

INSPECTION REPORT

MULLION COMMUNITY PRIMARY SCHOOL

Mullion,

Helston.

LEA area: Cornwall

Unique reference number: 111817

Headteacher: Mr P R Bunt

Reporting inspector: Pearl White
21547

Dates of inspection: 24th – 28th September 2001

Inspection number: 193330

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

ADDENDUM

There is an error in the reporting on the quality of teaching in the foundation stage. This was consistently **good**, rather than satisfactory as stated in the published report.

This needs to be changed in the summary report, including in the overall box for teaching in “reception and nursery”, in the teaching paragraph of the commentary (paragraph 15), and in the section on the foundation stage (paragraphs 53, 55, 56, 57, 58, 59).

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Community
Age range of pupils:	4+ to 11
Gender of pupils:	Mixed
School address:	Willis Vean Mullion Helston Cornwall
Postcode:	TR12 7DQ
Telephone number:	01326 240585
Fax number:	01326 241145
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend David Steven
Date of previous inspection:	24/04/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21547	Pearl White	Registered inspector	English Art & Design Geography Information Communication Technology Equal Opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11564	Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Kay Andrews	Team inspector	Foundation Stage History Physical Education Religious Education	Special Educational Needs
23583	Peter Kerr	Team inspector	Mathematics Science Design and Technology Music	How good are curricular and other opportunities?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mullion Community Primary School is a smaller than average school situated in the village Mullion which is located on the Lizard Peninsula in Cornwall. It has 144 pupils in five classes and all speak English as a first language. While the proportion of pupils eligible for free school meals and those with special educational needs is broadly average, there is a higher than average percentage of pupils with statements. Most pupils on the special needs register have moderate learning difficulties. The school serves a wide catchment area with twenty nine percent of pupils travelling from outside the immediate area. Pupils come from a range of privately owned and rented accommodation from the village and surrounding area. A significant number of pupils, equivalent in number to approximately two per class, join or leave the school at times other than reception class or Year 6. Attainment on entry covers the full range, but is average overall. The range of ability between each cohort differs markedly at times due to the percentage and varying disabilities of special needs pupils. There has been disruption to staffing in recent years, but these problems have now been resolved.

HOW GOOD THE SCHOOL IS

The school is supportive and caring towards its pupils. It is a school that has many strengths and some weaknesses. It provides satisfactory value for money. The school has a good team of teachers and learning assistants who work very well together to meet the needs of all pupils. Teachers' good class management skills and implementation of the behaviour policy ensure that children have a positive attitude to school, behave well and work hard. Relationships are very good, and pupils' progress overall is satisfactory. Progress in physical education is good. Pupils with special educational needs are fully included in all aspects of life and work of the school. There has been significant improvement in the 2001 achievement attained in the end of key stage test in Year 6. This is due to a focus on teaching strategies and the range of abilities of pupils in that particular cohort. However, standards in writing at both key stages across the curriculum are not high enough, as spelling and handwriting are sometimes unsatisfactory. The use of assessment data to plan to meet the needs of all pupils, particularly the higher attainers, is unsatisfactory. The strategic monitoring, evaluating and planning by the head, governors and the delegation of management responsibilities together with the role of the co-ordinator is a weakness throughout the school. The school gives satisfactory value for money.

What the school does well

- The school makes very good provision for pupils' social development and provision for pupils' moral development is good.
- The school has very good procedures for monitoring and promoting good behaviour and, as a result, pupils have good attitudes to their work, relationships are very good, and personal development and behaviour is good.
- The provision for pupils with statements of special educational needs is excellent, and provision for special educational needs pupils is good, and they make good progress towards their learning targets.
- Standards in physical education are good throughout the school.
- The provision made by the school for extra-curricular activities is very good and the contribution of the community to pupils' learning and relationships with partner institutions and parents are good.

What could be improved

- The standards in writing across the curriculum at both key stages.
- The use of assessment data to plan to meet the needs of all pupils, particularly the higher attainers, so that they have appropriate learning objectives.
- The strategic monitoring, evaluating and planning by the head and governors.
- The delegation of management responsibilities and the role of the co-ordinator so as to enable them to monitor and evaluate their curriculum area.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in 1997. Immediately following this period, the school went through an unsettled period and suffered many changes. The parents were pleased to report that the school had improved greatly since the last inspection. The headteacher, who was acting head at the time of the last inspection, has continued to give positive and encouraging leadership. Together with the governors and staff, he has been very successful in fostering the social and personal development of pupils. The school is judged to have made good progress in addressing three of the key issues mentioned in the action plan. There is now good provision for information communication technology and satisfactory provision overall for children in the Foundation Stage. The national schemes for all subjects have been adopted, together with the literacy and numeracy framework, and this has contributed to the raising of standards in the end of Year 6 tests. However, assessment issues and the role of co-ordinators have not been fully addressed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A	A
Mathematics	B	E	A	A
Science	C	D	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	EE
lowest 5% nationally	*

As a result of the well-structured teaching, the majority of children make satisfactory progress in the Foundation Stage and are likely to reach the early learning goals by the time they enter Year 1, with above average achievement in social development.

Results of the end of Key Stage 1 national tests and assessments for seven-year-olds, in 2001 in reading showed attainment to be below the national average. This is an improvement on the previous year where they were well below what would be expected of pupils of this age; both nationally and when compared with similar schools. In writing and mathematics standards were well below average, as they were the previous year. Standards in science, however, have remained close to the national average. These results reflect the high percentage of pupils with statements of special educational needs which has an impact on the overall standards achieved in the school, particularly in Key Stage 1. There has been some fluctuation in trends, over the past few years, as is normal with different and small cohorts of pupils. The inspection finds that pupils make satisfactory progress throughout Key Stage 1 and standards seen were satisfactory, overall, in English, mathematics and science.

The results of the end of Key Stage 2 national tests for 2001 show standards in mathematics were above average and in English and science were above the national average standards. In comparison with similar schools mathematics and English were well above average and science was above average. This shows an improvement in English standards over the previous two years, when they matched the national average, but were below those of similar schools. Standards in mathematics and science in 2000 were well below the national average. The school states that this decline was due to the number of pupils with statements of special educational needs in 2000. The school responded effectively to the disappointing results in previous years by analysing the test scores and taking appropriate action. The school used the funds available to provide booster classes with more focused teaching.

Inspection evidence shows attainment at the end of both key stages is above national expectations in physical education. Attainment in art, design and technology, history, geography, information communication technology and religious education match national expectations at the end of Key Stage 1. Since the previous inspection standards have fallen in science, design and technology, history and geography and music from above average standards to average due to a disruption in staffing and an emphasis on improving standard in numeracy and literacy. Attainment at Key Stage 2 is satisfactory in all

other subjects including religious education. This is the same position as at the time of the last inspection.

Throughout the school pupils make good progress in physical education and satisfactory progress in all other subjects, irrespective of their gender or social circumstance. Pupils with special educational needs make good progress in line with their age and ability. Pupils with statements make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have good attitudes to their work. They try hard to do their best and enjoy school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They know the rules and adhere to them.
Personal development and relationships	Good. Children get on well together and the older pupils take care of younger ones. Relationships and respect for the feelings of others are strength.
Attendance	Good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	satisfactory	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.

Although good teaching was seen during the inspection, the quality of teaching on the whole is satisfactory overall, and this leads to pupils making satisfactory progress in almost all subjects. Teachers do not always use assessment data effectively to plan for the different abilities and ages in mixed aged classes and this is a weakness. Teaching overtime in physical education is good and pupils make good progress. Provision for special educational needs pupils is good. The school has a good team of teachers and learning assistants who work very well together to aid the learning of the special needs pupils. In nearly a quarter of lessons teaching was very good or excellent. There has been an improvement since the inspection in 1997 when teaching was only good in 50% of lessons seen. Teachers have good subject knowledge and their management of pupils is good. Teaching in the Foundation Stage is overall satisfactory with some good features, particularly in personal and social development. This leads to pupils making satisfactory and sometimes good progress through the early years of schooling. Teaching and learning of literacy and numeracy seen during the inspection was good overall, and at some times very good, although opportunities for pupils to apply their skills in other subjects are limited. Since the purchase of the new resources, teaching in information communication technology is good throughout the school. The quality of teaching seen during the week of the inspection was good overall in English, mathematics, science, history, geography and religious education. The planning for pupils with special educational needs is good and they are well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that is enriched by many outside visits, and visitors to the school. A very good range of activities is provided outside of lessons.
Provision for pupils with special educational needs	Provision is good, often very good. Pupils are happy and secure in their learning. They make good progress, and are well-integrated into the life and work of the school. Provision for pupils with statements is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual development is satisfactory. There are limited opportunities for reflection in assemblies and in lessons across the school. Moral development is good. Social development is very good. Pupils' knowledge and understanding of their own culture is very good. There are insufficient opportunities to learn about the ethnic diversity of modern Britain.
How well the school cares for its pupils	Procedures for Child Protection and ensuring pupil welfare are good. Procedures for promoting appropriate behaviour and eliminating oppressive behaviour are very good. Procedures for monitoring pupils' progress and

	using assessment information to guide curriculum planning are unsatisfactory.
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The school works well with parents. Their involvement in the work of the school has a positive impact on pupils' learning. The contribution of parents to their children's learning at home is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory. Delegation of responsibility and the management role of the co-ordinators are underdeveloped.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities appropriately, but often lack the necessary information to carry out their role with greater effectiveness.
The school's evaluation of its performance	The school has sound systems to evaluate performance. Targets are set and suitable action is taken to meet them.
The strategic use of resources	The school's finances are very efficiently managed. The school makes good use of specific grants and other funds. Information and communication technology is used well for administrative purposes. The principles of best value are effectively applied.

The school is well staffed with good provision for support staff. Accommodation is very good although there is not adequate outdoor play equipment for the children in the Foundation Stage. Resources for learning are at least adequate and accessible to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Headteacher and staff are approachable. • Expectations that the school had for their children to work hard and achieve their best. • The close contact parents of children with special educational needs have with all staff. • Improvements in the school since the last inspection. 	<ul style="list-style-type: none"> • Homework. • Standard of handwriting. • A few parents were concerned about the progress their children made.

There was a little concern expressed by a few parents about bullying in school. The team saw no oppressive behaviour and the team broadly agrees with the positive views parents have about the school. The provision and use of homework is satisfactory. The team agreed that higher attaining pupils could make better progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Children's attainment on entry to the reception class covers the full range of ability but overall it is as would be expected for pupils of this age and baseline assessments confirm this. This is similar to when the school was last inspected. The range of ability between each cohort differs markedly at times due to the percentage and varying disabilities of special needs pupils. As a result of well-structured teaching the majority of children make progress in line with what would be expected in most areas of learning, irrespective of prior attainment, gender and social circumstances. By the time they start Year 1 most children have attained the early learning goals expected nationally for children of this age in all aspects of learning, except pupils' social development when they exceed them.
2. The results of the end of Key Stage 1 national tests and assessments for seven-year-olds, in 2001 in reading showed attainment to be below the national average. This is an improvement on the previous year where they were well below average nationally and compared with similar schools. In writing and mathematics standards were well below average, as they were the previous year. Standards in science, however, have remained close to the national average. These results reflect the high percentage of pupils with statements of special educational needs. This has an impact on the overall standards achieved in the school, particularly in Key Stage 1. There has been some fluctuation in trends, over the past few years, as is normal with different and small cohorts of pupils. Inspection evidence shows that pupils make satisfactory progress in Key Stage 1 in English, mathematics and science and overall achievement seen in Year 2 in these subjects is in line with national average.
3. The results of the end of Key Stage 2 national tests for 2001 show standards in English, mathematics and science are above the national average and those of similar schools. This shows an improvement in English standards in the national tests over the previous two years, when they matched the national average, but were below those of similar schools. Standards in mathematics and science in 2000 were well below national average. The school states that this decline was due to the number of pupils with special educational needs in 2000. The published targets for 2000 and 2001 in English were exceeded in both years, in 2000 by 12% and 2001 by 17%. However, the results for the 2000 target for mathematics were disappointing, as they were not achieved. There has been considerable improvement in 2001 and they were exceeded by 33%. The school responded effectively to the disappointing results by analysing the test scores and took appropriate action, with good improvement being shown in 2001. The school used the funds available to provide booster classes with more focused teaching. Progress over the key stage in these subjects is sound and achievement in Year 6, generally is average. Observed standards in English, Mathematics and Science at Key Stage 2 were satisfactory. The difference in test results and observed standards is due to the small size of cohorts and the varying range of abilities between different year groups.
4. Inspection evidence shows attainment at the end of both key stages is above national expectations in physical education. Attainment in art, design and technology, history, geography, information communication technology and religious education match national expectations at the end of Key Stage 1. Since the previous inspection standards have fallen in science, design technology, history and geography and music from above average standards to average due to the disruption in staffing and an emphasis on improving standard in numeracy and literacy. Attainment at Key Stage 2 is satisfactory in all other subjects including religious education as they were at the time of the last inspection.
5. Throughout the school pupils make good progress in physical education and satisfactory progress in all other subjects, irrespective of their gender, or social circumstance. The lower attaining and some of the average attaining children make satisfactory and often good progress in their learning.

More able pupils with potential for much higher attainment do not always make the progress of which they are capable as there is often a lack of challenge in their work. The scrutiny of work and planning identified that pupils of all ages and abilities in each class often tackle the same work and this is not always appropriate for the more able. Pupils in developing numeracy and literacy and make adequate progress. Pupils are making above average progress in information technology skills since the recent introduction of the computer suite. Throughout the school, however, literacy and information communication technology skills are not always developed consistently across the curriculum to ensure the acquisition of higher standards in these areas.

6. Throughout the school, pupils with special educational needs make good progress in line with their age and ability and many pupils move down and off the special needs register. This is because they are so well supported in their work. Pupils with statements make very good progress.

Pupils' attitudes, values and personal development

7. This aspect of the school was satisfactory at the time of the previous inspection, although some difficulties were highlighted. Many new strategies were discussed, agreed and have been successfully implemented. Pupils have good attitudes to school. Their enthusiasm for school, the very good quality of relationships and the absence of oppressive behaviour and are now strengths of the school. Behaviour is good overall and there have been no exclusions recently. Parents agree that discipline is good. Pupils move around the school in an orderly way and are taught to respect each other and their environment.
8. Pupils' attitude to school in the Foundation Stage is good, their personal, social and moral development is good. They work and play very well together. They are mature in their attitudes and behave very well. They listen attentively in lessons, take turns and concentrate well on their activities and show a high degree of independence in their learning. They confidently contribute in discussions and respond enthusiastically to the many occasions when praise is given freely, but appropriately.
9. Pupils' attitudes are also good throughout the rest of the school. They are keen to come to school. They talk with pleasure about the good range of extra-curricular and other interesting activities and trips that they undertake. They are enthusiastic in lessons and this adds to the good quality of their learning, even when the work provided sometimes lacks challenge, particularly for the older, more able pupils in a class. The vast majority settle quickly to their work, listen to teachers and to others' point of view respectfully and participate in group and paired work effectively.
10. Relationships are very good throughout the school, between pupil and pupil, and between pupils and staff, including non-teaching staff. Pupils know that they are valued and are confident when they contribute in lessons. On many occasions during the inspection, pupils applauded and celebrated success of others.
11. Personal development is good. Pupils are polite and courteous. They are very supportive and caring of pupils with special educational needs. Teachers are proactive in dealing with any upsets that pupils may have and in providing good opportunities for all pupils to take responsibility around the school. Pupils say they enjoy these roles, such as caring for younger pupils in the playground and clearing and tidying the library, and give of their time freely. The personal development of all pupils benefits from the wide range of residential and day trips that are an important part of the curriculum.
12. Pupils with special educational needs are very well integrated into the school. They are well supported and guided effectively in their learning. They behave well, are eager to learn and are happy and secure.
13. The previous report said that levels of attendance were good, and this inspection has confirmed

the same good levels of attendance. There are no unauthorised absences. From the results of the questionnaire, and from what parents said at the meeting before the inspection, they believe that pupils are keen to come to school, and the school believes this regular attendance has a positive impact on their achievement. A prompt start is made to lessons.

HOW WELL ARE PUPILS TAUGHT?

14. The school has a good team of teachers and learning assistants who work very well together. The quality of teaching seen during the week of the inspection was good overall with some very good and excellent features. In over three-quarter of lessons, teaching was good or better. This is an improvement since the last inspection in 1997, when half of the teaching seen was good or better. The focus on raising standards, the implementation of literacy and numeracy hour and the related staff development, together with the implementation of schemes of work, are the main reasons for these improvements. Although the quality of teaching seen during the inspection was good with some good and very good features, the overall quality of teaching is only satisfactory as teachers do not plan for the differing abilities and ages in mixed aged classes and the progress pupils make is only satisfactory. This means that higher attaining pupils are not always challenged or have work set for them at an appropriate level.
15. In the Foundation Stage, although teaching is judged to be satisfactory overall and children make satisfactory progress overall, much good teaching was seen during the week. This was characterised by good planning, a wide variety of effective learning experiences for the children and strong management. Also the teacher and support staff work as an effective committed team organising the curriculum, to ensure that children progress successfully towards the early learning goals.
16. The quality of teaching in the English lessons seen during the inspection was good overall. Teachers follow the requirements of the National Literacy Strategy and their knowledge and understanding of this is good. In good lessons, teachers pose effective questions to promote the use of spoken language. In mathematics, the quality of observed teaching and learning is good overall. Teachers' planning is effectively linked to the National Numeracy Strategy. In a good mathematics lesson, the teacher used good subject knowledge to challenge the pupils whilst they worked to reflect on the accuracy and meaning of their measurements. Basic skills are taught well while at the same time giving the pupils the opportunity to investigate patterns and so develop their mathematical thinking in enjoyable ways. All teachers have very good relationships with their pupils and in the majority of lessons pupils' behaviour is good. Effectiveness of teaching methods contributes to the good behaviour and positive attitudes observed in lessons. During the inspection the quality of teaching in science was satisfactory with good teaching in some lessons. Teachers have good teaching skills preparing a range of resources to support research and experimentation. Due attention is paid to the principles of fair testing, in which the pupils keep all the variables constant in their experiments except the one they are testing.
17. Where teaching is excellent, teachers collaborate well, planning is well structured and lessons progressively develop at a quick pace and pupils learn rapidly, as shown in physical education lessons. When teachers have good subject knowledge, as was shown in a Years 5 and 6 literacy lesson, which focussed on creating phrases with words with the same initial consonant, very good advice was given that led to very good learning taking place. Good teaching results from the teacher's good discipline and this helps the pupils to concentrate and learn effectively. When teaching is only satisfactory there is a slow pace to lessons, which occasionally gives pupils the opportunity to lose concentration. Teachers make suitable use of homework throughout the school to further pupil's learning.
18. A weakness in teaching throughout the school is the unsatisfactory use of assessment data to match work effectively to the needs of individual pupils. Assessment evidence is not used consistently in planning to ensure that all pupils' needs are covered and resourced in lessons. In

all core subject's insufficient written work at the correct level has been set in the past; too often all pupils in class still receive the same task. Planning is frequently directed at whole classes at average levels, and higher attaining pupils in particular suffer as a result.

19. In most classes, teachers prepare work that is well matched to the needs of pupils with special educational needs and good support is provided by the classroom assistants, who enable these pupils to work at their own pace and achieve well. Overall, these assistants, whose work is carefully monitored by the special needs co-ordinator, make a very valuable contribution to pupils' learning and are a strength of the school. Several have received appropriate training to enable them, for example, to properly support pupils with medical difficulties. Where teaching is good, pupils who are identified with behavioural difficulties are well managed, but this is not consistently so. The quality of teaching by the special needs co-ordinator, both in withdrawal sessions and during in-class support, enables pupils to become more confident and make good gains in their literacy.

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

20. The school provides a broad and balanced curriculum, which includes all subjects of the National Curriculum and religious education. A wide range of visits and visitors and a very good range of activities outside lessons enrich it. The key issues identified in the previous report have all been addressed. Statutory requirements for teaching information and communication technology are now met. The school has adopted government guidelines as schemes of work for all subjects.
21. The curriculum for children in the Foundation Stage is good. The staff provide a very rich and secure environment for the children's personal and social development, helping them to become confident and independent in the classroom environment. The children's development in communication and language, mathematics, knowledge and understanding of the world and creativity are fostered through a very carefully and well-supervised programme of activities including guided play. The only area of learning in which the provision could be significantly improved further is physical development, as there is no outdoor play area for the children to use on a regular and frequent basis as part of their daily routines. However, a wide range of indoor and outdoor activities provides plenty of opportunities for the children to develop the full range of physical skills. By the time they reach the end of the reception year, the children are satisfactorily prepared for the National Curriculum.
22. The curriculum in Key Stages 1 and 2 meets the school's legal requirements to teach all the subjects of the National Curriculum and religious education. The National Literacy and Numeracy Strategies have been successfully introduced, helping the school to equip its pupils with the basic skills in these areas. There is no policy, however, for developing literacy and numeracy across the curriculum. This happens in some subjects some of the time, but is not planned. Teachers plan the lessons for their own class directly from the national framework. This has led to coverage that is too uniform in its level of challenge. The scrutiny of work undertaken as part of this inspection confirms that pupils of all ages and abilities in each class often tackle the same work, which is not always appropriate for the more able.
23. Elements of a programme for personal, social and health education and citizenship are in place, including sex education, but not drugs awareness. The policy is still in draft form, and there are insufficient resources to put it into operation at present. Early implementation is part of the school's development plan.
24. The school's curriculum provision for pupils with special educational needs is good, and for pupils with physical disabilities, it is excellent. The pupils who attend the school in wheelchairs, for example, are fully included in all lessons, including physical education. The teachers ensure that

activities are planned to suit their needs, and the learning support assistants are very good indeed at ensuring that these pupils have maximum opportunities to participate as actively and independently as possible at all times.

25. There is a very good range of visits, including residential trips for the older pupils, which extends and enriches the curriculum. The programme includes visits to places of historical and cultural interest as well as excellent opportunities to engage in outdoor adventure activities. Local poets, artists and potters have visited the school in recent years to share their expertise. Various members of the local Christian clergy make good contributions to the work of the school, including playing the piano for singing. Music lessons are provided during school time on keyboard and clarinet. However, the pupils who choose to take these lessons inevitably miss some classroom time. The school tries to ensure that they do not miss the same subject each week. Otherwise, all pupils have equal access to all lessons and other curriculum activities. The range and volume of activities provided outside of lessons is very good for the size and age range of the school. Sport, music, drama and dance are included; many members of staff, including the information and communication technology technician, give up some of their time to provide these activities. The sessions are generally well attended, and make a good contribution to the pupils' personal as well as educational development.
26. The partnership that exists between the school and the community is good, and the school believes that this regular involvement of the community encourages pupils to value their education, and also contributes to the quality of relationships in the school. The vicar, who is also the chairman of the governing body visits the school almost daily, and also takes regular assemblies. The local television and radio station have visited the school for occasions such as the Eclipse or the Marconi centenary celebrations. Senior citizens are invited to the Carol Concert, and pupils sing carols in local old people's homes.
27. There is a good induction programme for children starting school. There are also very close links with the local secondary school and colleges. All these links have a beneficial effect on pupil's learning and understanding of their place in the community.
28. Provision for spiritual development is satisfactory. Pupils are successfully helped to gain insight into the Christian values and beliefs that the school promotes in the daily acts of collective worship. These are generally conducted in a respectful atmosphere and sometimes quiet moments are given to prayer. Spiritual development is planned sometimes, to foster a sense of awe and wonder in pupils, for example, when 'feely bags' and puppets are used to engage pupil's attention. There are other occasions, however, when little attempt is made to create this special atmosphere, for example, when music and singing are not included and when a candle is brought in but not lit or used. Opportunities for personal reflection to help pupils gain insight into the issues raised in the assemblies and in daily lessons are sometimes given, but this aspect is underdeveloped. Pupils enjoy celebrating special events in the Christian calendar, which are shared with parents and families at the local church. Local clergy make a good contribution to assemblies and are fully involved in the life and work of the school.
29. Provision for moral development is good. High priority is given to ensuring that all pupils are effectively taught to differentiate between right and wrong, for example, when every class successfully draws up its own 'Golden Rules' for daily life. Pupils are, therefore, fully aware of what is expected of them, are polite, courteous and very caring of the school and its environment, of pupils with special educational needs, and of each other. Their caring attitudes are readily shown when they support a very wide range of both local and national charities. Teachers are good role models and the very good relationships they have with pupils, together with the efforts they make to create good relationships between the pupils themselves, all helps to produce a harmonious and happy ethos in the school. The school has made good use of funding from the government. This has enabled it to become involved in a local project to help Year 6 pupils build the good relationships with pupils from other local schools in readiness for transferring to

comprehensive school. Care is taken to choose books for the library that promote positive attitudes and very good relationships. A recent drama session was used well to help create a tolerant attitude to children from travelling families in the area.

30. Provision for social development is very good because pupils' views on this aspect are regularly sought and acted upon. The school is fully committed to the inclusion of all pupils into its life and work. Through a series of strategies, such as 'Golden Time' and 'Circle Time', pupils, including those who have been identified as having emotional and behavioural difficulties, are given insight into managing and taking responsibilities for their own behaviour. They are given many opportunities to take responsibility around the school, to care for younger pupils and to support those with special educational needs, particularly a pupil in a wheelchair. Pupils have asked for a School Council, and one is planned for later this term. Provision is made for pupils to work independently together in pairs and in groups and they do so well. Social development is also well promoted in the many trips, outside activities and extra-curricular clubs that pupils enjoy.
31. Provision for cultural development is satisfactory. Pupils are acquiring a good knowledge of their own culture and environment as the school makes good use of the locality for historical and geographical study on day and residential trips. Local artists, such as a potter, have visited to work with pupils and older pupils have visited an art gallery showing the work of Cornish artists. Some opportunities for pupils to gain insight into the richness and diversity of cultures and faiths of the wider community are provided, but this aspect is underdeveloped. In art and design pupils are made aware of the work of well-known European artists and in music, pupils were involved in a recent study of African drumming. In religious education lessons, they learn about the values and beliefs of some religions other than Christianity and resource boxes are available to support teaching. Some other resources have recently been purchased, such as multi-cultural dolls and books for the library. The school acknowledges, however, that more work needs to be done in this area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Parents feel that the school cares for its pupils very well. Particularly parents of children in the Foundation Stage who appreciate how well they are inducted into the life of the school. The very good relationships, which exist between members of staff, governors and support staff, act as a positive role model for pupils. All staff, including administrative and support staff, know the pupils well and are responsive to their needs. This is the same as the last inspection. The governing body takes the health, safety and well being of its pupils very seriously, and follows the Cornwall Health and Safety guidelines. Together with the site supervisor, they make regular risk assessments of the site, which is kept in a very clean condition. Mealtimes and playtimes are supervised well. Lunchtime, where freshly cooked and attractively served food is available, is a social occasion, and pupils are keen to tell visitors about their work and families. Both the playground and extensive grounds are well supervised. The accident book is up to date and there are adequate first aid facilities. There are also close links with the nearby village surgery. On being asked what they would do in the event of a fire, pupils knew the correct procedure. The headteacher is the designated person for Child Protection, and he has well-established links with external agencies.
33. Parents of pupils with special educational needs spoken to at the meeting and during the inspection believe that their children are greatly helped in their work in the school. This enables them to achieve the targets set in their individual education plans. Teachers and learning support assistants provide good support in class.
34. Registers are monitored weekly by the school secretary, who places all the information on the computer. The Educational Welfare Officer, who has also been called in the past to deal with

rare incidences of long-term absences, occasionally monitors figures. The school believes that the overall good attendance rates are helping the continuity of pupils' learning, and hence their progress. All registers are not totalled at the beginning of the session, nor are they kept in a safe place when the school is closed. The procedures and process for registration needs to be amended.

35. There are effective strategies for encouraging good behaviour, which had been introduced before the previous inspection, and have been further developed and now are very good. For example, by using a weekly 'Circle Time' with pupils so that their views or concerns can be expressed. The school has a positive attitude towards discipline and uses team points and 'well-done' awards to encourage positive responses from pupils. There are, for example, 'certificates of merit', and a weekly 'Well Done' assembly where successes, either personal or academic, are celebrated. Good behaviour was mainly observed during the inspection, and some occasional over-boisterous behaviour was seen by members of the inspection team to have been dealt with fairly and swiftly. Pupils know what is expected of them, and The school's 'Golden Rules' which are included in the Home/School Agreement, together with the Positive Behaviour Policy ensure that pupils can work towards specific rewards where targets are set and privileges are earned. The majority of parents replying to the questionnaire thought that behaviour in the school was good.
36. Very good procedures are in place for eliminating intimidating and oppressive behaviour. Each class has an effective system of rewards and sanctions firmly in place, which is known to parents, teachers and pupils. There were no incidents of bullying seen during the week of the inspection and when asked pupils were able to say with confidence, how they would deal with bullying if it happened. At the meeting, parents who had encountered a bullying problem said it had been swiftly dealt with, however some parents responding to the questionnaire were not satisfied with the school's response to their complaints about bullying. A drama company who very effectively enacted how bullying can be dealt with recently visited the school. The visit was followed up in school by circle times and class discussions. Parents very much appreciate the 'open door' policy operated by the school and those spoken to during the inspection said they would have no hesitation in approaching the school if there was a problem. The school uses occasions such as assemblies and circle times to discuss friendships and the importance of being kind to each other to reinforce its behaviour policy.
37. Procedures for monitoring pupils' personal development are satisfactory. In the Foundation Stage they are good and pupils settle well into the daily routines of school. Teachers and all adults in the school are approachable and caring, and the personal social education programme is used effectively to promote pupils' awareness of their feelings and relationships. Children in the school were seen to be very supportive of one another, for example, in preparation for a boy with disabilities who has just joined the school, pupils in Year 5 were taught about caring for children with disabilities. Pupils' Record of Achievement file contains comments on their personal development and these are used satisfactorily to monitor individual children's progress in this area. The school encourages the pupils to do well in all aspects of their work, with praise for effort and achievement and formal recognition at assemblies. The wide range of activities outside the classroom enables pupils to shine in areas not related to the formal curriculum.
38. The quality of support and educational guidance for pupils with special educational needs is good. Useful links have been established with outside agencies to ensure that medical and other needs are fully met. A good example is a campaign by the special educational needs co-ordinator to persuade the local MP to help provide a hoist at the local swimming pool for pupils with physical disabilities to enable them to have full access to the curriculum. However, although these pupils are identified early, sometimes even before they reach the reception class, because of the good links with the local playgroup, pupils are not placed on the register until the end of reception or recorded on a formal 'concerns' list.

39. The assessment in the Foundation Stage is satisfactory as staff regularly make observation of pupils' progress towards the early learning goals and their achievement in relation to the 'stepping stones' for learning. These are then recorded and used appropriately to plan for pupils' learning. Assessment procedures, however, are unsatisfactory overall in Key Stage 1 and 2 as data is not yet used effectively to match work to the needs of individual pupils in lessons, especially the higher attaining ones. It is, however, used well to place pupils in appropriate groups or sets for learning. Planning is aimed at whole classes or sets, usually at average levels, and this means that higher attaining pupils in particular are not always challenged. There is little or no assessment information available in most other subjects to enable teachers to plan for appropriate levels of skills, knowledge and understanding in each class and this is the same as at the time of the last inspection. The school, however, has good procedures for assessing and tracking individual pupils' attainment in English and mathematics. Targets are also set for pupils in Key Stage 2 annually and this is good practice, particularly in Years 5 and 6. This has enabled a good picture to be built up of progress overall. For example, it can be clearly demonstrated that all pupils either reached or exceeded the targets that were set for them last year in these subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have very positive views of the school. The previous report praised the good links the school had with parents, and these links have been maintained, and even strengthened since that time. All parents responding to the questionnaire said they would feel comfortable about approaching the school, and that their children were helped to achieve their full potential. Most thought the school had much improved since the previous inspection, and many have chosen to bring their children considerable distances to attend the school. Parents of children in the Foundation Stage are welcomed into school and they were very pleased with the information that they received about their child's progress at school. They welcomed the opportunity to come to the 'Reading Roundabout' sessions and these opportunities assisted well with the children's reading development.
41. Parents are encouraged to play an active part in the life of the school, and many do so, for instance listening to reading, going on educational visits, and they accompany pupils swimming. Although the school does not have an official Parent Teacher Association, it values the commitment of parents when fund raising activities are organised. Past fund raising efforts have enabled the school to purchase many valuable teaching resources such as computers. The school feels that this significant input by parents reinforces the importance of education in pupils' eyes. Most parents are satisfied with the amount of homework pupils receive, and particularly liked the way teachers praised pupils for thoughtfully produced pieces of work. Pupils are also encouraged to carry out investigative homework to encourage them to become more independent learners. During discussions at the meeting, and from results of the questionnaire, some parents raised concerns about a lack of consistency in the setting of homework. However, inspection findings conclude that most pupils have an appropriate amount of homework, which supports their learning in lessons. The partnership with parents develops from the time that children enter the reception class. Staff are welcoming, and are available to speak to parents. All pupils take home books with a diary that tracks their reading progress. This has a positive effect on the standards of reading. The diaries also act as a suitable means of communication between parents and teachers.
42. Following the last inspection, the school has ensured that the annual reports now fully meet statutory requirements, and also contain appropriate targets for the coming year. Fortnightly newsletters, which are numbered, and the governors' annual report all provide parents with detailed information about their children and the school. Parents are invited into school in the autumn term to learn about the work planned, and a further consultation with teachers is offered following the publication of the annual report in July. Parents also appreciate the informal feedback of the progress of their children by teachers. Parents of pupils with special educational

needs spoke highly of the good efforts of the school to improve both their educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are satisfactory overall. The headteacher, who was the acting head at the time of the last inspection, has continued to give positive and encouraging leadership. Together with the governors and staff, he has been very successful in fostering the social and personal development of pupils. There are clear and agreed aims and values identified in school documentation. The mission statement 'together we will learn, develop and enjoy skills and attitudes for life' permeates all the life of the school. The head has positively promoted a collegiate management approach and has been successful in building an effective, committed team of teachers and support staff. Together they have created a positive climate with very good working relationships and a shared commitment to promoting good behaviour, positive values and achievement. Although equal opportunities are fostered, pupils of all ages and abilities in each class often tackle the same work. This restricts learning opportunities for the more able pupils, who do not achieve as well as they should.
44. The governing body fulfils its statutory responsibilities and is supportive of the school. There is an effective committee structure; however, their attendance at these meetings is not always regular, which has hindered their monitoring and evaluating of the schools' progress. The school sets targets and regularly reviews progress towards them. However, the governing body does not always have the information it needs to compare its performance accurately with that of similar schools.
45. The head has prepared a current two-year school development plan. The plan is well founded on identified school needs, but is not prioritised. The delegation of responsibility is currently unsatisfactory. The head has a high teaching commitment. This limits the time available for strategic planning and thinking and for monitoring and evaluating the school's performance. As yet there are no systems in place to ensure that the head has adequate support in this management role. Although the headteacher receives good support from members of staff most of the responsibility for school development and improvement remains with him. The new teacher in charge of the Foundation Stage has undertaken much recent inset in order to improve her skills and has set about reorganising the curriculum, which is now carefully planned to ensure that children progress successfully towards the early learning goals and this area is well led. The teaching of the Literacy and Numeracy Strategy have been well monitored by the head and the curriculum co-ordinators and this has led to an improvement in standards. However, the monitoring of each subject and of the curriculum as a whole is not systematic. As a consequence, weaknesses in the delivery of the curriculum go undetected. An example of this is the lack of opportunities for higher attaining pupils to engage in activities across the curriculum that offer them suitable challenge and opportunities to extend themselves.
46. The governors seek best value in their purchases, taking appropriate steps to obtain the best tender for goods and services. The school's budget is efficiently managed and spending is closely related to the School Development Plan. Projected costs associated with each area are itemised so that spending can be kept within the limits of the budget. Grants awarded for particular aspects of the school's work are allocated correctly. The school secretary administers the budget very efficiently. Up to date information is readily available for the governors and headteacher to monitor spending, and good systems are in place for the control and monitoring of the school's finances. There is a substantial balance carried forward from last year but the outdoor play area in the Foundation Stage.

47. The staff of Mullion school are highly committed and very hard working. The contribution that they make to pupils' learning is sound. There is sufficient suitably qualified staff to meet the needs of the school and because it is a small school, they carry a heavy workload of responsibilities. Support staff, including the special needs support teacher, who is the special educational needs co-ordinator, are very effective in guiding the learning of pupils with special educational needs and are very well deployed. All staff, including support assistants are involved in a regular programme of training, both to develop personal needs and to meet targets identified in the development plan. The efficient administrator, technician and site manager are very familiar with all aspects of the school and make good contributions to the smooth running of the school. All staff have now have clear and relevant job descriptions.
48. The policy for the performance management of teachers is comprehensive and appropriate. All teachers now have personal targets and also a pupil performance target for numeracy. There is, however, no policy to ensure that newly qualified or new teachers to the school are quickly inducted, although teachers say that other staff have been very helpful in guiding them into the systems of the school.
49. Overall, the quality of the accommodation is very good and the school makes very good use of all available space to aid pupils' learning. Access for pupils with disabilities is good, including for pupils who need a wheelchair. Many new initiatives have been successful in supporting pupils' learning. The library was developed in an empty classroom and is spacious and comfortable. A new information and communication technology suite is already making a good contribution to pupils learning. A Millennium Garden, which is being developed on the site of an old swimming pool, will provide a calm shady seating area for pupils. Classrooms are light and airy, spotlessly clean and well maintained and enhanced by colourful displays of pupil's work.
50. Resources for learning are at least adequate to support pupils' learning. The locality is successfully used as a resource for learning, with many day and residential trips to museums, art galleries, farms, mines and Tudor houses. Participation in local and county sporting and other activities is a good feature of the school. The library is well stocked for fiction books and although resources are supplemented by the county library service, there are sometimes, insufficient numbers of non-fiction books to support pupils' independent research. The new Information Communication Technology suite is already having a good impact on learning. Within subjects, many new resources have recently been purchased, such as new guided reading books. In geography and history there is a lack of books and topic packs, CD-ROM's and videos to support planning and although there are sufficient maps and atlases for older pupils, there are insufficient maps. There is a lack of topic and art packs to enhance the study of artists from other times and places.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governing body and school should:-

- (1) Improve standards in writing at both key stages by:-
 - extending the opportunities for pupils to write in a range of subjects,
 - continuing to develop pupils' spelling, punctuation and handwriting skills.
(Paragraph Nos. 66. 67. 83. 96. 101)

- (2) Use assessment data effectively to plan to meet the needs of all pupils, particularly the higher attainers, so that they have appropriate learning objectives and are effectively challenged by:-
 - creating effective assessment procedures in all subjects,
 - using the information to plan for the needs of all pupils.
(Paragraph Nos. 18. 68. 84. 90. 94. 98 111. 113. 122)

- (3) Enable the school to strategically monitor, evaluate and plan to raise standards by:-
- strengthening the management team,
 - giving the governors sufficient information and training on school performance,
 - prioritising the school development plan,
 - ensuring time is allocated within directed time, for the role to be carried out effectively,
 - organising appropriate management training.
- (Paragraph Nos. 44. 45. 46. 71. 78. 84. 99)

In addition to the key issues listed above the following less important issues should be considered for inclusion in the governors' action plan,

- Provision of books, topic packs, CD ROMs and videos in history and geography and maps in Key Stage.
(Paragraph Nos. 50. 99. 103. 104)
- Security of registers at the end of the day.
(Paragraph No. 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
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	1	5	19	5	1	0	0
Percentage	3	16	61	17	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		144
Number of full-time pupils known to be eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		21 in total

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	7

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	(2000)	(8)	(14)	(22)
	2001	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	(17) 11	(14) 8	(20) 10
Percentage of pupils at NC level 2 or above	School	(77) 79	(64) 57	(91) 71
	National	(83) 84	(84) 86	(90) 91

Teachers' Assessments		English	Mathematics	Science
	Total	(17) 11	(18) 10	(20) 11
Percentage of pupils at NC level 2 or above	School	(77) 79	(82) 71	(91) 79
	National	(84)	(88)	(88)

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	(2000)	(14)	(10)	(24)
	2001	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	(17) 16	(14) 17	(16) 18
Percentage of pupils at NC level 4 or above	School	(71) 84	(58) 89	(67) 94
	National	(75) 75	(72) 71	(85) 87

Teachers' Assessments		English	Mathematics	Science
	Total	(16) 17	(17) 18	(18) 18
Percentage of pupils at NC level 4 or above	School	(67) 89	(71) 94	(75) 94
	National	(70)	(72)	(79)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	144
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	25.26
Average class size	28.8

Education support staff: YR–Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	130

Financial information

Financial year	2000/01
	£
Total income	297,986
Total expenditure	294,196
Expenditure per pupil	1,953
Balance brought forward from previous year	15,663
Balance carried to next year	19,453

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	13	5	0	0
My child is making good progress in school.	65	27	5	3	0
Behaviour in the school is good.	61	36	3	0	0
My child gets the right amount of work to do at home.	37	53	5	5	0
The teaching is good.	70	27	0	3	0
I am kept well informed about how my child is getting on.	45	50	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	36	0	0	0
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	46	44	10	0	0
The school is well led and managed.	60	27	5	3	5
The school is helping my child become mature and responsible.	72	25	3	0	0
The school provides an interesting range of activities outside lessons.	45	52	0	3	0

Other issues raised by parents

There was some concern expressed by a few parents about bullying in school. The team saw no oppressive behaviour and the team broadly agrees with the positive views parents have about the school. The provision and use of homework is satisfactory. The team agreed that higher attaining pupils could make better progress.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children enter the reception class in the September of the year they turn five. At the time of the inspection autumn born children were attending full time and all others were part time. All children had only been in school for three weeks. The teacher, new to the Foundation Stage, has undertaken much recent inset in order to improve her skills and has set about reorganising the curriculum, which is now carefully planned to ensure that children progress successfully towards the early learning goals. Provision is now good, with the teacher and support staff working as an effective and committed team. There is an appropriate emphasis on structured play and this is an improvement since the previous inspection, when lack of structured independent play was a key issue.
52. Baseline assessments show that attainment on entry is average overall. All staff carefully record daily assessments of children's attainment and this information is used effectively to adapt future planning to the children's needs. Links with parents are well developed and this has a positive impact on the progress children make.
53. Although teaching is judged to be satisfactory overall and children make satisfactory progress overall, much good teaching was seen during the week. This was characterised by good planning a wide variety of effective learning experiences for the children, and strong management.

Personal, social and emotional development

54. The teaching of personal, social and emotional development is good and, as a result, children are developing very good attitudes to school. Children are well settled eager to come to school, and happy and secure in their learning. They are independent and usually engrossed in their activities, work well in-groups and pairs and dress and undress efficiently. Behaviour is very good, because the teacher successfully promotes very good relationships and class routines are well established. Children, as a result of good teaching, know exactly what is expected of them, take turns and share well. They demonstrate tolerant attitudes, have high self-esteem and are very caring of children who have special educational needs. They respond well when listening to stories that encourage them to relate to their own experiences and feelings. Boys and girls play and work well together. Concentration is developing very well and children stay on task for considerable lengths of time.

Communication, language and literacy

55. The teaching of communication, language and literacy is satisfactory. Children are learning at least in line with national expectations and are on course to attain standards that are at least average by the time they enter Key Stage 1. Reading at home is well established and staff, parents and governors successfully engage children's interest and motivation in the daily 'Reading Roundabout' sessions. Children enjoy books and stories and some can recognise a number of familiar words. Many have a suitable developing knowledge of single letter sounds and can write their own names in clear well-formed letters when given the opportunity to do so. The majority listen attentively, and respond well when asked to express opinions, predict outcomes and offer explanations in discussion. They speak clearly and confidently and are keen to contribute.

Mathematical development

56. The quality of teaching and learning in this area is satisfactory and most children are likely to attain standards, in this area, that are average by the end of the Foundation stage. The teacher has a sound knowledge of the principles of the National Numeracy Strategy and uses this well to engage children in interesting mental work, challenging them to use bigger numbers and a variety of processes. Most children show high levels of involvement and are very keen to have a go, even when the answer is wrong. Many count reliably to 5 and the majority count to 10. Some

children count on from a given number and recognise numbers beyond 10. They are developing a mathematical understanding of vocabulary such as 'more than' and 'less than' and confidently create repeating patterns with beads and pegs. They estimate weight and length with reasonable accuracy using non-standards measures well.

Knowledge and understanding of the world

57. The quality of teaching and learning in this area is satisfactory, ensuring that generally children will attain standards that are in line with the early learning goals by the time they enter Year 1. Children start to find out about their own locality when they celebrate learning their own addresses and when, after identifying buildings from the village using digital photographs, they place them accurately on a large map of the village. They use the computer to write their names and can use a mouse independently to 'drop and drag' images to complete a game. In their study of festivals of light, such as Divali, they identify light sources, such as the sun, candles and torches and create appropriate light and dark pictures. On a 'listening walk' around the school, children record sounds that they hear and say which they liked and why. With support, they make individual fruit cakes, jars of plum jam, buns and biscuits. They are beginning to develop a sense of the past when they consider the differences between babies and children, and when they visit a museum to play with old toys.

Physical development

58. Teaching and learning are satisfactory overall. In their physical education lessons, children are achieving satisfactory standards in, for example, simple ball skills. However, objectives in the lessons are more closely aligned to National Curriculum objectives, than early learning goals. As a result, children do not always experience a wide enough variety of activities to develop their gross motor skills. Children's skills are developing appropriately when children use pencils, crayons, recyclable materials and construction toys to cut, stick, build and glue competently and independently. Although a suitable site has been earmarked for outdoor play, it is not secure and no equipment is available, such as wheeled toys and climbing and balancing apparatus, to develop children's mobility, balance, body control and dexterity.

Creative development

59. The teaching and learning in creative development is satisfactory. Children make acceptable progress and do as well as can be expected for pupils of their age by the end of the Foundation Stage. They know a good range of songs and rhymes, which they sing enthusiastically and confidently, and enjoy listening to a visiting storyteller who puts his stories to music. They make their own music with a good range of tuned and untuned instruments. They copy rhythms by clapping and tapping, and create their own simple rhythms using other body parts. They use recyclable materials to create a three-dimensional lighthouse to support topic work and work together to weave a whole class collage. Their paintings are bold and colourful, and they use a good range of materials, such as ribbons, buttons and wool, to create attractive individual collage pictures.

ENGLISH

60. Inspection findings indicate that, on the whole, standards in English are satisfactory at the end of Key Stage 1 and Key Stage 2. This is the same as in the previous report when pupils' attainment was judged to be average, overall, at the end of both key stages.
61. By the end of Key Stage 2, pupils' attainment in speaking and listening and reading is above national average, which is an improvement since the previous inspection. Attainment in writing is only in line, as standards of spelling and handwriting are unsatisfactory. The more able pupils, at the time of the last inspection, achieved above average standards. This trend has continued with over 30 per cent of pupils in 2000 and 60 per cent in 2001 achieving above national average scores.

62. Standards in the skills of speaking and listening were said to be average overall at the time of the last report. There is an improvement as two-thirds of the pupils, show appropriate proficiency in these aspects of language, with levels of attainment being better than expected nationally throughout the school. All pupils are given a suitable range of opportunities to speak for different purposes. Year 1 pupils very much enjoyed finding rhyming words for a poem and were able to develop ideas very carefully and speak clearly with increasing vocabulary when creating an outline for a story. Year 2 pupils, when looking for words with particular sounds, were impressive in their confidence and use of wide vocabulary. In one literacy activity in Year 3, pupils were able to give interesting answers, showing they understood the main points for discussion, when given an opportunity to choose relevant words for use in a diary. Two-thirds of Years 5 and 6 pupils were able to talk and listen confidently when evaluating phrases, created using words with the same initial consonant. There is clear evidence that pupils are able to record their own original stories on audiotape. They are aware of the correct use of voice, tone and expression, as for instance when Years 5 and 6 pupils listened very carefully to a recording they had made, demonstrating writing techniques used by famous authors.
63. The school has successfully introduced the National Literacy Strategy. Pupils have a very good opportunities to be involved in-group reading sessions called 'Reading Roundabout', outside the literacy hour. These sessions are a very good example of links with the community. Parents and other adults are assigned to a group of children, hearing individual children read and appropriately leading a discussion on the story. At Key Stage 1, pupils are encouraged to read aloud, with assistance using their knowledge of the story and attempting to recognise words by their initial sound. Pupils in Year 2 read their books accurately and with confidence. They demonstrate a good understanding of the stories they read and give appropriate opinions of the events and characters. Children are also encouraged to take books home and to read to parents and guardians. It is clear that the majority of pupils receive good support from home and many children are encouraged to borrow books from the local library. Reading records, both for the group reading sessions and individual readers, are appropriate.
64. Pupils at Key Stage 2 are given many suitable opportunities to read both in the context of literacy lessons and throughout the school day. Year 4 and 5 pupils study a range of texts to learn how to respond to text while developing their knowledge of how different author's structure their stories. From hearing pupils read, it is evident that pupils use an appropriate range of strategies to break down words, and many pupils read with expression and communicate a joy of reading. A good supply of reading material is available to pupils across the age range and the library now provides an attractive and accessible resource for the whole school. It is used appropriately for the loan of reading books. There is, however, a need for more non-fiction books in history and geography to be made available to assist pupils in developing their research skills.
65. The majority of pupils make good progress in reading irrespective of their level of prior attainment, gender or social circumstances. Pupils with special educational needs are well supported by skilled learning support assistants who liaise well with class teachers.
66. The quality of writing produced by Year 2 during the inspection week was, overall, in line with national expectations. This, however, is not reflected in the end of Key Stage 1 statutory assessment tests and tasks, where standards have been consistently below the national and similar school standards. This can be explained by the small number of children in year groups, together with the above average number of special needs pupils. Pupils make an appropriate early start in building up a range of basic words to construct their own sentences. The scrutiny of written work in Year 1 revealed some good practice in the in the form of a 'Chat-book', which encouraged ongoing dialogue between the teacher and pupil. In Year 2, opportunities to write stories such as 'We're Going on a Bear Hunt' and 'The Three Little Pigs' enable pupils to develop their growing knowledge of the rules of grammar and punctuation well. There is very limited opportunity in Key Stage 1 for pupils to write in other subjects across the curriculum so as to develop appropriate

skills. Whilst handwriting skills are taught appropriately across the key stage, the quality of written presentation is inconsistent and letters are not always formed accurately or of a consistent size.

67. Pupils in Key Stage 2 are provided with increased opportunities to write in a variety of forms, but only occasionally in other subjects. Year 3 pupils are able to write diaries while learning the use of past and present tense. All pupils in Key Stage 2 are able to use popular authors as models for writing. This has enabled Year 4 and 5 pupils to create exciting settings for stories where different forms of writing are beginning to be adapted for different readers. Year 6 pupils produce good beginnings to their stories, which are lively and thoughtful, and words are being chosen well for effect. Poetry writing is of a high priority throughout the school and there are good examples of mini-beast poems written by the pupils in Year 3, where basic grammatical sentence structure is usually correct. Writing as it progresses through the key stage, is becoming structured and clear, and these pupils have successfully written poems that are to be published by 'The Young Writer' later this year. An appropriate use has been made of information communication technology to present poems in an exciting way, using graphic art and word processing skills.
68. Spelling and handwriting are weak throughout Key Stage 2. The staff have identified these areas for improvement. The teaching of handwriting and spelling has been inconsistent, which has affected the end of key stage results in previous years.
69. The quality of teaching and learning is satisfactory overall. The quality of teaching seen during the inspection was always good in Key Stage 1. This is resulting in steadily improving standards. Effective teaching was seen in Key Stage 1 when pupils were taught successfully spelling rules and pupils were able to give words that 'broke the rule'. Teachers pose effective questions to promote the use of spoken language. Teachers' knowledge and understanding is good. Most lessons have clear introductions. Aims are shared with pupils, and this aids their learning. All teachers have very effective relationships with their pupils and in the majority of lessons pupils' behaviour is above average. Teachers' planning and coverage of the National Literacy Strategy is good. However, a weakness in teaching throughout the school is the unsatisfactory use of assessment data to match work effectively to the needs of individual pupils in lessons. The data is used well to put pupils into groups or sets, but teachers then plan at average levels for the whole class. This means that higher attaining pupils are not always challenged. Pupils generally concentrate on work that they are given, although in one lesson when the work sheet was not well matched to their ability, a selection of pupils failed to complete task assigned in the time given. Learning support staff make a significant contribution to the progress pupils make in acquiring and developing literacy skills.
70. Homework, which consists of reading, spelling and some research at home, contributes effectively to the pupils' attainment and progress. Pupils' attitudes to English are generally positive. The majority of pupils that were heard to read enjoy reading. Younger pupils respond very enthusiastically in shared reading sessions, particularly when these involve their participation with adults. The current marking policy is not consistently applied and pupils' work is not always marked effectively to move pupils learning on. This weakness also applies to writing in other subject areas across the curriculum.
71. It was stated in the previous report that there was no scheme or policy for English. The National Literacy Strategy has improved this. There was also some criticism of the resources for English, but these have now improved throughout the school with the books for guided reading in Key Stage 1 being of good quality and having an impact on improving reading standards. The English co-ordinator is knowledgeable about this subject, and has managed the introduction of the Literacy hour well, to bring about improvement in his subject. He has been given time to monitor the effect of teaching on the pupils' learning. There is still, however, no effective monitoring of the teachers' medium and short-term planning to ensure that all abilities are well catered for. The monitoring of pupils' attainment and progress is mainly concentrated on Year 6, and, is at an early stage. The school is making good use of initiatives such as the provision of Additional Literacy

Support for selected pupils at Key Stage 2 and “booster” classes for pupils who require additional help before they take statutory tests.

MATHEMATICS

72. Standards in mathematics are satisfactory. The school has maintained these standards in mathematics since the last inspection, although comparisons with similar schools were unfavourable at both key stages in 2000. However, results in the 2001 tests were well above national expectations. By the time they leave the school, average attaining pupils have a sound understanding of number, shape and measure and of collecting and using data. Pupils are now more confident in using and applying mathematics. They look for the quickest and easiest way of solving problems and explain their methods clearly. This is largely due to the successful way the school has introduced the National Numeracy Strategy.
73. Mathematics lessons follow a common format in which the basic number skills are practised regularly, and in which the pupils are encouraged to explore different ways of tackling problems. As a result, at the end of Key Stage 1 most pupils have a good understanding of how to add two numbers mentally by starting with the larger number. The more able of this group were seen to have good comprehension of place value. Throughout Key Stage 2, pupils are learning their times-tables and other number facts quite well, and apply them successfully to real life situations. Adequate time is also given for investigating patterns in numbers and shapes, and finding general rules. With the support and guidance of the local numeracy consultant, the school identified multiplication and division as an area in which the pupils had not performed well in the national tests. This then became a particular focus of lessons throughout the school. Pupils in Year 6 are encouraged to use a variety of approaches to multiplication and division, to consider how accurate they need to be and to use approximations sensibly. Higher attaining pupils successfully apply these skills to decimals and fractions and to large numbers. The vastly improved Key Stage 2 test results in 2001, were partly due to the success of this intervention, with many more pupils achieving the above average Level 5 than in 2000.
74. At Key Stage 2, the work in the pupils’ books also reflects a broad knowledge and understanding of shapes and of the metric system of measurement. Pupils use a variety of graphs and charts effectively to represent well the data they have collected, for example in science experiments; they show a good understanding of what the data tells them. More able pupils explain patterns in more detail, but are not systematically encouraged to extend this process, for example by applying the rules they have discovered to new situations.
75. Comprehensive tracking of individual pupils’ attainment from year-to-year has shown that most pupils are now achieving or exceeding the targets they are set for the end of Key Stage 2 tests. Lesson observations and evidence from the pupils’ workbooks, however, indicate that the higher attaining pupils are not achieving as well as they could. Most of the work samples reflect very similar starting points for all the pupils. These pupils get everything right first time and are able to take the work a stage further, but are not always given the opportunity to do so. Fewer pupils achieved the above average grade in mathematics than in English in 2000, indicating that there is still room for the higher attainers to be challenged. Pupils with below average attainment and with special educational needs achieve well because of the good support they receive. The work is suitably simplified and they are encouraged and supported with their efforts by the class teachers and the very effective learning support assistants.
76. The quality of teaching is satisfactory overall and as a result most pupils make satisfactory progress. However, during the inspection much of the teaching seen was good. This has been maintained since the last inspection. In the majority of lessons, the teachers manage the pupils very well, keeping their attention throughout the lesson, which aids learning. They ask questions to keep the pupils on their toes and make them think. Proper emphasis is given to getting the pupils

to explain their own ways of solving problems and calculating answers to sums. The conventional methods of addition, subtraction, multiplication and division are also taught well. A key feature of the teaching is the way they teach these basic skills while at the same time giving the pupils the opportunity to investigate patterns and so develop their mathematical thinking in enjoyable ways. This aids learning well. The variety of the work contributes to the good behaviour and positive attitudes observed in lessons. Some appropriate use is now being made of information and communication technology to facilitate learning. For example, those pupils who need extra support to reach Level 4 in Key Stage 2 use individualised computer programmes designed to speed up their learning. However, computers are not yet used to the extent that they could be to enrich and extend the pupils' learning across the subject, for example in handling data and exploring geometric patterns.

77. Teachers plan well for the needs of pupils with special educational needs and those with well below average attainment, who make good progress. The learning support assistants also make a very good contribution to these pupils' learning. They work alongside the pupils to enable them to gain confidence and enjoy success at the tasks they are given. Their work reflects great patience and understanding, as well as a very good awareness of pupils' needs. The structure of the lessons and the use of a variety of resources to help the pupils learn in practical ways contribute to good productivity and pace of learning for most of the pupils in most lessons.
78. The co-ordinator leads the subject well and is conscientious and hard working, and has monitored teaching and learning in each class. However, there has been no monitoring of planning to ensure that learning objectives are set for each age and ability group in the mixed aged classes. The co-ordinator recognises these areas for improvement, and has the commitment and expertise to address them, provided the appropriate support is made available. This is an improvement since the last inspection when there was no co-ordinator. The school has some excellent resources to supplement the National Numeracy Strategy materials, particularly ideas for investigations.

SCIENCE

79. Pupils make satisfactory progress and attain average standards as they move through the school, gaining the knowledge and understanding they need at each stage to keep up with their peers nationally. This maintains the standards reported by the last inspection. The pupils' investigative and experimental skills are better than average because of the focus on this aspect of science. They are consistently encouraged to learn through experimentation and investigation. These skills are not included in the national tests, and therefore the pupils' results do not reflect the gains that they have made in this area. The results in the 2000 national tests for 11 year-olds were lower than similar schools. The school reported that this was due higher number of pupils with special needs within the year group. The results improved in 2001 and were above national average and the average point score was higher as more pupils achieved Level 5. Inspection evidence confirms that above average pupils were attaining Level 5 last year, and there is no reason to doubt that they will do so this year.
80. Good learning habits are established in Key Stage 1. Pupils observe carefully what they see, and record their observations in simple tables and diagrams. For example, they classify materials according to properties they can test, such as being bendy or smooth. In discussion, they show a good understanding of why it is important to classify materials in this way. Older, more able pupils use scientific terms such as 'transparent' in such discussions. Pupils construct simple electric circuits using batteries and bulbs. Pupils suitably describe appropriate animals according to visible features like the number of legs, for instance, and know what a life cycle is. By the end of Key Stage 2, pupils use a range of technical terms to describe and classify living things. They explain the function of the skeleton and muscles in the human body, and why their pulse rate increases with exercise. They have a secure knowledge and understanding of forces, such as gravity and friction, and of how to classify substances as solids, liquids and gases.

81. Pupils' knowledge is underpinned by good quality experimental work, in which they take a series of measurements and record their results clearly, using a range of graphs, tables and charts. They are not yet using information and communication technology as extensively as they could in this area. In response to good questioning from their teachers, they explain what they have discovered from their results. Higher attaining pupils produce very good quality records of their experiments, with very detailed explanations of what they have observed. This group, however, is not sufficiently challenged to generate questions and hypothesis from their results, to form the basis of further investigations to extend their skills and knowledge. During the inspection, discussions with pupils indicated that some of them were capable of more demanding enquiries than they were engaged in.
82. The quality of teaching is satisfactory overall, with better teaching seen in some lessons. Teachers have good teaching skills. They plan and organise their lessons effectively, preparing a range of resources to support research and experimentation. Relationships are very effective, and the pupils are well managed in most lessons. Due attention is paid to the principles of fair testing, in which the pupils keep all the 'variables' constant in their experiment except the 'variable' they are testing. In an effective lesson, the teacher used questions well to challenge the pupils while they worked so that they reflected on the accuracy and meaning of their measurements. Overall, the pupils receive a good balance between learning through practical investigation, research and direct teaching.
83. Pupils with special educational needs are well supported, and they make good progress. Other pupils with below average attainment are also helped to understand lessons and make relatively good progress, both in acquiring knowledge and understanding and in developing their experimental skills. Teachers encourage the pupils to express their ideas clearly and to listen to other people's contributions, helping to develop their speaking and listening skills. Opportunities are not taken, however, to improve standards of spelling and handwriting by encouraging pupils to edit and present their work more neatly and accurately. Mathematical skills of measuring and drawing graphs are used well.
84. Teachers plan lessons directly from the national scheme of work provided by the government. This ensures that the pupils cover the full National Curriculum during their time at the school. However there is no system of assessment to check what level of skills, knowledge and understanding the pupils have achieved. This makes it even more difficult to plan properly for all ages and abilities. The school has the capacity to make the improvements necessary to bring levels of achievement in line across the age and ability range. The co-ordinator is well informed, and is aware that there is a need for more systematic monitoring of the pupils' work. Together with the introduction of some straightforward method of judging pupils' attainment level, in order to plan more effectively for pupils of all ages and abilities in each class.

ART AND DESIGN

85. During the inspection no art lessons were seen. Judgements, therefore, are based on evidence from work displayed around the school and examining teachers' planning. Pupils of all abilities make at least satisfactory progress in art and achieve standards that are in line with pupils of a similar age. They attain above average standards in observational drawing and painting. This is a similar picture to the last inspection.
86. Pupils throughout the school have good opportunities to explore a range of art activities. In Year 1 pupils are developing good skills in crayoning and painting while creating a picture of their first day at school. Year 2 pupils are learning to cut with precision when they make spinners linked to science. These pupils work collaboratively with others to work on three-dimensional projects to make a frieze of houses representing the Great Fire of London. Information technology is

incorporated well into the art curriculum and pupils demonstrate good skills, particularly when seen to be learning to control the mouse and draw a 'wiggly' line.

87. In Year 3, pupils acquire skills in painting as they carefully mix colours to make tessellating shapes. They also used sketches well as an inspiration for making good clay figure models. The teacher of Class 4 and 5 has particular expertise in art and offers this class a very wide experience in developing art and design techniques. They use the environment as a stimulus for 'dribble' paintings and an interesting torn paper collage. Work on the Greeks was an inspiration for the making of very good Greek Masks. The use of sketchbooks is now satisfactory and this is an improvement since the last inspection. These contain good examples of observational drawing. There is evidence that pupils have investigated a range of materials and processes in their work.
88. There is evidence of some good and very good teaching in school. The quality of teaching, however, is only satisfactory overall as the scrutiny of planning shows that pupils of all ages and abilities in each class often tackle the same work. This is not always appropriate for the more able and restricts pupils' learning opportunities. As a result, more able pupils make only satisfactory progress in their learning. A strength in the planning is the provision of wide variety of activities, which are linked to other subjects, particularly history. Teachers motivate pupils well through careful guidance and support, encouraging them to reflect on their work and how they can improve. This was particularly evident when a Year 6 class very eloquently discussed their good observational drawings of containers. Pupils' response to art is good. Pupils are able to work in collaboration when required and settle to work quickly and organise themselves well. Relationships are generally very good between pupils and between staff and pupils and this aids learning.
89. Pupils of all ages have suitable opportunities to develop their own interpretations of the work of famous artists through careful teaching and well-structured appropriate exercise. A study of the work of Henry Rousseau inspired some very good paintings. Year 6 pupils remembered with enthusiasm studying work by Van Gogh. There is some good work displayed in the school, for example, landscapes inspired by studying the work of Klee.
90. The art co-ordinator is knowledgeable and is in a position to move the school forward. He is aware of the lack of provision for the development of textiles within the school. Suitable documentation has been produced to aid planning and practice, and this is based on nationally produced schemes of work. This is an improvement since the last inspection when no scheme was available. There are as yet no formal procedures for assessment in order to monitor pupils' academic progress in art as they move through the school. Art makes a satisfactory contribution to the provision made for developing pupils' spiritual and cultural awareness.

DESIGN AND TECHNOLOGY

91. No lessons were observed in design and technology during the inspection as the subject is taught in discrete blocks of one week per half term. From the finished products on display and the limited number of designs seen, standards are in line with expectations at both key stages.
92. The models of creatures made by Year 2 pupils last year and on display in the library were designed to brighten up the school environment, and they clearly do so. The standard of workmanship evident is at least as good as what would be expected for seven year olds nationally. The design drawings for these sculptures are of a good standard, with the pupils indicating which materials they intended to use for different parts of the creatures. There is no evidence however, that standards are above average by the end of Key Stage 1, which was the judgement made at the last inspection. The only work of which a representative sample was available in Year 6 was the designing and making of a stringed musical instrument. The design drawings completed by the above average pupils were very detailed and of an above average standard, including very specific

fine measurements. It was evident that the pupils had modified their designs as they had worked in order to achieve the desired specifications of sound production, strengthened joins and improved the appearance of the product. Rigid sheet materials have been used, and it is evident that accurate cutting and joining, using a range of tools was necessary to produce the products.

93. All though no teaching was seen other evidence shows that teaching is satisfactory overall throughout the school. Teachers planning shows that pupils' receive appropriate experiences and discussions with pupils confirm that they enjoy their work.
94. The school does not have a means of assessing skills in design and technology, and therefore cannot be sure that pupils of all abilities are achieving sufficiently high standards. One shortcoming of the arrangement to teach the subject in one-week blocks is the lack of opportunity to refine and improve finished products. The co-ordinator is aware of this constraint and is considering ways improving this aspect of the subject to ensure higher standards. Information and communication technology is not being used in the subject yet, for example for remote control and the range of mechanisms in use is limited.

GEOGRAPHY

95. Standards at the age of seven are in line with those expected of pupils of similar age. This is a decline in standards since the last inspection when standards were seen to be good. This is due to the emphasis the school has given to introducing the National Literacy and Numeracy Strategy. Standards at the age of eleven are satisfactory and this is similar to the last inspection. Judgements are based on two lessons seen during the inspection, teachers planning, talking to pupils and analysing their work.
96. Pupils at Key Stage 1 use an appropriate geographical language and have suitable initial mapping skills. They draw simple maps of the local area, identify buildings in the village and suggest suitable ways to travel to various shops for instance; knowing you could walk to the local shop but need to travel in a car to a supermarket. This work confirms that pupils are developing satisfactory mapping skills and a suitable knowledge and understanding of the area in which they live. Year 2 pupils have been studying hot and cold places, using key vocabulary and identify appropriate differences between Mullion and other places around the world. Across the key stage pupils complete weather studies satisfactorily, and are aware that the weather has an effect on people and their surroundings. However, pupils do not always have appropriate opportunities to extend their writing skills in geography lessons.
97. Satisfactory learning takes place throughout Key Stage 2 concentrating mainly on the local area in which pupils live. Year 4 pupils last year considered the effect on the area of the petrol shortage and the effect on the village when the local High Street was closed. Years 5 and 6 undertook a very successful project on the local coastline looking in depth at coastal development and coastal erosion. Year 6 pupils in pairs were seen to successfully use atlases to identify continents that have deserts and were beginning to recognise both physical and human features of a range of places. Pupils in discussions were able to talk about Benin satisfactorily describing what they saw and the differences between there and Mullion.
98. The quality of teaching and learning is satisfactory overall. Some good teaching was seen during the inspection. Over time it is only satisfactory since it leads to satisfactory standards and teachers do not always plan effectively to higher attaining pupils. Pupils of all ages and abilities in each class often tackle the same work as a result of which pupils make only satisfactory progress in their learning. However, there is no system of assessment to check what level of skills, knowledge and understanding the pupils have achieved. Pupils with special educational needs are fully supported to ensure that they make good progress.

99. There is new co-ordinator who has a keen interest to develop the subject further but she has not yet been in post long enough to make an impact and has not had opportunity to monitor the planning and teaching in this area. The nationally produced scheme has been adapted to ensure that there is good coverage of National Curriculum requirements and a good emphasis on skill development. There is a lack of books, topic packs, CD-ROM's and videos to support planning and, although there are sufficient maps and atlases for older pupils, there are insufficient maps for use by pupils in Key Stage 1.

HISTORY

100. In the previous inspection, attainment in history was judged to be above average at the age of seven, but satisfactory overall at the age of eleven. Evidence from this inspection shows that by the age of seven and eleven years, pupils attain standards that are in line with those that are expected nationally. This is a decline in standards due to the emphasis placed on other areas of the curriculum notably literacy and numeracy. Only one lesson was seen in each key stage and other evidence was gathered from teachers' planning, a scrutiny of pupils work and talking to pupils.
101. Teaching in Key Stage 1 is satisfactory overall although some good teaching was seen during the week. As a result pupils have good attitudes to history and make satisfactory progress. They say activities are interesting and they enjoy work in the subject. They have quite good recall of work covered, and in the one lesson seen were very knowledgeable about how the Great Fire of London started, why it spread so quickly and how people tried to escape the scene. As they sequence a number of events at the time they use relevant historical vocabulary relating to the passage of time. This is developed further when pupils make history books about their own lives using word processing and drawing packages on the computer. Pupils say they particularly enjoy the good range of visits and visitors that enhance their study. For example, the old fire pump they saw on a visit to a local Victorian museum fascinates them and they discuss its difference from a modern fire engine thoughtfully. Pupils do not always have appropriate opportunities to extend their writing skills and record facts in their history lessons.
102. The quality of teaching and learning in Key Stage 2 is variable but satisfactory overall. It improves considerably toward the end of the key stage, where pupils demonstrate good learning and good attitudes to the subject. The local area is rich in historical interest and is used well to support learning, as when pupils dress in Victorian clothes at a museum and when they visit a local copper mine. Younger pupils are vague when they try to recall work in history and the quality and amount of their written work is limited. The written work of older pupils is interesting and varied and shows good coverage of requirements. They carry out suitable historical investigations, for example interviewing people, who lived in the 1950's to find out how life has changed since then. They thoughtfully consider why people emigrated to Australia and other countries and trace their journeys on a world map. They are developing satisfactory skills in historical enquiry when they use a range of secondary sources to study Ancient Greece. After learning about the structure of Greek society and how democracy worked, they investigate, using secondary sources, to find evidence of its impact on our society, such as English words with a Greek root.
103. The co-ordinator is fully aware of the strengths and weaknesses in resources for learning. She has no budget for history and resources are purchased on a "needs" basis, rather than as part of a long-term plan. There is a shortage of books and topic packs to support history teaching but the co-ordinator supplements them with books from the county library service.
104. The co-ordinator has only been in post for a short time and has not yet had the opportunity or time to develop her leadership in the subject. It is in the area of planning and assessment that there are some weaknesses. The same work is planned for all pupils in each class, despite mixed age groups and abilities. Pupils with special educational needs are fully supported to ensure that they

make good progress, but opportunities to extend and challenge the work of more able pupils are often missed.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. As a result of good quality teaching, pupils are now making good progress in their learning and standards at the end of both key stages are currently satisfactory. However, evidence shows that standards are improving due to the good teaching and the good use that has been made of the recently acquired resources. This represents a good improvement in provision since the last inspection.
106. Throughout the school pupils have good opportunities to explore a range of experiences. Pupils in Year 1 develop keyboard and mouse skills well and can control more complex programs, for example, opening a number program adjusting the graphics and manipulating numbers appropriately. Pupils in Year 2 have the relevant experience in developing patterns and exploring colour when using art programs. They made good use of their keyboard skills to support their writing. Teachers effectively developed pupils' learning through good organisation and management of both pupils and resources. By the end of the key stage pupils are confident and reasonably independent in using programs involving word processing, graphic design and control.
107. Pupils in Key Stage 2 are beginning to make significant strides in their learning and confidence with information technology. The large investment the school has made in a high quality computer suite and computers in classrooms is beginning to have an impact on standards. The majority of pupils in Year 3, when ordering 'rules for a recipe', were demonstrating good skills in highlighting and moving text. Teachers provide a variety of opportunities for pupils to use information communication technology skills. A Year 4 and 5 class used digital camera photos that they had taken on a visit to a church to make a presentation about their visit. A group of Year 4 pupils are able to enter a personal disc, zoom to the full screen and then copy and save pictures of religious artefacts seen and they typed relevant text to describe what they had seen.
108. Year 6 pupils confidently and independently go to the Internet to complete a form that will assist them in researching their own learning styles. They download and print selected information successfully. In 2000, Years 3 and 4 created a database well, based on information gained about the relationship between the size of bird and the number of eggs they lay. Years 5 and 6 have successfully entered photographs of themselves when creating a web page. Years 4, 5 and 6 are beginning to use e-mail, but this is not yet a well-developed aspect of their learning. At the end of the key stage, individual pupils are confident and competent in the applications of information technology and the majority have an understanding and ability across the range of skills and applications.
109. Pupils across the school, including those who have special educational needs are well supported by the learning support assistants. They enjoy the opportunities they have to use and explore information technology, both in their classrooms and in the computer suite, particularly when working on multi-media presentations. They often show delight and amazement at what can be achieved. They accept the codes of practice set out for them and know that technology will sometimes fail and they make sensible attempts to correct problems. An information technology technician works well with the pupils assisting them to use hardware with respect and share their equipment easily with classmates. Pupils who attend the computer clubs enjoy the opportunities and take advantage of pursuing individual interests, such as art when they successfully produced their own images.
110. Few lessons were seen, but a range of other evidence, including discussions with pupils, confirms that teaching is now good. Effective lessons were based on careful planning which lead to well paced and appropriate activities to match the needs of pupils. The computer suite is timetabled and there is an appropriate logging system to monitor its use. Information and communication

technology is, as yet, not consistently used across the curriculum.

111. The subject is satisfactorily lead by a co-ordinator, who has only had the responsibility for a short period, but who recognises what needs to be done to bring about further improvement. There is as yet no formal system of assessment to check what level of skills, knowledge and understanding the pupils have achieved. There are insufficient resources for monitoring and controlling external influences. The computer suite and resources, which are of good quality and wide range, are well organised, and well used.

MUSIC

112. Standards in music are satisfactory at the end of both key stages. Standards in singing at seven are satisfactory. Year 6 pupils describe and appraise the music they hear satisfactorily. Their discussions reflect knowledge of different kinds of music, for example classical, jazz, and how effects can be produced and moods created by different instruments and different musical elements. Pupils compose and perform suitable short pieces, including the melodies, which are played on pitched percussion instruments or sung. In both key stages, the pupils have listened to a range of music and responded in appropriate ways. However, standards are not always high in singing in Key Stage 2, as participation is limited, with many of the older pupils, especially boys, taking little part.
113. The quality of teaching is satisfactory overall at both key stages. A specialist teacher teaches music across the school and this is having a positive impact on pupils' learning. This teacher covers the full National Curriculum programmes of study. However, Key Stage 2 classes only have one lesson per fortnight and have limited opportunities to re-enforce skills that have been introduced in each lesson and this hinders progress. There are currently no formal means of assessing the pupils' levels of attainment, and therefore of tracking their progress and measuring their achievement. The school has a good range of resources.
114. A range of good opportunities is provided for pupils enrich their musical experiences outside of the formal curriculum. Recorder lessons and keyboard and clarinet lessons are available. There is also a music club run after school. This is having a positive impact on pupils' learning. The range of music used for listening to embraces many cultures and historical periods, making a good contribution to the pupils' personal development.

PHYSICAL EDUCATION

115. Pupils at the age of seven and 11 achieve good standards in physical education. This is an improvement since the previous inspection which was unable to come to a judgement in Key Stage 1, as no lessons were seen, but reported on good teaching, attitudes and attainment in Key Stage 2. Although only one lesson was seen in each key stage, evidence gathered from these and many sources around the school, including talking to pupils, shows attainment to be good in both key stages and in gymnastics at the age of seven it is very good. The school is fully committed to inclusion and all pupils have full access to all activities. Pupils with special educational needs make good progress in line with their ability.
116. At Key Stage 1 teaching and learning are good and in gymnastics they are very good. Planning shows good coverage across the attainment targets, with good attention to safety, team building and working together. In games, the current focus is on developing good ball skills and in swimming, to ensure that all pupils can swim the minimum recommended length. Pupils move over, across and under apparatus, travelling in a wide variety of ways, transferring weight from hands to feet and other body parts with expertise and confidence. They climb, swing and turn, both on the floor and on the big apparatus with high levels of control, finishing a sequence with one or two good quality forward rolls and sustaining a controlled wide or high shape. They work skilfully in pairs and groups. They listen to and follow instructions exceptionally well.

117. At Key Stage 2, because teaching is good, pupils are excited and well motivated. They talk about the wide range of physical activities they are encouraged to participate in with great enthusiasm and knowledge. They enjoy their lessons and talk knowledgeably about the skills they are developing and are proud of their own and each other's achievements. They understand that exercise can be sociable and fun. When developing ball skills they confidently and skilfully mark and evade a partner or opponent in a small group game. They receive a ball confidently with one or two hands from a variety of passes, using both floor and air. Residential and day visits to local activity centres are all used very well to enhance standards in physical education. Staff, because they have good subject knowledge, are very enthusiastic about physical education teaching and have the confidence to develop activities, where pupils are encouraged to participate in a very wide range of sporting tournaments and games. Pupils' achievements and participation in these events is recorded and celebrated in displays around the school and in photograph albums. Pupils are eager and talk proudly about these. Resources are good and well used. Pupils are encouraged to participate in night walking, canoeing, problem solving and team building exercises, rock climbing, mountain biking, wind surfing, orienteering and sailing and this aids their physical development.
118. There is no co-ordinator and, although the headteacher oversees the subject well, all decisions are taken jointly as a staff. National materials were recently introduced as basis for a scheme of work, and most staff have already received training as part of the 'TOPS' sport initiative. The school has identified the need to raise the profile of dance and more staff training is planned to support this aspect. It also recognises that assessment and monitoring of the subject is a weakness.

RELIGIOUS EDUCATION

119. Provision for religious education was satisfactory at the time of the previous inspection. The school has maintained this position and evidence from this inspection shows pupils' attainment and progress overall to be in line with the requirements of the locally agreed syllabus. Through the school pupils with special educational needs are very well supported and make progress that is in line with their age and ability. Pupils' attitudes to the subject are good. The head, who is the co-ordinator, has worked hard recently to revise the scheme of work to ensure it is in line with the Cornwall Agreed Syllabus, which has been considerably changed from the previous one, and does not match the government guideline materials that the school uses. It has also caused some difficulties with resources, but the local comprehensive school has donated some.
120. No lessons were seen during the inspection at Key Stage 1, but talking to pupils and scrutiny of teachers' planning and pupils' work shows that teaching and learning is satisfactory overall. Pupils recall well stories and special events from the Christian religion. They accurately describe artefacts and other things they saw on a visit to a local church. They recall the nativity easily and enthusiastically from a special assembly where they engaged in role-play. They describe some of the rituals that Jews undertake when they attend the synagogue. Planning, however, is not developed in such a way that work is prepared to meet the needs of the two year groups in the class and differing abilities. This is reflected in the written work of pupils and a lack of progression is evident.
121. At Key Stage 2, teaching and learning is satisfactory overall, although it improves as pupils move through the key stage. There is a lack of written work at the beginning of the key stage. What is available shows a small focus on Christianity, and pupils' recall of work covered is similarly limited. Older pupils are enthusiastic about their study of the subject. After discussing the rules by which their own lives are governed, such as sporting and class rules, they come to understand the purpose and importance of the Ten Commandments to Jewish people. They undertake personal research to answer key questions about Sikhism, such as "where do they live?" and

“what do they believe?” and “where do they worship?” They have a good knowledge of Christian beliefs and special celebrations. They use, for example, digital photographs to illustrate their writing on computer, when making a class book about the local church and their knowledge of the church is good. As with Key Stage 1, planning does not meet the needs of all age and ability groups in the classes across the key stage, so the higher ability pupils are not always challenged.

122. The Headteacher, who is the co-ordinator, is very enthusiastic about the subject and keen for pupils to achieve and this is having a good impact on the quality and standards. He has increased the number of visits and visitors to support work in the subject and this has a good impact on learning. Monitoring of teaching and learning, however, to ascertain strengths and weaknesses in the subject has not yet started and there are no assessment procedures to monitor and record pupils progress.