

INSPECTION REPORT

BISCOVEY JUNIOR SCHOOL

Biscovey, Par

LEA area: Cornwall

Unique reference number: 111981

Headteacher: Mr R J Green

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 24th – 28th September 2001

Inspection number: 193107

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Lamellyn Road Biscovey Par Cornwall
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W H Roberts
Date of previous inspection:	17 th March 1997

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Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	English as an additional language Science Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24137	Ms G Robertson	Team inspector	Special educational needs Information and communication technology Art and design Geography	
21852	Mrs J Forward	Team inspector	English History	
13307	Mr I Hancock		Equal opportunities Mathematics Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Biscovey Junior School is situated in Par, Cornwall, not far from St Austell, and serves the localities of St Blazey, Biscovey and Par. The area is one of significant unemployment and social disadvantage and has recently been successful in obtaining government funding for improvements within the community. With 314 pupils on roll, the school is larger than most other primary schools nationally. Pupils are aged between seven and eleven years and virtually all are from white ethnic backgrounds. The number of pupils (0.3 per cent) from minority ethnic backgrounds is below the national average. Eighty-four pupils (26.75 per cent) are on the register of pupils with special educational needs, a figure which is above the national average. Of these, twelve pupils (3.82 per cent) have statements of special educational need, which is well above the national average. The school has a local education authority audiology unit for hearing impaired pupils situated within the building, attended by pupils from the school as well as by some from outside the traditional catchment area. The proportion of pupils eligible for free school meals (21.7 per cent) is above the national average. Attainment on entry to the school is below average overall, but with some significant variations from year to year.

HOW GOOD THE SCHOOL IS

The school is broadly effective and gives satisfactory value for money. Its main strengths are its effective promotion of pupils' personal development and the very good relationships that exist amongst pupils and between pupils and all adults. As a result, pupils' attitudes to school are very good and their behaviour is good. Provision for pupils with special educational needs is good and pupils make good progress. All other pupils make at least satisfactory progress as they go through the school. Standards in music and physical education are higher than in most other schools by the age of eleven, but standards in reading, writing, mathematics and science are below average. The quality of teaching and learning is satisfactory. Teamwork is strong. The new headteacher gives good leadership and, with positive support from the governors and staff, is establishing a clear educational direction to the life of the school. Governors provide very good support for new initiatives through the quality of their financial planning.

What the school does well

- Standards in music and physical education by the age of eleven are above those expected of pupils of their age.
- Provision for pupils with special educational needs is good and, as a result, pupils progress well.
- The promotion of pupils' personal development is good. As a result, pupils' attitudes to school and relationships amongst pupils are very good and they behave well.
- Pupils' social and moral development are effectively promoted.
- Procedures for child protection and promoting pupils' welfare are very good.
- The leadership provided by the headteacher is good and teamwork amongst all staff is strong.
- The governors fulfil their responsibilities well and their financial planning is very good.

What could be improved

- Teachers do not have high enough expectations of what pupils can achieve.
- Assessment information is not used effectively enough to match work closely to pupils' needs.
- There are not enough opportunities for pupils to carry out independent research, devise their own investigations or follow their own lines of enquiry.
- Procedures for monitoring and evaluating the quality of teaching and learning by senior staff and co-ordinators do not have enough impact on raising standards.
- The provision for information and communication technology is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Improvement since then has been unsatisfactory. Standards by the age of eleven have risen in line with the national trend, but have tended to remain below or well below national averages. The quality of teaching has made a satisfactory improvement and the proportion of unsatisfactory teaching has been significantly reduced, although some still remains. The National Literacy and Numeracy Strategies have been implemented satisfactorily, but the requirements of the new National Curriculum 2000 are only just being addressed. Standards in information and communication technology have declined significantly because provision for the subject has not kept pace with national requirements and initiatives.

There has been very little improvement in the areas highlighted as key issues in the previous report. Teachers still need to make sure that the purpose of lessons is clear, both to themselves and to their pupils. Setting pupils targets for improvement is at an early stage of development. Procedures for assessing pupils' attainment and progress have shown some improvement, especially over the last six months, but the information gathered is not used effectively enough to match work closely to pupils' needs. As a result, with the exception of pupils with special educational needs, pupils' progress is rarely better than satisfactory. The roles and responsibilities of the senior management team are much more clearly defined, but co-ordinators are not sufficiently aware of standards in their subjects. The curriculum for design and technology has been improved, but standards are still below expectations for pupils aged eleven.

Since the appointment of the new headteacher in January 2001, several major initiatives have been introduced to tackle some of the identified weaknesses within the school. The enthusiasm generated amongst governors, staff and pupils as a result of these initiatives indicates that the school is well placed to sustain further improvement.

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
	1998	1999	2000	2000
English	C	E	E	E
mathematics	D	D	E	E
Science	D	C	E	E

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

The table shows that, in the 2000 national tests at the end of Key Stage 2, pupils' standards in English, mathematics and science were well below the national average and the average for similar schools. This is partly due to the above average percentage of pupils with special educational needs, but there are fewer pupils achieving the higher level (Level 5) than might be expected. However, most pupils are achieving what can reasonably be expected from a below average base on entry into school. Although national comparisons are currently not available, the results of the 2001 national tests at the end of Key Stage 2 show that standards are likely to be significantly better than those of 2000, closer to the national average. This reflects variations from year to year in the level of pupils' attainment on entry as there were significantly fewer pupils with special educational needs in the 2001 year group.

Inspection findings show that pupils enter Year 3 with standards below the national average in reading, writing, mathematics and science. By the age of eleven, standards are below average in English, mathematics and science and below expectations in information and communication

technology and design and technology. Standards in music and physical education are above those typical of pupils of their age. Pupils' standards in art and design, geography and history are about average. Standards in religious education are in line with the expectations of the locally agreed syllabus. The targets for English and mathematics at the end of Key Stage 2 in the 2002 national tests are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show interest in their work and are keen to come to school.
Behaviour, in and out of classrooms	Good. Pupils show respect for each other and are polite to adults.
Personal development and relationships	Very good. Pupils develop into confident and responsible young citizens.
Attendance	Satisfactory. The vast majority of pupils arrive on time and registration procedures meet statutory requirements.

Pupils' attitudes to their work and their behaviour have improved significantly since the appointment of the new headteacher after a decline in the good levels reported at the time of the previous inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	–	–	Satisfactory

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.

Teachers make effective use of learning support assistants to support lower attaining pupils and pupils with special educational needs in lessons. Resources provided in lessons are often of good quality and quantity. Teachers have good relationships with their pupils and, as a result, most pupils concentrate well and have very good attitudes to their learning. The management of pupils in classrooms and around the school is particularly good and this helps the school to be an orderly community. Teachers do not have high enough expectations of what pupils can achieve and this means that much of the work planned for pupils of differing abilities, and higher attaining pupils in particular, is not sufficiently challenging. As a result, the pace of lessons is sometimes too slow and pupils do not make as much progress as might be expected in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils' learning is extended well by a very good range of extra-curricular activities.
Provision for pupils with	Good. All staff work hard to support these pupils and they benefit

special educational needs	significantly from the work of the special needs co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is good. Promotion of pupils' spiritual development is satisfactory. Provision for pupils' cultural development is satisfactory, but more needs to be done to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	Satisfactory overall. Procedures for child protection and promoting pupils' welfare are very good. Procedures for monitoring pupils' academic and social development and for assessing their academic attainment and progress are unsatisfactory.

The school works well in partnership with parents; this aspect of school life has improved significantly over the last six months. The school has made a slow start in implementing the requirements of the new National Curriculum 2000; provision for information and communication technology does not meet statutory requirements. More needs to be done to use information gained from assessment procedures more effectively to match work closely to pupils' needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction to the life of the school. A range of new initiatives have been introduced in the short time since his appointment which indicate a good understanding of the school's strengths and weaknesses.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the work of the headteacher and staff and use available finances very effectively.
The school's evaluation of its performance	Satisfactory. Procedures for monitoring and evaluating the life and work of the school are good, but are relatively new and have not had time to have a significant impact on standards.
The strategic use of resources	Good. Governors give considerable attention to obtaining good value for the money they spend. Staffing, accommodation and resources are generally used effectively and efficiently. The non-teaching staff are not always used effectively enough.

The quality of teamwork is good and staff are committed to raising standards. However, senior staff and subject co-ordinators do not see their colleagues teach often enough and do not critically analyse teachers' planning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Behaviour is good. • Children are well taught, are expected to work hard and are helped to become mature and responsible. • The school is well led and managed. • Staff are approachable. 	<ul style="list-style-type: none"> • The amount of homework. • Better communication with parents including information about their children's progress.

Inspectors agree with most of the parents' views, but judge that many of their children could be making better progress. The amount of homework is judged to be typical of most other primary schools. Inspectors consider that the school keeps parents well informed about school life, including children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, the results of the national tests in English, mathematics and science for pupils aged eleven were well below both the national average and that of similar schools. These results were similar to the 1999 results in English, but lower than those attained in mathematics and science. National comparisons are not yet available for the 2001 results, but these are likely to show a considerable improvement on the 2000 results in all three subjects. Inspection evidence indicates that pupils' standards in the present Year 6 classes are below average in English, mathematics and science. One of the main reasons for the fluctuations in results from year to year is that pupils' attainment on entry to the school in Year 3 varies, in particular, the proportion of pupils with special educational needs. For example, there were fewer than usual of these pupils taking the 2001 national tests, where results are particularly good. The trend in the school's results over time is broadly in line with the national trend. However, results have tended to remain below or well below the national average, with only a small proportion of pupils attaining the higher Level 5.
2. Inspection findings are that, overall, pupils make satisfactory progress in English, mathematics and science from below average levels of attainment on entry to school in Year 3. By the age of eleven, standards are below the national average. Most pupils achieve what could reasonably be expected. In art and design, geography, history and religious education, progress is satisfactory and standards are average. Standards in music and physical education are above those normally seen and pupils achieve well. They underachieve in design and technology and in information and communication technology and standards are below average in these two subjects.
3. The main reason why pupils' standards in English, mathematics and science, as shown by national test results, are no higher is that teachers' expectations of what pupils can achieve are too low. This affects higher attaining pupils in particular and means that fewer pupils attain the higher Level 5 than might be expected. Until recently, there has not been sufficient focus on accurately assessing pupils' attainment and progress to match future work closely to their needs. This contrasts with the good achievement of pupils with special educational needs. They receive helpful, well-focused support and the work set for them is at the right level, taking into account their good quality individual educational plans. The plans contain clear, gradual and achievable targets that can be measured to check on their progress. The school's good systems for early identification of pupils with learning difficulties play a significant part in determining the levels of support. Meetings between the special needs co-ordinator and learning support assistants of upper and lower school are valuable in involving and informing all relevant staff in

maintaining an overview of pupils' progress. Teachers, learning support assistants and the special needs co-ordinator provide good levels of support in classes and withdrawal groups. There are no significant differences in the achievements of boys and girls.

4. Pupils' literacy and numeracy skills are unsatisfactory overall. There are three main reasons for this. Firstly, there are inconsistencies in the expectations teachers have of pupils in standards of handwriting, spelling and in the levels of challenge in activities planned. There are stories, poems and other written work of a good standard to be found in all year groups, but there are fewer of these than might be expected. Secondly, despite at least satisfactory and sometimes good teaching in literacy and numeracy lessons, the skills pupils learn are not promoted well in other subjects of the curriculum. Thirdly, information and communication technology has little impact on pupils' literacy and numeracy skills.
5. The targets for eleven-year-olds in English and mathematics for the 2002 national tests represent an accurate assessment of pupils' likely achievements.

Pupils' attitudes, values and personal development

6. Overall, pupils have very good attitudes to school and their behaviour is good. Relationships in the school between pupils and teachers and amongst pupils themselves are very good. These standards are similar to those reported at the time of the last inspection. However, since then, evidence from teachers, parents and pupils suggests that standards first declined but then improved to the present levels following the appointment of the new headteacher.
7. Pupils' attitudes to school and to their work are very good and help to promote the calm, co-operative atmosphere that exists in classrooms and around the school. Pupils very much like coming to school. They enjoy the friendly, caring and safe environment and the many interesting activities provided for them inside and outside their classrooms. For example, over 60 Years 5 and 6 pupils attended the lunchtime upper school choir club. They showed evident enjoyment as they sang together and responded well to their teacher. Most pupils work well in their lessons and maintain their interest and concentration throughout the day. This is a particular feature of pupils in Years 5 and 6. A small number of younger pupils do not concentrate so well and sometimes become restless, for example during whole class sessions in literacy and numeracy lessons, and this affects the standards they achieve. Staff manage pupils with special educational needs with patience and understanding. As a result, these pupils have positive attitudes and are able to remain on task, helped by special support. They are encouraged and helped to share in all curriculum activities.
8. Pupils' behaviour is good overall and many behave and conduct themselves very well. For example, in virtually all the lessons observed during the inspection, pupils' good behaviour made a significant contribution to the

progress they made in their learning. On the very few occasions when standards of behaviour in lessons were less than satisfactory, it was mainly because pupils were not challenged enough by their tasks. A small minority of pupils with behavioural difficulties is well supported by staff. Pupils move around the school in an orderly fashion and are polite and courteous to visitors. Bullying, which used to be a problem in the school, is now rare and pupils know that when it occurs it is dealt with firmly.

9. Relationships between pupils and with all adults are very good and the resulting friendly, polite and supportive atmosphere is a strength of the school. There have been no pupils excluded in the latest reporting period. Pupils have a strong understanding of the impact of their actions on others and show respect for the feelings of others. For example, in a Year 6 personal and social education lesson, pupils listened respectfully to each others' views and opinions as they discussed ways to avoid argument and conflict. Pupils are keen to accept responsibilities, for example as prefects, helping to take visitors round the school, helping with joint activities with the adjacent infant school and carrying out classroom jobs. Two pupils from each class make up the school council, which has recently represented pupils' views on such subjects as school uniform, equipment for the playground and homework. Pupils regularly answer the telephone during the secretaries' lunch break and enjoy this responsibility.
10. Attendance is satisfactory overall. For most pupils, it is good because they are keen to come to school. The main reasons for absence are illness and family holidays taken in term time.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching and learning is satisfactory overall. Seventy-six lessons or parts of lessons were observed during the inspection. Thirty-two of these were judged to be either good or better, including seven which were very good; forty were satisfactory and four unsatisfactory. The teaching is better now than it was at the last inspection. The proportion of unsatisfactory teaching has reduced significantly and the proportion of very good teaching has increased. This is mainly due to improvements in the quality of teachers' planning and in their subject knowledge. However, some issues identified as weaknesses in the previous report still remain, particularly low expectations of the standards the pupils are capable of achieving and a lack of challenge in activities, especially for higher attaining pupils. These factors have the greatest impact on pupils' achievements in literacy and numeracy and teaching in these subjects during the inspection was rarely better than satisfactory.
12. The quality of teaching and learning is satisfactory overall in most subjects where teaching was observed, with the exception of music, where it is good overall and information and communication technology, where it is

unsatisfactory. There was insufficient evidence to make a judgement about the quality of teaching and learning in design and technology.

13. In the most effective lessons, teachers teach confidently as a result of their good subject knowledge. Pupils benefit from knowledgeable responses to their questions and clear summaries of what has been learned in the final whole class session that usually occurs at the end of a lesson. These are characteristics of very good teaching, for example in some Year 5 and Year 6 classes in English, science, art and design, physical education and religious education. In these lessons, teachers maintain a good pace to pupils' learning and successfully encourage pupils to discuss what they are doing and why. For instance, in a Year 5 art and design lesson, pupils received regular inputs from the teacher as he moved from group to group, promoting pupils' thinking and raising their expectations of what they could achieve by skilful use of questions based on his strong subject expertise. At the end of the lesson, the teacher effectively reviewed what pupils had achieved and linked this to the original purpose of the lesson, which had been discussed at the start. As a result, pupils made very good progress in their understanding of how to use line and tone as they produced pictures of a Greek vase. A key feature of the effective lessons is the good management of pupils. Most lessons contain elements of whole class, group and individual work and the way pupils are managed and organised to move between these different styles of learning is smooth and very little time is lost. For example, in a Year 3 history lesson about Ancient Egypt, the teacher and the learning support assistant showed good management skills. As a result, pupils moved smoothly from a whole class session to group work involving translating hieroglyphics and a design and technology activity producing beads from clay in the style of jewellery of the period.
14. Where teaching is less effective, but is nevertheless satisfactory, lessons are mainly characterised by a slow pace to learning and insufficient challenge in activities for some pupils. There were examples of these aspects in all subjects and most classes. Such weaknesses in the quality of teaching and learning largely account for most pupils making no more than satisfactory progress overall. It is the main reason why only a limited number of pupils obtain higher levels in national tests at the age of eleven. It stems from, until recently, the lack of effective procedures for senior staff and subject co-ordinators to monitor and evaluate of the quality of teaching and learning. New initiatives have had little time to make a significant impact on teaching and learning, but there are already positive signs that teachers are adjusting their planning to better suit pupils' individual needs and raising their expectations of what pupils can achieve. These satisfactory lessons, however, also contain strengths such as good relationships between teachers and pupils, provision of a good range of resources and often effective use of learning support assistants to provide guidance for lower attaining and special educational needs pupils.
15. Where teaching is unsatisfactory, the purpose of lessons is unclear and time is wasted in lessons, in settling pupils down and talking for too long. Subject

knowledge is also weak, as illustrated in physical education and religious education lessons in a Year 4 class. In information and communication technology lessons in the computer suite, teachers place too much reliance on learning support assistants to teach skills. They do not liaise sufficiently well with the assistants and leave them unsure as to what needs to be taught and why. These weaknesses hold the pupils back.

16. The teaching of pupils with special educational needs is good and sometimes very good. Teachers are aware of the individual needs of pupils experiencing learning difficulties. They provide a sound match of work to ability and a good level of support. Learning support assistants' guidance and support are overseen and managed very well by the special needs co-ordinator. Pupils who have special educational needs benefit from very good teaching in occasional withdrawal groups where work is very well targeted to their needs. In literacy lessons, teachers take account of the pupils' ability and plan work accordingly, providing suitably matched learning activities and a good level of support through learning support assistants. Setting arrangements for mathematics help special educational needs pupils, who are taught in a smaller group and at an appropriate pace. Teachers and learning support assistants manage the pupils with behavioural difficulties very well. As a result of these strengths, pupils make good progress. Learning support assistants play a significant part. They are involved in a series of training programmes to develop their knowledge of pupils' specific needs. They are deployed effectively to assist pupils in class to concentrate and succeed.
17. The quality of teachers' planning is satisfactory overall. It is often detailed and thorough in its reference to national subject guidelines such as those for literacy and numeracy, the locally agreed syllabus for religious education and the purpose of lessons, activities and resources. The recent introduction of regular evaluations of lessons is a positive addition to the planning process and is already having a positive impact on teaching quality. However, planning does not contain enough evidence of adjustments being made as a result of analysis of assessment information, gained either on a day-to-day basis, or from the results of school or national assessments. This means that work is not always matched closely enough to pupils' needs. The headteacher and staff are aware of this and useful initiatives have been set in place to improve this aspect of teachers' planning. The purpose of lessons is not always clear and this sometimes leads to uncertainty amongst both teachers and pupils as lessons progress.
18. Satisfactory use is made of homework to extend pupils' learning, particularly in literacy and numeracy. Work set is always marked and pupils in Year 6 are prepared satisfactorily for the homework regimes they will experience at secondary school. Not enough use is made of homework to support reading. Many pupils have weak reading skills, but the home-school reading partnership is not well organised or promoted effectively enough to make a significant contribution to pupils' learning. Information and communication technology is not used well to support pupils' learning. Access to computers

is poorly managed and organised and, as a result, pupils' skills are unsatisfactory.

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

19. The curriculum is suitably broad and includes all relevant subjects of the National Curriculum in addition to religious education. All pupils, including those with special educational needs, have good access to it. Except for information and communication technology, all statutory requirements are met. A large proportion of time has been allocated appropriately to the teaching of literacy and numeracy to help the school's commitment to raising standards. Teachers are beginning to use these strategies effectively to support pupils' learning. However, insufficient time is allocated to the teaching of design and technology, religious education and information and communication technology. This has a bearing on the unsatisfactory standards achieved by pupils.
20. The National Literacy and National Numeracy Strategies have been implemented satisfactorily and are providing a sound framework for teaching the basic skills of literacy and numeracy. However, the skills are not used well enough to support pupils' learning in other subjects and opportunities are missed in teachers' planning, for example to promote writing in different styles or to use numeracy skills in science and geography activities.
21. The provision for information and communication technology is unsatisfactory. The time allocated is insufficient and the subject is not used well enough to support pupils' learning. Use of the computer suite is not well managed and hardware and software resources have not been maintained and upgraded to a satisfactory standard since the previous inspection. These important factors have a bearing on why standards are not high enough.
22. The school recognises that many curricular planning policies and schemes of work should be reviewed and updated to support pupils' learning. Many new schemes have been introduced since the appointment of the new headteacher. Planning often contains a satisfactory breadth in the range of experiences prepared for pupils, well supported by trips and visits. However, teachers in their lesson plans do not always identify a clear purpose or provide a logical sequence of skills, knowledge and understanding to be learnt, weaknesses identified in the previous inspection report that still exist. Consequently, there are inconsistencies in the level of challenge for pupils of similar age in different classes and between year groups. Not enough is demanded of higher attaining pupils in particular in English, mathematics and science. A recent initiative to use learning support assistants to support underachieving pupils in all classes provides more effective learning in literacy and numeracy for these pupils.

23. Good provision is made for pupils' personal social and health education and reflects the good levels of care for pupils. Sex education and issues of drug misuse, health and hygiene are appropriately covered in the science programme and through inputs from visitors to the school. The school curriculum is enriched well by numerous visits to local places of interest related to projects studied. A very good range of extra-curricular activities, including performances, supports the curriculum well in drama, music and physical education. The impact of these is seen in pupils' standards by the age of eleven in music and physical education, which are above those typically seen. All such activities make a significant contribution to pupils' academic and personal development.
24. The provision for special educational needs is good. The caring ethos of the school stresses the importance of equality of access and opportunity for all pupils, including those with special educational needs. In all classes, these pupils follow the curriculum for their age group. In the best classroom practice, teachers either adapt tasks or offer additional support and extension opportunities. Pupils with specific special educational needs are withdrawn by specialist teachers and are supported very well with appropriate and challenging curriculum. All special educational needs pupils are monitored through fortnightly meetings of the co-ordinator and learning support assistants that ensure the work planned through the curriculum helps pupils to make sufficient progress.
25. Good, constructive links are established with the local community. Local football clubs and a choir make good use of the school's facilities. The school has strong curriculum links with its feeder secondary school, other local primary schools and the feeder infant school on the same site. Positive links exist with another secondary school in the local area. These contacts are beneficial to the school in terms of staff development and training and additional learning experiences for pupils.
26. The good provision overall for pupils' spiritual, moral, social and cultural development has been successfully maintained since the last inspection. This has a significant impact on the good behaviour and very good attitudes and relationships of pupils.
27. Provision for the pupils' spiritual development is satisfactory. It is promoted well through daily acts of collective worship and in religious education lessons. Collective worship takes place in a quiet, respectful atmosphere, where pupils have the opportunity to engage in prayer and quiet reflection. The school has strong links with the local churches and representatives regularly lead assemblies. Worship is predominantly Christian and pupils learn the values of the Christian faith, but they have good opportunities to learn about other faiths as part of the locally agreed syllabus. However, opportunities are missed to promote spiritual awareness across the curriculum, particularly in science and the creative arts.
28. The school places a high priority on equipping pupils with a clear set of moral values and provision is good. Pupils are successfully taught to distinguish

between right and wrong through discussions, stories and assemblies. The headteacher and staff have worked hard to manage behaviour effectively. This contributes well to pupils' moral development. Rules are prominently displayed around the school and are fully supported by governors and parents. Pupils develop a sense of citizenship as representatives of the school council, discussing whole school and moral issues. For example, it was a suggestion of the school council that all pupils should be encouraged to wear school uniform. Pupils show consideration to others and regularly support local and national charities. Members of staff provide pupils with good role models and encourage them to be polite and friendly.

29. Good provision is made for pupils' social development, which is promoted well by everyday interactions between pupils and adults in classrooms and around the school. Pupils are encouraged to work well together in class, for example in group activities in science and music, and they play amicably in the playground. Social development is augmented by the many visits that are organised, including day trips and residential camps, together with numerous extra-curricular opportunities and musical productions. These are well supported and enjoyed by pupils.
30. Provision for pupils' cultural development is satisfactory. Pupils learn to appreciate, and are proud of, their own Cornish culture, which is well promoted through displays and trips to local places of interest. Regular visitors include theatre groups and musicians. However, there are limited opportunities for pupils to visit local museums or art galleries. The school does not give sufficient attention to the rich diversity of other cultures in Britain and in other parts of the world. Opportunities are missed in several areas of the curriculum, such as art and design, music, drama, geography and history, to prepare pupils more fully for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school provides good levels of care for its pupils and standards have been successfully maintained since the previous inspection.
32. Formal procedures for child protection are very good. They are well understood by governors and staff and actively followed. Co-operation with the other agencies involved is very good. Health and safety is regarded as a priority and overseen by a governor, who has expertise in this field from his experience at work. Day-to-day health and safety checks are carried out by the caretaker, who has received appropriate training.
33. A major strength of the school is the dedicated way in which it sets out to help and support those pupils who have particular difficulties in their life and work in school. Teachers know their pupils very well and are quick to notice if they have problems. Several local agencies provide valuable support in this effort and relationships with these experts are very good. Very good links with the neighbouring infant school and local secondary school are valuable in

ensuring continuity of recognition and care when children move between phases.

34. The school's approach to improving pupils' behaviour is based on reinforcing good behaviour, backed up by sanctions when needed. These procedures are good and have a significant impact on the mainly orderly and calm atmosphere that pervades the school. Both parents and pupils reported to inspectors that there had been a marked improvement in behaviour since the arrival of the new headteacher. Bullying, which used to be a problem, is now much better controlled. Pupils report that it is well handled, particularly by the headteacher, and incidents are relatively rare.
35. Procedures for monitoring attendance are satisfactory and registration procedures conform to the regulations. Most pupils attend regularly and arrive on time. Teachers and administrative staff follow up any unusual absences or repeated lateness and parents are familiar with their responsibilities for informing the school about any absences.
36. Procedures for the monitoring and evaluation of pupils' academic performance and progress are unsatisfactory and there has been very little improvement since the previous inspection. No records are kept of pupils' personal and social development. Work has begun to address these shortcomings but new initiatives have not had time to have an impact on standards. The gaps that still remain prevent the school from taking the necessary action to improve teaching and learning and raise standards. There is now a policy, guidelines and a clear timetable for the formal assessment of what pupils know, understand and can do in English, mathematics and science. Statutory and additional termly tests are now being completed by pupils each year to increase the information available to teachers and governors for setting annual school targets in English and mathematics. In all other subjects, there is no systematic recording of knowledge and skills, although teachers are completing a draft record and assessment system in history this term which, if judged to be successful, will be used as a model for other subjects.
37. With support from the local education authority, the headteacher and senior management team have analysed in detail data from test results. The information gained from this analysis now helps governors to assess standards and provides information for teachers to use in their planning. The information is used effectively to formulate action in the school improvement plan to raise standards and to allocate resources. A good example of this is the appointment of learning support assistants to support small groups of pupils for additional activities in literacy. As a result, the number of pupils attaining the expected Level 4 in the 2001 Key Stage 2 tests was better than in previous years.
38. The use of assessment information by teachers to plan activities that are matched closely to pupils' needs is unsatisfactory. Scrutiny of work, especially in Years 3 and 4, indicates that information is not always used effectively to match learning activities to the pupils' differing needs. Work does not always build on what pupils know and can do. Sometimes, pupils

receive work that lacks challenge in its content and teachers' expectation of pupils' progress and achievement is low.

39. The school is effective in assessing and monitoring pupils who have special educational needs. These assessments are used as a basis for good quality support in classes, withdrawal groups and some individual work. Work based on these assessments is well targeted and includes academic, social, physical, hearing

impairment, speech and language and behavioural needs. The quality of assessment procedures results in support that is well focused on pupils' particular needs and leads to good achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Since the previous inspection, the school's partnership with parents has made a good improvement, particularly in the way that parents are welcomed into school and their views sought through formal and informal procedures.
41. Comments made at the parents' meeting prior to the inspection, and the results of the parents' questionnaire, show that parents have a high opinion of the school and what it provides for their children. They are pleased that their children are happy to attend school, that they are taught to respect others and to work sociably together. Parents consider that their children are well taught and make good progress. They believe teachers have high expectations. They are pleased with the way the school is led and managed and that, if they have queries or concerns, the headteacher and staff are approachable. Parents also appreciate the wide range of clubs and after-school activities that their children enjoy and which help them gain confidence. Families are proud of their school and those who live locally show a protective attitude towards it and the facilities it offers for the children and the local community.
42. A small proportion of parents feel that their children do not get the right amount of homework and that the school does not work closely enough with parents or provide them with enough information about their children's progress.
43. Inspectors agree with many of the comments expressed by parents. They find pupils have very good attitudes to school and behave well. They find that the school is well led and managed and that pupils are encouraged to become mature and responsible. The range of after-school activities is judged to be very good. The amount of homework is typical of most primary schools nationally. Information provided for parents about their children's progress, especially through written reports and parents' evenings, is good. At the parents' meeting, parents expressed the view that they felt they were better informed and more involved in their children's learning since the appointment of the new headteacher. Inspectors respect the view parents have of the teachers, who they find to be hardworking and caring of their pupils, but judge their expectations of what pupils can achieve to be too low.
44. Parents support the school well. Most parents come into school to discuss their children's reports at the end of the school year. Activities in which their children are taking part, such as drama productions, sports day and sporting fixtures against other schools, are well attended. Fund-raising events are very well supported. However, meetings focusing on curriculum subjects, such as the introduction of the National Literacy and Numeracy Strategies,

are not well attended. A few parents help regularly in school and many more help on trips. Most parents help with their children's work at home.

45. Parents are fully involved in the regular reviews of the individual educational plans for those pupils with special educational needs. These have a positive impact on pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership provided by the new headteacher is good. He is aware that the school has made slow progress in responding to the key issues from the previous inspection and to recent national initiatives. As a result, he has led staff and governors in the formulation of a well-documented school improvement plan, which contains a range of appropriate priorities. Although he has only been in post since January 2001, he has already put in place several useful initiatives intended to establish better attitudes amongst pupils to their learning and higher expectations by teachers of what pupils can achieve. Through these positive methods, he is providing a clear educational direction to the life and work of the school. Teamwork is strong and staff and governors are committed to raising standards. The results of his work are evident in several ways. For instance, there is a reduction in the number of parents opting to send their children to other schools. Also, parents' comments to inspectors about improvements in the school since the headteacher's appointment are favourable. Observations made by personnel from outside agencies are that they find the atmosphere within the school more positive and welcoming than previously.
47. The headteacher has set in place initiatives to improve the unsatisfactory procedures for monitoring and evaluating the quality of teaching and learning and pupils' attainment and progress. These procedures were the subject of key issues at the time of the previous inspection. The headteacher and governors are aware that senior staff and subject co-ordinators rarely see their colleagues teach and teachers' planning is not analysed sufficiently critically. All teaching and non-teaching staff work hard in planning activities for pupils and providing a wide range of extra-curricular activities to extend their skills. However, new procedures and staff training plans are intended to focus members of staff's considerable energies on determining more clearly strengths and weaknesses within subjects and the action needed to raise standards.
48. The headteacher is well supported in his work by the deputy headteacher, also a recent appointment. She has a very full job description and the headteacher and governors are aware that she requires allocation of time away from her classroom responsibilities if she is to use her experience and expertise to raise the quality of teaching and learning. A member of staff currently holds a third senior management team post, assistant headteacher, on a temporary basis. The purpose and responsibilities of this recently created post are under review and the governors are aware that it is important to make effective use of the post as soon as possible.
49. There is good and very effective management of special educational needs. This is achieved despite the small amount of time the special needs co-ordinator has to manage the large number of pupils and the growing number of learning support assistants. Pupils' individual educational plans are precise with clear targets that can be assessed to see the progress made.

The governor for special educational needs is involved in the special educational needs provision and gives good support to the school. Classroom learning support assistants are deployed appropriately and, although many are very recent appointments, they are already having a significant impact on the standards pupils achieve. All school staff contribute towards the school's positive ethos for pupils with special educational needs, which helps considerably to maintain their self-esteem and confidence.

50. The governors give good support to the headteacher and staff and carry out their duties well. Governors are pleased with their appointments of the new headteacher and deputy headteacher. They went through the headship appointment procedure twice before finally making an appointment. This is a good example of their general level of thoroughness and the importance they attached to finding the person most likely to meet the school's needs. The chair of governors is a regular visitor to the school and other governors make formal and informal visits, often with a specific purpose followed by a report submitted to the full governing body. In this way, governors successfully gather information for themselves about the effectiveness of their decisions.
51. The school improvement plan is a good working document, clearly identifying priorities, targets, responsibilities and costings. It is closely linked to raising standards and represents a significant shift in the governors' approach to the analysis of school and national data as a way of determining what is needed to help pupils improve. Governors have made very good use of local education authority personnel and the expertise of the new headteacher in raising their own awareness of effective school improvement.
52. The school has an efficient approach to financial management. Effective use is made of available finances to improve pupils' education. Governors use the budget and contingency funds in a sensible way to support learning and teaching. For example, additional subject resources and learning support assistants have been provided to raise standards, and training given to improve the effectiveness of staff. Grants for special educational needs are used efficiently and effectively. Finance from the National Grid for Learning initiative has been allocated appropriately to spending on information and communication technology improvements. However, governors are aware that the school needs to make more effective use of the equipment purchased in order to raise pupils' standards. The school successfully applies best value procedures to all its financial transactions. Day-to-day administration and management of monies, such as the petty cash, school bank and private school fund, is good. Clear procedures for invoices, receipts and all financial transactions are followed. Recommendations in the last school audit have been met. The very good standards of financial control reported at the time of the previous inspection have been successfully maintained.
53. The number, qualifications and experience of teachers and support staff to match the demands of the curriculum are good. The school has a generous ratio of teachers to pupils and many additional support staff. The part-time special needs co-ordinator does not have a class responsibility. In this way, she is able to concentrate on giving good support to identified pupils, but time

does not allow for her to teach all pupils with special educational needs. There are good procedures to assist teachers new to the school and supply teachers when necessary. The school provides a good support programme for newly qualified teachers. For example, there has been time for the newly qualified teacher on the staff to reflect on her practice away from her classroom responsibility and she has a planned programme of training. The recently appointed learning support assistant working in the computer suite is invaluable in helping pupils to increase their expertise in using information and communication technology. There is now a broad programme of staff training available for both teaching and support staff, which is appropriately matched to the school's priorities as well as to personal needs. The national performance management policy is implemented effectively. Administrative staff are a most welcoming first contact with the school and they deal efficiently with visitors and parents. The newly appointed school caretaker maintains the school well and the school is kept very clean and tidy. Lunchtime staff and the school cooks make a valuable contribution to the smooth running of the school at midday. They enjoy being part of the school's caring team of professionals.

54. Most of the school's accommodation is in a modern, single storey block, situated on an attractive, large and pleasant site with good play areas and a very good sports field. The main block provides a pleasant teaching and learning environment. In addition to the classrooms, there is specialist accommodation used by the county audiology unit, an adequately sized hall, a library and areas set aside for special needs. By comparison, the two classrooms located in a separate temporary building, although adequate, are markedly inferior as learning environments and are isolated from the main school facilities. Although the school is fairly new, its open site close to the sea makes it subject to the weather and the external woodwork is already in poor condition with peeling paint and some rotting window frames. The extensive sports field is very well used for physical education and games during school times and by sports clubs after school. Local community teams also make use of the good facilities. Overall, the very good accommodation and facilities are efficiently and effectively used by staff and pupils.
55. The school has a satisfactory range of learning resources for most subjects throughout the school. In some subjects, such as music, there is a reasonable quantity of resources but some, such as several items of the stock of percussion instruments, need replacing because they are of poor quality after years of use. There are not enough materials and equipment for design and technology to be taught effectively. Library books vary in quantity and quality but generally class book collections, reading schemes and non-fiction books require a major overhaul. The governors and headteacher are aware of this and work has already begun to improve book stocks. Resource provision for information and communication technology has been neglected in recent years and many computers are inadequate, the quantity of software is very limited and the computer suite is not efficiently or effectively used. This will take some time and efficient use of finances to put right, but the governors have set aside funds to improve provision and they and the

headteacher are looking closely at various ways of raising extra funding to improve provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards further, particularly in English, mathematics and science, governors, the headteacher and staff should:

1. Increase the level of challenge provided by teachers in the activities they plan for pupils by:
 - i) raising their expectations of what pupils can achieve;
 - ii) using the results of assessment procedures more effectively to identify particular skills that individuals and groups of pupils need to improve and, by adjusting their planning, matching work more closely to those needs;
 - iii) involving pupils in the marking of their work and setting targets for improvement;
 - iv) providing more opportunities for pupils, particularly higher attainers, to carry out independent research, devise their own investigations and experiments and follow their own lines of enquiry;
 - v) making sure that teachers and pupils are clear about the purpose of lessons;
 - vi) establishing a consistent approach to expected standards of handwriting and presentation of work.(Paragraphs: 3, 4, 11, 14, 15, 17, 22, 38, 60, 64, 70, 74, 77, 93, 113)
2. Improve the impact that senior staff and subject co-ordinators have on raising standards by:
 - i) providing regular opportunities for them to observe their colleagues teach;
 - ii) introducing into their monitoring and evaluation procedures a more critical analysis of teachers' planning;
 - iii) requiring subject co-ordinators to prepare action plans each year.(Paragraphs: 14, 36, 47, 66, 72, 78, 85, 94, 99, 105, 110, 114, 118)
3. Raise pupils' standards in information and communication technology and develop the curriculum to fully meet National Curriculum requirements by:
 - i) including control technology in curriculum planning;
 - ii) making more effective use of the computer suite;
 - iii) extending the use of information and communication technology to support learning in all areas of the curriculum, particularly in literacy, numeracy and science;

- iv) increasing the range of software available for teachers to use in classrooms and the suite;
- v) continuing to extend the expertise of teaching and non-teaching staff in the use of information and communication technology through in-service training.

(Paragraphs: 4, 12, 15, 18, 21, 93, 100, 102, 103)

OTHER ISSUES TO BE CONSIDERED BY THE SCHOOL

1. Make better use of other subjects of the curriculum to extend pupils' literacy and numeracy skills.
(Paragraphs: 4, 12, 20, 65, 93, 103, 104)
2. Introduce procedures to promote more effectively the development of pupils' awareness of life in a multicultural society.
(Paragraph: 30)
3. Ensure that, in the school timetable, design and technology, information and communication technology and religious education are allocated appropriate amounts of time.
(Paragraphs: 19, 86, 93, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	–	7	25	40	4	–	–
Percentage	–	9	33	53	5	–	–

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 more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	314
Number of full-time pupils known to be eligible for free school meals	68

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	84

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	37	37	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	19	26
	Girls	22	19	23
	Total	40	38	49
Percentage of pupils at NC Level 4 or above	School	54 (54)	51 (64)	66 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	21	28
	Girls	22	22	22
	Total	38	43	50
Percentage of pupils at NC Level 4 or above	School	51 (58)	58 (60)	68 (64)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	313
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	21.6
Average class size	26.2

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	198

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	568,825
Total expenditure	565,604
Expenditure per pupil	1,808
Balance brought forward from previous year	93,855
Balance carried forward to next year	97,076

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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	56	38	4	1	1
Behaviour in the school is good.	52	46	1	0	1
My child gets the right amount of work to do at home.	36	41	15	5	2
The teaching is good.	60	35	3	0	2
I am kept well informed about how my child is getting on.	40	41	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	1	0
The school expects my child to work hard and achieve his or her best.	60	37	1	0	2
The school works closely with parents.	32	47	15	2	3
The school is well led and managed.	52	45	1	0	2
The school is helping my child become mature and responsible.	52	44	2	1	2
The school provides an interesting range of activities outside lessons.	57	33	6	0	4

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

ENGLISH

57. Results of the 2000 national tests for pupils at the end of Key Stage 2 show that standards were well below the national average and the average for similar schools. Although national comparisons are not yet available, test results for 2001 show that a higher percentage of pupils achieved the Level 4 or above than predicted by the school, but a low percentage of pupils achieved the higher Level 5. Evidence from work during the inspection shows that the attainment of the current Year 6 pupils is below average. These standards are similar to those reported at the time of the previous inspection. The variations in standards from year to year reflect the different levels of attainment on entry each year. For example, the improvement in results in 2001 is largely due to there being far fewer pupils with special educational needs than usual in that intake. Overall, pupils make satisfactory progress from a below average base on entry into school, but there are not as many pupils working at, or attaining, the higher Level 5 each year than might be expected.
58. By the age of eleven, most pupils' speaking and listening skills are satisfactory. Pupils contribute to discussions in lessons and confidently share their own ideas and thoughts with others. The school provides very good opportunities for pupils to participate in public speaking competitions, school plays and performances. All classes present school assemblies and pupils can join the drama club. These activities make a significant contribution to pupils' standards throughout the school. In some classes, teachers do not allow pupils sufficient time and opportunity to join in discussion or respond to teachers' questions. This limits the development of pupils' fluency in speech and the widening of their vocabulary.
59. By the age of eleven, pupils' standards in reading are below average. Most pupils, except some pupils with special educational needs, read with accuracy and fluency and use appropriate expression to convey their literal understanding of the text. They speak about the plot, the characters and give reasons for why they like the story. However, too few pupils appreciate the reasons for the author's use of particular words and phrases. Many do not use the higher skills of comprehension such as considering how characters feel in situations or giving reasons for why things are happening. This means that they do not gain full understanding of what they are reading. Pupils enjoy reading and most read a satisfactory range of books chosen from the school library. Many choose non-fiction and enjoy reading poetry. There are positive signs that standards are beginning to improve, especially for pupils who have the most difficulties. This is a direct result of the structure and satisfactory implementation of the National Literacy Strategy and the very good quality of teaching of the special needs co-ordinator. Also, the work of recently appointed, trained learning support assistants, who support individuals or

small groups of pupils during lessons with additional literacy activities, is beginning to have an impact on standards.

60. A significant weakness in the approach to reading in classrooms throughout the school is that teachers do not plan enough time in lessons to read with pupils in order to teach reading strategies and skills and to match reading books appropriate to the needs of each pupil. Consequently, many pupils spend too long reading books of similar type and challenge. Levels of challenge in reading activities planned for pupils, except those with special educational needs, are not high enough and this is reflected in the standards of reading achieved. Although there has been recent expenditure on suitable sets of group reading books, new library books and additional reading scheme materials, a considerable number of reading books lack suitable stimulation and interest for many pupils. This is particularly evident in the selection of reading books for the older, less motivated and less competent pupils. The provision of appropriate dictionaries throughout the school has been successfully improved in direct response to a concern in the last inspection report.
61. By the age of eleven, pupils' attainment in writing is below average. Pupils write their own stories, retell and record events in history and geography and write in varying formats for a variety of purposes such as plays, poems, reviews and instructional lists. They are beginning to draft and review some of their written work but too few pupils use language creatively or use literacy skill competently in other subjects. In Years 3 and 4, many pupils do not fully understand or use basic punctuation when writing sentences. In Years 5 and 6, the use of punctuation is often inconsistent or inappropriately used and work is not always clearly organised into paragraphs. There is evidence that pupils have the grammatical understanding but do not always transfer it to their own pieces of individual written work across all areas of the curriculum. Teachers place too much reliance on work completed on worksheets, particularly in Years 3 and 4. This limits pupils' ability to develop their ideas into longer stories, with use of appropriate vocabulary and a logical sequence of events in their writing.
62. The standard of pupils' spelling and handwriting throughout the school is below average. Higher attaining pupils make basic mistakes in spelling, although the majority of pupils make phonetic attempts at most words. Most pupils in Years 3 and 4 write in legible print but many of the letters are poorly formed, words are not correctly spaced and the presentation of work is untidy. Pupils in Years 5 and 6 generally write in poorly formed cursive script and the presentation of much of their work is poor. Standards are low because there is not an agreed whole school consistent approach to the teaching of spelling and handwriting.
63. Since the appointment of the new headteacher, writing has been identified as a major area for development and further staff training. In taking action to improve matters, good use is being made of external support agencies such

as the local education authority advisory service, but this has not yet had time to significantly affect standards in writing.

64. The quality of teaching and learning is satisfactory overall. Fifteen English and literacy lessons were observed during the inspection. Of these, three were judged to be very good, three were judged to be good and nine were satisfactory. The good and very good teaching was in classes in Years 5 and 6. Where teaching is most effective, relationships in the classroom are very good. As a result, pupils respond eagerly to their teachers' questions, enjoy participating in discussions and try hard to meet their teachers' high expectations. This was observed in a Year 5 literacy lesson, where the teacher really stretched pupils to think of alternative, powerful adjectives to include in their writing. The pupils gave the teacher their complete attention throughout the lesson and there was evident enjoyment and pleasure shown by pupils in their achievements. The content of the best lessons is challenging for each pupil. Consequently, they listen to the teacher very well and concentrate on learning skills and knowledge with appropriate understanding. In lessons which are less effective, but satisfactory, teachers do not match work closely enough to pupils' needs. This is partly because teachers plan their lessons for a period of half a term. Some teachers show less confidence than others in adjusting and altering the plans if pupils do not fully understand something or are already proficient in a skill and do not need to tackle it again. The purpose of a lesson is not always clearly identified in teachers' plans and this often leads to a lesson lacking pace and rigour. Pupils are not sufficiently involved in assessing their own strengths and weaknesses, for example through more helpful marking of their work.
65. Literacy is not promoted effectively enough in other areas of the curriculum and opportunities are missed to use science, geography and history in particular to practise and refine pupils' writing skills. Information and communication technology has little impact on standards of literacy and computers are a much underused resource.
66. The co-ordinator, recently in place in this role, is enthusiastic and has a good knowledge of English. She effectively supports all staff but is in the very early stages of monitoring lesson planning, resources and teaching. She is developing competence in the analysis of statistical data, with the support of the headteacher and a local education authority adviser. She is fully aware of the subject's weaknesses and has already drafted a useful action plan for raising standards. As part of this plan, the school library is in the process of being reorganised and book stocks reviewed with the support of the county library service.

MATHEMATICS

67. In the 2000 national tests for pupils aged eleven, pupils' standards were well below the national average and the average for similar schools. At the time of the previous inspection, standards were reported to be similar to national

expectations, but the test results at that time indicated that pupils' attainment was well below the national average. Standards in mathematics improved in 2001, where a booster class had a significant impact on raising standards. In the current Year 6, there is a large proportion of pupils on the special educational needs register and inspection findings indicate that attainment in this year group is below average. Although the school sets the pupils into ability groups for mathematics, planning is often insufficiently detailed and the purpose of lessons is not clear. As a result, pupils are not always sufficiently challenged by their tasks and most, particularly higher attainers, are underachieving. The National Numeracy Strategy has been introduced satisfactorily but subject knowledge and confidence amongst staff is not strong enough for them to adapt the strategy guidelines to support the needs of their pupils more effectively. For example, they give insufficient attention to improving mental computation and fact retention as part of numeracy and pupils' skills are weak. Pupils with special educational needs benefit from working in small groups and with generous staff supervision. This helps them to make at least satisfactory, and sometimes good, progress in their learning.

68. By the age of eleven, pupils of different abilities make satisfactory use of a range of methods to add, subtract, multiply and divide accurately and have a reasonable understanding of the relationships between these operations. Higher attainers select the correct mathematical operation to solve problems and have a basic understanding of place value using decimals. Many lower attaining pupils do not know their number facts by heart but make satisfactory progress when using smaller numbers. Most pupils have a reasonable understanding of fractions but average and lower attaining pupils become confused when using more complicated decimals or percentages. Pupils use two-figure co-ordinates to draw different shapes but find difficulty when using negative numbers. They successfully find the area and perimeter of shapes using squares and produce a simple graph from tally charts. Insufficient use is made of information and communication technology to support pupils' learning.
69. The majority of pupils have positive attitudes to mathematics, including those with special educational needs, especially in lessons where teaching is good. Most pupils enjoy learning and are keen to succeed. However, when lessons are not well planned to match and challenge the needs of different abilities, pupils lose concentration and occasionally become disruptive, which slows the pace of their learning. The majority of pupils work well individually and collaborate well when asked to work in groups.
70. The quality of teaching and learning is satisfactory overall. Nine lessons were observed during the inspection and, of these, three were judged to be good and six satisfactory. This is a good improvement on the previous inspection when a third of lessons were reported to be unsatisfactory. No unsatisfactory lessons were seen during the inspection. However, in most lessons, there was insufficient challenge to make teaching good. In the good lessons, which were all in Year 5 classes, learning was effective because pupils were well motivated and challenged by the tasks teachers prepared and the pace of

lessons was brisk. Where teaching and learning are less effective, expectations are too low, time is not used effectively, and insufficient attention is given to planning appropriate activities to challenge and match the needs of different abilities of pupils.

71. A key factor limiting the progress pupils make is that teachers give insufficient attention to using and applying mathematics. Pupils have too few opportunities to apply their skills and knowledge to problem-solving activities or to occasionally follow their own lines of enquiry. The over-use of worksheets, which often promotes undemanding activities, leads to lack of challenge, for higher attainers in particular. The school has begun to adopt useful procedures for target setting for groups of pupils, which means that pupils are involved in discussing what they need to do to improve. Assessment procedures have been the attention of a recent review by staff and there is evidence in teachers' planning of work being matched more closely to pupils' needs. Teachers vary in the way they mark pupils' work. It is most effective when it provides pupils with a clear indication of what they need to do to improve.

72. The subject co-ordinator has only been in post for a few weeks and so it is too early for a judgement to be made about her impact on standards. The headteacher is aware of weaknesses in the subject and has useful plans to support the co-ordinator in her role of monitoring and evaluating teachers' planning and the quality of their teaching. The co-ordinator is aware that other subjects of the curriculum are not used well enough to support pupils' learning in numeracy.

SCIENCE

73. In 2000, standards, as shown by the results of end of Key Stage 2 national tests, were well below the national average and the average for similar schools. Although no national comparisons are currently available for the 2001 national tests, results show that standards are likely to be considerably better than those of 2000. This is largely due to there being far fewer pupils than usual with special educational needs in the 2001 group of pupils. Inspection evidence suggests that the current Year 6 pupils are working at levels below the national average, similar to the standards reported at the time of the previous inspection in 1997. These pupils are, however, benefiting from recent improvements to assessment procedures and teachers' planning and it is likely that a greater proportion of pupils will attain the higher Level 5 than is usually the case. Overall, pupils achieve reasonable standards from a below average base on entry into school.
74. Pupils are provided with good coverage of the required areas of the science curriculum and, as a result, most make satisfactory progress throughout the school in their acquisition of skills, knowledge and understanding. Pupils with special educational needs make satisfactory progress because they benefit from working with pupils of all abilities in group investigations and experiments and from good support from learning support assistants. Higher attaining pupils are, however, often not sufficiently challenged by their tasks and do not receive enough opportunities to extend their skills by devising their own investigations and experiments or following their own lines of enquiry.
75. There is a satisfactory emphasis on investigations and experiments as a means of developing pupils' knowledge and understanding. For example, a class of Year 3 pupils was observed trying to discover which of a set of magnets was the strongest. Pupils attached paperclips to the magnets and recorded how many each would attract. They worked enthusiastically but carefully and showed evident delight and amazement at their results. Co-operation was good and pupils shared tasks well and talked at length about what they thought was happening. As a result, they made good progress in their knowledge and understanding of the strength of magnets. Year 5 pupils were able to put their previous knowledge and understanding of friction to good use as they were observed devising ways of finding the shoe with the best grip. They made good progress because they were given the opportunity to make choices for themselves as to the equipment they wished to use and how they would record their results. By the age of eleven, pupils have a satisfactory understanding of how to carry out investigations fairly so that results are valid. Higher attaining pupils talk knowledgeably about this, but lower attaining pupils often find difficulty in explaining the principles of fair testing.
76. Most pupils show satisfactory recall of facts. For example, Year 4 pupils responded well to their teacher's questions about naming the parts of a tooth as she reviewed their previous learning at the start of a lesson. Most Year 5

pupils give examples of where friction can be helpful or unhelpful and Year 6 pupils give reasonable illustrations of reversible and irreversible change. This is because pupils are provided with a lot of factual information in science lessons. Scrutiny of pupils' past work shows extensive use of commercial worksheets and long passages of written work copied from books or from teachers' notes. These practices leave less time in science lessons for more practical forms of enquiry through investigating and experimenting.

77. The quality of teaching and learning is satisfactory overall. Teachers have good subject knowledge which they use effectively when answering pupils' questions and in the confident, generally enthusiastic way that they deliver their lessons. As a result, pupils tackle their practical work keenly and behaviour is invariably good. Investigations and experiments are well resourced and this is helpful in making sure that the flow of pupils' learning is not interrupted unnecessarily by a search for suitable materials or sharing of scarce pieces of equipment. Lessons are well planned in year groups, so that pupils of similar ages in different classes receive identical experiences. This was a key feature of the lessons during the inspection in all year groups. The main shortcoming in teaching and learning is the inconsistency amongst teachers in what they expect of pupils. There is a tendency for teachers to teach what they think should be covered by the curriculum, rather than drawing on the curriculum to provide activities which match pupils' needs. This is evident in pupils' past work, where there is sometimes little difference in the work completed by higher and lower attaining pupils. Teachers vary in the expectations they have of how pupils' work should be presented and standards are lower than should be expected as a result. In this respect, not enough use is made of the subject to promote pupils' literacy and numeracy skills.
78. The subject co-ordinator provides satisfactory leadership. He is leading staff well in the implementation of a new scheme of work based on national guidelines, linked to new procedures for assessing pupils' attainment and progress. Although these initiatives have only been in place for a few weeks, there are signs that they are helping teachers to assess more accurately the skills individual and groups of pupils need to improve, so that lesson plans can be adjusted to meet these needs. Pupils are becoming increasingly more involved in discussing with their teachers what they need to do to improve. The co-ordinator is limited in the extent to which he can judge the success of teaching and learning because he is not able to observe on a regular basis his colleagues teach. The subject makes a good contribution to the promotion of pupils' spiritual, social and moral development. For example, teachers and pupils share together the excitement generated by the wonders of nature and scientific phenomena. The co-ordinator is aware that information and communication technology is rarely used to support work in science and has plans to extend the planned opportunities for its use in all year groups as well as the quantity and range of software.

ART AND DESIGN

79. Pupils' standards by the age of eleven are in line with those normally expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection. Pupils develop satisfactory expertise in a wide range of skills and techniques. Teachers have developed good attitudes amongst pupils to their work by providing interesting and stimulating activities, but miss opportunities to promote pupils' spiritual, moral, social and cultural development.
80. Pupils make satisfactory progress in all year groups in improving their art skills, working in line, colour, texture, pattern, shape and space. They respond well to opportunities to practise and refine techniques such as drawing, painting, printing and collage. As a result, they use pencils, pastels, paint, chalk, clay and fabric carefully. Teachers give pupils the opportunity to evaluate their work and that of others and pupils share their work with pride. Some have started to use sketchbooks but not all classes have them. Where they are used, they help to extend pupils' learning. For example, pupils in Year 4 use sketchbooks effectively to experiment with different pencil techniques to show fruit texture. Pupils have had some experience of computer-generated work.
81. Teachers provide many interesting opportunities for pupils to enjoy art and design activities. As a result, pupils' attitudes to art are good. They become very involved in what they are doing and concentrate for extended periods of time. They are enthusiastic about using different media. Younger pupils enjoy the instant success of a finished product, whilst older pupils sustain their interest in a particular project over the course of several weeks. Pupils of all ages work well together and share resources very sensibly and carefully.
82. These positive attitudes to the subject are reflected in the way pupils are keen to try out different skills and techniques. For example, in Year 3, pupils explore and develop ideas from first-hand observations such as their drawings of themselves and achieve satisfactory standards. They look carefully at their facial features and include freckles and eyelashes in a pencil and coloured pencil drawing. Pupils in Year 4 experiment with colour mixing and create colour wheels to highlight primary and secondary colours. Some pupils discover a whole variety of shades. They develop further their sketching techniques using different hardness of pencils producing interesting pictures of the outside environment of the school. The palms that grow in the school grounds are well drawn; pupils faithfully copy the palms' blades as they bend and crack. In Year 5, some good examples of still life jugs are created. They understand how to use layers of pastel colour to produce a shading effect to show light and shade. In Year 6, pupils develop an awareness of different context in art when studying William Morris before attempting to make their own design for wallpaper.
83. At present, art and design plays only a modest part in contributing to pupils' spiritual, moral, social and cultural development. There has been a visit by a local artist and pupils last year produced, under her guidance, large modern pictures of places in the local area. However, there has been no visit to the

local art gallery. The school is of a very functional design and the potential to create a visually stimulating environment, which would have a positive impact on pupils' attitude to learning, has not yet been fully exploited. Work in other areas of the curriculum is well supported by artwork. For example, in Year 4 and Year 6, pupils link artwork closely to their history topic. In many classes, paintings and drawings accompany pupils' written work.

84. The quality of teaching and learning is satisfactory overall. Teachers provide suitable tasks and a satisfactory balance of direct teaching and opportunities for pupils to work independently. The quality of teachers' questioning is often good. It makes pupils think very carefully about how they are going to tackle their work. Questions such as: 'Do you think that ...?' and 'How do you think you could...?' are posed at just the right time to make pupils reflect, but not to provide pupils with answers. For example, in a Year 5 class, the teacher's question: 'How do we show the source of light?' made pupils think about shading without actually showing them. All pupils, particularly those with special educational needs, are well supported in lessons and teachers create a calm working atmosphere.
85. The subject co-ordinator provides satisfactory leadership. Teachers are basing their lesson plans on national guidelines but there is only a draft subject policy in place. The co-ordinator is aware of the need to extend the curriculum by improving the teaching of certain elements such as three-dimensional art. She has made a satisfactory start to a more critical monitoring of teaching plans, but does not have opportunities to observe her colleagues teach. There is as yet no formal assessment of pupils' work. She has a clear idea of how the subject could develop and the way in which artwork is displayed can have an additional impact on the internal environment.

DESIGN AND TECHNOLOGY

86. Only one part lesson of design and technology was seen during the inspection due to the organisation of the timetable. However, evidence from talking with pupils and staff, looking at samples of pupils' work and studying teachers' planning shows that standards attained by pupils at the age of eleven are below those expected of pupils of their age. Pupils, including those with special educational needs, make unsatisfactory progress. The school has been unsuccessful in addressing concerns reported at the time of the previous inspection. Insufficient time is allocated to the teaching of design and technology to fully develop pupils' learning. Not enough time is allocated to the subject and resources are inadequate.
87. Pupils in Year 3 make Egyptian jewellery as part of a history project and this shows that teachers are familiar with the principle of linking design and technology to work in other curriculum areas. Pupils also design and make simple greenhouses. Links with other subject areas take place in Years 5 and 6 where pupils design and make bridges, using newspaper and tape, as part

of science work and design and make their own Victorian hats as part of history work. Pupils' skills of producing design plans, disassembling products, evaluating a design in relation to its purpose and suggesting ways to improve designs are unsatisfactory. There are few opportunities for pupils to use a range of tools to support their learning.

88. It is not possible to make a judgement about the quality of teaching and learning because so little teaching was observed during the inspection. However, teachers' planning shows that the subject has for some time been given a low priority. This is partly due to the considerable emphasis over the last three years on implementing national guidelines for literacy and numeracy. Another factor is that there has been no recent professional training and many teachers lack confidence and subject knowledge, which has an adverse effect on the quality of pupils' learning. Resources have not been maintained to an appropriate level and, as a result, pupils have no opportunity to use more advanced equipment involving motors or gears, limiting the progress they can make in the subject.
89. The subject co-ordinator provides satisfactory leadership. She has successfully maintained her role of providing support and advice to colleagues when they plan their lessons. However, the low status given to the subject since the previous inspection in school development initiatives has meant that there have been very few opportunities for her to address deficiencies in provision. With support from the new headteacher, she has identified the need for a clear definition of the skills, knowledge and understanding for each age group, to help teachers develop pupils'

learning step-by-step. There are useful plans to introduce formal assessments so that teachers can improve the match of work to pupils' needs and provide challenging activities for all pupils.

GEOGRAPHY

90. Standards at the age of eleven are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection. Pupils develop a satisfactory range of skills, knowledge and understanding in each year group, but their research skills are underdeveloped. Teachers use the local area well to support learning but do not have high enough expectations of what pupils can achieve.
91. Pupils benefit from working in the local area. For example, scrutiny of pupils' past work shows that Year 6 pupils studied the River Fowey, which flows close to the school and, as a result, developed satisfactory knowledge and understanding of the effect of various activities on its environment. On a successful field trip, they worked out a way of measuring the speed and depth of the river. One pupil wrote: 'We can measure the depth with a piece of string with a weight on. We can measure the speed by throwing in a stick to travel 10 metres'. Pupils' knowledge is extended well by such visits. Other pupils linked this study with a good understanding of the water cycle. Pupils in Year 5 understand and correctly use scientific and geographical terms, such as 'evaporation' and 'condensation', in their discussion work with the teacher. They accurately draw and label diagrams illustrating the cycle. Satisfactory progress is made in mapping skills. For example, pupils in Year 3 learn basic co-ordinates and find places of interest in the historical town of Luxor, successfully using simple grid references. Pupils understand the meaning of keys and symbols. Field trips further afield also extend learning well, and the annual trip to the Isles of Scilly is very effective in this respect.
92. The quality of teaching and learning is satisfactory overall. Two lessons were judged to be good during the inspection and two were satisfactory. Pupils generally make satisfactory progress in lessons, for example in their knowledge of locations of countries, cities, oceans and rivers. However, teachers do not develop sufficiently pupils' research skills. A large amount of work is developed through worksheets. Pupils' presentation of their work is often untidy and many pieces of work are unfinished. Spelling of key geographical vocabulary is unsatisfactory in many pieces of work. In the most effective lessons, teachers prepare resources well and this helps lessons flow smoothly with few unnecessary interruptions. The purpose of lessons is clearly stated and indicates what pupils are expected to have learned by the end of the lesson, rather than simply a statement of what aspect of the curriculum is to be covered. There is a good balance between direct teaching and pupils' practical activities. In the best lessons, there is a good atmosphere of purposeful activity. Pupils are encouraged to work hard at their tasks and maintain interest and concentration. As a result, their attitudes to work and their behaviour are good. They respond eagerly to questions and some stimulating exchanges take place when pupils are working in pairs or groups. They produce reasoned ideas when comparing different

environments. For instance, in a Year 6 class, pupils realised tourism has an effect on localities as they compared nearby St Blazey with Clerkenwell in London.

93. Where lessons have shortcomings, but are nevertheless satisfactory, teachers do not have high enough expectations of what pupils can achieve and activities are not sufficiently challenging. Other subjects of the curriculum, such as literacy, numeracy and information and communication technology, are not used effectively enough to promote or consolidate geographical skills.
94. The subject co-ordinator provides satisfactory leadership. Members of staff have this term adopted national guidelines as a scheme of work on which to base their planning. The co-ordinator is monitoring teachers' plans for coverage and the content to be taught but it is too soon to determine whether the new approach to planning is having an impact on standards. There are no formal assessment procedures in place for the co-ordinator and class teachers to gain an accurate understanding of pupils' strengths and weaknesses and this is one of the reasons why work is not always sufficiently challenging for pupils.

HISTORY

95. Pupils' standards at the age of eleven are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection. Pupils' skills of historical enquiry are promoted well and learning is supported by effective use of artefacts, role-play and visits to places of historical interest. However, insufficient use is made of information and communication technology and the school library to develop pupils' skills of independent research.
96. Pupils have a sound factual knowledge of how people used to live in several past societies such as the Egyptians, Tudors and Greeks. They are beginning to understand how rich and poor people, and especially children, lived in the Victorian age and some reasons for social changes since 1930. In lessons, pupils make satisfactory use of a wide range of photographs, artefacts and reference books as sources of evidence in their enquiry. By the end of the key stage, pupils have a sound understanding of chronology and talk knowledgeably about major events, inventions and famous people identified on timelines for the various topics they have investigated. Good use is made of other subjects to promote pupils' learning and this is a key factor in maintaining their interest and enthusiasm for the subject. For example, Year 6 pupils know about Charles Dickens from their work in English and William Morris from their work in art. Pupils in all year groups make links between similarities and differences in the periods of history they study, but this aspect of learning is underdeveloped. Pupils' independent research and retrieval skills, using information and communication technology and the school library, are unsatisfactory. However, the subject co-ordinator is aware

of this weakness and helpful action to raise pupils' standards is identified in the school improvement plan.

97. The quality of teaching and learning is satisfactory overall. Where teaching is good, teachers set high expectations for learning and the purpose of lessons is clear to both teachers and pupils. For example, in a Year 6 lesson, pupils made good progress in their knowledge and understanding of children's lives in Victorian times because their teacher made good links with their knowledge of the local area and Victorian literature. She had high expectations of how pupils might combine previous learning with new information to discuss similarities and differences between their lives now and children's lives then. As a result, pupils' interest was strong and they concentrated well throughout the lesson. Scrutiny of previous work shows that there has been little difference in the work planned for pupils of varying abilities and higher attaining pupils in particular have not always been sufficiently challenged by their work. However, teachers are now basing their planning firmly on national guidelines, with close attention given to the assessment and development of pupils' skills, knowledge and understanding. This approach has only been in place for a short time, but there are already signs that teachers are beginning to have a better understanding than in the past of what pupils know and can do in history. This is an improvement since the last inspection.
98. Teachers are successful at making lessons more realistic by visitors talking about their lifetime experiences and through costume drama activities. Older pupils participate in an exciting Victorian classroom drama and visit a local restored quayside, where they enjoy acting out aspects of Victorian life. Structured visits to areas of local historical interest make a significant contribution to helping pupils develop and apply their skills in historical investigation. For example, in preparation for a visit to a nearby working harbour, Year 4 pupils considered and discussed a selection of local photographs, which helped them begin to understand how and why life has changed. These methods help to maintain positive attitudes amongst pupils. For example, Year 3 pupils enjoy the art and design aspects of their topic about the Egyptians, making beads and writing in hieroglyphs. Year 4 pupils talk enthusiastically about their discoveries of local history and older pupils co-operate appropriately when discussing aspects of history such as the problems of children working in Victorian factories. Year 5 pupils consider and discuss well the differences between the original Greek and the modern Olympic Games.
99. The subject co-ordinator provides satisfactory leadership. She has a good knowledge of the subject and effectively supports her colleagues. She has recently revised the scheme of work and audited and improved the school resources to raise standards. This new structure is being trialled by the school this term and the co-ordinator is monitoring teachers' planning closely to evaluate its effect on standards. However, she is not able to observe her colleagues teach and this limits the extent to which she can determine the success of the new initiatives.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Pupils' standards at the age of eleven are well below those expected of pupils of their age. The progress made by pupils, including those with special educational needs, is unsatisfactory. The previous inspection reported that pupils' attainment was in line with national expectations and most pupils were confident in their use of a variety of software to support their learning in other subjects. Standards have declined since then. Pupils of all ages have had too few opportunities to use computers. They rarely use programs to develop their work in other subjects such as science, mathematics, geography and extended writing in English.
101. Pupils have good attitudes to information and communication technology, and the school does not fully capitalise on their enthusiasm for, and awareness of, technology. For example, Year 3 pupils know that technology has an impact on their lives. Pupils talk about barcodes in supermarkets and Year 4 pupils know about the school's Optical Mark Reading attendance registers.
- Other pupils know about mobile

phones and DVD players and some know of computerised credit cards as being a part of everyday life. Pupils are aware of the dangers of the Internet and Year 6 know not to give personal details.

102. Overall, pupils in all classes are underachieving. Pupils have had some experience of using a basic wordprocessing program, but there is very limited evidence in their books of them using it regularly or for drafting their work. They do not use computers frequently enough to be able to develop the speed necessary to type in information using the keyboard. Scrutiny of pupils' past work shows that Year 6 pupils last year made good use of a text program to produce a page for the Cornish Guardian. They successfully used the 'cut and paste' technique and also inserted graphics. Pupils had also experienced using data to produce different types of graphs, such as bar and pie graphs, to show various temperatures around the world. Very few current Year 6 pupils have experienced putting information into a spreadsheet. Pupils have very limited experience of how to use computers to control equipment, of data handling or multimedia work. However, pupils in Year 3 have a satisfactory knowledge and understanding of producing text designs and pictures. Pupils in Year 5 competently move, resize, layer and rotate shapes using a publishing program. Pupils' general knowledge about computers is poor. For example, pupils in Year 5 do not recall terms such as 'cursor', 'monitor' or 'menu', whilst some do not realise they have to double click the left mouse button to open an instruction. Pupils have had very little experience of using CD-Roms or the Internet to search for information or of using e-mail. However, pupils with computers at home use all these facilities regularly.
103. The quality of teaching and learning is unsatisfactory overall. In the eight lessons observed, teaching ranged from unsatisfactory to good. In the good lesson, Year 5 pupils knew exactly what they were expected to learn. They received whole class teaching at the start of the lesson before being divided into groups to use computers in the computer suite, under the supervision of a learning support assistant, and at a computer in the classroom. Pupils shared equipment in groups of two or three. The teacher's subject knowledge was good and, as a result, he was able to answer any of the pupils' queries. He took no previous knowledge for granted. He used correct terminology and ensured pupils did so in their answers. Other learning support assistants present also heard the instructions and, consequently, were able to give good assistance to pupils. The teacher's own level of confidence and enthusiasm for information and communication technology was clearly apparent. In the unsuccessful lessons, teachers sent pupils to the computer suite without instructions. A learning support assistant did her best with the teachers' plans and the unreliable machinery. When pupils returned to their classrooms, there was no immediate review of what they had done to consolidate what they had learned and the impact of their learning was lost. Many opportunities are missed for teachers to support pupils' learning in all areas of the curriculum, particularly in literacy and numeracy.

104. One of the main reasons for the lack of consistency in information and communication technology provision is a lack of confidence on the part of some teachers. Members of staff have received very little recent training. The governors and headteacher are aware of this shortcoming and it has been identified as an area of need in the school improvement plan, supported by specialist personnel from the local education authority. Another reason is that the recently established computer suite is too small for whole class teaching and the equipment is a mix of computers bought or donated at various times. The limited numbers of machines and software available restricts teaching and, as a result, pupils do not receive the full curriculum. There has not been a close analysis of how best to use the computer suite. Consequently, there is no systematic progression in the development of pupils' skills. Those pupils who have good skills have invariably learned them by using computers at home and not as a direct result of what they have learned in school. Teachers provide computer after-school activities and these clubs are well attended and help to extend pupils' learning.
105. The subject co-ordinator provides satisfactory leadership. She has a sound personal knowledge of information and communication technology. She has been hampered in her ability to raise standards in the subject because, until recently, the school did not have the services of a technician to assist with the regular problems experienced from machinery and equipment breaking down. Much of her time has been spent in dealing with these herself. The co-ordinator does not have opportunities to monitor and evaluate the use of the computer suite or computers in classes. Monitoring of teachers' planning takes place but there is no critical analysis of coverage, appropriateness of activities or support for other subjects of the curriculum. In conjunction with the headteacher, the co-ordinator has produced an action plan for the improvement of facilities and staff training. The governors are moving plans forward quickly to build and equip a computer suite large enough to accommodate a whole class and have hired a technician from the local education authority.

MUSIC

106. Standards at the age of eleven are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. Standards of performance are especially high. Pupils show considerable enjoyment and pleasure as they sing and play together. Standards have made a good improvement since the previous inspection, largely due to increased teacher confidence and the involvement of a high proportion of pupils in musical extra-curricular activities.
107. Pupils make good progress in composing and performing throughout the school. This is because they respond well to opportunities to work together in groups, practising and refining their compositions, preparing them for a performance to the rest of the class. For example, Year 4 pupils showed good levels of concentration and co-operation as they composed simple tunes

based on a pentatonic scale. They benefited from being given the opportunity to try things out for themselves and levels of discussion and evaluation in the groups were high. Year 6 pupils were observed composing pieces of music, using tuned and untuned percussion instruments, to represent scenes depicted in paintings. The pace of their learning was good as they made improvements to their compositions and performed these to each other with considerable confidence. Pupils are developing a good awareness of rhythm and beat. For example, Year 5 pupils followed well rhythms clapped by their teacher and then transferred what they had learned successfully to creating rhythm patterns of their own to accompany a song.

108. A major strength of the school is the progress pupils make as a result of participating in musical activities outside the classroom. There is a traditional annual performance of a musical production such as 'Oliver' or 'Grease'. All pupils are involved and the benefits are evident in the high standards achieved in singing and performing together. Attendance at the weekly lower and upper school choir practices is very high. Pupils sing together with enthusiasm and with a good awareness of tempo, dynamics and diction. Pupils attend violin, recorder and percussion clubs, which help to extend their learning and consolidate skills developed in class lessons. This aspect of the musical life of the school makes a significant contribution to the promotion of pupils' spiritual, moral, social and cultural development and helps many pupils to develop confidence and self-esteem. Pupils with special educational needs, including hearing impaired pupils, benefit considerably from the musical life of the school, largely as a result of working in mixed-ability groups in lessons.
109. The quality of teaching and learning is good overall. Teachers in each year group plan lessons closely together so that pupils of the same age in different classes receive similar musical experiences. Less confident members of staff make good use of a commercial music scheme and the helpful advice and support of the subject co-ordinator to teach basic musical skills at least satisfactorily. Relationships between teachers and their pupils are very good and this is an important factor in the success of lessons and the standards achieved. This was evident in a Year 6 lesson on ways of recording pupils' compositions on paper. The teacher was able to move learning on at a good pace because pupils were responsive and keen to try methods out for themselves. Where teaching is at its best, pupils are given plenty of opportunities to work independently, following their own ideas and sharing them with each other, but with a clear purpose to their work. This good practice is a common feature of all lessons and also features in some of the extra-curricular clubs and activities.
110. The subject co-ordinator provides good leadership. He gives good support to teachers on a daily basis and works hard to maintain the status of the subject within the curriculum through his organisation of, and involvement in, extra-curricular activities. Recent subject national guidance is being evaluated and incorporated into the school's existing scheme of work. However, the co-ordinator does not have the opportunity to observe his colleagues teach and

is not required to analyse teachers' planning critically enough and this limits the impact his work has on raising standards. Resources are of satisfactory quality and quantity, but some percussion instruments are in need of replacement.

PHYSICAL EDUCATION

111. Standards at the age of eleven are above those expected of pupils of their age. Pupils, including those with special educational needs and physical disabilities, make good progress. Pupils have good attitudes to the subject, but a small number of younger pupils do not behave well in lessons. There are significant variations in the quality of teaching and learning which affect the progress made by pupils of similar age in different classes. The generally good standards reported at the time of the previous inspection have been maintained.

112. The vast majority of pupils throughout the school show good control of their bodies and an awareness of others when moving quickly. This was observed in dance, gymnastics and games lessons in most classes. For example, in a games lesson for all the Year 5 classes, pupils ran, jumped and threw a small discus with varying degrees of skill but mostly with confidence and considerable effort. Pupils in a Year 3 dance lesson moved around the hall carefully, making sure that their actions did not bring them into contact with others. Pupils in Year 6 show good skills of body control when balancing on various parts of their bodies, combining several of these balances in a sequence. Pupils benefit from opportunities in lessons to work independently or in small groups, practising and refining their skills, preparing to perform their movements and sequences to the rest of the class. As a result, boys and girls are equally confident performers and are keen to demonstrate their skills to others. Pupils' skills of evaluation are less well developed. There are very few occasions in lessons when they are asked to suggest how they might improve their own performance or that of others. By the age of eleven, pupils demonstrate a wide range of skills in their physical education lessons. They show good levels of maturity and sensitivity as they create movements in gymnastics and respond to music in dance lessons. Virtually all Year 6 pupils swim at least 25 metres and many swim further than this and pass advanced swimming tests. Pupils show a good awareness of being a member of a team. This skill is promoted well through the provision of a good range of extra-curricular sporting activities, including football, netball, cricket, cross-country and tag rugby. These are well attended and the school has achieved many notable successes in local competitions and tournaments competing against other schools.

113. The quality of teaching and learning is satisfactory overall, but there is a lack of consistency between teachers. This means that pupils' skills are not developed in a continuous progression between year groups and there are variations in the progress made by pupils of similar age in different classes. Where teaching is most effective, teachers' subject knowledge is good and

they have high expectations of what pupils can achieve. This was evident in a Year 6 gymnastics lesson, where pupils worked hard to put together sequences of movements. The teacher expected pupils to work in silence and set them targets to work towards, based on skilful use of demonstrations of good practice by pupils. As a result, progress was very good and pupils concentrated throughout the lesson, behaved very well and were obviously pleased with what they had achieved. Where teaching is unsatisfactory, the purpose of the lesson is not clear to either the teacher or the pupils, very little demand is made of pupils in the activities planned, behaviour is poor and pupils are distracted by the noise they make as they work. This was observed in a Year 4 gymnastics lesson and pupils made very little progress as a result.

114. The main reason for the inconsistencies in teaching and learning is the lack of effective monitoring and evaluation procedures. The subject co-ordinator provides satisfactory leadership through the advice and support she gives to teachers when they plan their lessons. She is well qualified and enthusiastic and maintains and takes part in the good range of extra-curricular activities that are a significant feature of provision. However, she is not able to observe her colleagues teach and, although she sees teachers' planning each term, is required to check only that all areas of the curriculum are covered rather than how well activities planned meet pupils' needs. Resources are generally of good quality and quantity and the co-ordinator ensures that items that become worn or unsafe, such as gymnastic mats, are replaced. This emphasis on pupils' safety is a key feature of her work.

RELIGIOUS EDUCATION

115. Pupils' standards at the age of eleven are in line with those expected within the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection. Pupils have a sound knowledge and understanding of some world faiths and religions but the development of their learning in other aspects of the subject is inconsistent.
116. Pupils make satisfactory progress in developing an awareness of Christianity by hearing stories from the New Testament such as the Baptism of Jesus. They have the opportunity to visit their local church and to learn about some of the symbols associated with Christianity. Pupils begin to understand and compare the customs, symbols and beliefs of different faiths by comparing the marriage ceremony of Hindus, Jews and Sikhs with Christians. This helps them become aware of different cultures in the wider community. During the inspection, many pupils demonstrated a real understanding of these wedding ceremonies by effective use of role-play. Pupils have positive attitudes towards religious education lessons and behave well. They show interest in lessons but not all pupils are confident enough to contribute their ideas. However, pupils benefit from group discussions, called circle time, during which they begin to develop their understanding of relationships and explore

feelings. This was well demonstrated when a class of Year 6 pupils offered sensitive, positive suggestions about compromise and negotiation when discussing conflict.

117. The quality of teaching and learning is satisfactory. Teachers manage their pupils well and use resources and artefacts effectively to support pupils' learning. Pupils enjoy handling these and treat them with respect. However, there are limited planned opportunities across the curriculum to promote spiritual awareness and very limited opportunities for producing extended writing to support pupils' learning. Too much emphasis is placed on worksheets, which do not challenge pupils' thinking. Exercise books are not used and the accumulation of worksheets and loose leaf paper leads to untidy presentation of work. Insufficient time is allocated to the teaching of religious education in most classes and, consequently, many pupils do not have sufficient time to finish their work, which hinders their learning.
118. The co-ordinator provides satisfactory leadership. She has appropriately identified the need for a clearly defined logical approach to developing pupils' skills, knowledge and understanding by producing a scheme of work to help teachers plan more effectively. She has helpful plans to broaden pupils' experiences by purchasing more resources and arranging more outside visits, for example to a synagogue. The co-ordinator has no opportunity to monitor teaching and learning across the school so that she can support teachers in their responsibility to teach religious education. Assessment procedures are underdeveloped and there is no ongoing assessment or recording of pupils' attainment other than the annual report to parents.