

# INSPECTION REPORT

## **ST JUST PRIMARY SCHOOL**

St Just in Penwith

LEA area: Cornwall

Unique reference number: 111801

Headteacher: Gill Brittain

Reporting inspector: David Marshall  
27681

Dates of inspection: 11 – 14 February 2002

Inspection number: 192314

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed Primary

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Bosorne Road  
St Just  
Penzance

Postcode: TR19 7JU

Telephone number: 01736 788478

Fax number: 01736 787884

Appropriate authority: The governing body

Name of chair of governors: R Lee

Date of previous inspection: 03/03/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Science Music Information and communication technology	How high are standards? How well are the pupils taught? How well is the school led and managed?
9756	Kenneth Parsons	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
23917	Tony Clarke	Team inspector	English Physical education Special educational needs	Staffing, accommodation and learning resources
24342	Denise Franklin	Team inspector	Religious education Art and design Design and technology Foundation Stage	How well does the school care for its pupils?
24528	Garth Muton	Team inspector	Mathematics History Geography	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Just Primary School, formerly known as Cape Cornwall, is one of the oldest schools in Cornwall. It is an average size school with 230 pupils on roll – from reception to Year 6. The school was originally built in 1850 – and added to in 1880. Very little has changed since then apart from a block being built on the front of the school in 1999. Three mobile classrooms were added in between 1986 and 1988 to ease congestion as the school was growing. A very substantial re-building has recently begun. This will provide a new hall, two classrooms, a new kitchen, toilets and cloakrooms. Children now come to the school from a very wide area. Pupil mobility is high. Pupils' attainment on entry to the school is generally below the nationally expected level. There are around 30 pupils claiming free school meals. The school has further information to show that more pupils could claim than do so at present. There are 50 pupils with special educational needs, of whom seven have Statements of Special Educational Need. These figures are above the national average. There is one child with English as an additional language, which is below the national average. There are no pupils from an ethnic minority background. There has been one exclusion in the last year.

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

St Just is a good school that provides a happy and stimulating learning environment for its pupils. It has a very positive ethos, and staff and pupils work hard. The pupils achieve well in literacy and numeracy, and in all other subjects. The quality of teaching is good; pupils are suitably challenged and make good progress whatever their previous attainment. The school provides a broad curriculum, with a very wide range of additional activities. It also provides very well for the pupils' personal development. The school is currently well led by the headteacher, with good support from all staff and the governing body. The school provides sound value for money.

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

- The school is well led and managed by the headteacher and other key staff.
- The quality of teaching is good and so pupils make good progress and become more confident of their own ability by the time they leave the school.
- Provision for pupils with special educational needs is very good; these pupils have access to the full curriculum and make good progress.
- Pupils' personal development is very good. They behave very well and are polite, courteous and very enthusiastic. Their ability to get on with each other is excellent.
- Staff promote a good school ethos for learning through the broad curriculum and the very good range of additional activities.
- The school's relationships with parents and the local community are very good.
- The support staff, caretaker and secretary make significant contributions to the school's effectiveness.

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

- Standards in English, mathematics and science by the time pupils leave the school.
- The longer-term planning in history and geography so pupils will have sufficient opportunities to develop skills at a high enough level.
- The provision for the pupils' multicultural development so that they appreciate their place in a multi-ethnic society and the contribution made to learning from outside Europe.
- The role of the governing body.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in March 1997 the headteacher and all staff have worked hard to meet the requirements of the key issues and their overall progress has been good. They have developed all aspects of subject leadership and expertise in all subjects. Each subject is now effectively managed across the whole school and curriculum planning in the core subjects has improved. Progress in all subjects at Key Stage 2 has improved. The improvement in the range and quality of provision for information technology is outstanding. The process and quality of long-term strategic development planning in English, mathematics and science have also improved well. There is much clearer identification of long-term curriculum aims and greater clarity on how the school development plan is being implemented, monitored and evaluated. The published arrangements to comply with the statutory requirements for a daily act of collective worship are fully implemented. The new school buildings, currently being effected, will enhance the provision further. Thanks to this, and the good quality of the teachers and resolve of the headteacher, the school is well placed to make further significant improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	D	C
mathematics	B	D	D	C
science	B	D	D	C

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

Despite the indications of the table above, standards in English, mathematics and science are now rising and pupils are achieving well in these subjects, mainly due to good teaching and clear planning for pupils' needs. National tests in 2001 for pupils at the age of seven showed that standards were well below average in reading, below average in writing but well above average in mathematics when compared to all schools. When compared to pupils in similar schools, based on the number of pupils claiming free school meals, their results were well below average in reading and writing and well above average in mathematics. Pupils are now learning well in both the Foundation Stage and Key Stage 1. The table above shows the results obtained at the end of the last academic year at the end of Key Stage 2. Although attainment in 2001 in English, mathematics and science is below the national average, it is broadly average when compared to that in similar schools, and achievement is good. Over time the school is improving at the same rate as most schools. However, this disguises the accelerated improvement for the many new pupils who come into the school during Key Stage 2. Assessments from the school show that when those pupils who have been in the school since Key Stage 1 are considered, the challenging targets set for 2002 will be met in all three subjects. The inspection finds that, by the age of 11, current attainment is below average in English, but average in mathematics and science. In information and communication technology (ICT) and art and design, pupils attain above average standards by the time they leave school. In music, design and technology, and religious education pupils are achieving standards in line with what could be expected for their age. In history and geography, the standards are below those expected. Pupils with special educational needs

achieve well in relation to the targets set for them. Pupils who speak English as an additional language make good progress in their learning.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are enthusiastic about school. Their attitudes to school are very good. Pupils are keen and eager to learn, concentrate well and enjoy their lessons.
Behaviour, in and out of classrooms	Pupils' behaviour both in and out of classrooms is very good. They observe the school rules and are very courteous.
Personal development and relationships	Pupils' personal development is very good. Very good relationships exist throughout the school.
Attendance	Attendance and the procedures to promote good attendance are satisfactory. Pupils are generally punctual.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	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.*

Teaching was judged to be good throughout the school, and often very good or excellent. None of the lessons observed was unsatisfactory. This is a big improvement on the position noted at the time of the last inspection. Teaching is equally strong in all parts of the school. In this inspection, the teaching of children under five was consistently good. The management of pupils across the school is a strength of teaching, and teachers use a good variety of methods to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. Teachers use day-to-day assessments well in order to adapt their lessons to meet the needs of all pupils, who enjoy learning and develop attitudes that help them to concentrate well, work independently and listen carefully to the teacher and to each other. Teachers ask questions that help pupils to understand and that challenge their thinking. Teachers value their responses, which encourages pupils to answer, and makes them feel good about themselves and learn more quickly. The teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. The teaching of English and mathematics is particularly good because teachers have adopted the national strategies well and provide tasks within their lessons that are challenging. They teach the essential basic skills of literacy and numeracy effectively to all pupils, who learn well. Information and communication technology is now also taught effectively across the curriculum.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities provided by the school are good. In particular the range of activities outside lesson times is outstanding.
Provision for pupils with special educational needs	Special educational needs provision is very good. Pupils who have Statements of Special Educational Need, specific learning difficulties in English and mathematics, or behavioural and physical difficulties, receive comprehensive and detailed support. They make good progress towards targets set.
Provision for pupils with English as an additional language	Provision and support in this area are good when required. Pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is good with some very good elements, such as that for pupils' moral and social development. The provision for spiritual development is good and for cultural development satisfactory overall.
How well the school cares for its pupils	The school's high standards of supporting and caring for pupils have been maintained since the last inspection. The overall procedures for monitoring and supporting pupils' academic progress are good.

The school curriculum is broad and balanced. There are many examples of exciting practical, creative and physical activities that provide good learning experiences for the pupils. The school's success in providing a range of sporting and creative activities outside the school day is outstanding. All this makes for a rich and varied curriculum that is accessible to all pupils regardless of gender, ability or ethnicity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and gives a clear direction to the work of the school. Other staff make a good contribution to developing the curriculum and improving standards, and have formed a good partnership with the headteacher.
How well the governors fulfil their responsibilities	The headteacher keeps the governors well informed and so they understand the strengths and weaknesses of the school. They are very supportive but do not yet monitor provision sufficiently or play an effective role in shaping the direction of the school.
The school's evaluation of its performance	The headteacher evaluates the quality of the school's work well. Systems are now in place to monitor teaching and learning and the school is well placed to make improvements in this area.

The strategic use of resources	The school now has a clear development plan to guide the use of resources. The headteacher is able to set priorities and allocate resources well for the future.
--------------------------------	--

The current level of staffing is satisfactory. The school accommodation is unsatisfactory but is in the process of being replaced and modernised. The level of resources is satisfactory and meets the needs of all pupils and the National Curriculum. The finance secretary carries out the day-to-day functions of the office very well. The school has good procedures to ensure it gets best value for all expenditure.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good and their children are making good progress.</li> <li>• The school provides a good range of activities outside lessons and is helping their children to become mature and responsible.</li> <li>• The school is very welcoming, and the headteacher and staff are always approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Although there were no major issues from the parents, a small minority wanted to see homework improved.</li> <li>• A small number also felt they would like the school to work more closely with them.</li> </ul>

Inspection evidence supports the overwhelmingly positive views of the parents. Parents' views of the school are very good and the school enjoys the confidence of its local community. The overall quality of information for parents is good. The contribution of parents to the school and their children's learning is good. Homework is used effectively.

## **PART B: COMMENTARY**

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

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

1. When children are first admitted to the school initial assessments show that their attainment is below the expected level for their age in many of the Early Learning Goals<sup>1</sup> for the Foundation Stage. Their language development, personal, social and emotional development, creative skills and knowledge and understanding of the world are below expected levels. Their mathematical skills and physical development are broadly what could be expected. Children in the reception class are making good progress in their learning as a result of the effective provision. During their time in this class most reception age children become ready to move on to the National Curriculum at the expected time. By the end of their reception year children attain standards in line with those expected nationally in their mathematical and physical development. In the other areas the standards are still below expectations for their age. The reception class teacher and assistant work together very well in planning and assessing pupils' achievements and this ensures the good progress the children make.
2. In the national tests for seven year olds in 2001, the pupils had results that were well below average in reading, below average in writing, but well above average in mathematics. In comparison with pupils from similar schools the pupils' results were well below average in reading and writing, but well above average in mathematics. In science, the teachers' assessment in 2001 at the end of Key Stage 1 showed the percentage of pupils who achieved Level 2 and the higher Level 3 was well above the national average. The results in the 2001 national tests at the end of Year 6 show that the proportion of the school's pupils achieving national expectations was below average in English and mathematics, but above average in science. The proportion of pupils achieving higher levels was average in English but below average in mathematics and science. When the school's results are compared with similar schools based on the number eligible for free school meals they are broadly average in English, mathematics and science.
3. The school's targets for pupils' achievements in English, mathematics and science in 2001 at the end of Key Stage 2 were achieved, with an increased number of pupils reaching the higher than expected levels. This is a clear indication that the school is now well placed to extend and challenge all pupils further. In 2002 the school's targets have been raised to an appropriate level in all subjects.
4. Speaking skills show progression as pupils mature and especially when their interest is engaged in the topic that they are studying, as shown in Year 6 lessons during the inspection. Despite the occasional lack of consistent, planned opportunities to develop their skills, pupils learn to listen more carefully throughout the school, and make good progress. Standards of reading noted in the inspection for more-able pupils were satisfactory by the end of Year 2. By this stage, above average and average attaining pupils are acquiring a growing range of vocabulary, and sound levels of word recognition and can often use humour and detail in their responses.

---

<sup>1</sup> Planning in the Foundation Stage is geared towards pupils achieving standards known as the early learning goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

The majority of pupils can use appropriate letter sounds to tackle unfamiliar words. Most pupils know the difference between works of fiction and non-fiction. By Year 6, above average attaining pupils achieve good reading standards; average and below average attaining pupils reach generally satisfactory standards. Above average and most average attaining pupils show growing skill in discussing characters and plot. Appropriate measures are taken to identify pupils with reading difficulties and to provide them with extra help and support. By the time they are 11, many pupils become independent readers with their own preferences for authors and for different types of literature. Pupils in both key stages have an appropriate range of opportunities for writing for different purposes and their response to these is satisfactory. However, opportunities for writing in other subjects to further enhance writing skills are limited. Most seven year olds can write simple sentences, spell some words correctly and use capital letters and full stops with increasing accuracy. Above average attaining pupils can write paragraphs and begin stories well. Most pupils have a sound understanding of the sequence of a story. However, their handwriting and punctuation are not consistent. As they mature, most pupils can choose an appropriate style of writing to suit a particular purpose and record their learning suitably. In Years 3 and 4, pupils can use adjectives more effectively to add colour and interest to their descriptive writing and their poetry. The handwriting skills of all pupils improves from being poor in the lower years, and many are writing in joined script by the time they reach the top class. In Years 5 and 6, pupils' grammatical knowledge and understanding was evident as they concentrated on their poetry and narrative writing. Spelling improves consistently throughout Key Stage 2.

5. Inspection evidence shows that pupils are making good progress in mathematics throughout the school and achieve sound standards by the time they leave. By the end of Year 2, pupils have a sound knowledge and understanding of numbers up to 100. They compare two two-digit numbers and say what comes between. In mental mathematics sessions, teachers encourage pupils to use methods they know to double or halve given numbers. They apply their knowledge of doubles to identify near doubles as an aid to calculation. Pupils reliably add two two-digit numbers, such as  $14+28$ . Higher attaining pupils apply their knowledge effectively and use efficient strategies for solving word problems. They clearly explain how they solved the problem. In mental mathematics, teachers encourage pupils to explain their methods of calculation. Pupils' achievement in data handling is satisfactory. They sort and collect data, representing it in simple tables and graphs, for example a pictogram. The emphasis on the development of pupils' mathematical understanding and reasoning skills is beginning to have an impact and pupils interpret the information presented to answer questions and solve problems, for example, "How many more children enjoy draughts more than football?" Most pupils in Year 6 use standard written methods to add, subtract, multiply and divide. Higher attaining pupils confidently and accurately multiply pairs of numbers, such as  $507 \times 93$ , and solve division problems by using multiples of the divisors. Pupils have a satisfactory knowledge and understanding of graphs and their usage. Work in ICT and science supports older pupils' handling of data. They enter data onto a spreadsheet, and represent the results in a variety of ways.
6. In science, by the end of Year 2, pupils achieve levels in line with those expected and understand that materials have different properties, some of which can be recognised through use of the senses of touch and smell. They know that different objects can be made from the same material and that some materials are natural, whilst others are man-made. They know that forces, such as magnetism, can move objects. They can sort materials into magnetic and non-magnetic, firstly on the basis of prediction, and then by testing with magnets. This practical approach to learning builds pupils'

confidence. They become eager to ask as well as answer questions, providing the teacher with a good insight into how their learning is progressing. During Years 3 to 6 pupils build on their skills and knowledge through a good range of practical investigations, and continue to achieve levels in line with expectations for their age. By the end of Year 6, pupils have a good understanding of how to carry out a scientific investigation, and the standards they are achieving, as observed on the inspection, are above those expected for their age. Pupils are alert to health and safety issues relating to the different tests, for example when investigating concepts such as evaporation, distillation, capillary action and crystallisation. They make sensible predictions, and clearly describe their findings using the correct scientific terminology. They are becoming more secure in their ability to draw conclusions, which relate to the intentions of the investigation. Year 5 and 6 pupils make good use of ICT for recording their work. They use different formats to record the results of investigations, including tables and graphs. This and the taking of measurements, such as temperature, link well to the use and development of their numeracy skills.

7. Pupils with special educational needs are making good progress throughout the school. A great deal of attention is paid by the special educational needs co-ordinator (SENCO), and all teachers assess the pupils' levels of achievement and then match instructions for written tasks to the pupils' lower reading levels. As a result, all manage to complete the work they are set. The school has strategies in place to identify pupils with higher ability and, whenever necessary, pupils receive extension work in literacy and numeracy. Evidence from the inspection indicates that work is very well matched to the needs of all pupils, and achievement is good for all groups of pupils with special educational needs or with English as an additional language.
8. Levels of attainment in ICT are average by the time pupils are seven, and above average when they leave the school. At Key Stage 1 pupils can use a computer mouse competently to load a program and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. These skills are still at a good level and the opportunities they have are now good, and much better than at the time of the last inspection. In Key Stage 2 pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases. This progress is now consistent and older pupils achieve standards above those expected for their age.
9. Pupils in both key stages meet the expected levels of attainment in religious education as identified in the syllabus taught in the local authority's schools. Key Stage 1 pupils have a sound knowledge of Christianity and can make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of world religions further and often have the speaking, listening and writing skills to be able to make relevant comparisons.
10. Attainment is at the expected levels in design and technology and physical education at the end of both key stages. Pupils' achievements in art and design are above levels expected for their age by the time they leave school. Pupils make sound progress in history and geography but due to lack of opportunities they do not yet achieve levels in line with those expected for their age by the time they are 11. In music, pupils make satisfactory progress in singing and attain standards in line with expectations for their age. Many have above average musical performing skills by the time they leave school.

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

11. Pupils have good enthusiasm for school. They are proud to be members of the St Just Primary School community, and very willing to talk about their experiences of school life. Many are personable young people, whom it is a real pleasure to meet. These pupils, who include those with special educational needs, have the confidence to enable them to relate well to each other and to adults. Most pupils are happy to come to school, and are prepared and ready to work hard at their lessons. They complete their homework willingly, and a large number take advantage of the range of after school clubs on offer. They have very good involvement and interest in school activities.
  
12. The behaviour of pupils in the school is very good, an aspect appreciated by virtually all parents. Pupils generally conform well to the school's high expectations. Their sensible behaviour in most lessons means that teachers do not have to spend any time maintaining order, with a clear benefit to the quality of learning taking place. In a Year 6 swimming lesson, for example, pupils wasted little time getting changed, and as a result were able to benefit to the maximum from their time at the pool. In a Year 3 literacy lesson, the teacher's high expectations of behaviour ensured that all pupils settled promptly and were focused before the lesson was started. Even in the less interesting lessons, pupils do their best, and resist any temptation there may be to misbehave. In a Year 4 science lesson, where they were writing up an experiment on solubility that they had carried out the previous week, they worked well at what they considered a tedious task. Behaviour around the school is very good. The playgrounds are unthreatening places, with pupils playing happily together despite the limited space. The whole school operates in a way that shows courtesy and consideration to each other. Pupils understand the impact of their actions on others. There has only been one fixed term exclusion in the last year, a very good achievement. Neither parents nor pupils regard bullying as a problem, and any incidents that occur are quite exceptional to the normal run of school life. Pupils respect each other's and the school's property. Pupils look after their environment and there is no litter.
  
13. Teachers have very good relationships with their pupils, even those who are relatively new to the school have built good relationships with their pupils in that time. These contribute to a productive mutual respect and partnership in learning. In an assembly on February 14<sup>th</sup>, one teacher was given a spoof Valentines Card, which inevitably prompted much hilarity from the pupils, but such was the strength of their relationship with the teachers, that this high-risk strategy worked brilliantly. The pupils were brought back to order quickly and the point of the card developed and explained. Another example occurred in a Year 4 art lesson. Here there was a particularly good relationship between pupils and teacher, with the teacher valuing the work of all pupils and the pupils confident to ask for support and guidance when they needed it, which impacted positively on learning. Pupils' relationships with each other also reflect the strong values encouraged by the school. Pupils respect each other as individuals and understand the impact of their actions on others. They share resources well when working in pairs or in groups, and co-operate well, respecting each other's point of view. In a Year 2 history lesson, they were very interested in the artefacts in the classroom, sharing these objects well and listening carefully to each other's ideas, often changing their own views as a result. They value each other, irrespective of attainment levels, each accepted for their own ability to contribute. Inclusion is deep rooted in the very fabric of the school, with all pupils being part of the "family". One incident at the end of a lunchtime, where other pupils upset a particular child, was sensitively handled by the lunchtime assistant and subsequently the headteacher,

with the result that the pupil was able to calm down and rejoin his class without it becoming a big issue. Low and high attaining pupils work constructively together and no pupil is excluded from pair or group work. For example, in a Year 3 ICT lesson on musical composition, more-able pupils helped lower attainers, with very impressive co-operation that enabled all pupils to keep progressing. Boys and girls usually work together unselfconsciously. Pupils in different years often know each other and sometimes older pupils play with younger ones. During a wet lunchtime, for instance, three Year 6 prefects were organising a game of “Simon Says” in a reception classroom, to the delight of the young participants.

14. Pupils respect the feelings and beliefs of others very well. When given the opportunity, they take initiative and personal responsibility. Older pupils serve the school well as head boy and girl, as prefects and as “buddies” in the playground. The school council allows pupils of all ages to contribute well to the running of the school. Pupils are proud that they are able to contribute and that this is taken seriously by management. In lessons, pupils willingly carry out jobs, such as handing out books, which although mundane, when carried out willingly as they are here make a significant contribution to the easy running of classes. They take pride in their work, one example being the large wall displays in both Year 6 classes on an H.G. Wells’ “War of the Worlds” theme, where pupils were keen to point out the merits of their display in friendly rivalry with the other class’s efforts. Pupils’ appreciate the range of activities provided outside lessons and they participate in them. For example, the tabletop games club saw a large number of pupils actively participating in chess and other games.
15. Overall, pupils’ relationships, attitudes and behaviour are a strength of the school, and make a significant contribution towards their attainment and progress. They have at least been maintained from the levels achieved at the time of the last inspection. Generally pupils with special educational needs have good attitudes to learning. The behaviour of those pupils without specific behavioural difficulties is good, with pupils showing good responses to their teachers and learning support assistants. The response of other pupils towards pupils with special educational needs is also good. Special educational needs’ status appears to have no negative effect on relationships.
16. Attendance is broadly in line with the national average for a school of this type. A number of parents take their children out of school for holidays in term time. A significant number of them bring their children to school late in the morning, although in most cases they tend to arrive in time not to disrupt the school day significantly. This is not as good as the situation at the time of the last inspection.

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

17. The quality of teaching is good, overall, throughout the school. There are a significant number of lessons that are very good or excellent in different classes. There were no unsatisfactory lessons. This is a considerable improvement over the last inspection. The overall good quality of teaching has enabled pupils to make good progress throughout the school.
18. All teachers are very aware of the differing needs of pupils and generally, work within classes matches the needs of all pupils. The teaching of literacy and numeracy is particularly good. Pupils of high prior attainment are well catered for with appropriate extension activities. This was evident in a literacy lesson in Year 6 when the less able pupils were given the right amount of support to enable them to complete their balanced arguments. This exercise was thoroughly enjoyed by them all. This was

also an example of the use of support assistants and parents to support pupils, which is very good throughout the school. All teachers use a suitable range of appropriate strategies to develop pupils' learning.

19. The teaching of the reception pupils is good because the planning addresses and identifies what these pupils are to learn to achieve the Early Learning Goals. Groups of pupils of very differing prior attainments begin their work on the National Curriculum at the appropriate time due to the careful nature of this planning. In most of the lessons observed in the Early Years class during the inspection, the range of activities provided was geared towards meeting the needs of every individual pupil. The reception class teacher has good teaching skills and a fund of patience. She creates very good relationship with the pupils and most were on task and anxious to please her.
20. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. Day-to-day planning is successful and pupils were mostly learning at an appropriate level, despite their wide range of prior attainments. For example, in mathematics, teachers now plan a good variety of practical work which pupils can undertake independently at their own level. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified learning objectives in the plans.
21. The good teaching at Key Stage 2 is also characterised by good subject knowledge, understanding, and clear planning. Teachers make valuable links at this stage between different subjects. This provides pupils with opportunities for activities that combine different aspects of the curriculum that are particularly valuable. There is a strong emphasis on investigative work at the top of the school that leads to independence and the overall good personal development of all pupils.
22. Throughout the school, teachers have appropriately high expectations of pupils, and class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. This helps all pupils to make quick progress towards the particular learning objectives. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well and introduce new ideas with care and clarity. For example, in a science lesson, the teacher used good questions to elicit the required responses for all pupils after looking at the results of their previous experiments. He then moved to the group activities at the optimum time with a good range of resources to reinforce the ideas from the discussion.
23. All teachers are careful to present good role models, and the most effective teaching ensures that other pupils are also used this way. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively even when their behaviour is challenging, which results in consistently good behaviour. This was particularly evident in the reception class where pupils make good progress in their social development and in Year 6 where pupils are given a great deal of freedom and do not abuse it.
24. Overall the teaching of pupils with special educational needs is good. Good support is given both in class and when pupils are withdrawn from lessons. Teachers are aware of the pupils on the register of special educational needs and all make reference to



providing suitable activities to promote learning. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both academic performance and behaviour. They are given very good, skilled assistance from the well-qualified, experienced and committed support staff. The combined attention of teachers and support staff has a most positive impact upon the good progress that the pupils make.

25. Teachers know their pupils well, and assessments using informal strategies to gauge pupils' understanding were apparent in most lessons observed during the inspection. These are used consistently across the school and guarantee progression for all pupils at the quickest pace on a longer-term basis. Groups of pupils are targeted suitably for assessment, and some checklists based on the lesson plans are used. Because teachers know their pupils so well, the occasional lack of some day-to-day assessment arrangements does not have an impact on the quality of the learning experiences offered to pupils.
26. Marking is generally effective and teachers use the school's own agreed marking policy and strategies. Younger pupils benefit from the way in which their teachers talk their results through with them rather than by simply writing on their books. Homework is used appropriately and effectively to support pupils' progress throughout the school.

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

27. The quality and range of learning opportunities provided by the school are good overall with some elements that are excellent or very good. There are many examples of practical, creative, physical and exciting activities that provide good learning experiences for the pupils. Typical examples include a whole class dressing up as a dragon when learning about Chinese celebrations, the making of large three-dimensional models of the 'Mary Rose' in history, and the creative use of programs such as 'Powerpoint' on the school's computers. The school's success in providing a range of sporting and creative activities outside of the school day is outstanding. All of this makes for a rich and varied curriculum that is accessible to all pupils regardless of gender, ability or ethnicity.
28. The emphasis upon the core subjects of English, mathematics and science is appropriate. National strategies for literacy and numeracy have been introduced; the local education authority has supported the school this year with the implementation of the latter. The effectiveness of both strategies is improving as teachers become more familiar and confident with them. An appropriate balance of provision and status for all subjects across the curriculum has been achieved which is an improvement from the time of the last inspection. Curriculum time has been allocated to each subject but deciding which is the most effective use of time within the school day is under review.
29. Arrangements to provide the statutory curriculum including religious education and collective worship are satisfactory overall and the provision for pupils with special educational needs is very good. There is room for improvement to make the curriculum more appropriate for all pupils, especially the higher attainers, and to raise standards generally. Since the last inspection the school has developed a long-term

plan to ensure coverage of the Programmes of Study for the National Curriculum and the locally agreed syllabus in religious education. Medium-term plans are in place for all subjects and these are supported by the schemes of work provided by the Qualifications and Curriculum Authority. Again these developments are an improvement from the time of the last inspection.

30. The school recognises, however, that these structures, other than in English and mathematics, do not as yet set out how pupils of all ages and abilities will systematically improve and build upon their skills, knowledge and understanding. The consequence of this is that, although teachers may give good, enjoyable lessons, opportunities for pupils to consolidate or extend their learning may occasionally be missed. For example, in Year 6, a teacher gave a very good introduction to a geography lesson about river systems using very rich geographic vocabulary and good resources. However, the activity completed by the pupils, which involved the labelling of a photograph of part of the river Tamar, was quite limited in scope and not matched closely enough to the pupils' abilities.
31. There are examples of some aspects of English and mathematics being taught through other subjects. Information technology is used very effectively to enhance learning in other subjects as when Year 6 pupils used a computer spreadsheet to work out the costs of supplying the 'Mary Rose'. However, these cross-curricular links are not planned systematically so opportunities are missed. This is particularly true with the development of writing skills. Subjects such as history and geography provide many opportunities for learning different forms of writing but these are not taken full advantage of because the planning procedures are not rigorous enough. Some medium-term plans lack a clear progression of skills, knowledge and understanding and this diminishes the prospects for meeting the needs of the most able pupils, raising standards overall and, in particular, raising standards in history and geography. Establishing this progression in learning will also help the school identify areas of learning which may be combined without undermining its commitment to give each subject its proper time and status. Another part of the process of improving planning will be to increase teachers' expertise in the expected levels of attainment for each subject. The school is aware of this and has begun a process of collecting examples of pupils' work at different levels. Teachers are also beginning to have joint planning sessions.
32. Provision for special educational needs is very good. Very good provision is also made for those pupils who have Statements of Special Educational Needs. Reference to the special educational needs register, to individual education plans and discussions with the SENCO, class teachers, support teachers and learning support assistants indicate that pupils are making good progress towards meeting their individual learning targets. Provision is very good for those pupils who have specific learning difficulties in English and mathematics. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards targets set.
33. The headteacher has introduced a programme for personal, social and health education and active citizenship but this is not yet included as part of the school's formal planning structures. Teachers have recently undergone training in this area of learning and there is a commitment to improve provision. Some teachers have started to introduce 'Circle Time' (when pupils sit together in a circle for discussion) and have started to explore areas of personal values, responsibilities and relationships. One classroom has a 'friendship wall' where children's positive views of one another are displayed. The local community policeman visits the school to give

Years 5 and 6 talks on 'keeping safe' that includes an element of drugs education. The governors have determined that the school will not provide a programme of sex education.

34. The number, quality and range of extra-curricular activities are exceptional. The youngest pupils in the school are able to learn ball skills, football, and tabletop games and attend a book club. For older pupils the choice of activities offered is even more extensive and also includes art, drama, choir, as well as a number of seasonal sports. Parents, support staff and governors, as well as teachers, are involved in the provision of these activities. Funds from the 'Peninsular Project' have helped extend and enrich the opportunities provided. The school considers carefully how individual pupils can benefit from the activities provided in the project and, because of its dedicated approach, full advantage is taken of this local scheme. Pupils are encouraged to make the most of their abilities. At the time of the inspection a group of pupils had returned from Birmingham where they took part in a national table tennis competition. An extraordinary feature of the school is the number of pupils learning musical instruments, including clarinets, saxophones and violins. The school provides three residential trips each year. Years 3 and 4 take an all day walk to an outdoor activity centre where they stay for two nights. Years 5 and 6 have the chance to go on two residential visits, including sleeping under-canvas on the Isles of Scilly.
35. Links with the community are very good. There are links with the local churches and sports clubs; the cricket club provides a coach in the summer. The town council helps with funding and a local councillor visits the school regularly to teach the pupils about recycling. Pupils visit the local art centre to work with local artists. A storyteller and a local author have visited the school this year. All of the children join members of the community on a sponsored walk to the coast each year and visits are arranged to places such as Truro Cathedral and the local tin mines. Links with other schools are very good. The school worked collaboratively with other primary schools to make a bid for funds from the Peninsular Project. The leaders of the local playgroups meet half-termly with teachers from the school. There are strong curricular links with the nearby secondary school; pupils use its sports and ICT facilities and a link with the science department has been established which means that when pupils start their new school in Year 7 they continue work they started in Year 6.
36. The overall provision for pupils' personal development is good with some very good elements. There is a calm positive climate within the school and this contributes to the satisfactory provision for pupils' spiritual development. Teachers and other staff value pupils as individuals, giving them space for their own thoughts, ideas and concerns. In the lessons given by one particular teacher, there were some outstanding examples of the teacher helping pupils make connections between different aspects of their learning. There is some attempt in religious education to explore the beliefs and values of others but attempts to create moments of thoughtfulness or reflection in assemblies are not always entirely successful. The school often provides rich learning experiences and the locality of the school lends itself to pupils developing a sense of appreciation, awe and wonder but the school does not plan to draw out and develop these qualities as effectively as it might.
37. The provision for pupils' moral development is very good. The school has high expectations of the pupils who respond positively by behaving well. No aggressive or malicious behaviour was observed during the inspection. The school's 'golden rules' are all framed positively. The rules are displayed prominently within the school and reinforced by staff who provide good role models. Consequently, pupils treat the staff and one another courteously and respectfully. Good behaviour is rewarded with

stickers and certificates. Pupils named as having outstanding behaviour or attitudes are recorded half-termly in the headteacher's 'golden book'. The powerful effect of this is reinforced with a letter to the child's home. The introduction of a programme of personal, social and health education has resulted in pupils beginning to consider the consequences of their own actions and to express views on personal values and moral dilemmas. The school is continuing to develop this aspect of its provision.

38. The provision for pupils' social development is very good. There is a strong sense of community within the school and a strong sense of the school existing within a community. This is reinforced by pupils group involvement in sporting, musical, and other co-operative and community endeavours. Pupils are encouraged to work collaboratively and to take on responsibilities. A group of very young children were unknowingly observed taking great care to look after and keep in order the boxes of books from which they were choosing showing both respect for one another and for property. Classes have monitors to do named tasks but taking on the personal responsibility of tidying up sensibly is an integral part of all lessons. The school council gives pupils an introduction to the representative structures of the grown-up world and older pupils have to apply in writing for the positions of prefect or head girl or boy.
39. The provision for cultural development is satisfactory, overall, with both significant strengths and weaknesses. Amongst the strengths are the opportunities provided by the school for its pupils to participate in local cultural events including for example the traditional Cornish 'feast days' at which the school choir is invited to perform. The pupils benefit from the considerable wealth of knowledge possessed by some of the teachers about the local culture. The school is beginning to help older pupils develop a global perspective; a link has been established with an Australian community and Year 6 have started a global citizenship series of lessons. However, an important element of the school's cultural education is underdeveloped. Living as they do in a geographic extreme part of the country does not diminish the fact that the pupils need to know, understand and respect the great variations within the culture of the society to which they will have to contribute when they leave school. This need is not being met because the school is not planning effectively to draw on the traditions of different cultures within British society. The pupils learn a little about religions other than Christianity, in their religious education lessons and in assemblies but the pupils remain largely unaware of the range of values and beliefs and the rich racial and religious diversity that exists within their country but beyond their immediate experience.

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

40. The school's high standards of supporting pupils have been maintained since the last inspection. The headteacher and all members of staff make good provision for the care and welfare of their pupils. The school has very good child protection procedures in accord with local guidelines, with well-briefed and vigilant staff. The governors, headteacher and caretaker are active in ensuring that health and safety procedures are in place and followed. The school had a full safety survey last year and all the important findings have been acted upon. The school has very good formal risk assessment procedures in place. The size of the school, coupled with a stable staff, means that the adults do know individual pupils well. Staff are genuinely concerned to help pupils when they need it, and do their best to resolve any problems they have. This support allows pupils to concentrate on their learning, and they feel safe and valued, helping them to achieve to the best of their ability.

41. The school places particular emphasis on pupils' social and personal development. This extends beyond the formal provision within the curriculum for personal, social and health education, and even beyond the excellent extra-curricular provision. A strong ethos permeates the school, which means that in some areas there is less need for formalised procedures than in a larger or less personal school. St Just Primary School has a very strong sense of community, and it is this strength that means the school does not just function through formal rules.
42. One example of this is the very good arrangements to monitor and promote pupils' behaviour. They do not only consist of formal procedures such as rules, rewards and sanctions, although these are in place through the behaviour policy. Rather, they take the form of a general unspoken consensus throughout the school that there is a natural way to behave, and that pupils will conform to it. This expectation and ethos are strong and are established right from the early years; it permeates the school. The use of overt reward or sanction is very limited. Pupils do take pleasure from good work or behaviour for itself, either their own or others', as shown by the way they clap each other's achievements on occasion. The self-discipline the school instils is something that pupils can take with them into secondary school and later life, when more formal controls have been long forgotten. All staff are constantly reinforcing the school's expectations, including teaching assistants and lunchtime supervisors. This picture also holds in the way the school prevents oppressive behaviour. Pupils know that this is not acceptable and so, usually, they do not behave that way; although formal procedures are in place they are seldom needed. A discussion with the headteacher is usually sufficient to nip problems in the bud, although procedures do exist should issues develop further. The Incident Book has very few entries. Usually the school community works together and does not allow such tensions to develop.
43. Procedures to promote good attendance are satisfactory, sufficient for the circumstances of this school, where most pupils are keen to attend and parents are aware of the school's expectations and procedures. The education welfare officer visits regularly to help the school's efforts. The school uses conventional paper registers in conjunction with a computerised data analysis system. Although the school secretary is vigilant in spotting emerging attendance problems, the school could make more use of the capabilities of the computerised system to monitor attendance more fully. They also need to ensure that the legal documents, such as the paper registers, accurately reflect whether pupils arriving late do so before or after the register has closed. They must also ensure that unauthorised absence is recorded accurately, whether it is holidays in excess of the school's ability to authorise or absence for which no reason is received from parents.
44. The school has good procedures for monitoring and supporting pupils' personal development. Teachers know their pupils' strengths and weaknesses as individuals, and they use this well to provide good support when they have problems. There are a number of systems to formally reflect and record pupils' achievements, including the 'golden book'. Virtually all parents believe that the school is helping their children to become mature and responsible.
45. Procedures for assessing pupils' attainment and progress are satisfactory. They have improved significantly since the previous inspection when assessment was at an early stage of development. The school uses optional tests in Year 3, 4 and 5 as well as statutory tests to assess individual pupil's attainment in English, mathematics and science. They have also introduced a number of commercial assessment programmes to support them with assessment. The headteacher carefully collates all the information, from the tests, and all data is comprehensively analysed. It is used

effectively to highlight pupils who are causing concern, those pupils who are doing particularly well and also to set individual targets. Assessment information is also used to predict what level of attainment each pupil is expected to achieve by the end of the year. The headteacher shares this information with the teachers, who are beginning to use the information for grouping pupils and for planning suitable tasks to meet the needs of the pupils.

46. Individual pupil's progress is tracked through the pupil's assessment records. These consist of test information, annual reports and Records of Achievement, but do not yet include all subjects. The Records of Achievement are primarily a record of the child's own development and includes samples of work of the pupil's choice, hopes and aspirations and personal achievements. Individual pupil's record sheet indicates what National Curriculum levels of attainment they have reached and what they hope to achieve by the end of the year. The headteacher has recently introduced a special 'Day Book' in which samples of pupil's work are kept to show progression. Writing assessments were introduced in the summer for all pupils. Teachers discuss the samples of pupils' writing and each piece of work is given a National Curriculum level of attainment using the level descriptors. This is effectively supporting staff in becoming more familiar with the levels of attainment, particularly when the levels need to be broken into smaller components within the level, for example 2a, 2b, 2c.
47. The overall procedures for monitoring and supporting pupils' academic progress are good. The headteacher effectively monitors each pupil to ensure that they are making sufficient progress and works closely with all teachers to ensure that individual pupil's needs are met.
48. The organisation and the quality of the assessment and records collected and organised by the SENCO, including the register are very good. Individual education plans, compiled by the co-ordinator in consultation with the class teachers and support staff, are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and give precise, attainable learning targets. All teachers have a special educational needs file, outlining statutory requirements, the school's special educational needs policy and details of pupils on the special educational needs register. The files are comprehensive and clearly used well.

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

49. The school has a strong relationship with parents and provides them with good quality information. The vast majority of parents who responded to the pre-inspection questionnaire or attended the meeting with inspectors were positive about all aspects of the school. In particular, parents believe that their children like school, that the teaching is good and that their children work hard and make good progress. They endorse the standards of behaviour and think the school helps children to become mature and responsible. They think the school is well led and managed. There were just a few criticisms about the amount of homework and how the school works with parents. Inspectors' findings do not support either of these minority concerns. Homework, including reading books, is appropriate for this age group and is regularly set.
50. The school makes good efforts to keep parents involved, both formally through meetings, questionnaires etc., and informally by making staff available if parents have views to express. Overall, parents' views of the school are very good and the school enjoys the confidence of its local community, which maintains the position at the time

- of the last inspection.
51. The overall quality of information for parents is good. The prospectus and annual governors' report to parents both meet legal requirements, but both could provide more of a flavour of the school. The governors' report in particular limits itself to that which is necessary rather than celebrating with parents the very real achievements of the school. There are newsletters to keep parents informed of the life of the school, and information sheets for each class to let them know what will be studied each term. There are termly opportunities for parents to discuss their child's progress and view their work. The annual reports to parents on their children's progress were revised last year in response to parents' comments. Perhaps as a result of this consultation process, they are very traditional in format, being particularly strong in providing parents with a clear view on their child's attainment against national standards in all subjects in the curriculum, but with less text on, for example, curriculum coverage. The one area in which a few parents expressed some doubts was on the limited comments on areas for future development. These do vary from teacher to teacher. At least, in some cases, the inspection team would agree with the few parents who think the targets in some reports are too general to be helpful. One example from a pupil's report was "I can't think of anything to put here except "keep up the good work". These reports can be discussed with class teachers and parents also get an opportunity to see their child's work. Staff have built on the advantages of serving a local community school so that they know many of the parents and the parents know them. In these circumstances, the good communication is as much about relationships between people as formal systems.
52. The contribution of parents to the school and their children's learning is good. Most parents do support their children's homework. A good number of parents help in school, carrying out tasks such as hearing readers. Some parents make a particular contribution helping with after school clubs and sporting fixtures. Parents support school policies and most have signed a home school agreement, although this has only formalised existing positive attitudes. The Friends of the School is active in organising social and fund-raising events. The parent governors make an appropriate contribution to the work of the school's governing body.

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

53. The headteacher provides very effective leadership that ensures a clear direction for the work of the school. In the last year, since she came to the school, she has established very good relationships with all members of staff and the local community. She has a clear vision for the school, shared by all members of its community. This is well expressed in the school's mission statement, and is being fulfilled. She is a firm and caring leader with a high level of professional knowledge and expertise that is clearly reflected in all aspects of her work. The headteacher has begun to put in place systems to monitor and evaluate the work of the school and promote higher standards. She also demonstrates a strong commitment to creating and maintaining a caring ethos within the school, helping pupils to establish very good relationships with each other and all adults.
54. There is now rigorous monitoring, evaluation and development of teaching and curriculum planning by the headteacher. This is to ensure that the quality of teaching and pupils' learning in all subjects is developing well and will enable her to achieve her aim of achieving the highest possible levels for all pupils. The headteacher has begun to improve the process and quality of long-term strategic development planning by ensuring the increased involvement of governors in the process. There is much clearer identification of long-term curriculum aims, as required by the last inspection

report. This has enabled the headteacher to identify appropriate priorities and targets, which are made clear in all school documents. Throughout the last year she has taken all necessary action to move the school forward. The new school development plan is a good example of where the changes she has implemented have been to the benefit of all concerned. There is now much greater integration of long-term financial planning into the overall aims of the school. Through her good work and that of the senior management team they are effectively reviewing the progress towards achieving their aims. This is an essential component now the school is faced with a long period of disruption owing to the protracted building work and the education of the children has to be safe guarded.

55. The reviewing of changes already made is one place where the strong leadership of the headteacher is strengthened further by the good work carried out by the senior management team and co-ordinators. They match the headteacher in her enthusiasm for promoting the highest levels of education and care for both pupils and their parents. They have a clear understanding of their roles as senior members of the school. All co-ordinators are clear about the roles that they fulfil and they do this very well. The headteacher and senior staff have developed their subject leadership in order to support the development of subject expertise as the last inspection report required. Each subject is now effectively managed across the whole school. The whole ethos of the school, and the attitudes of teachers to their work, is such that all respect the individual parts that each has to play in terms of guiding and monitoring the quality of their own work. As a result, this is a very good team of teachers, who work as one, and the school is united in its approach to guiding and teaching all pupils regardless of their background or needs. There is a now shared commitment to improvement and a good capacity to succeed.
56. The SENCO is well qualified, experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies such as the Learning Support Service, Educational Psychology Service, social services and relevant doctors. Early contact is made with all parents as soon as concerns are noted about their children and there is evidence of parental involvement in all stages of the Code of Practice.
57. An experienced chairperson leads the governing body and supports the actions that the headteacher is taking to move the school forward. The effectiveness of the governing body in fulfilling its statutory responsibilities is satisfactory. They have a committee structure in place, which deal efficiently with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. Governors bring a wide variety of expertise to their role, and have established positive relationships with the school management and staff. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, but their ability to ask relevant questions to check how well the school's plans for improvement are progressing is still developing. For example, they have not yet linked individual governors to classes as they had planned in order to gain a close overview of standards in key areas, and the governing body plays a passive role in the school's procedures for setting targets for national assessments. They also rely heavily on information provided by the headteacher when taking part in the process of school development planning, and reviewing the progress made towards targets.
58. Overall staffing in the school is good. Teachers' qualifications and experience broadly



match the demands and range of the National Curriculum. Appropriately there are co-ordinators for all subjects and special educational needs. This represents an improvement on the findings of the last inspection when there was criticism of the management of subjects throughout the school. Effective use is made of senior and experienced staff to act as co-ordinators to manage core and foundation subjects and special educational needs. Responsibilities are well matched to the interests and specialisms of the teachers. All teachers have agreed job descriptions, which are reviewed annually. The job descriptions of non-teaching staff are currently under review. A considerable strength of the school is the provision of a good number of very experienced, well-qualified and effective learning support assistants. They work closely with the teachers and provide high quality assistance, particularly when supporting literacy and numeracy with less able pupils and with those pupils on the special educational needs register.

59. The school secretary very effectively carries out her administrative duties and is central to the efficient running of the school. The most helpful caretaker, who is also a school governor, maintains the school in very good order despite the upheaval of the present building reforms. The school's cook, again a governor, mid-day supervisors and premises staff all perform their roles in a friendly, capable way and are all valued members of the school.
60. Arrangements for the professional development of staff are good. The deputy headteacher, as staffing co-ordinator, efficiently oversees staff development and allocates teachers to relevant courses. The professional development priorities reflect both the identified needs of the school and the personal needs of the staff. Documentation and discussions confirm that teaching and non-teaching staff have had considerable training in the recent past. Sound appraisal procedures are in place. There are appropriate processes for the induction of newly qualified newly appointed and temporary staff to the school with a member of staff nominated to give help and guidance.
61. Good use is made of the range of information technology available to schools both in classrooms and in the management of the school. The school is linked to the National Grid for Learning and the Internet.
62. The present accommodation is unsatisfactory. The local education authority has recognised this and major building works are already underway to improve both the capacity and provision of the buildings. Learning resources throughout the school are sufficient for the school's curriculum and the range of pupils. Resources are now good in ICT.

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

63. St Just Primary School provides a caring community that is now a good place in which to learn. The areas for improvement identified by the inspection, and listed below, are outweighed by what the school does well, but they will form the basis of the governors' action plan and build on the improvements already achieved. In order to raise the overall standards of pupils' attainment, the governors, headteacher and staff should jointly:
  - (a) Build on the improvements already made in English, mathematics and science to raise pupils' standards of achievement further in these and all subjects, by the time they leave school. This should be accomplished by:
    - 1) further reviewing the literacy and numeracy medium-term plans to

ensure maximum progress for all pupils regardless of their level of ability;

- 2) devising an overall writing plan for each year group to ensure an adequate range of opportunities and challenge for all pupils, particularly for those of higher ability;
- 3) building on the current assessment procedures and the tracking of pupils' progress to include all subjects;
- 4) continuing to build on the opportunities for pupils to use literacy and numeracy skills in other subjects of the curriculum.

Paragraphs 4, 25, 30, 31, 46, 83, 87, 89, 97, 114, 119, 148, 150

- (b) Raise pupils' level of achievement in geography and history by updating and revising the current planning. Use the example of the good procedures already established in English to ensure that all pupils are appropriately challenged in all lessons. Also, provide assessment procedures in these subjects that reflect these detailed medium and long-term plans in order to guarantee appropriate progress from year to year.

Paragraphs 10, 28, 30, 31, 120, 121, 123, 127, 129, 130, 131

- (c) Ensure that pupils gain a clear understanding of the multicultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.

Paragraph 39

- (d) Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of the headteacher and all staff so that they help to shape the direction of the school and act as the necessary "critical friend".

Paragraph 57

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	26	17	0	0	0
Percentage	2	20	47	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents approximately two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	230
Number of full-time pupils known to be eligible for free school meals	n/a	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	7
Number of pupils on the school's special educational needs register	n/a	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	3.1

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	16
	Girls	17	17	17
	Total	30	29	33
Percentage of pupils at NC level 2 or above	School	91 (89)	88 (81)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	16
	Girls	17	17	17
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	91 (83)	100 (86)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	24	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	23
	Girls	19	19	22
	Total	33	34	45
Percentage of pupils at NC level 4 or above	School	70 (80)	72 (64)	96 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	22
	Girls	20	23	22
	Total	37	41	44
Percentage of pupils at NC level 4 or above	School	79 (81)	87 (72)	94 (90)
	National	72 (70)	74 (72)	82 (79)

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	216
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	20
Average class size	25

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

Total number of education support staff	12
Total aggregate hours worked per week	244

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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.*

### **Financial information**

Financial year	2000/2001
	£
Total income	483252
Total expenditure	478147
Expenditure per pupil	1812
Balance brought forward from previous year	15028
Balance carried forward to next year	20133

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	230
Number of questionnaires returned	73

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	1	1	0
My child is making good progress in school.	70	27	3	0	0
Behaviour in the school is good.	49	49	1	0	0
My child gets the right amount of work to do at home.	49	29	11	4	7
The teaching is good.	67	30	3	0	0
I am kept well informed about how my child is getting on.	56	38	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	79	16	1	3	0
The school expects my child to work hard and achieve his or her best.	77	16	7	0	0
The school works closely with parents.	49	38	10	3	0
The school is well led and managed.	62	30	1	1	5
The school is helping my child become mature and responsible.	70	27	1	1	0
The school provides an interesting range of activities outside lessons.	68	22	3	5	1



## **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**

64. Children start school either in September or January depending on their birthdays, attending part time for the first term. There are currently 27 children in the reception class and eight children in a reception/Year 1 class. All children have at least one term in the single aged reception class. Reception children follow the Foundation Stage curriculum, which is a stage in education prior to starting the National Curriculum in Year 1. Children now come from a wide area surrounding the village of St Just and so it is not possible to make comparisons with attainment on entry into school with the last inspection report. Currently, attainment on entry to the school for most children is below the levels expected for those of this age.
65. The school follows the Early Learning Goals in the reception class. This is a nationally recommended Foundation Stage curriculum for children of this age group. It consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development and creative development. Each area of learning is made up of four steps or '*stepping stones*', from which both progress and standards can be measured. Statutory requirements for the teaching of religious education are also met.
66. Good induction procedures ensure that children quickly settle into the routines of school. Children and their parents are invited to visit the class before their child starts and there are several meetings involving parents. A meeting is held for parents at the beginning of the year to explain the baseline assessment procedures and the teacher meets with parents individually to complete the child's entry profile. Further consultation meetings are held during the year so that the parents can find out about their child's progress. This ensures that good links have been established and they are well prepared to start school.
67. The quality and range of learning opportunities are good overall. A very stimulating learning environment has been created for the children in the reception class and it is satisfactory in the reception/Year 1 class. A supply teacher is currently teaching these children. However, there is no outdoor area leading directly from the classrooms, which could be used to extend their development in all areas of learning. The current rebuilding will enhance this provision. Opportunities for physical development are planned outdoors so that children can use equipment such as bikes and stilts but this is very much dependent on the weather. The provision for children with special educational needs is very good.
68. Assessment procedures are very good for children in the reception class. The teacher very effectively uses the baseline assessment procedures recommended by the authority. Very detailed information is kept following these assessments and is used to set individual targets for the children. These are shared with the parents during the consultation meetings. The teacher also keeps her own 'ongoing' assessment records and very comprehensive observation notes. All this information is used very well to ensure that the needs of all children are met, including those with special educational needs and to track the attainment and progress of each child. Provision for children with special educational needs is excellent. Each child has an individual education plan with measurable targets. They also have a file of planned

activities specific to their individual needs and to enable them to make good progress in their learning.

69. Many children enter the reception class with poorly developed skills in communication, language and literacy and this is confirmed by the baseline assessments conducted with these children. Children's skills in personal, social and emotional development, knowledge and understanding of the world and creative development are also underdeveloped. Children's mathematical and physical development is satisfactory on entry into school. Children make good progress in all areas of learning because of good teaching and learning in the reception class. Teaching and learning in the reception/Year 1 class are satisfactory. The classroom assistants support the teachers very well and they work effectively as teams. This has a positive impact on children's learning. Tasks are planned well with a clear focus on individual children's learning needs and a wide range of stimulating activities in all areas of learning are provided for the children in the reception class. Owing to a supply teacher currently teaching the reception/Year 1 class, the reception children often receive a similar curriculum to the pupils in Year 1 based on the National Curriculum levels of attainment, rather than the Foundation Stage curriculum. Both teachers give clear instructions for tasks and encourage children to listen carefully. Behaviour management is satisfactory. Where teaching is good, praise is used effectively to motivate the children, to engage them in learning and to promote their self-esteem.
70. By the time the children enter Year 1 their attainment in communication, language and literacy development is still below expectations when they start the National Curriculum. Children's attainment in personal, social and emotional development knowledge and understanding of the world and creative development are also below expectations. Attainment in mathematical development and physical development are as expected for their age when the children start the National Curriculum in Year 1.

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

71. All children, including those with special educational needs, and those children for whom English is an additional language, make good progress in personal, social and emotional development. However, the majority does not achieve the final progressive step or *stepping stone* in the Early Learning Goals of the Foundation Stage curriculum by Year 1. Most are at the third stage or *stepping stone*. In most lessons children show interest in the activities. They are beginning to share equipment and are learning to wait for their turn. For example, most know how many children are allowed in each area at any one time and, during a session with a classroom assistant, children were learning to take turns playing a memory game. However, in a session when children were passing the lion to each other and saying a rhyming word, several have not yet learned to take their turn. Children respond well to the stimulating environment and are satisfactorily developing an ability to concentrate for a suitable length of time. Very good support from classroom assistants enables the children to understand the need to sit quietly when the teacher is talking to them. However, many children still have a tendency to call out and interrupt their teacher. Good teaching enables children to know the difference between right from wrong and they are beginning to acquire sound attitudes to learning.

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

72. All children, including those with special educational needs and for whom English is an additional language, make good progress in communication, language and literacy

during the time they spend in the Foundation Stage. However, despite good teaching overall, they are still below national expectations by the time they start Year 1 of the National Curriculum. Most children achieve the third step or *stepping stone* by the end of reception. Speaking and listening skills are often at the second step or *stepping stone*. Many children do not form their words correctly and speak in single words or short phrases, particularly to each other. Approximately half the single reception class is beginning to use pictures to retell a story and about a quarter can recognise rhyming words in the text. Average attaining children can begin to find matching rhyming words such as 'van and fan', playing a memory game. Most enjoy sharing books. Higher attaining children can talk about the pictures. One child confidently indicated that the small words were for an adult to read and she would read the big words. She was able to read the repeated phrases in the book with confidence. Average children can talk about the pictures in the book and read keywords such as 'Chip', 'Kipper', 'Biff', 'mum' and 'dad' with support. Lower attaining children talk about the pictures using single words and some very short phrases. They point to 'words' but say that they cannot read them. However, they are able to recognise some keywords such as 'look', 'here' when supported.

73. Higher attaining children can confidently write their name and with the teacher's support can draw pictures of words that rhyme with one, two and three. They are beginning to use some recognisable keywords in their writing and to use initial letter sounds, usually written correctly, to convey meaning. Average attaining children are using a series of letters to explain their meaning and can tell the adult what they have written. Lower attaining children use a mixture of lower and upper case letters in their developing writing. Older children in the reception/Year 1 class can copy under the teacher's writing and are forming letters mainly correctly. Teaching is good overall, and the reception teacher has a clear view of the needs of the children and plans a good range of interesting activities to meet their individual needs. In the reception/Year 1 class, where there is a supply teacher, children are often given the same task and planning is not always appropriate to meet the different needs of the children in the group.

### **Mathematical development**

74. By the time the children start Year 1 of the National Curriculum most children achieve the expected Early Learning Goals in this area of learning. Most children can join in singing number rhymes such as 'ten in the bed'. Many of the children, who attend full time, understand that each toy in the bed has to be taken away and this is the first step of their understanding of subtraction. Higher attaining children are beginning to count beyond ten and to relate addition to combining two groups of objects. Average attaining children are also beginning to solve simple problems using addition working with numbers to ten. Lower attaining children recognise numbers to seven. Most children can match simple three-dimensional shapes and are able to use language, such as heavier and lighter when comparing the weight of two objects. Higher and average attaining children can put objects in order of size from longest to shortest and lower attaining children know which of two objects is the longer and shorter. Most are beginning to recognise the values of some coins. All children, including those with special educational needs and those for whom English is a second language, are making good progress in their learning because of the good teaching they receive. Activities are suitably planned to meet the needs of the children and learning is fun. The appropriate parts of the numeracy strategy have been introduced to the children and the teachers have a good awareness of when the children need to be given practical activities. Praise is used effectively to promote expected behaviour and, as a result, behaviour in lessons is good.

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

75. All children, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning because of satisfactory teaching in this area of learning. Children's progress in information technology skills is good because teaching is good. Most children are expected to reach the third step or '*stepping stone*' by the start of Year 1. Most children can name a person who is special to them. These include their mum or dad or brothers and sisters. They are able to draw a picture of the special person and some higher attaining children can explain why the person is special to him or her. Reception children in the reception/Year 1 class are beginning to understand that forces, such as pulling and pushing, can change the shape of materials. For example they take part in making cheese straws and know when the ingredients are being pushed together to form a crumble mixture.
76. Most children know that trees provide food and shelter for animals and are beginning to recognise traditional stories from the Bible. They talk reasonably confidently about machines, such as diggers, and also about machines used at home, such as washing machines and microwaves. They are beginning to appreciate the past by illustrating the types of vehicles they rode when they were younger, the vehicles they can ride now and the ones they will ride or drive when they are older. Photographic evidence shows children, some of who are still in the older reception class, going on an imaginary holiday for a day. The children were involved in preparing and stamping the passports, acting as pilots and airhostesses on the aeroplane. On arrival at their destination they ate their sandwiches on the imaginary beach and went on safari to see wild animals. The children shared exotic fruit from the story 'Handa's surprise' and finally returned home on their imaginary aeroplane. This is good provision for the development of the children's knowledge and understanding of the world and has a positive impact on children's learning.
77. Groups of children are able to use the mouse well to draw pictures of a rocket on the computer. They can use the 'infill, paint can' to produce a black background for their picture and select the appropriate paintbrush and colours for their picture. Most children can use the mouse to build up a picture of an underwater scene and to put Teddy's clothes on correctly.

## **Physical development**

78. By the time the children start the National Curriculum in Year 1 most are achieving the Early Learning Goals for physical development. All children are making good progress in their learning because teaching is good overall. Planning is good and objectives are clear. Most show an awareness of space of themselves and of others. They can confidently run and skip around the playground flying their kites behind them. They are beginning to move backwards and sideways as well as forwards. The children can stop and start to command. In dance, most children move confidently to 'dragon dance' music, individually, in pairs and in groups of five or six children. They are using tools, materials and equipment appropriately. For example, a group of children were using plastic tools to pretend to repair the climbing frame. They can mould materials such as 'slime' into various shapes by pushing squeezing and pulling.

## **Creative development**

79. All children are making good progress in their learning. Although all children are

making good progress in this area of learning, few will meet the Early Learning Goals by the time they start Year 1. Most will reach the third step or 'stepping stone'. They are beginning to use pencils, felt tips, crayons and paints reasonably confidently but many are only just beginning to paint pictures using a range of appropriate colours. Some children use black paint effectively to copy some Chinese writing and others make observational drawings of vehicles using wax crayons. They are able to use different types of materials to present texture and to select suitable materials for their models. For example, some children make models of household machines and use sequins and streamers to decorate their rockets. The children learn an appropriate range of songs and action rhymes. They enjoy singing. For example, during the inspection children were observed singing 'ten in the bed' and 'five little ducks'. They are beginning to use their imagination in the role-play areas. For example, one child was busy folding the washing in the home corner and several children explained what they were doing in 'Bob the Builder's' office.

## ENGLISH

80. Attainment in English is average at the end of Key Stage 1 and below average at the end of Key Stage 2. Results in the 2001 national tests show that the percentage of pupils attaining the expected Level 2 at Key Stage 1 is well above the national average in reading and close to, but below, the national average in writing. At the end of Key Stage 2 the percentage of pupils attaining the expected Level 4 was below average, but the percentage reaching the higher Level 5 was close to the national average. A significant number of pupils in the present Year 6 have special educational needs and are attaining below average standards in English. Inspection evidence also indicates that a number of pupils are achieving above average levels. With the exception of 2001, test results have risen at a similar rate to the national trend.
81. When pupils enter the school they lack confidence in speaking and many do not listen well. Reading skills are poorly developed and many pupils lack sufficient pencil control to enable them to write. Despite making good progress, many pupils start Year 1 with standards below expected levels. They have a very limited vocabulary and lack confidence when talking to each other and with teachers. Pupils make good progress but still a large proportion of pupils start Year 1 with standards below expected levels. The good progress continues throughout Key Stage 1 so that pupils achieve average standards at the age of seven.
82. Due to their good progress throughout Key Stage 2, pupils in Year 6 are achieving well. They show enthusiasm and interest and make good gains in relation to their ability. Pupils with special educational needs make similarly good progress towards meeting their individual targets. The progress made is related to the good quality teaching and high expectation of work at the upper end of the school.
83. The school has implemented the National Literacy Strategy effectively and, as a result, there have been gains in standards in English. However, the lack of consistent, planned opportunities to develop speaking and listening skills throughout the school restricts the extension of pupils' vocabulary. Their chances of expressing opinions and explaining ideas in lessons are similarly limited. Some teachers encourage careful listening and give pupils the time to get their ideas across. As in Year 6 when pupils are encouraged to use subject specific vocabulary, such as personification, alliteration, metaphor and simile when comparing two short stories. Also in Year 1 and 2 when pupils are asked to comment upon the quality of movement sequences created in a physical education lesson. When encouraged and given the opportunity, pupils are able to talk about their surroundings and express opinions with humour and

detail. However, throughout the school, a significant proportion of the pupils do not take an active role and appear to have difficulty in responding to teachers' questions other than in one word answers. Underdeveloped vocabulary limits pupils' ability to put forward arguments, make observations and present information in English and in other subjects. Currently, teachers' planning does not show how pupils might improve their speaking and listening skills in each lesson.

84. The school aims to raise attainment in reading by encouraging pupils to read regularly at school and at home. The Reading Roundabout scheme has been adapted to provide more focus on the teaching of phonics and, although attainment in reading falls short of national expectations at the end of both key stages, most pupils make steady progress and achieve satisfactorily in reading. Throughout Key Stage 1, as part of the literacy strategy, pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The shared and guided reading sessions are used well in this regard. A number of pupils in Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. More able younger pupils can read simple books with fluency and are able to draw upon their recognition of words and knowledge of letter sounds to make sense of unknown words. However, a significant number of pupils in Year 2 do not yet have a firm understanding of letter sounds and blends and often make inappropriate guesses at words when reading.
85. Standards in reading are similar to those expected in Years 3, 4 and 5 reflecting the recent improvements brought about by the introduction of the National Literacy Strategy. Higher attaining pupils develop fluency and competence in their reading and can identify the main characters in stories and offer opinions about different books. The school has recognised that reading loses its appeal for many older pupils, particularly boys, and they have tried to improve the range of interest books available.
86. Major building works are shortly to commence, but currently the library area is unsatisfactory and is not used sufficiently for accessing information from books. There is little or no planned opportunity for pupils to engage in independent investigation. This limits their research skills and has a negative effect upon higher order reading development.
87. Writing standards are improving particularly at the upper end of the school, but currently they are below those typical of 11 year olds nationally. Most seven year olds can write simple sentences, spell some words correctly and use capital letters and full stops with increasing accuracy. Spelling is taught through structured phonic work, which emphasises links between reading and writing. When pupils misspell words they often do so in a way that is phonetically sound but a significant number of pupils do not yet understand how words are built up from individual letter sounds and blends and consequently their spelling is erratic. A significant number of pupils make spelling errors in their writing and their handwriting skills are poor. Often this stems from the inconsistent teaching of handwriting and incorrect, inefficient pencil grips. Older pupils are achieving well in those aspects of English covered but the limited vocabulary, particularly of the lower attainers restricts their attainment in the use of writing across all subjects.
88. Throughout Key Stage 2, as part of the literacy strategy, grammar and punctuation are taught systematically and pupils extend their range of writing. Year 3 pupils recognise compound words and sounds and write confidently in both the first and third person. Year 4 pupils show good attention to presentation when writing their own versions of 'The Diary of a Sheep Pig'. Year 5 pupils demonstrate their understanding of adverbs when writing poems: **"Gracefully the clouds float over the land, Gracefully the**

**bride strolls down the aisle**". The more able pupils in Year 6 use an increasing range of styles and write for a range of audiences and purposes. For example, when engaging the reader in a debate on the benefits of school uniform, and they use punctuation well when retelling "The War of the Worlds". In a creative writing lesson aimed at creating suspense by incorporating flashbacks, a number of pupils used exciting language when setting their scenes. For example, "**sea stained salty rocks.**" One girl recalled a word learned in a geography lesson with '**Her eyes meandered over the paint splattered door.**' An atmospheric and evocative description by one pupil introduced the reader to a house full of memories: "**As he came closer it came to him that all was not as it seemed. The gate, once sturdy and firm was hanging on just one of its rusty hinges, and the once active garage door was full of dark and mossy cavities.... The sweet smell of corn and buttered roast potatoes trailed through the corridor and into the kitchen.... the sound of a tractor could be heard flinging up mud like a flock of birds... He'd love to go back to that day. The day that everything changed. So many questions. Nobody to answer them**".

89. The focus in most literacy lessons has been to improve reading skills and this has been successful. However, lesson observations and the analysis of pupils' work indicate that few write creatively or to any length. There are insufficient planned opportunities for pupils to develop skills in writing in other subjects, such as history and geography, or to write about their findings in science and design and technology. The school has recognised this need and priority has been given to it in the school development plan.
90. Pupils with special educational needs and English as an additional language make good progress as a result of informed, structured teaching and skilled, experienced help from the team of learning support assistants. The targeting of pupils using a range of assessments, carefully structured phonic work and detailed individual education plans, has a positive impact upon the standards that pupils achieve. Despite this, their literacy skills are still well below average and this makes learning in other subjects difficult for them.
91. Teaching is satisfactory, overall, and in half of the lessons observed it is good or better. No unsatisfactory teaching was seen. Teachers across the school have a good understanding of how to teach reading and writing, and all are confident and competent in delivering the National Literacy Strategy. Teachers make good use of questioning to develop understanding and extend learning and they pay good attention to using subject specific vocabulary. As in Years 1 and 2, they focus on 'author', 'illustrator' and 'title' and in the upper school when pupils consider 'narrative', 'complex sentences' and 'subordinate clauses.' Teachers show enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are well-planned lessons and good management of pupils and support staff. Teachers use praise well to reward pupils' efforts, raise self-esteem and encourage pupils to achieve as well as they are able. A number of teachers have high expectations of the pupils and this has a positive impact upon learning and progress. There are good examples of ongoing assessment and the use of assessment of pupils' work to set individual targets is a useful initiative. In the good lessons, the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. There are examples of supportive and analytical marking, particularly towards the end of Key Stage 2. It is regular and helpful and has a positive impact upon progress.

92. The management of English is satisfactory, although the co-ordinator has been away for some time on maternity leave. She provides effective leadership through her monitoring of planning and in the revision of relevant policies. The school now makes detailed analyses of periodic standard and national tests, which inform the long and medium-term planning to meet the needs of pupils. Individual targets are set and booster groups are planned for the spring term. The school has recognised the need to improve standards in writing, particularly in the scope of genre taught and in encouraging an enjoyment in writing.
93. Resources for the teaching of English are satisfactory overall and they are used well within classrooms. The reference library area is unsatisfactory at present. However, this is a temporary situation that will be addressed when the current building work is completed.

## **MATHEMATICS**

94. Year 6 pupils are producing standards of work typical for their age in all areas of the mathematics curriculum (number, algebra, shape, space, measures and data handling). This reflects results achieved by the school's 11 year olds in the 2001 national tests which were in line with both national averages and the average results for similar schools based on the number of pupils claiming free school meals. When the performance of all the pupils in the year group, including those reaching higher levels of attainment, is taken into account, however, the overall picture last year compared less favourably with other schools. This indicates that there is room for improvement. The results of the national tests for seven year olds in 2001 were very high compared to the national average and when compared to the performance of similar schools. The standard of work seen during inspection was in line with national expectations. Teacher assessments for more-able seven year olds in 2001 proved to be rather modest. Inspection evidence suggests that higher expectations could improve the attainment of this group of pupils.
95. Pupils in Year 2 are developing a good understanding of place value to 100 but have little experience in their lessons of higher numbers or decimal notation in money. They are practising number sequences including odd and even numbers, adding and subtracting two-digit numbers and solving simple word problems including real-life money problems involving all four operations (adding, subtracting, multiplying and dividing). They know some properties of shape but quickly forget without frequent reinforcement. Eleven year olds can add, subtract and multiply numbers to two decimal places but are not secure in their understanding of decimal place value. Less able pupils can add and subtract three-digit numbers. They can do simple division and short multiplication. They understand simple fractions and equivalence of some fractions. Few pupils are confident doing mental calculations involving decimals. The school has identified the inverse properties of multiplication and division as a weakness in pupils' understanding. Year 6 pupils know the properties of three-dimensional shapes including the difference between the area and perimeter of a face. A few pupils have calculated the volume of a cuboid. Both seven and 11 year olds have had good experience of data handling using computer programs. Pupils are making good progress at both key stages, including those with special educational needs, who receive good support during lessons from both support staff and the teachers.
96. Three mathematics lessons for Years 1 and 2 were observed during inspection. In two of these lessons the teachers were carrying out half-termly assessments. These assessments were satisfactorily presented and organised but the lessons did not



give teachers sufficient scope to demonstrate their strengths. In the other lesson the teaching was good overall and featured very good planning and a very good conclusion to the lesson when the teacher built upon the pupils' learning to offer them another challenge. The quality of teaching in the lessons observed in Years 3 to 6 was mostly good with some very good teaching. In the very good lessons there were some outstanding elements when, for example, an exceptionally talented teacher raised pupils' interest and motivation with his inspirational teaching style.

97. When all inspection evidence, including the analysis of pupils' work, is considered the quality of the teaching of mathematics throughout the school is good. This is an improvement since the last inspection. In all mathematics lessons observed the management of pupils was good or better and this was reflected in pupils' responses. The pace of lessons was usually good and the teachers gave clear explanations. Teachers have high expectations about the quality of pupils' presentation of their work. Marking is done regularly, although there is little evidence to show that pupils are asked to correct mistakes. There is a general reluctance amongst teachers to set objectives beyond that which is defined in the National Numeracy Strategy for the age group they are teaching. This combined with teachers' routinely recording overall lesson attainment on a whole-class basis rather than by ability groups, results in occasional mismatches between the level of difficulty of the work set and the ability of the pupils. Consequently the more able pupils in classes are not always sufficiently challenged.
98. The introduction of the National Numeracy Strategy has resulted in a sharper focus to the teaching of mathematics. This development has been accompanied by the subject co-ordinator taking a much more active and leading role, which is an improvement from the last inspection. The school accepted an offer from the local education authority of some help to implement the National Numeracy Strategy. The local mathematics adviser had been working with the subject co-ordinator to improve teacher confidence and to improve planning and assessment procedures. Improvements to teachers' planning and recording have been identified and are being worked on. All teachers are now giving effective three-part lessons. The learning objectives of the lessons are clearly set out, although these are not always shared with the pupils. Teachers use an appropriate range of mathematics vocabulary. Lessons begin with mental warm ups and end with teachers reminding pupils what they have learnt and sometimes in the best lessons extend the pupils learning a little further.
99. Teachers do not use the classroom computers as a regular part of their mathematics lessons but they do provide their pupils with some valuable data-handling experiences when they use the computers in the ICT suite.

## **SCIENCE**

100. Standards of attainment are in line with expectations at the end of both key stages. There are many pupils in Year 6 who demonstrate levels of knowledge and understanding above those expected of pupils of this age. Also an analysis of pupils' work shows that throughout the school they are making at least sound, and often good, progress in science. Good progress is made overall by those pupils with special educational needs, and those for whom English is not their first language. There is no significant difference between the performance of boys and girls. Standards attained by pupils at the end of both key stages were described as average at the time of the last inspection.

101. In the teachers' assessment in 2001 at the end of Key Stage 1 the percentage of pupils who achieved Level 2 and the higher Level 3 was well above with the national average. In the 2001 national tests at Key Stage 2 the percentages of pupils achieving Level 4 (96%) was above the national average, but those achieving Level 5 (19%) were well below the national average.
102. Inspection evidence shows that pupils in Years 1 and 2 achieve sound standards in their knowledge of a good variety of science topics. When discussing the properties of materials most can recognise and identify properties of materials and sort them into groups according to given criteria. Their work on sorting, grouping and changing materials was good. The recorded investigation that included cooking an egg to see how it changed was clearly exciting and enjoyed by all. Year 2 pupils are given a great many opportunities to experience investigational work, and they always complete their work thoroughly and well. Their ten page "Materials Books" brought together all parts of the different investigations and pupils showed a good understanding of the science involved.
103. Many pupils in Year 6 have benefited from the good teaching at the end of Key Stage 2 that provides an even stronger emphasis upon scientific enquiry. In an excellent lesson observed, pupils were faced with concepts such as evaporation, distillation, capillary action and crystallisation. In an exciting teacher led discussion about the dissolving of different solids, all pupils showed a good appreciation of the principles of fair testing, and a good knowledge of the key steps in scientific enquiry. The level of knowledge of many pupils about materials was impressive. In fact one girl responded to the teacher by saying – "I didn't realise we knew so much". Everyone else agreed.
104. Science contributes to the development of vocabulary and the speaking and listening aspects of literacy. For example in Year 6, pupils' work on forces contained clear explanations of gravity, molecules, conductors, resistors and insulators. Pupils' diagrams and written work are all neat and well presented. In Year 5 the pupils have learnt about the movements of the moon around the earth, they learned to use words appropriate to this topic 'spin', 'rotate' 'orbit' and 'on its axis'. Their month long "Moon Diaries" were exciting and well presented too. Numeracy is supported in science with the creation of graphs to compare pulse rates in Year 3, and in the measuring of limbs in Year 4. The Year 4 investigation on friction was another very good cross-curricular topic. It focused on the way the ancient Egyptians had moved blocks of stone to construct the pyramids. Their careful investigations, linked with their history topic, were using a force meter and recording in Newtons. The use of sensors in ICT is an area that has developed well recently.
105. The quality of teaching observed in the six lessons during the inspection was good overall. No unsatisfactory lessons were seen. In all lessons teachers planned carefully, ensuring work was at an appropriate level for different groups of pupils. They used resources well to engage in practical work, and showed good classroom management. Most teachers successfully adopt approaches to ensure that all pupils are fully involved and included in the lesson. There were some lessons where teachers' expectations of pupils' ability were very high and the challenges posed were exciting. There was a quicker pace and pupils were completely involved. Their higher standards of achievement reflected this.
106. Teaching plans draw upon the nationally approved Qualifications and Curriculum Authority guidelines. There is coherent planning throughout the school, particularly in developing pupils' investigative skills. The school has now developed a scheme of work to ensure pupils' knowledge, understanding and skills are built upon

systematically from one year to the next. The good co-ordinator has now identified the need to supplement their material with a further short scheme and this is in the school's action plan. The school has introduced a regular system of assessment of pupils' progress. The range, quality and quantity of learning resources for science are now good, and this enhances the progress that pupils make.

## **ART AND DESIGN**

107. The attainment of 11 year olds in art and design, is better than expected for their age. All pupils, including those who find learning difficult and those pupils for whom English is an additional language, make good progress in their learning and achieve well. Attainment, overall, has improved since the last inspection.
108. By the end of Year 2 most pupils are confident to investigate and use a variety of materials and processes to communicate their ideas and meanings. They talk confidently about their work and are beginning to suggest ways to improve their work. This represents a level of attainment in line with expectations for their age. Pupils in Year 1 and 2 use a range of different paper and textures to create a picture of houses, as part of their topic work. On the other half of the paper they satisfactorily made a rubbing of house using wax crayons. They make models of houses out of clay, which are carefully painted in bright colours. Pupils can paint attractive pictures of the characters and significant objects, for example a pumpkin and a coach from the story of Cinderella. These paintings are used effectively to support pupils when retelling the story of Cinderella during their literacy lessons.
109. By the end of Year 6 pupils are confident with their use of a wide range of media and techniques to create interesting and mature works of art. Year 3 pupils make close observational paintings of fresh fruit salads, 'vibrant violets', 'heavenly hyacinths' and 'dazzling daffodils'. Working with local artists, pupils develop their skills of using watercolours, oil pastels and mixed media well, to paint pictures of sunrises and sunsets. Examples of titles of their paintings are 'Sun Hill', 'Moor Sea' and 'Sunrise'. Pupils in Year 4 make a detailed study of the works of Van Gogh. In one lesson, observed during the inspection, pupils focused particularly on Van Gogh's painting of 'Sunflowers' and created their own observational drawings of vases of sunflowers using pastels. They use water-based crayons for self-portraits. Year 5 pupils make close observational drawing of shoes and trainers. These are of good standard. They also make good use of their ICT skills to create attractive wallpaper designs in the style of William Morris. Pupils in Year 6 work together to create interesting and dynamic large wall displays based on 'The War of the World' and are using a good range of media. They use a range of materials to make individual collages of 'The Mary Rose' and some use chalk and charcoal effectively for their 'Mary Rose' pictures.
110. There are very good links with several local artists and with the local comprehensive school to support pupils' learning. Through the Peninsular Project, pupils in Year 6 are able to work with a very experienced teacher from the secondary school to develop their artistic skills and techniques. In one session, observed by a member of the inspection team, 12 pupils were taking part in a five-week course. They are using different paint to make their own books and folders. This is very good provision for developing pupils' skills and knowledge and makes a very positive impact on standards. Good opportunities are also provided for pupils to visit art galleries. For example, some pupils recently visited the 'Tate Gallery' in St Ives. Many pupils, of all ages are often involved in producing artwork of high standards for events, such as 'Lafrowda Festival'.

111. Only one lesson in art and design was observed during the inspection and so no overall judgement can be made on the quality of teaching in this subject. Teachers are using the suggested national scheme of work for art and design well to support them with their planning. This has appropriately addressed the issue of the school not having a scheme of work in the last inspection. The scheme is effective and is ensuring continuity and progression of skills across both key stages. However, there is no system in place for formally assessing pupils' knowledge, understanding and acquisition of skills and techniques. The co-ordinator is absent from school. However, the headteacher has a clear view of pupils' achievement in art and design and the further developments needed to raise standards even higher. Resources are satisfactory and have improved significantly since the last inspection.

## **DESIGN AND TECHNOLOGY**

112. Standards are as expected of pupils by the end of Year 6. They have been maintained since the last inspection. Progress in pupils' learning is good overall and all pupils are achieving well. This includes the good progress made by pupils with special educational needs and those pupils for whom English is an additional language.
113. By the end of Year 2 most pupils confidently generate ideas and plan what to do next based on their experiences of working with materials and components. They select appropriate tools, techniques and materials and are beginning to evaluate their work. Pupils in Year 1 make houses using card and use two different types of hinges for the doors. They choose to use either string or tape to make their hinges. Other pupils in Year 1 and 2 satisfactorily evaluate the houses they have made out of small construction bricks. They assess each model by discussing whether the house is waterproof, safe, strong and attractive to look at. Pupils in Year 2 design and make houses. They draw pictures of different types of houses they can see and use these designs to make small houses from cuboids and triangular prisms. Pupils use wood to make frames for larger houses and join the corners with triangles of cardboard. They cover the frames with card and complete their task by painting them.
114. By the end of Year 6 pupils can work with a variety of materials and components with some accuracy, paying attention to the quality of finish and to the function of the model. In Year 5 pupils make Naan bread. They start by tasting some samples of this bread and they follow a basic recipe to make their own. The pupils then taste their own bread and also ask some younger pupils for their opinions of the product. They decide what they need to do to improve their bread and made another sample using a new improved recipe. Some pupils in Year 6 have worked with a classroom assistant to build a large three-dimensional model of the 'Mary Rose'. Others designed and made a burglar alarm, using a switch that works by pressure. All pupils, in Year 6, design and make their own flags. They have to include information in their design specific to the owner of the flag. For example, pupils are encouraged to depict their interests and hobbies on the flag. They know that their flags have to be made from strong, waterproof material because they plan to fly the flags outside their classroom windows. Pupils make their first designs on A4 paper, some having completed this as a homework task. They label their sketches indicating measurements and materials they plan to use. They use the designs appropriately to make a prototype. Some pupils begin to make the final product, carefully choosing the materials they need to use and ensuring that their measurements are accurate.
115. The quality of teaching and learning is good. Lessons are well planned and the teachers are using the nationally suggested scheme of work well to support them with

their planning. Teachers are enthusiastic and have good subject knowledge. As a result, pupils are interested and keen to learn and behaviour is very good. Praise is used effectively to raise self-esteem and to encourage pupils to become independent and to think for themselves. The SENCO very effectively supports individual pupils to ensure they have equal access to the same curriculum as they rest of the class. These pupils make good progress in their learning, as a result of this support, and produce work of above average quality. Where the teaching was very good the lesson had a very brisk pace throughout and the teacher gave extremely good support and guidance to individual pupils to enable them to succeed. Teaching points were specific and the teacher had very good strategies to enable pupils to solve problems. Expectations of attainment were very high. The teacher demonstrated very effectively that he really valued all contributions to the lesson and gave the pupils a clear objective to aim for. For example, he told the pupils that he would take photographs of every pupil's finished product and display all the flags outside the classroom for everyone to see.

116. There are no formal procedures in place for assessing pupils' attainment and progress in design and technology, although the school has started to collect photographic evidence to ensure coverage and development of skills. Resources are satisfactory and have improved since the last inspection. The temporary co-ordinator is aware that more resources are needed to support the teaching of the scheme of work and the subject has appropriately been identified for a focus next year. The school feels that parental involvement when pupils are at the 'making process' is often very good, which supports pupils' learning well.

## **GEOGRAPHY**

117. Although improvements in planning have been implemented since the time of the last inspection this has not resulted in significantly improved standards. Seven year olds have an awareness of localities outside of their own and can describe some of the differences. They can express views on environmental preferences and have opinions on changes to the local environment. They know that different forms of transport are needed for different journeys. Attainment of this year group is generally in line with expectations. Year 6 pupils are able to talk confidently and knowledgeably about their most recent work on the water cycle but generally they have a poorly developed geographic vocabulary and a weak knowledge of maps and locations. Attainment for 11 year olds is below expectations.
118. No lessons involving Years 1 and 2 were observed during the inspection but there is evidence to show that teachers develop their pupils' knowledge and understanding by using good quality displays to stimulate discussion. The travels of 'Bertie the Bear' are displayed prominently and are a regular focus for discussion. Places the pupils have visited are also displayed. Insufficient emphasis is placed on pupils developing their recording skills. Teachers feel constrained by their pupils' lack of writing skills and do not want to put them under too much pressure in afternoon lessons when they have worked hard in the mornings. There is a lack of good quality resources, which includes a range of stimulating recording ideas, which limits the opportunities teachers can offer pupils to enhance their writing skills.
119. Two lessons involving Years 5 and 6 were observed. In one of these lessons the quality of teaching was good overall. The teacher gave a very good introduction using rich geographic vocabulary but the task set for the pupils did not use the time available to the best advantage and was rather limited in scope. The more able pupils were not sufficiently challenged. In the other lesson, in which the focus was a

comparison between St Just and a village in Pakistan, the pupils showed that their knowledge of their own locality was very limited. The quality of teaching, which could have been improved by better preparation and resources, was satisfactory.

120. The school provides pupils, the older ones especially, with a wide range of experiences that would make an exciting context for the development of geographic skills, knowledge and understanding. The residential trips, the walks to the coast and other visits provide wonderful stimulus. Teachers are very knowledgeable in this area of the curriculum and pupils' attitudes to learning are very good. All of this allows pupils to make reasonable progress, including those with special educational needs. Most pupils, especially the more able, could achieve more but there are four main factors limiting attainment.
- There is insufficient emphasis on the development of mapping and other study skills.
  - There is a lack of rigour in curriculum planning.
  - Teachers are unsure about expected levels of attainment.
  - Teacher resources are inadequate.
121. Since the last inspection the content of the geography Programme of Study has been included in the long-term plan and schemes of work have been put in place. This and the securing of space for geography on the timetable are an improvement on the last inspection. Units of work which teachers use include learning objectives but there is no clear framework to show the expected progression of skills, knowledge and understanding. Such a framework would provide a link between the separate units of work so that teachers can ensure that they are building on pupils' prior attainment.
122. There has been a discontinuity in the management of the subject and the current co-ordinator has only held the responsibility for six weeks.

## **HISTORY**

123. The school has improved its provision for history since the last inspection but this has not yet resulted in improved standards and so attainment remains broadly similar. Seven year olds understand events and people they have studied and are starting to develop a sense of chronology. They describe the fire of London, why it was out of control and some of its effects such as putting an end to the Great Plague. They know about the Victorians and discuss some of the differences and similarities between nineteenth century lifestyles and their own. Attainment for this age group is broadly in line with expectations.
124. Eleven year olds do not have the historical knowledge expected for their age. Some children have sound knowledge of a topic, such as the Tudors, that they have studied but others can remember very little. Year 6 pupils have very little sense of the order of historical periods; they guessed that the Tudors came after the Vikings but thought they came after the Victorians. They use websites and computer software to collect information or to find the answers to directed questions but they do not link information from various sources or organise their work to communicate their findings to others. Attainment for pupils in their last year of primary school are below expectations.
125. The quality of teaching for five to seven year olds varies from satisfactory to very good. All teachers of this age group use stimulating displays of artefacts and books. One teacher had made an effective display showing the difference between a

Victorian and a modern house. Teachers use real artefacts, many of which are loaned by parents to discuss differences between the past and the present. In one very good lesson the teacher was very skilled at drawing out from pupils their own ideas about the past but on other occasions the teachers did not relate the artefacts to real people and their needs. Simple recording techniques are used, such as simple tables or charts which the pupils could complete with drawing and a little writing. Pupils with special educational needs are well supported in this but the more able pupils are not challenged enough by for example using other information sources.

126. Only one lesson for Years 3 to 6 was observed. The quality of teaching in this lesson was satisfactory overall because, although the teacher was enthusiastic and had excellent intentions for the lesson (to show the fallibility of historical evidence), the task the pupils completed was rather dull. Inspection evidence suggests that the quality of teaching for the older pupils is no better than satisfactory overall. There are undoubtedly some good elements to the teaching. Some pupils had made a large exciting three-dimensional model of the Mary Rose and worked out the cost of supplies using a computer spreadsheet and Year 4 pupils had completed a significant amount of work on the Egyptians. These positive features allow the pupils including those with special educational needs to make reasonable progress overall. However, there is too little time given and emphasis placed on developing historical study skills including the presentation of findings and there is insufficient challenge for the more able.
127. Teachers have the knowledge and skills to achieve an improvement in standards although additional teaching resources, which give motivational ideas for learning, would help. They have engendered in the pupils a real enthusiasm for the subject but there are several factors that have a limiting effect on attainment.
- There is insufficient emphasis on study skills.
  - There is a lack of rigour in curriculum planning.
  - Teachers are unsure about expected levels of attainment.
  - Cross-curricular links, especially with literacy, are not planned systematically.
128. Since the last inspection the content of the history Programme of Study has been included in the long-term plan and schemes of work have been put in place. This, and the securing of space for history on the timetable, is an improvement on the last inspection but the element of 'teacher discretion' as mentioned in the history policy is inappropriate. However, there is no clear framework to show the expected progression of skills, knowledge and understanding. Such a framework would provide a link between the separate units of work so teachers can ensure that they are building on pupils' prior attainment. There are examples of pupils' writing based on history topics but this tends to occur incidentally rather than part of a rigorous planning structure.
129. The subject co-ordinator, who is helped by another member of staff with history for the younger pupils, is enthusiastic and is committed to raising standards. The postholder will need some support and guidance in order to lead the development of the subject successfully and ensure an improvement in standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Standards in ICT are now above expectations overall by the time pupils leave school. The school has made outstanding progress in this subject since the last inspection in 1997, when the lack of provision was a key issue. Teachers take every opportunity to

involve pupils in this subject, particularly in the computer suite, and this has resulted in a good level of ICT skills across the school. Older pupils are achieving very well and in the Year 6 lesson observed they were aware of their own skills and felt very confident in their abilities.

131. In Key Stage 1, the standards reached are in line with those expected for the pupils' age. This is due to the good teaching, good quality software and planning by the co-ordinator. All teachers have good knowledge and understanding and are able to ensure that a good range of work is being provided. The way that Year 3 pupils were able to use the music software "Compose" to create their own music was impressive. This work was a very effective link with their class work in music and was a very good extension to the normal primary music curriculum.
132. In Key Stage 2, the Year 5 pupils were able to explain how they can move data around to good effect in a spreadsheet. The fact that the teachers provide examples for three different levels of ability means that all pupils are challenged appropriately. The Year 6 class were using a complex piece of software, PowerPoint, to make a multimedia presentation based on their literacy work on War of the Worlds. The speed and depth of their work were well above average. Their confidence was impressive.
133. Learning throughout the school is good. All pupils, including those with special educational needs and English as an additional language, make good progress. The quality of teaching overall is good, because teachers throughout the school are becoming increasingly mindful of the impact ICT can have for these pupils. They are also aware of the potential of the computer suite and are planning tasks appropriately for pupils of all abilities.
134. Pupils' attitudes and behaviour in the examples seen of ICT in use were good. In the lessons seen, the teachers' good knowledge of the subject and clear explanations enabled pupils to make good progress in their learning and kept them all on task throughout. The way in which pairs worked very co-operatively on using different creative software in Year 6 to make a presentation slide-show was exceptional.
135. The co-ordinator is very enthusiastic and has a good idea of where the school needs to focus in the immediate future, for example control technology, to continue the impressive progress they are currently making. She has made a considerable impact in the time the school has had its computer suite by making software training available to other teachers and giving them generous amounts of support. All examples seen showed that teachers have sufficient knowledge to make their use of ICT meaningful. The ICT technician, who is always available during school time, makes a very significant impact on the quality of pupils' learning. In two of the lessons observed she was on hand to sort out difficulties and provide focused advice that enhanced the learning by the pupils considerably. The school has adapted the Qualifications and Curriculum Authority guidelines to offer guidance to those staff who are less confident in the use of computers. All this care is enabling pupils to make good progress and achieve well.

## **MUSIC**

136. In Key Stage 1, pupils achieve standards in singing, playing, listening and applying knowledge and understanding, which are in line with the level expected from pupils of a similar age. Standards have risen since the 1997 inspection and, in the aspects seen during the inspection, they are similar to those expected of pupils at the age of eleven, except in performing, for many pupils, where the standards are above



average. Factors contributing to this are the improved planning and coverage of what pupils should be taught, the action taken to improve the quality of teaching and the use of specialist teachers for instrumental tuition.

137. Pupils are benefiting from the expertise of the visiting music teachers and make good progress in the development of musical skills. They are able to control pulse when using body percussion or percussion instruments to accompany their singing. They enjoy singing and sing simple songs from memory, accurately matching their voices to the shape of the melody, and keep pace with the piano accompaniment. Pupils use their voices confidently in a variety of ways and, by the age of 11, pupils sing with clear diction and a good sense of pitch and rhythm. In composing, pupils achieve standards similar to those found in other schools. They explore a range of sounds using classroom percussion, orchestral instruments and ICT.
138. The many pupils who have instrumental lessons make good use of their skills in composing sessions. This enhances the quality of their work. Pupils work well together. When performing their compositions they listen carefully and are aware of how the different parts of their piece fit together. Teachers ensure that pupils understand that they need to practise their singing and playing skills in order to improve. Pupils are sensitive to each other's feelings when discussing their work. All pupils' contributions are valued and pupils readily applaud each other's efforts. This helps pupils to gain in confidence and enhances their performing skills. They make satisfactory progress in the use of a musical vocabulary.
139. The quality of teaching and learning throughout the school is good. Teachers have the same high level of knowledge to teach all aspects really confidently, particularly singing. Planning for the development of pupils' skills and understanding is good and so lessons have a clear focus and teachers are clear about what they want pupils to learn. The lessons provide balanced coverage of the key musical skills with appropriate emphasis on learning through practical music making. Teachers make the lessons interesting for pupils by choosing themes and repertoire that are relevant and enjoyable. As a result, all pupils, including those with special educational needs, make good progress.
140. The school is strongly committed to providing pupils with the best possible musical experiences. The music co-ordinator works well with the visiting instrument teachers and uses their expertise to adapt the plans which show what pupils are to be taught each term to meet the specific needs of the mixed-aged classes. The time of the visiting music teachers is well managed so that each class has this benefit throughout the year. This has a positive impact on pupils' progress. All pupils who are learning to play a musical instrument, including the flute, saxophone, keyboards and recorder, have opportunities to perform in school and to take part in events outside the school.

## **PHYSICAL EDUCATION**

141. During the week of the inspection pupils were observed taking part in dance, gymnastics, swimming and games lessons. Inspection evidence is drawn from the observation of these lessons and from discussions with pupils and from observations of pupils at play.
142. Standards in physical education are in line with those expected at the end of both key stages. Virtually all pupils reach the standard in swimming expected of pupils at the end of Key Stage 2. [To swim 25 metres]. Swimming is given a high priority and the provision is a strength of the physical education programme. Pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running jumping and balancing. They are broadening their experiences of dance activities and are acquiring competence in a range of swimming and games activities.

Residential visits give pupils the opportunities to develop skills in outdoor activities. A significant number of pupils attend extra-curricular clubs and, as a result of well-informed coaching, make very good progress and show skills well above those expected. Teams representing the school within Cornwall have been particularly successful in soccer, mini-rugby, netball and cross-country running. The school has achieved national success in cricket and table tennis. Such achievements are particularly laudable when the westerly location of the school is considered. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem.

143. Year 1 pupils, as a consequence of well-informed teaching, produce good quality jumps and rolls. Seven year olds demonstrate sound co-ordination and show imagination when creating sequences of movements involving turns, spins and twists. Their running into space shows awareness of others and landings from jumps are appropriate.
144. Year 5 pupils are attentive and follow instructions well in a games lesson concentrating on developing tennis style skills. A number of boys are very competent and able to keep a rally of strokes going for a considerable time. Year 6 pupils interact and co-operate well when creating pair and small group dance sequences based on the movements of butterflies. The quality and range of the dances are no more than one would expect from pupils of this age, but the enthusiasm shown and the effort expended are both unexpected and uplifting. The full participation of pupils with special educational needs reflects inclusion in practice! One pupil with a physical disability could not have put more effort into the lesson and another pupil with difficulties of communication is completely focused on matching the hand movements of a sensitive and patient learning support assistant.
145. In the few lessons observed the quality of teaching is good overall, and at times, as in swimming and dance is very good. Teachers have good subject knowledge and great enthusiasm. They make their expectations very clear and are anxious to ensure that pupils achieve well. Good use is sometimes made of demonstrations where attention is focused on quality movement. Pupils are encouraged to observe and evaluate, but overall opportunities are missed for pupils to develop their language skills by commenting on performances. Teachers are to be applauded for their efforts in compensating for the inadequate facilities for indoor physical education.
146. The subject is managed appropriately and the current scheme of work gives teachers sufficient support across the physical education Programmes of Study. Good use is made of local facilities to ensure that pupils enjoy the full range of swimming, dance and games activities. The experience gained by pupils on residential visits enhances the physical education curriculum, and the very good provision of a wide range of extra-curricular activities gives the pupils many opportunities to improve their physical and social skills. Whilst resources overall are satisfactory, currently the hall is unsatisfactory for teaching physical education. This deficit in provision is soon to be addressed by an extensive building programme.

## **RELIGIOUS EDUCATION**

147. Standards in religious education are in line with the expectations of the locally agreed syllabus by the end of both Year 2 and Year 6. All pupils, including pupils with special educational needs and those pupils for whom English is an additional language make good progress in their learning. This has improved significantly since the last inspection when no judgement could be made on standards because of insufficient

evidence. However, there is still a lack of written work in religious education because the use of literacy skills across the curriculum is underdeveloped.

148. By the end of Year 2, pupils are beginning to understand the significance of some important customs and beliefs of Christianity, Sikhism and Hinduism. Pupils in Year 1 know that Christians believe Jesus is special and learn some of the stories Jesus told, including the story of the five loaves and fishes. They can name the important features of a church and can name some of the vestments worn by a priest during a service. They recall the significance of having babies christened, to Christians and compare the Christening service with Muslim and Sikh naming ceremonies. Pupils are able to take part in a demonstration of a Sikh naming ceremony, during which the teacher effectively highlighted the promises, made for the babies, during the ceremony. In Year 2 pupils discuss special places and buildings used by Hindus. They can recall the 'Three Symbols' of Hinduism and know that a Hindu temple is called 'a Mandir'. They can name some Hindu gods, such as 'Krishna' and 'Ganesh' and know the importance of a 'Murti' as symbols of their Gods. By the end of Year 2 most pupils are beginning to satisfactorily compare religious beliefs of others with those of their own.
149. By the end of Year 6 pupils know and understand, in some more detail, the practices and beliefs of Christians and those of other faiths. Pupils in Year 3 discuss the importance of having 'rules' and can link their own rules with the Ten Commandments. They also look closely at the books in the New Testament. They know that the Bible is an important book for Christians and that the Torah is important to Jewish people. A good display of Torah scrolls, made by the pupils indicates that they know some of the Jewish rules contained in the Torah. In Year 4 most pupils know and understand some of the beliefs of Sikhs. They are beginning to consider various stories relating to 'The Creation'. They can compare the Christians creation story with those from China and from the Senaco tribe. They know that different cultures have different creation myths. Older pupils have a sound understanding of some of the practices and beliefs of Judaism. Pupils give clear explanations about Bar Mitzvah and Bat Mitzvah. They talk confidently about what you would see in a synagogue and the role of a rabbi. By this age they are making satisfactory comparisons between religions and are able to reflect on their own beliefs and those of others.
150. The quality of teaching and learning is good and all pupils are achieving well. The school has recently reviewed its scheme of work to match the new locally agreed syllabus and as a result lessons are well planned. Teachers' subject knowledge has improved since the last inspection because of attendance at courses and because of the good support provided by the subject co-ordinator. Evidence from lesson observations indicates that teachers' subject knowledge is secure and this has a positive impact on pupils' learning. Behaviour management is very good and as a result most pupils are interested and concentrate well during lessons. Teachers question skilfully, during lessons, to promote discussions and to assess pupils' knowledge and understanding. They have a sensitive approach to their teaching and most give pupils satisfactory opportunities to reflect on their own beliefs and those of others. This was particularly evident in the lesson observed about the 'naming ceremonies'. Resources are well organised and used effectively to support learning. For example, one teacher made good use of resources to demonstrate a Sikh naming ceremony and another teacher had several photographs of Hindu gods to show pupils. Good use is made of displays to stimulate pupils. For example, in one classroom a very attractive display of 'Our Christening' supports learning effectively.

151. Management of religious education is good and is having a positive impact on raising standards. The co-ordinator is successfully raising the profile of religious education in the school, and has a comprehensive development plan for the continual improvement of the subject. She has effectively ensured that there are sufficient resources to support colleagues and these are appropriately organised for easy access to support pupils' learning. She has appropriately highlighted the need for more suitable resources to further improve staff confidence. The scheme of work is reviewed annually to ensure it complies with the new locally agreed syllabus and is appropriate for the organisation of mixed and single year groups that particular year. However, there are no formal assessments of pupils' knowledge and understanding in religious education, at present. The co-ordinator has a good understanding of what is being taught through her effective monitoring of samples of pupils' work and teachers' planning. Time has been planned for monitoring of teaching next term. The local minister and local authority adviser for religious education visit the school regularly to assist with teaching religious education lessons. This has a positive impact on pupils' learning. Visits are made to the local church but there are no opportunities, through no fault of the school, to visit other religious places of worship.