present group of pupils in Year 2 is in line with national expectations in all aspects of English. Pupils make good progress in all aspects of English because of the good teaching they receive. They listen attentively and talk confidently using a widening vocabulary to explain their ideas and opinions. Frequent opportunities for structured talk ensure that pupils learn to communicate in a variety of formal and informal situations. By the end of the key stage, the majority of pupils achieve well in attaining standards in reading in line with national expectations. Year 2 pupils read accurately and with

some fluency, making use of a range of strategies such as picture clues and phonics to decipher unknown words and understand what they are reading. They have some knowledge of where to find the contents and index pages in non-fiction books and use these to find relevant information. However, pupils are unsure of how to use the library system in an independent way. Pupils, including those with special educational needs, make good progress in their writing when compared to their attainment on entry to the school. Pupils write for a range of different purposes but need constant reminders to punctuate their work. Higher attaining pupils are beginning to structure their work logically when writing more extensively. Standards of attainment in English, although below national averages over the last four years, are now at the same level as they were at the time of the last inspection.

4. In mathematics, the results in the year 2000 national tests at the end of Key Stage 1 show pupils' attainment to be very low in comparison with all schools and schools which take their pupils from similar backgrounds. The trend in standards since 1996 has remained below that of the national average, but with a marked improvement since 1999. Inspection evidence indicates that standards of attainment in the present group of Year 2 pupils are in line with national expectations. Pupils of all abilities, including those with special educational needs, make good progress when their performance is compared to their earlier levels of achievement. Good teaching ensures that by the end of the key stage the majority of pupils can count to 100 and use numbers up to 20 when adding and subtracting. They are developing an understanding of place value to 100 and are able to use centimetres when measuring length. Good emphasis is given by teachers to developing mathematical language so that pupils can solve simple number problems and describe some of the properties of common two-dimensional shapes. However, opportunities to carry out mathematical investigations are limited. Standards are at the same level as they were at the time of the last inspection, although they had fallen in recent years.
5. Teacher assessments in science at the end of Key Stage 1 in 2000 show the percentage of pupils reaching the expected Level 2 or above, to be slightly below average. The percentage of pupils attaining the higher Level 3 was close to the national average. Currently, standards at the end of Key Stage 1 are below expectations in pupils' knowledge of scientific facts and in their ability to carry out scientific investigations. There is an imbalance of teaching the different aspects of the science curriculum and pupils' knowledge of scientific processes, such as electricity and forces and motion, is unsatisfactory. Few opportunities are given to pupils to devise or carry out their own investigations. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress in relation to their previous attainment.
6. By the end of Key Stage 1, pupils' standards of attainment are in line with national expectations in information and communication technology. This is an improvement since the last inspection when standards of attainment were below expectations. Resources, and teachers' confidence in teaching the subject, have been improved and as a result pupils have better opportunities to develop their computer skills. Pupils are able to use simple word-processing programs to present and organise their writing. They confidently choose icons on the screen to use art programs such as 'Paint' and can save and print their work. Pupils have experience of organising and classifying information and using video and audio machines to gather information.
7. Standards in religious education by the end of Key Stage 1 are in line with the expectations of the locally agreed syllabus. By the age of seven, pupils understand the importance of the Bible to the Christian religion. They are aware of the

importance of some of the main Christian festivals and similar festivals from other world religions.

8. By the end of Key Stage 1, pupils make satisfactory progress and attain average standards in art, design and technology, geography, history and music and physical education. Standards in design and technology, art and music have improved since the time of the last inspection because of the better provision made for teaching these subjects.
9. At the end of Key Stage 2, standards of attainment in English have improved in line with the nationally improving trend. The results of national tests in the year 2000 showed pupils' standards of attainment to be in line with the national average for all schools and above average when compared to standards of attainment in similar schools. Standards have shown an upward trend since 1998. Inspection evidence indicates that standards in the current group of Year 6 pupils are average overall. However, the number of pupils, particularly boys, achieving national expectations in writing is below average. This is due to the high percentage of boys on the school's special educational needs register in this year group. Standards in speaking and listening are good in the Year 6 class and average in other classes across the key stage. The majority of pupils are confident when speaking in whole-class discussions and expressing their ideas. They are able to speak in a variety of formal and informal situations due to the frequent opportunities the school provides for them. Pupils listen attentively to their teachers and respond well to their questions. Pupils achieve well. By the end of the key stage standards in reading are average. Pupils are able to talk about the main events and characters in the books they have read and to express their preferences of author. The majority of pupils read fluently and with good expression. Standards in writing at the end of the key stage are below average. Early on in the key stage pupils have insufficient opportunities to write imaginatively or at length. Many pupils' writing makes little use of description and stories are often written as pupils would speak. Pupils' spelling is generally weak. Although many pupils make phonetic attempts at spelling more unusual words, more familiar words are often incorrectly spelt. They make better progress in Years 5 and 6 but standards are below expectations for approximately half of the pupils. A few higher attaining pupils are able to write extensively, structuring their stories well but a significant number of pupils do not. Standards of punctuation and grammar are at expected levels because of the good teaching pupils receive.
10. In the year 2000 national tests in mathematics at the end of Key Stage 2, pupils' standards of attainment were well above average in comparison with all and similar schools. The trend in standards has shown a marked improvement since 1998, rising sharply from well below to well above national averages. Inspection evidence indicates that the level of attainment achieved by pupils in the current Year 6 is in line with national expectations. This particular year group has a high proportion of pupils on the school's register of special educational needs, particularly boys. However, pupils of all abilities make good progress when compared with their attainment at the end of Key Stage 1, due to the good quality of teaching in mathematics. The majority of pupils have a secure understanding of place value and are confident when using the four operations of number, including decimal numbers. They are knowledgeable about percentages, fractions and the properties of two- and three-dimensional shapes. However, opportunities for pupils to work independently in more open-ended investigations are limited.

11. The school's targets for English and mathematics are realistic and were exceeded in 2000. Evidence from the inspection indicates that targets for 2001 will be hard to achieve.
12. In science, the results of year 2000 national tests at the end of Key Stage 2 show pupils' attainment to be below average in comparison with all schools but above average in comparison with schools who admit their pupils from similar backgrounds. Standards in the current group of Year 6 pupils are in line with national expectations in their scientific knowledge but below expectations in pupils' skills of scientific enquiry. Pupils have too few opportunities to construct their own investigations and this limits their progress in this area.
13. Pupils' attainment in information and communication technology is in line with national expectations at the end of Key Stage 2. This is an improvement since the last inspection. By the end of the key stage, pupils are able to develop, organise and present information in a variety of formats using word processing and desktop publishing programs such as 'Publisher' and 'Word'. They are able to use graphics to illustrate their texts. Pupils are able to use the edit function to highlight and cut text and to redraft their work. They use art programs with increasing confidence and skill and access information from CD-ROMs. Pupils make satisfactory progress.
14. In religious education, standards of attainment by the end of Key Stage 2 are in line with the expectations of the locally agreed syllabus. Pupils develop a sound understanding of the distinctive features of different religious traditions. Good opportunities are given to pupils to consider a variety of different religious beliefs and this helps them to value other people's beliefs, customs and points of view.
15. By the end of Key Stage 2, pupils make satisfactory progress and attain standards in line with expectations in art, design and technology, geography, history, and music. Standards in physical education are also in line with national expectations. However, a significant minority of pupils attain standards above this. Standards in swimming at the end of Key Stage 2 are above expectations. Standards in design and technology, art and music have improved since the time of the last inspection because of the better provision made for teaching these subjects.
16. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. These targets are met through individual work programmes that are reviewed and revised on a regular basis through an effective ongoing system of assessment. The progress owes much to the prompt identification of problems and the sensitive support given to these pupils.

Pupils' attitudes, values and personal development

17. Pupils have good attitudes to work and are interested in learning. They enjoy school. The pupils' behaviour is good with no evidence of inappropriate behaviour or bullying during the inspection. The overall quality of relationships is good with those between adults and pupils being very good. Attendance is unsatisfactory because it is well below that of most other primary schools. Pupils' personal development is good.
18. Foundation Stage children and Key Stage 1 pupils are provided with a warm, positive and colourful environment. This allows them to gradually build their self-confidence, develop their social skills and become increasingly independent. They enjoy the many play and learning activities that stimulate their interests and keep them involved, for example when mastering early writing skills. They are learning to share equipment

well and are starting to understand the needs of others around them. The children's behaviour is almost always good. They do sometimes forget, for example, when jumping down the stairs or becoming over-excited in physical development activities. The staff gently yet firmly, explain how and why they should behave, and the children do their best to remember. The children enjoy participating in whole-school community activities such as assembly, where they are attentive and well behaved.

19. Key Stage 2 pupils also have good attitudes to their learning. They listen carefully and participate well in question and answer sessions that are often lively, extending pupil's thinking well. This was seen, for example, when discussing the language in narrative poetry or during times-tables games where mathematical learning was not only challenging, but also fun. Pupils persevere when learning is challenging and work well, co-operatively and collaboratively, showing genuine appreciation when others are praised for good work. They do their best to make sure that any written work is neat. As pupils get older, opportunities for independent learning increase. Pupils are motivated well by lessons that encourage them to develop their own interests through research skills, as seen in the introductory lesson about the life and times of the ancient Egyptians.
20. Pupils with special educational needs make good progress in an environment that successfully promotes self-belief and self worth. Pupils know that they are a valued part of the community and are able to take a full part in the life of the school.
21. Pupil behaviour is good in lessons and at play. When moving around the school pupils are sensible, polite and helpful, offering a friendly 'hello'. Even the youngest children hold corridor or classroom doors open. At play pupils mix together happily. Those playing football usually manage not to intrude into quieter games or areas. The lower playground surface has a number of painted traditional games, such as hopscotch and snakes and ladders, that both boys and girls enjoy playing. Pupils treat each other with respect, with no unsatisfactory behaviour. This is an improvement since the last inspection. The situation that led to fixed term exclusion in the last year has been satisfactorily resolved. Parents are pleased with the quality of behaviour.
22. The quality of relationships and pupils' personal development in this happy community school are good, with the relationships between adults and pupils being very good. There is a high level of mutual respect. Pupils are happy in each other's company, with older pupils always ready to help younger ones. The staff provide positive role models, that clearly show pupils how they are expected to behave and helps them to understand the importance of building relationships beyond their immediate family. This ensures that pupils gain confidence in different social situations. Pupils have very little opportunity for any first hand experience of mixing with many children from different ethnic groups or cultures but children newly arrived to Newlyn from other areas or, very recently, countries, are readily accepted and soon start to make friends.
23. There are good opportunities for pupils to gain independence and develop initiative in the general running of the school. The Foundation Stage children are encouraged to do as much as they can for themselves, for example, changing for physical education. Pupils are elected to the school council and are able to voice any issues that concern them. The school has a 'House system' with prefects supporting the school's behavioural code by setting a good example to younger pupils. Various duties around the school are undertaken eagerly, with pupils perhaps serving drinks at lunchtime or putting away small games equipment. Year 4, 5 and 6 pupils' personal

development is enhanced through residential experiences locally and in London, whilst infant pupils recently spent a day at Plymouth Aquarium. Pupils represent the school in community events such as the Golowan Festival or when opening the Newlyn Lights at Christmas.

24. Pupils like school, but attendance is unsatisfactory, declining significantly in the last year, and since the last report. Authorised and unauthorised absence is high. Authorised absence is affected by the considerable number of holidays that families take during the school year, even allowing for seasonal employment. These holidays often last for up to two weeks at a time. There is considerable unauthorised absence, sometimes when pupils move to other schools and Newlyn is not told, but more often of a few days, affecting many pupils of all ages. Registers show evidence of increased absence around weekends, contributing to some weekly and daily attendance rates of well below 90 per cent. This means that many pupils miss the good quality teaching and this has a negative impact on their learning. Pupils with good attendance are affected because missed work has to be repeated, slowing learning. Too many parents are not supporting the school's efforts to improve attendance, or fulfilling their responsibility to ensure that their children attend school regularly.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching is good, overall, and varies from very good to satisfactory. It was never less than satisfactory, of which 60 per cent of lessons were good and six per cent very good. Effective teaching is still a strong feature of the school. The unsatisfactory teaching evident at the time of the last inspection has disappeared and, therefore, the overall quality of teaching has improved.
26. The teaching of the children during the Foundation Stage is good. It was never less than satisfactory and was good in two-thirds of the lessons observed. The teacher has a clear understanding of the needs of young children during the Foundation Stage and provides a suitable range of interesting activities that successfully build upon the children's previous learning. For example, children learn effectively as they reach the targets in their 'I can do' books and are consistently encouraged to have a go and see what they can do. Opportunities for outdoor play are lacking as there is no secure outside play area and little large-scale equipment. The teacher makes good use of assessment to set individual targets in all areas of learning and the children are involved in monitoring their own progress towards achieving them.
27. The quality of teaching in Key Stage 1 is good overall, and varies from good to satisfactory. It was good in 71 per cent of the lessons observed. Teachers have a good knowledge of what is needed for pupils of this age and basic skills are taught well. Support assistants are used well and teachers have good relationships with their pupils. Teachers take every opportunity to encourage pupils and increase their confidence to tackle things that they find difficult. Satisfactory use is made of information and communication technology in lessons.
28. The quality of teaching at Key Stage 2 is good overall, and varies from very good to satisfactory. It was good in 55 per cent of lessons, and very good in nine per cent. There were examples of good quality lessons in all classes but teaching was particularly good in Years 5 and 6. Generally teachers have a good knowledge and understanding of the curriculum and use this to provide suitable activities that are well matched to pupils' differing needs. Pupils are successfully involved in their own

learning by teachers sharing what it is they want pupils to know or be able to do by the end of the lesson. They then ask pupils to evaluate how successful they feel they have been in achieving these objectives. In some lessons, learning objectives are not sufficiently clear or list the activities to be completed rather than what pupils are to learn. Consequently, this affects the teachers' ability to evaluate the progress that pupils have made and use this assessment to plan future work.

29. The National Literacy Strategy has been effectively introduced and literacy is used satisfactorily to support pupils' work in other subjects. Teachers generally make sure pupils know what they are expected to learn and how this links with their previous work. However, the opportunities for pupils to write imaginatively and at length are inconsistent across the school.
30. Teachers use the National Numeracy Strategy to guide their teaching of mathematics and work is generally well planned to meet pupils' individual needs. Mental arithmetic sessions at the start of lessons are lively and enjoyed by pupils. Good questioning to encourage pupils to explain how they have arrived at their answers is more developed by some teachers than others. Teachers make good use of resources to aid pupils' learning and the quality of teaching is generally good. However, pupils are given few opportunities carry out their own investigation of 'real life' problems and to work independently.
31. In almost all lessons observed teachers have good strategies for the management of behaviour and this is a strength of the school. Teachers have good questioning skills and in many lessons this helped pupils' learning. For example, in a numeracy session a teacher probed pupils' understanding with questions such as "Can you explain how you worked that out?" or "Can anybody think of a different way of doing that?"
32. The quality of teaching in English, mathematics, religious education, geography, information technology and music are good overall. Teachers have good subject knowledge and provide interesting work that is appropriately matched to pupils' varying individual needs.
33. In some other subjects, such as science, design and technology and art, where the teaching is satisfactory, staff are not well supported by written Programmes of Study which clearly show how pupils' skills will progress across the school. Opportunities for pupils to work independently through scientific and mathematical enquiry are also limited.
34. Homework is used satisfactorily to consolidate and extend what pupils have learned at school. Pupils' work is marked regularly and teachers are very supportive in their comments. However, marking does not always include information on how pupils could improve their work. Good assessment procedures are in place for English and mathematics, and for pupils in the Foundation Stage. The use made of assessments in other curriculum subjects, including science is less consistent.
35. Well-trained support assistants provide good in-class help for pupils with special educational needs targeted by their good knowledge of individual pupils. Effective liaison between class teachers, the special educational needs co-ordinator and support staff ensures suitable support and challenge for these pupils to make real progress. This allows lessons to move at an appropriate pace. Good effort is made to include all pupils in oral sessions by appropriate questioning. Pupils with emotional

and behavioural difficulties are managed well. The consistently calm, sensitive yet firm approach enables these pupils to make good progress.

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

36. The curriculum is broad, balanced and relevant, and meets the statutory requirements of the National Curriculum, including sex education and drugs awareness, and the provision of religious education. Pupils at all levels of attainment can access the full range of subjects. This includes the weekly 30 minute French lessons provided for pupils in all classes. The curriculum for the Foundation Stage is now planned in line with the Early Learning Goals.
37. There are sound approaches to teaching the basic skills of literacy and numeracy across the school. The National Literacy and Numeracy Strategies have been successfully introduced, and pupils' progress in these subjects is tracked as they pass through the school. The school has identified the need to improve the quality of pupils' writing throughout the school. Information and communication technology also remains a focus for continuing improvement in the school development plan, to build upon the great advances already made in this subject. In the curriculum for many other subjects, the school is in the process of adapting national guidelines from the Qualifications and Curriculum Authority. Curriculum plans for these subjects are unsatisfactory because they do not set out the planned progression in the learning of concepts and skills as pupils pass through the school. There is thus the need to develop schemes of work for science, as well as other non-core subjects, to support such progression in learning.
38. At the time of the last inspection, many subjects did not have policies and also lacked schemes of work. Particular weaknesses in planning were identified in information technology, music, and design and technology. Now most subjects have policies, except geography and history. There are plans to meet this deficiency in the school development plan. Other substantial improvements in provision since the last report have been made for information and communication technology, music, and design and technology. A new computer suite has recently been installed, and music is now well developed with pupils able to work with visiting instrumentalists as well as with class teachers.
39. Pupils have very good opportunities to take part in a wide range of extra-curricular activities. These are strengths of the school provision, and a conscious effort has been made to enable pupils in Years 1 and 2 to become involved in some of them. Netball, rounders, football and cricket are clubs open to boys and girls after school. Indoor clubs include drama, recorders, dance, gymnastics and computers, and there are Saturday clubs for art.
40. The timetabling of classes, and the organisation of extra activities including school visits, are carried out in ways to ensure that all pupils enjoy equal access to all parts of the curriculum, regardless of gender, level of attainment or disability. A lift also enables wheelchair access to reception, and Years 1 and 2 classrooms from the downstairs main building.
41. The provision for pupils' personal, social, and health education is good across the school. Pupils and teachers respect each other, and pupils are encouraged to develop a sense of self-esteem. Pupils gain much from 'circle time', and from other lessons when they can share together things which concern them. Visits from the community police officer to classes in Years 4, 5, and 6, the School Council, and the emphasis upon healthy eating in the new kitchen, all contribute well to this part of the curriculum.

42. There is good provision for pupils with special educational needs, which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with teachers, support staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed with suitable, achievable long-term targets. Work programmes effectively support the targets identified to help pupils learn and progress in realistic steps. Pupils with special educational needs have good support in class and are fully involved in all aspects of school life. Very limited use is made of withdrawing these pupils for support, thus ensuring they have full access to all subjects of the National Curriculum.
43. The school enjoys a good and well-established association with its local community. There are particularly close links with the 'Stepping Stones' nursery sharing the same site, which many children attend before starting at Newlyn. Pupils from Nancleaveverne Special School visit weekly and this has mutual benefits for all pupils, in developing tolerance and appreciation of disability. There are similar close links with the two main receiving secondary schools, through resources, drama, work experience and staff liaison. The school funds and subsidises many after-school activities, some of which younger pupils are able to attend and enjoy. Community groups and local businesses, are able to hire accommodation for classes at the school and the money raised is used to fund further activities to benefit the pupils. The brand new school kitchen, serving good fresh food, opened for the first time during inspection week. It is supporting business in the community by buying fresh produce from local suppliers. Funding has been secured to open a breakfast club. Each year pupils participate in the Golowan Festival in June and have opened the Newlyn Lights' at Christmas. Pupils give concerts or performances to community groups such as local retired people. The community police liaison officer regularly participates in helping pupils to learn about, for example, drugs education. Year 5 and 6 pupils participate in a multi-agency event to raise awareness of fire and personal safety, at a venue near Bodmin. Links beyond Cornwall are much more limited, but through the internet links with schools in Australia and Roscoff have been developed and each junior pupil has an 'e-mail' address.
44. Since the last inspection the school has maintained the overall good provision for pupils' spiritual, moral, social and cultural development. There are a good range of opportunities throughout the school for pupils to reflect and be made aware of their own and others' spirituality. The school and local environment are used well in history, geography and art to develop an awareness of heritage and appreciation of the wonders of nature that surround them. This was illustrated by Year 2 pupils' thoughtful descriptions of their ceramic tiles and rice collage shapes based on the seaside. Whole-school assemblies are mainly Christian and pupils are given opportunities to reflect on how the themes relate to their own lives.
45. The school is successful in promoting the values of honesty, responsibility, respect and self-discipline in line with its aims. This is largely due to the good role models offered by all adults in the school. Staff are trained to enhance pupils' self-esteem and self worth and this has a positive effect on the pupils in their care. Use of positive comments on a daily basis, notes to parents and the house point system effectively make the pupils feel valued and secure. This results in pupils' good attitudes to learning and good behaviour in lessons and around the school. Pupils are polite and helpful to visitors and are keen to share their work and achievements. The school effectively demonstrates the value of pupils' achievements by celebrating their successes in a weekly assembly and displaying them throughout the school.

46. Provision for pupils' social development is good. Pupils are encouraged to work in groups and pairs, for example, when Year 3 pupils discussed and came to group opinions of what would make a perfect world. Some older pupils are prefects who are an active part of the pupil management team and aware that they reflect the ethos of the school. They have the responsibility of selecting the prefects' pupil of the week. The school council consists of representatives from each class who meet regularly with the headteacher and act as peer mentors and/or carers for other pupils. There is also good provision for social development through the visits arranged to support history, geography, art and the residential trip for older pupils. The school participates in competitions and inter-school league matches successfully developing pupils' team spirit. Pupils in Year 1, accepting the disabilities of others demonstrate the successful integration of a small group of pupils from the local school for pupils with special educational needs. The school effectively supports a range of charities encouraging pupils' understanding of the needs of others.
47. The development of pupils' own culture is good. However, the development of understanding and appreciation of other cultures are satisfactory. Pupils have a programme of art experiences through the school's links with the local Newlyn Art Gallery giving the pupils opportunities to create their own two and three-dimensional art based mainly on the local environment. Visits within the locality effectively support the history and geography curriculum and successfully promote an awareness, understanding and appreciation of local heritage, beliefs and customs, such as Mazey Day. Pupils are introduced to the beliefs, values and traditions of other cultures such as Jewish, Muslim and Sikh through the religious education curriculum. The school welcomes visitors to support pupils' learning, for example, the Silesian Dance Group from Poland and theatre groups. Pupils have an appropriate awareness of the wider world through their e-mail links with Australia and lessons in French. There are insufficient opportunities in the art and music curriculum for pupils to learn about other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The quality of care and attention paid to the pupils' welfare is good and a significant strength that enhances school life. The monitoring and promotion of behaviour and personal development are good, as is the guidance offered to support pupils' personal development. Attendance monitoring is satisfactory.
49. Although the procedures for checking on pupils' attainment and progress are unsatisfactory overall, there are some aspects where academic assessment and monitoring is good. In the Foundation Stage there are good assessment and record-keeping procedures indicating what children know, understand and can do. In Key Stages 1 and 2, there is also good assessment of pupils' learning in English and mathematics, with regular records being maintained of their progress in these subjects. In addition to the statutory tests at ages seven and 11, the school uses the non-statutory test for pupils in Years 3, 4, and 5 to help provide a picture of their progress. For other subjects including science, there is no system for the regular assessment and recording of pupils' progress. The school recognises the need to develop assessment procedures in tandem with the development of long-term curriculum plans (schemes of work) for these subjects.
50. The school has plans for staff development which will shortly enable a new software package, 'Assessment Manager', to be used to facilitate the monitoring and recording of pupils' progress.

51. The use of assessment information is used effectively in English and mathematics. For example, test results help to identify pupils who will benefit from additional support in English in Year 3, and Year 6 pupils who will gain from attending mathematics booster classes. Targets are also identified for individual pupils in mathematics.
52. The monitoring and promotion of behaviour and measures to prevent bullying are good. The behaviour policy is good with a positive emphasis and useful guidance for staff and pupils about bullying. Staff are consistent in managing behaviour and alert to any potential difficulties, acting quickly and sensitively in dealing with any incidents. Pupils enjoy the competitiveness of the house system and work hard to collect points for good work, behaviour or actions. Their achievements are celebrated in a weekly assembly and in displays around the school. Pupils who are experiencing any difficulty are easily able to ask staff for help or guidance. Clear records are kept noting any concerns for the small minority of pupils who find it more difficult to behave well all the time. Parental support is enlisted wherever possible, with different strategies used to improve the situation. No bullying was noted during inspection and there is now a good level of playground supervision, with pupils being gently discouraged from playing in any areas outside the view of the supervisors. The quality of supervision has improved since the last inspection.
53. Personal development monitoring is good. On arrival at school, many children lack confidence and social skills. By the time they leave in Year 6, they have become mature, self-assured, friendly young people, ready to move on. The staff take every opportunity to use positive praise to build self-esteem, whilst at the same time encouraging pupils to work on improving their personal weaknesses. Pupils accept the advice offered well, aware that the staff want them to do well. Formal discussion groups are used well from the earliest age so that pupils are regularly reminded of how others may feel. Ongoing records are kept often noting pupil preferences and personal progress. Social development also has a high priority and the school works hard to provide different experiences for the pupils. Lunchtime is a good example, with pupils of all ages eating, together with staff, in a family style atmosphere, enjoying the good, freshly cooked food from the new kitchen. School dinners are now increasingly popular!
54. Attendance monitoring is satisfactory. The school is aware that attendance is unsatisfactory and is working to improve the situation. Letters are sent requesting reasons for unexplained absence and parents are telephoned if children unexpectedly do not arrive. The school provides transport supervised by the headteacher to get pupils who live some distance away, to and from school. The educational welfare officer has a large 'patch' to cover so is unable to visit the school regularly, but does offer advice and support when it is needed. Registers are marked correctly but teachers are not completing daily and termly absence totals and this is significantly hindering the school's monitoring procedures.
55. Arrangements for child protection are good. The designated person is experienced and knowledgeable and ensures that staff are kept fully aware of procedures, including disclosure. There is an appropriate policy with local authority guidance followed. All school employees have been police checked. There are sometimes delays in receiving records from other areas, but good support and informal advice is available from the local authority, when required.
56. Health and safety procedures and practices are good. Local authority policy and documentation is used with an excellent format for recording any hazards. Records are properly kept with fire extinguishers tested as required. Fire drills happen

regularly. However, weekly fire alarm testing from different points is not in place. The qualified staff member for health and safety has a good understanding of the responsibilities involved and works closely with the headteacher and governors. All staff are first aid trained and some have resuscitation qualifications. Accident books are properly kept.

57. Early identification of pupils with special educational needs ensures effective support that successfully promotes good pupil progress. Pupils with special educational needs receive good quality support in class with work that is appropriately planned for them to work in a small group. This enables them to make good progress in their learning. Teachers continually assess pupils with special educational needs to ensure that work planned is sufficiently focused to enable pupils to make good progress. The school has built a good reputation in the county for the care, provision and success of pupils with special educational needs. There is good liaison with external special educational needs support staff and other agencies. However, provision for support from a speech therapist identified in one Statement of Special Educational Need is not met despite frequent requests. The school does all it can to meet these needs during the course of a school day. The school acts quickly to meet the needs of new pupils and has recently arranged additional help for two French speaking pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school enjoys a good partnership with its parents and carers. There is always a warm welcome and time for parents who visit the school. Parents have good, positive views of the school, appreciating the openness and support of staff, the quality of teaching and the security of knowing that their children are happy at school.
59. A good number of parents help during the school day, perhaps hearing readers or providing support when pupils go on visits. There is no formal parent/teacher association, but the school organises regular events including bazaars and discos, knowing that the parents and the community will offer their full support by helping and attending. The school raises considerable funds with the help of parental involvement.
60. The quality of information provided by the school is sound overall. There are regular newsletters to keep parents up to date and good daily opportunities to meet staff informally. The prospectus, although otherwise informative, and the annual governors report do not contain all the required information, for example, attendance rates, full end of key stage national test information, arrangements for disabled pupils, and financial information about the school budget. Pupils receive a Record of Achievement at the end of their time at Newlyn, containing work samples and other noteworthy personal achievements. Each year annual reports are received. There is some target setting to help pupil progress in English and mathematics, but it is inconsistent. Parents are more often told what has been taught rather than providing information about their children's strengths and areas needing development. End of key stage national test results are correctly reported and there are generally good summaries of pupils' personal development. Formal parents' meetings to discuss pupil progress are usually well attended, but there is more reluctance to turn out for meetings about the curriculum, such as literacy and numeracy.
61. Families provide a satisfactory contribution to their children's learning. Reading books go home regularly and the home/school liaison books are a useful means of

communication. Homework is provided regularly, focussing on numeracy and literacy, with a wider focus on independent work and research encouraged for older pupils.

62. Parents of pupils with special educational needs are fully involved in discussions about their children's progress, termly reviews of their education plans and where necessary, annual reviews.
63. Overall, the school continues to enjoy a good partnership with its families and is always prepared to investigate new ways of involving parents and carers in school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school is led and managed well. The headteacher provides a clear educational direction to the work of the school. She is very supportive of staff, parents and pupils. She has ensured that pupils feel safe and are valued within a stimulating learning environment by putting in place an effective behaviour policy that is clearly understood by pupils and consistently applied by staff. All staff feel well supported by the headteacher and have developed a shared sense of purpose in raising pupils' achievements and providing them with a good quality education. The headteacher closely monitors the quality of teaching in the school and is aware of the strengths and weaknesses of individual staff. The school has an appropriate performance management policy in place and staff are appraised each year.
65. The headteacher is ably assisted by her deputy and together they work well as a team. Subject co-ordinators who have been in place for some time, notably English and mathematics, manage their responsibilities well. They have a clear idea of the future developments necessary in their subjects. In other subjects, co-ordinators have only recently been in place and have yet to have the opportunity to fully monitor the provision in their subjects or to ensure that schemes of work are in place.
66. The governing body is fully involved in the work of the school and is very supportive of the staff, parents and pupils. There is an appropriate committee structure and governors have made improvements in the procedures for directly monitoring the work of the school. Governors are effectively informed about the work of the school through regular headteacher reports and presentations from subject co-ordinators. They also visit the school to observe lessons and talk with staff and pupils. The governing body is appropriately involved in school development planning and monitoring the school's success in achieving the targets that are set. Governors fulfil their statutory requirements except with regard to some omissions in the information made available to parents in the school brochure and the annual report to parents. These omissions have been brought to the attention of the governing body.
67. The school's aims and values are reflected in all its work, and there is a strong and positive ethos that promotes challenge and care for all. Pupils, staff and parents are valued, and parents in their turn clearly support the school and appreciate what it has achieved. Pupils are encouraged to work hard and behave well, and their achievement is celebrated. Much is done to ensure a calm and happy environment for the pupils.
68. The management of the provision for pupils with special educational needs is good. The headteacher is the special educational needs co-ordinator and she ensures that

addressing the needs of pupils with special educational needs is a fundamental part of the school's ethos. She receives good support from the school governor with particular responsibility for special educational needs. Classroom and learning assistants are well trained, capable and have a significant impact on provision. All school staff contributes towards the school's supportive ethos for pupils with special educational needs, which assist in maintaining their confidence.

69. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum, and they work well together as a team. One unqualified teacher, a graduate, is currently completing a 'registered teacher's' training programme with tutorial supervision within the school and from the local education authority. There are sound arrangements for the professional development of all staff and these are linked effectively to whole-school needs identified in the school development plan. Information and communication technology training is a major emphasis at present, and is led by a member of staff who is a 'platinum' standard trainer. The school has very recently received the 'Investors In People' award.
70. Accommodation to support learning in school is good. Most classrooms are spacious, and all are attractively maintained. The computer suite houses eight machines, and there are plans to develop the library to include more computers. Other specialist rooms include a technology room and a kiln. The tarmac area of playground is limited in size, although it is large enough for some outdoor physical education lessons. There is a good-sized grass playing field. A serious deficiency is the lack of a secure outdoor play area for Foundation Stage children. The school plans to address this.
71. Learning resources through the school are, overall, sufficient for the school's curriculum and range of pupils. In addition to the acquisition of up-dated computers and software, other improvements to resources since the time of the last report have been seen in music, mathematics, science, history, and geography. An increase in the range of reference books in the library will enrich learning. The school continues to make good use of the local area and school visits as resources for learning.
72. The headteacher and governors work hard to ensure that financial planning is good and the best use is made of all available funding. Additional grants are wisely spent. The school development plan incorporates targeted areas for future development with financial implications. The budget is well managed and careful consideration is given to the purchase of resources, with large items of expenditure put out to tender and the principles of best value are adhered to. The very efficient school secretary closely monitors all items of the budget. Daily administration is very efficient and effective and makes an important contribution to the smooth running of the school. The secretary is at present being trained in accounting to further support the school. The school makes sound use of information and communication technology in its management systems.
73. Up-to-date monthly balances available for the headteacher and governing body finance committee enable effective oversight of the budget situation. Within the last five years the school has successfully emerged from a large financial deficit on amalgamation to having a contingency fund. Financial administration with regard to the delegated budget was found to be satisfactory in the last audit report some four years ago in 1995/96. The recommendations following this report have been addressed. The governors' decision to spend more on classroom support staff than that usually found in schools is effective in promoting teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:

- (1) raise standards of attainment in writing by:
 - i. providing more consistent opportunities for pupils to write imaginative stories and to write at length during Key Stage 2; (paragraph 88)
 - ii. improving pupils' standards of spelling overall; (paragraph 88)
- (2) improve the provision made for science, art, design and technology, geography and history by:
 - i. developing coherent Programmes of Study for these subjects which assists teachers in providing for progression in pupils' learning; (paragraph 37)
 - ii. developing manageable assessment procedures for these subjects so that pupils' attainment and progress can be more easily tracked; (paragraph 49)
- (3) make more consistent the quality of teachers' short-term planning by:
 - i. ensuring that the evident good practice found in some classrooms is disseminated more widely across the school; (paragraph 28)
 - ii. ensuring that all lessons have specific learning outcomes so that pupils are clear about what it is they are to have learned by the end of the lesson, and teachers are able to more clearly evaluate pupils' progress in order to plan appropriate future work. (paragraph 28)
- (4) Ensure that all statutory reporting requirements in the school brochure and the annual report to parents are met. (paragraph 60)

In addition to the key issues above, the following areas should be considered for inclusion in the action plan:

1. Develop year group tracking records so that the school can more easily see how pupils achieve over the time they are in the school and thus making their usefulness in long-term target setting more apparent.
2. Improve the provision made for outdoor play during the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	60	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	52

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	50

English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	13
	Girls	9	10	9
	Total	18	20	22
Percentage of pupils at NC level 2 or above	School	56 (65)	63 (65)	69 (52)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	15
	Girls	10	6	13
	Total	20	19	28
Percentage of pupils at NC level 2 or above	School	63 (30)	59 (57)	88 (57)
	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	14	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	12
	Girls	6	8	8
	Total	19	21	20
Percentage of pupils at NC level 4 or above	School	86 (67)	96 (82)	91 (73)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	6	5	5
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	59 (65)	73 (65)	73 (60)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	196
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	8.0
Number of pupils per qualified teacher	24.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	232

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	401,585
Total expenditure	388,122
Expenditure per pupil	2,054
Balance brought forward from previous year	12,812
Balance carried forward to next year	26,275

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	6	0	0
My child is making good progress in school.	65	32	1	0	1
Behaviour in the school is good.	39	54	6	0	1
My child gets the right amount of work to do at home.	36	45	12	3	4
The teaching is good.	71	26	1	0	1
I am kept well informed about how my child is getting on.	52	43	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	13	1	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	58	36	4	0	1
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	58	36	3	0	3
The school provides an interesting range of activities outside lessons.	64	36	0	0	0

Other issues raised by parents

Parents felt that older pupils helped to look after younger children. They felt that the school encouraged the children to promote their talents in whatever field they might lie, and to take responsibility and show initiative. They also felt that their children were encouraged to think about those less fortunate than themselves and that they raised money for a variety of charities. As well as believing that the quality of teaching in the school was good, parents felt that the work of classroom assistants was good.

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

75. Children's attainment on entry varies from year to year but is generally below the expected average. The Foundation Stage education provided in the reception class is good overall and children make good progress. There are two major intakes into the reception class. Children who are five between September and January enter the reception class full time from the September. The remaining children of that year group come in part time in September and become full time in January. The majority of children attend the local nursery that is on the same campus as the school. The close professional relationship between the school and the nursery successfully eases children's transition into school.
76. Teaching during the inspection was in the main good. The analysis of children's work shows that over time teaching is good and is having a positive effect on learning. The teacher has a clear understanding of the Early Learning Goals and plans a suitable range of interesting activities that reflect the six areas of learning in the Foundation Stage. However, opportunities for outdoor play to encourage independence and confidence are still lacking although it was identified in the previous inspection. Plans have been drawn up to construct an area and provide with suitable large equipment and apparatus as soon as funds become available. Regular and full assessment in all six areas of learning is used well to take learning forward. Each child has a 'Caterpillar Book' in which simple, realistic targets are set to focus learning steps. Children know that the target must be met five times before it is achieved. They respond well to the targets and make much effort to achieve them quickly.

Personal, social and emotional development

77. The well-organised induction procedures ensure that most children enter the reception class with some measure of confidence. Children make good progress in personal, social and emotional development and the vast majority successfully exceed the attainment expected at the end of the Foundation Stage. All staff work very well together and provide good role models for the children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.
78. Children have positive attitudes to learning and settle promptly to self-chosen and teacher directed tasks. They show increasing confidence and a developing independence. The majority of children are eager to work and are at ease with the daily routines of school life, as when choosing an activity or recording through pictures and writing. Children happily work and play with each other, offering support when needed. This was evident when a little girl guided and explored the contents of the water tray with a new entrant who has limited English, as her first language is French. Children with special educational needs make good progress in this area of learning. Children behave well and talk willingly. They answer questions clearly and show an appropriate understanding of right and wrong.

Communication, language and literacy

79. A significant number of children have below average language skills on entry to the reception class. Through good teaching progress is good so that by the time they are five, most children in this class will reach the expected level in this area of learning. Children listen for sustained periods and participate in question and answer sessions with growing confidence. A good understanding of phonics is developed through effective teaching. The vast majority of children can name some sounds in words they use frequently. They confidently demonstrate their expertise in their early writing skills. Children enjoy sharing a book, demonstrating an eagerness to read and pride in recognising some words and letter sounds. They are familiar with the terms title, author and illustrator and most children can explain what they do. The vast majority of children can write their name unaided. There is the expected range of writing ability with some children copying over or under teachers' writing and many children attempting to write independently. Supplies of paper, pens, crayons and pencils are available and children readily use them.

Mathematical development

80. This area of learning is particularly well taught and by the end of the reception year most children will have exceeded the Early Learning Goals for mathematics. Children make good progress. They count confidently to 20 and backwards from ten. Children illustrate their understanding of number through showing the correct fingers for specific numbers that the teacher gives. The children practise counting, matching and sorting as a class and in groups. Good emphasis is made of specific mathematical vocabulary the teacher wishes the children to learn. The majority of children understand the terms 'number before', 'number after,' 'smaller than,' and 'bigger than.' Teachers' plans focus on the National Numeracy Strategy and good consideration is given to the range of children's abilities. This effectively builds on their knowledge and understanding. Purposeful practical activities set appropriate challenges. This was evident during the inspection when, prior to a group of six children beginning simple addition sums, they investigated how many ways they could make three using blocks and straws. The children concentrated and reasoned well, successfully obtaining good results. Good questioning by the teacher ensures that children develop an awareness of a systematic approach to solving problems and look for patterns to assist them. A significant minority have already begun to record simple addition sums and show a clear understanding of the work they are doing.

Knowledge and understanding of the world

81. Children make sound progress through effective teaching in this area. Standards are in line with those expected for children in a reception class. Children have a growing awareness of the needs and growth of living things through observations of tadpoles. They learn to recognise change over time. Adults support them well in investigating toys they played with when they were two compared to toys they play with now they are five. Through suitable practical activities children learn to recognise the different sounds around them. They observe the differences between their peers and record their findings about different colour eyes in pictogram form. Celebrations of Harvest, Christmas and the Chinese New Year successfully introduce children to the wider world of their own and other traditions. Children know about their immediate surroundings and show a sound sense of location and direction. Most children can name the parts of the computer such as monitor, keyboard, mouse and printer. They make good progress in recognising letters on the keyboard and using the spacebar.

Physical development

82. Progress in physical development is sound overall. In the hall, children move freely with confidence and appropriate body control to music. They show increasing co-ordination and respond quickly to the teacher's clear instructions. Daily physical activities are not available and they do not have suitable access to climbing apparatus or large toys such as prams, tricycles and scooters to successfully develop their control of large movements. This was highlighted in the previous report and a secure outdoor area is planned. Children handle pencils and crayons with increasing control. They confidently and safely use stairs and steps when moving about the school. A suitable range of opportunities develops children's skills of moulding malleable materials into specific shapes.

Creative development

83. By the end of the reception year, children achieve the expectations of the Early Learning Goals, particularly in the use of colour. From an early age children are encouraged to explore colours by mixing. During the inspection there was great excitement when a child discovered how to make green. The teacher provides a broad curriculum supported by a range of interesting resources well directed to extending children's creative development. Imaginative role-play opportunities appropriately increase children's creativity. Staff intervene sensitively to support and increase children's ideas so that they make suitable progress. All children join enthusiastically in a suitable range of songs and rhymes.

ENGLISH

84. Standards in English have improved at a similar rate to the national trend at the end of Key Stage 2 and the majority of pupils attain standards typical for 11 year olds. In the national tests in 2000, standards were typical for 11 year old pupils but above average for similar schools. Standards have improved particularly since 1998. Inspection evidence indicates that standards in the current group of Year 6 pupils are average overall. However, the number of pupils, particularly boys, achieving national expectations in writing are below average. This is due to the high percentage of boys on the school's special educational needs register in this year group. Standards in English at the end of Key Stage 1 are typical for seven year olds. The results of national tests show that over the past four years pupils' results have been consistently very low. Evidence from the inspection indicates that attainment of the majority of pupils in the current group of Year 2 pupils is in line with national expectations in all aspects of the subject. Therefore, standards of attainment have been maintained since the time of the last inspection.
85. Pupils build on the good start they have in the foundation year, and standards in speaking and listening are satisfactory by the end of Key Stage 1, and presently good in the Year 6 class. Generally pupils concentrate well in lessons and listen attentively to their teachers. Year 1 pupils talk about their visit to Plymouth Aquarium using simple sentences, such as "I enjoyed seeing the sharks". With sensitive prompting from their teacher they join in class discussions about the different materials that objects are made from. Pupils in Year 2 chat easily to one another and to adults when talking about their work and are beginning to use a wider vocabulary than they do in their written work. At both key stages pupils are encouraged through class and group discussions to express their own ideas and to speak clearly in a variety of formal and informal situations. For example, Year 2 pupils act as opticians in the role-

play area. Year 6 pupils enthusiastically describe nectarines as “red hot as flaming stone” and aubergines as looking like “a sapphire tear of glossy silk” when discussing similes and metaphors. Given the limitations of the pupils’ skills on entry to the school they achieve well at both key stages. The school gives a high priority to talk and to encouraging pupils’ oral skills by giving them frequent opportunities to express their ideas and opinions and by valuing what pupils say.

86. Pupils do well to attain satisfactory standards in reading at the end of both key stages. They say that they like reading and enjoy the reading-scheme books very much. At Key Stage 1, parents and teachers work together well to build up pupils’ reading skills and this has a significant effect on their progress. Home/school reading diaries contain many useful comments from parents to help teachers. Higher and average attaining pupils in Year 1 read accurately and with some fluency. They make use of a range of reading strategies, including phonics, to read unfamiliar words. Below average attaining pupils need much adult support to meet the reading demands of the classroom but are able to ‘read’ simple picture books, anticipating what the words say from the drawings. Pupils of all abilities enjoy books and make good progress. Many pupils in Year 2 know a range of authors and can talk about the books they have read at home. They read with expression and interest, and know what fiction and non-fiction books are, and most have some knowledge of where to find the contents and the index. However, pupils do not always have enough opportunities to choose books from the library, so are unsure of how to use the library system in an independent way. This acts as a hindrance to pupils developing the ability to find out things for themselves. In Years 3 and 4, pupils talk enthusiastically about their favourite authors, such as Roald Dahl and Enid Blyton. They show sound appreciation of these books referring to their humour and the sense of adventure they contain. By the end of Key Stage 2, the majority of pupils read fluently and with good expression a range of books, including more adult fiction, such as ‘The Horse Whisperer’. They understand what they read and are able to talk knowledgeably about different authors. The reading skills of most pupils are sufficiently well developed to enable them to cope with the texts they need for other subjects.
87. Standards in writing are average at the end of Key Stage 1 and below average at the end of Key Stage 2. At Key Stage 1, teaching encourages pupils to write more imaginatively by adding description to their work. For example, higher attaining pupils in Year 2 use words such as ‘steamy’, ‘sharp’ and ‘smoky’ in their work. In a poem about cold, a lower attaining pupil wrote of “dazzling ice”. Pupils are able to write for most purposes. They write stories, poems, letters and accounts about characters in history. Higher attaining pupils are beginning to structure their work logically when writing more extensively and make appropriate use of punctuation and capital letters. However, despite constant reminders from teachers, many pupils are not as yet making consistent use of capital letters and full stops when punctuating their work. Pupils of all abilities make good progress in their writing due to the good quality teaching they receive. Special educational needs pupils are supported well by classroom assistants. They ensure that these pupils have full access to the curriculum and that the specific targets for development in their individual education plans are addressed. Good teamwork ensures that all teachers and support staff know what they want these pupils to learn. Pupils make good progress because of this common approach.
88. At Key Stage 2, the majority of Year 3 and 4 pupils, although writing in a range of different formats, make use of a limited vocabulary in their work. Higher attaining pupils make good use of descriptive words, such as ‘glide’ or ‘float’, but many pupils’ stories lack imagination. A scrutiny of pupils’ previously completed work shows that,

although teachers place an appropriate emphasis on extending the vocabulary that pupils use, pupils have had few opportunities to write imaginatively or extensively. Through the effectiveness of the school's monitoring systems, more emphasis is being placed on this aspect this term. Pupils' spelling is generally weak. Although many pupils make phonetic attempts at spelling more unusual words, such as 'terifide' for terrified and 'sninmer' for cinema, they still spell words such as father (farther) and shoes (shose) incorrectly. Most pupils have made sound progress over the year but their attainment is below that expected for their ages. By the end of the key stage, pupils make sound progress in their writing but standards are generally below national expectations for their age due to the high proportion of pupils with special educational needs. A scrutiny of previous work in Years 5 and 6, indicates that pupils have made good progress over the year. A few higher attaining pupils are able to write extensively. They structure their stories and accounts into paragraphs. These pupils show an awareness of the reader, make use of a wide vocabulary and choose their words with care. Average attaining pupils punctuate their work correctly using speech and exclamation marks and are beginning to make better use of a variety of connectives than just 'and' and 'then', to write more complex sentences. Teaching in these year groups provides more opportunities for pupils to develop their imaginative writing and to write at greater length. This has led to better progress being made in this aspect of the subject with pupils writing descriptive phrases such as "explosions of colour dance in the sky," and "lonely cliffs and moorland cold and bare". Most pupils make appropriate use of a range of punctuation in their work. By the end of the key stage the majority of pupils identify parts of speech, such as nouns, verbs and adjectives. Higher attaining pupils are able to identify and use adverbs and adjectives.

89. The National Literacy Strategy has been effectively introduced and literacy is used satisfactorily to support work in other subjects, such as in history and design and technology. For example, Year 2 pupils write in sentences about how they will make a puppet, what materials they will use and the different ways in which puppets can be made. Year 6 pupils write about historical events, such as the Blitz and the living conditions of people during World War II.
90. The quality of teaching is good overall and varies from very good to satisfactory. It was good in just over half of the lessons observed. Generally teachers have a sound knowledge of the National Literacy Framework and provide appropriate activities in lessons. In the better quality lessons, activities are more imaginative and challenging and successfully engage pupils' interest and motivation. Pupils work at a good pace and sustain their concentration well. For example, in a Year 2 lesson, the teacher engaged pupils' interest and imagination in building up descriptive sentences to describe the creature that might be in the 'magic box' she had brought with her. Good questioning encouraged pupils to suggest suitable adjectives to describe what creature they thought was in the box and suitable verbs to describe how it moved. The teacher made good links with previous work which demonstrated that pupils knew what a compound word was, and the use made of an apostrophe in shortening words. In a Year 6 literacy lesson observed, pupils took obvious delight in making good use of words and constructing lively, colourful phrases to describe unusual fruits. Pupils were reminded about previous work on similes and metaphors and together read a poem which compared everyday vegetables to treasure. Good open questioning by the teacher, and support from classroom assistants, ensured that all pupils were fully involved and understood the imagery used by the writer. Good use was made of resources and humour as all pupils were given frequent opportunities to use their imaginations to create lively descriptions, such as "brooding broccoli" and "hairy headed coconuts". Pupils made good progress in developing their speaking,

listening and writing skills as the pace of discussions was lively and brisk. In all lessons observed pupils are well behaved and listen attentively to their teachers. In the better quality lessons, teachers' expectations are high and pupils respond enthusiastically. They sustain their concentration well and work well together, showing mature appreciation of others' achievements and delighting in their own.

91. The English co-ordinator is effective and manages the subject well. She monitors teachers' planning and observes the teaching of English each term. Together with the headteacher, the co-ordinator has identified the weaknesses in writing and spelling, and these are currently a school focus. Overall, resources are satisfactory. However, the library has been recently moved and, although organised, is not inviting for pupils. Around the school lively displays enhance pupils' work.

MATHEMATICS

92. In the 2000 national end of key stage tests of pupils aged seven and 11, the overall performance of pupils was well below average at Key Stage 1 in comparison to all other seven year olds, and well above at the end of Key Stage 2 in comparison with all other 11 year olds. The trend in standards since 1996 at Key Stage 1 has remained below that of the national average, but with a marked improvement since 1999. The trend in standards in Key Stage 2 has shown a marked improvement since 1998, rising sharply from being well below the national average to well above it.
93. Inspection evidence shows that the level of attainment achieved by pupils at the end of Key Stages 1 and 2 is in line with the national average. In lessons observed and in work scrutinised, most pupils are achieving standards in line with national expectations, although some do not. Pupils in both key stages make good progress when their performance in mathematics is compared to their earlier levels of achievement.
94. The National Numeracy Strategy has been successfully and enthusiastically introduced and is now in its second year. It provides a secure basis for planning for progression in pupils' learning as they pass through the school. The school places strong emphasis upon pupils being able to use and to understand mathematical vocabulary, thus becoming familiar with a range of words used to describe mathematical features and processes.
95. As pupils enter the school their mathematical skills are generally below average. Teaching concentrates upon number, and in using mathematical language. Most Year 1 pupils can count to ten accurately using objects, and can read and write these numbers. Many also do simple additions involving money, and make measurements in non-standard units, such as fingerwidths. Year 2 pupils confidently count in tens to 100, and, in work with money, many can suggest different ways of making up the total of 50 pence. Most are able to measure using centimetres; they can recognise pentagons and hexagons in flower patterns; and they can identify right angles around the room. They are also developing their concept of halves as fractions. Working in pairs, they can count amounts of sultanas - 14, 20, 24 - and then halve them. Some readily recognise halving as the converse of doubling.
96. By the end of Key Stage 2, pupils have extended their knowledge of place value and use the four number operations with increasing confidence. They can add or subtract decimals to three decimal places, and multiply numbers with two decimal places. They can solve simple problems with ratios and work out problems involving

percentages and discounts. Year 6 pupils show a good understanding of equivalent fractions. Most know what is meant by perimeter, and can understand the relationships between the area of right angled, straight sided shapes, and the lengths of their sides. Year 3 pupils, building on their knowledge of fractions, can understand how two quarters plus a half makes a whole. Most pupils have a sound knowledge of three-dimensional shapes and can describe them using their characteristic properties of numbers of faces, edges and vertices. Pupils' data-handling skills are developed satisfactorily in Year 4, as they construct tally charts, bar graphs, and pictograms. Year 5 pupils indicate a sound understanding of probability, and can apply terms such as likely, unlikely, certain and possibly, to describe assorted events. There was less evidence of data handling in the work seen in Year 5, but some seen in Year 6 as pupils plotted measurements to show the relationships between head circumference and height.

97. The quality of teaching mathematics during the lessons observed was consistently good. Teachers have good subject knowledge, provide a good pace in lessons, and their own evident enjoyment of the subject encourages pupils to feel secure and to work hard. Liveliness, and often a touch of humour, typify the introductory mental mathematics and gets pupils quickly involved at the start of lessons. The practice of asking pupils to explain their methods, or thinking, in solving problems is more developed by some teachers than others. Good and often imaginative use is made of the various resources, such as counting sticks, to challenge pupils and get them thinking. The circular rich tea biscuits, used with Year 2 pupils, in teaching how to halve an odd number such as five, not only helped to promote learning but were also well received at the end of the lesson. Learning is further enhanced by the good contribution of support staff. Pupils with special educational needs are well supported and make good progress.
98. The co-ordinator provides good leadership for mathematics, and makes good use of some non-contact time to monitor learning in classes. A comprehensive system of assessment, monitoring, and recording of pupils' progress has been developed, and this will further help raise pupils' standards. Termly targets are set for pupils, and parents are informed of them. Results in standardised tests and optional tests are used effectively to guide planning by the senior management and subject co-ordinator.
99. Resources are sufficient to support mathematics teaching and learning. Pupils have responded well when using the recently acquired whiteboards to record their calculations, and the school is now well placed to increase the use of computers, not least in data handling. There is also the need to increase opportunities for pupils to develop their own mathematical 'real life' problems, and to work independently.

SCIENCE

100. Standards are currently close to the national average by the time pupils leave the school at the end of Key Stage 2. In the standard assessment tests for 2000, 91 per cent of 11 year olds achieved the expected Level 4 or above; of these 32 per cent reached the higher Level 5, which was close to the national average. Standards appear to be improving at Key Stage 1 where, last year, the teacher assessment indicated that 88 per cent of seven year olds achieved the expected Level 2 or above with 22 per cent of these achieving the higher Level 3. These figures were slightly below the national average with the number achieving Level 3 being close to the national average.

101. Currently, standards at Key Stage 1 are below expectations and at Key Stage 2 are broadly average. Pupils' standards in lessons observed are satisfactory in their knowledge of scientific facts. However, scrutiny of work during this current school year indicates standards to be below expectations in Key Stage 1 and in line with expectations in Key Stage 2, in the knowledge aspect of science. Standards in scientific enquiry, which are not examined in national tests, are well below expectations in both key stages. There is an imbalance of provision between the knowledge and understanding aspects of science; life and living processes are well covered throughout the school, materials and their properties are covered appropriately but physical processes are underdeveloped. This is due primarily to the lack of coherent subject co-ordinator. The school has recognised this and has initiated training for a member of the teaching staff to co-ordinate science from September 2001.
102. In Key Stage 1 pupils use their senses appropriately to feel a range of materials and develop their understanding of the importance of touch when there is no sight. Year 1 pupils successfully use a range of given words to describe different materials used to make a feely picture or pattern. Year 2 pupils become aware of how the senses of hearing and touch are important to a blind person when helping a blindfolded pupil to move around acting as their eyes. Year 5 pupils have a clear understanding of materials changing from solids to liquids to gases. They make appropriate progress in devising their own ways of recording their findings. The significant minority of more able pupils in this class successfully use specific scientific vocabulary when describing the processes. Year 6 pupils know how a shadow is formed and the best conditions for shadows. As a class activity pupils successfully prove that the position of the sun alters shadows. Pupils have insufficient opportunity to devise their own investigations and work in a systematic manner.
103. Science contributes to the development of vocabulary and the speaking and listening aspects of literacy. For example, Year 1 pupils, when describing the properties of a range of materials, and in Year 5 pupils are encouraged to use science vocabulary very precisely when describing changes of solids to liquids to gases. Year 6 work also supports numeracy through accurate measuring of the length of shadows made by a stick fixed to the whiteboard. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
104. Teaching and learning are satisfactory overall. Teachers plan using the Qualification and Curriculum Authority's suggested scheme of work but planning generally does not include sufficient range of practical experiences to effectively develop pupils' scientific skills of enquiry and understanding. Insufficient emphasis is placed on the development of appropriate recording and use of information technology. Pupils are managed well and lessons have suitable pace, which maintains pupils' interests and involvement.
105. The lack of a co-ordinator for science to oversee the planning and assessment has a significant effect on the progress pupils make throughout the school. Although teachers use a nationally approved scheme of work, there is a lack of coherent planning throughout the school, particularly in developing pupils' understanding of physical processes and investigative skills. Assessment procedures, although in place, lack a coherent and consistent approach that illustrates pupil progress or effectively informs teaching and learning.

106. The scheme of work needs to be reviewed to ensure pupils' knowledge, understanding and skills are built on systematically from one year to the next. Assessment procedures do not consistently support teachers in planning work that is clearly based on pupils' prior achievement and matched to their individual needs.

ART AND DESIGN

107. Standards overall in art and design are in line with national expectations at both key stages. There are samples of good standards of work but these are not consistent throughout the school. Standards have been improved since the time of the last inspection.
108. By the end of Key Stage 1, Year 2 pupils are confident to explore the use of two grades of pencils to create different effects. They consider facial features before drawing self-portraits, by considering the famous painting of the Mona Lisa and their own features by studying photographs of themselves taken previously with a digital camera. Literacy is developed well through their discussion work comparing position, shape and size of individual's features. Well-constructed questions engage pupils in close observation before drawing. They make appropriate progress in positioning features, particularly the eyes, in the most fitting place. With support of a visitor with expertise Year 1 pupils make good standard ceramic tiles based on the subject of the sea. Good use of colour blends of red, orange and yellow are illustrated by coloured rice collages of sea creatures.
109. Year 6 pupils, the end of Key Stage 2, indicate through discussion the wide experiences they have in art throughout the school. Very colourful individual collages using pasta illustrate designed and carefully structured pattern work. Division pictures effectively support work in mathematics and tie and dye T-shirts produced surprise and pleasure from what was designed. Year 4 pupils successfully consider how relationships are portrayed in art and make good attempts to produce a range of their own ideas with appropriate details on their images through shading, blending and use of definite lines. Year 5 demonstrate the suitable use of chalk blending, pencils and paints in their interpretations of Van Gogh's Sunflowers.
110. The general quality of the work demonstrates that pupils have positive attitudes towards the subject, and discussion with pupils confirms this. The school values individual interpretations and effort by the way pupils' work is thoughtfully and well displayed, effectively enhancing the learning environment and successfully building pupils' self-esteem and self-worth. Teaching overall is satisfactory. A wide range of experiences is available to pupils through good liaison with the local Newlyn Art Gallery. Local events, an art club and visiting experts in various fields effectively promote pupil confidence and appreciation of art in a range of forms. However, the progression of skills and techniques throughout the school is unclear. The effective use of a sketchbook is not evident throughout the school.
111. At present three people oversee this subject. The headteacher co-ordinates planning and progression and is responsible for the school's links with the local art gallery and the use of the art education room. A teacher manages the art club and supports colleagues in skills and techniques. A support assistant has the responsibility for display throughout the school. There is lack of a coherent approach to art and design. The school relies heavily on the Qualification and Curriculum Authority's document with limited attempt to adapt and incorporate examples into a school scheme of work that effectively supports the National Curriculum and use of the good facilities available to this school. There is a lack of assessment procedures that sufficiently

enable staff to plan work that is based on pupils' prior achievement, in order to ensure that knowledge, understanding and skills are developed systematically from one year to the next.

DESIGN AND TECHNOLOGY

112. The school has made some improvement since the last inspection that results in most pupils' standards being in line with those expected nationally at the end of both key stages. This is an improvement from the time of the last inspection. The subject is still developing to ensure a consistent approach to design and make activities and effective progress of knowledge, understanding and skills throughout the school.
113. In Year 2, pupils successfully explore a range of puppets to find out how they work. They use their knowledge of materials from their science lessons and effectively consider the suitability of the materials used. They record their findings on a prepared worksheet indicating the main reasons for being their favourite puppet. Good use is made of their language skills to write full answers that successfully convey knowledge and understanding. This is in preparation for the complete process of designing and making their own puppets. As an introduction to a new project, Year 4 pupils consider ways of making things move, particularly by using air power. Pupils demonstrate satisfactory knowledge of the design process by recording their ideas and list of needs in their design and technology books.
114. Key Stage 1 pupils have the experience of designing and making parachutes, fruit salads and models for a playground. Evaluations tend to emphasise likes and dislikes rather than what they would do differently. Year 3 pupils who constructively evaluate the kites they have made illustrate appropriate progress in evaluations of the work in Key Stage 2. Through the scrutiny of previous work it is evident that pupils' experiences in design and technology are sporadic. However, talking to Year 6 pupils it is evident that they have a sound understanding of the design process.
115. From the limited teaching observed and teachers' planning, overall teaching is satisfactory. Teachers have satisfactory knowledge and understanding of this subject. Projects that do take place are sufficiently prepared to ensure the design and make process is carried out in full. Resources are suitably prepared and objectives shared with pupils to ensuring clear focus and understanding. Pupils have opportunities to use their design and technology skills through the school's participation in local events, such as a kite making competition and Mazey Day festival. There was good support and involvement of pupils with special educational needs in observed lessons.
116. Effective progress is being made in devising a scheme of work to ensure appropriate organisation of the subject throughout the school and continuity and progression in pupils' learning. There is a lack of systematic assessment at the end of topics and consequently the use of this to plan future work matched to pupils' abilities. As a result teachers do not have sufficient information on which to plan work that systematically develops pupils' knowledge, understanding and skills from one year to the next. The progression of skills in design and technology is unclear throughout the school. Limited use is made of information technology to support this subject.

GEOGRAPHY

117. Two lessons were observed in geography. From these lessons, and from looking at pupils' work and at teachers' planning, it is evident that overall standards of attainment are in line with those expected at the end of both key stages. Standards have been maintained since the time of the last inspection.

118. Pupils make sound progress as they develop their knowledge of places, and their fieldwork skills, as they progress through the school
119. Year 2 pupils develop their geographical vocabulary and their understanding of places as they study features of the local area. Buildings, such as homes and shops provide a focus, as well as visits to places of work, such as the pilchard factory. Pupils extend their mapping and atlas-using skills in Key Stage 2. Topics include the island of St Lucia in Year 3, European locations in Year 5 and the local area in Years 4 and 6. Year 4 pupils carry out fieldwork observations along the local shoreline as they increase their knowledge of the misuse of resources and of pollution issues. After recording types of pollution observed on different days over the period of a week, they communicate their concerns about the quality of the environment in letters to the council offices. Year 6 pupils have a sound knowledge and understanding of many aspects of rivers. However, the work of rivers in affecting the landscape by the processes of erosion and deposition is not so well developed. Pupils study how places can change over time. They co-operate well in pairs as they work with modern and older maps, (1877 and 1908) for the parish of St Hilary, and old census figures. Many are able to identify changes, such as disappearance of the Jolly Tinnars and the smithy in the 1908 map, and the increase in the size of fields, and can suggest reasons for these changes.
120. There is good provision for pupils with special educational needs and they make good progress in relation to their prior learning.
121. The quality of teaching is good. Strengths include good management of classes and of resources, effective questioning to prompt thinking, and the good use made of the local area as a resource. Learning is also enriched by good cross-curricular links, particularly with history.
122. The school is currently adapting the curriculum guidelines from the Qualifications and Curriculum Authority. However there is no geography policy, and no scheme of work setting out a long-term curriculum plan to include learning objectives and assessment procedures. The school recognises the need to develop this and also track pupils' progress in geography. There is good use of field visits, and of e-mail links with Australia which help to motivate pupils' interest and learning. There is a useful emphasis upon enquiry, but too few opportunities for independent work. Resources are generally satisfactory, but some additions to maps, globes and appropriate computer software would be helpful to support teaching and learning.

HISTORY

123. Pupils' attainment in history at the end of both key stages is in line with national expectations. This reflects the level of achievement noted in the last report. Overall, pupils make satisfactory progress in their knowledge and understanding of people and events in the past, and of change over time.
124. Year 1 pupils, in a topic on homes, study differences and similarities between old and new domestic implements. They consider, for example, those used in the washing and laundering of clothes. Their historical vocabulary and imagination are extended in Year 2. Pupils compare hospitals and nurses now and in the past as they study Florence Nightingale. A group of six pupils were asked toward the end of the first lesson on this topic what they had learnt. All offered responses which included "she was posh", "rich", "hospitals were dirty", "her parents did not want her to be a nurse",

and “she was bourgeoisie”. The last pupil later confided that “I got that off my Madonna record”.

125. Pupils in Key Stage 2 continue to build their chronological understanding, and their knowledge of features characteristic of periods and societies studied. Topics include the effects of Viking settlement in Year 3, Britain and the wider world in Tudor times in Year 4, Victorian Britain in Year 5, and World War II in Year 6. Pupils develop their ability to suggest reasons for, and the results of, events and situations studied. They also develop an understanding of social aspects as they study conditions in the lives of the rich and the poor. There are activities when historical enquiry is promoted well, such as Year 3 pupils discussing a woodcut scene of a Tudor class room, and Year 4 pupils visiting Chysauster hill fort. However, there are other times when pupils’ work is over reliant upon completing work sheets. Also there are insufficient opportunities for pupils to consider historical interpretation, and to identify differing ways that the past is represented.
126. In the three lessons observed, the quality of teaching was satisfactory in one, and good in the other two. Features of strong teaching include good subject knowledge, questioning techniques which are challenging and provoke thinking, and an infectious enthusiasm which gets pupils involved. Frequently teachers make good use of cross-curricular links, and use incidental opportunities to reinforce learning in literacy.
127. The school lacks a history policy, and a scheme of work to bolster continuity and progression in learning through the school. Use is made of topics from the Qualifications and Curriculum Authority’s guidelines to support teaching and learning through the school. The school recognises the need, when evaluating these topics, to adapt them to be parts of an overall curriculum and assessment plan.
128. Pupils’ learning is also stimulated by the various visits to places of interest, some of which are local and others further afield. History resources are satisfactory overall. However, when opportunities occur, it will be helpful to build up the school’s collection of artefacts and other resources to support enquiry and investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards of achievement in information and communication technology by the ages of seven and 11 are in line with national expectations. This is an improvement since the last inspection when standards of attainment were below expectations at both key stages.
130. At that time, the development of confidence and expertise of staff in teaching information technology was identified as a key issue. The subject has featured as a priority in the school development plan since then. Resources are now good, with the new computer suite recently installed in the school, and a computer in, or just outside, every classroom. These computers are networked with those in the computer suite, with the exception of the stand-alone computers in Key Stage 1 classrooms.
131. In Key Stage 1 pupils learn to use both hands as they develop basic computer keyboard skills. Pupils use the ‘Paint’ program from an early age, and this promotes basic mouse using skills such as clicking on, clicking off, and dragging. Year 2 pupils are experienced in recognising and choosing icons on the screen. In addition to ‘Paint’, they use the ‘Word’ program for developing word-processing skills. They learn to gather information from a variety of sources, such as watching a video on Florence

Nightingale, and working with audio-tapes. The Year 2 'opticians office', with reception desk, telephone (not working), appointments notebook, clipboards, Barclaycard Visa processor and electronic typewriter, encourages play which involves organising and classifying information.

132. Pupils continue to make satisfactory, but perhaps not always steady, progress as they pass through Key Stage 2. All pupils have an e-mail address. The 'Paint' program continues to provide a useful tool for Year 3 and Year 4 pupils for developing keyboard using skills, and for adding text involving numbers as well as words. Year 4 pupils, generating images of a tropical fish in a net to which they add their name and date, show they have a good knowledge of many icons and of how to use them. This also helps them increase their skills to develop, organise and present their work. Year 5 pupils have set up e-mail links with an Australian school and learn how to share and exchange information in this way. At other times pupils access information from CD-ROMs. Year 6 pupils have worked with 'Publisher' as well as 'Word' in their word processing, and used a fax, to help share information. They have downloaded images from the internet to accompany their Haiku poems. In addition to word-processing work on their Haiku poems, they all contribute towards compiling the termly school newsletter. Some have used a digital camera in this work, but all have been aware of the needs of the audience and thinking about the quality of their work when communicating information.
133. Three lessons were observed in the information and communication technology suite and they involved Key Stage 2 classes. The quality of teaching is good. Features which contribute to the good teaching include the secure subject knowledge, careful organisation and good management to ensure safe and orderly activity, and the clarity of guidance and instruction to lead pupils through their work. Pupils enjoy this subject, and their enthusiastic and well behaved response contributes greatly to their progress.
134. The co-ordinator provides good curriculum leadership. Teaching colleagues have attended training. Having all achieved their bronze status they are now working towards their silver. Support staff also have undergone training and they also contribute well to the standards attained by pupils. Much of the curriculum is currently based upon a commercial scheme. As the long-term plans and scheme of work are developed, the school recognises the need to build in regular assessment, and to ensure the recording of pupils' progress through the school. The network of computers provides good resources for information and communication technology, and they are used well. Pupils' learning can be enriched by greater access to resources, such as programmable floor toys, a digital camera, and a digital thermometer.

FRENCH

135. Most pupils attain satisfactory levels in speaking and understanding French by the time they reach the end of Key Stage 2. French is not a compulsory part of the National Curriculum in Key Stages 1 and 2, and so there are no nationally agreed standards of attainment.
136. Pupils have a weekly 30-minute French lesson from a visiting French teacher from reception to Year 6. Pupils make sound progress through the school, with increasing confidence and ability to express themselves in the language.

137. Three lessons were observed. Year 1 pupils, with support, can talk about themselves, and can recite the days of the week. Many know the French names for animals, such as dog, mouse, monkey and elephant. They join in singing the 'Miller Man' song. Some Year 3 pupils are able to say a little about themselves to the rest of the class, perhaps giving their name, colour of hair, whether they have a pet, and their age. The Year 3 pupils joined enthusiastically, and tunefully, in singing a French song 'Allouette' and many had a good understanding of the vocabulary of the parts of the body featured in it.
138. The teacher engages the attention of the pupils well, uses a variety of songs, resources and activities, and maintains a good pace to the lessons. Teaching is satisfactory overall. Pupils enjoy their lessons, and their enthusiasm underpins their progress in being able to take part in a short conversation. Some Year 6 pupils, with the class teacher as well, will have an overnight trip and visit to Roscoff in Brittany.

MUSIC

139. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. The school has done much to improve the provision made for the teaching of music and this has raised standards of attainment in the subject. At both key stages, pupils make sound, and sometimes good, progress in developing skills in singing and music making. They also develop an appreciation of music from different cultures and ages.
140. By the end of Key Stage 1, the majority of pupils can sing a range of songs from memory. They sing enthusiastically and generally with good pitch. Pupils are able to identify long and short notes in music, as was observed when Year 2 pupils sang 'Hickory Dickory Dock'. All Year 2 pupils are learning to play the recorder and are beginning to identify the position of notes in standard notation. Due to the good teaching they receive many pupils have learned to successfully play the notes B, A and G, and were observed learning to play E. They pay close attention to the teacher and follow her directions, listening carefully and expressing great delight at their resulting success. Year 3 and 4 pupils are aware of the use made of repeated rhythmic patterns in songs such as 'Jelly on the Plate'. They copy complex clapping rhythms and use untuned percussion instruments to keep a steady beat while others sing the melody of a song. Pupils enjoy singing simple two-part rounds, such as 'Row, row, row the boat'. By the end of Key Stage 2, pupils are aware of the need to control their breathing when singing to phrase their words to the music. They are aware of musical terms such as 'pulse', dynamics' and 'crescendo' and follow these instructions in their singing. Pupils are knowledgeable about some of the musical works of a number of famous composers of classical, and popular music. All pupils, including those with special educational needs, make sound progress in developing their musical talents. Pupils who show particular ability in the subject make good progress due to the quality of teaching provided and the opportunities provided for them to play a musical instrument.
141. The quality of teaching is good overall and varies from very good to satisfactory. It was good or better in two thirds of the lessons observed, of which one third were very good. The school makes use of the specialist staff available to lead the teaching of music. This results in pupils having good attitudes towards music making and enjoying their lessons. Generally lessons are well planned and enjoyable. This contributes effectively to the quality of pupils' learning since concentration levels are maintained throughout. In the better quality lessons, teachers plan imaginative and

captivating lessons for pupils to make music. For example, in a Year 3 lesson, pupils were excited by a lesson about sound and pitch that was linked well with work on sound and vibration in science. The teacher's use of a range of resources to practically demonstrate vibration, sound waves and air flow, instilled a sense of awe and wonder in the pupils who maintained absolute concentration throughout the session. Pupils generally rise to the challenges set and work enthusiastically in lessons.

142. The subject is well managed by the subject co-ordinator who gives helpful and enthusiastic support to colleagues. There is a subject policy in place and the school is developing a scheme of work. The school has a satisfactory range of resources to support staff in teaching the subject. Extra-curricular music provision gives pupils the opportunity to play woodwind instruments and to play the guitar. Pupils' standards of attainment and the curriculum provision made for pupils, have improved since the time of the last inspection.

PHYSICAL EDUCATION

143. The majority of pupils throughout the school attain the standards expected for their age and enjoy sport. A significant minority of pupils attain standards above this. In swimming the majority of pupils attain standards above expectations for their age at the end of Key Stage 2. The picture was much the same as at the time of the last inspection. No gymnastic lessons were observed during the inspection.
144. At Key Stage 1, Year 2 pupils work enthusiastically in games lessons. They enjoy their work and co-operate well together when required. By the end of the key stage, pupils show reasonable control and accuracy when throwing and catching a tennis ball. They show skill when striking a ball in using a cricket bat. Most pupils are beginning to be aware of the need to stand in a sideways position and are regularly reminded of this by their teacher. Clear instructions ensure that pupils know what to do. The use of simple coaching points which focus on how pupils can improve their work, ensures that they make good progress.
145. At Key Stage 2, pupils can throw a ball accurately underarm and a significant number can do so using an overarm throw. They demonstrate reasonable skill in catching using both hands. Pupils are aware of the need to thoroughly warm up their bodies before physical exercise and how regular exercise should be part of a healthy lifestyle. Teachers show good understanding of the curriculum in demonstrating skills. They ensure that pupils make sound progress in learning techniques by constant reinforcement of simple coaching points, such as keeping their eye on the ball and cupping their hands when catching it. Pupils work well together and enjoy taking part in physical activities.
146. Pupils in Key Stage 2 learn to swim and standards are good. By the time they leave the school the vast majority of pupils can swim a minimum of 25 metres. Many pupils achieve much more, gaining both distance and personal survival awards.
147. The co-ordinators are fully involved in teaching the subject and manage the subject well. They ensure that pupils have frequent opportunities to take part in inter-school and area sports events. The subject policy and scheme of work ensures that pupils make progression in their learning. Teachers are vigilant in ensuring that pupils work safely and have sensible health and safety procedures in place. Resources are good.

There is a very good range of after-school sports clubs and school teams are very successful in area sports events.

RELIGIOUS EDUCATION

148. During the inspection few lessons were observed. However, from a scrutiny of pupils' work, teachers' plans and by talking with pupils and teachers it is clear that standards in religious education are in line with the expectations of the locally agreed syllabus. The school has maintained the standards found at the time of the last inspection.
149. By the age of seven pupils consider their own importance and that of the family. They know some of the stories from the Bible, such as Noah's Ark and are developing an understanding of the importance of the Bible to the Christian religion. Introductions to other faiths and beliefs are also suitably introduced through stories, such as the Hindu story of Rama and Sita. Through celebrations, such as the Christian festival of 'Christingle', pupils effectively learn how symbolism is a significant part of any religion.
150. Throughout Key Stage 2, pupils acquire new knowledge and understanding of the distinctive features of religious traditions. By the age of 11, they respectively speak about other faiths, beliefs and values with sound knowledge and understanding. For example, pupils clearly explain the significance of the Jewish feast of Passover with the lamb bone to represent the lamb sacrificed on the Israelites last night in Egypt and the salt water representing the tears of the slaves. Year 3 pupils consider a Chinese story about the creation of the world. They show a clear understanding of good and evil through their thoughtful contributions to creating a perfect world. Year 6 pupils are developing their understanding of the importance of religious places through the ages and to different religions. They know that Muslims worship in a mosque and the Jews in a synagogue. Good opportunities are given to pupils to reflect and consider, helping them to develop and value others' beliefs, customs and points of view.
151. The quality of teaching in the two lessons observed was good overall. Teachers have a good knowledge of the subject. They make effective use of resources, including the video and of strong links with other subjects to support pupils' learning. Sometimes pupils are given time for quiet reflection and to share their feelings. Religious education also makes a good contribution to pupils' moral and cultural development, as they are encouraged to learn about faith traditions, and gain insights into their ways of life and belief systems compared their own. An example of this was pupils' comparison with a Sunday in the life of a nun called Sister Mary and how they themselves spend that day.
152. The recently appointed co-ordinator supports teachers well. He has attended courses and is well on the way to ensuring that knowledge, skills and understanding are developed throughout the school in line with the revised locally agreed syllabus. The school make every effort to enable pupils to have first-hand experience of other religious places or to have visitors of other beliefs to talk about their religions. Resources are satisfactory and are used appropriately. At present there is no school procedure for assessing how well the pupils learn and are taught.