

INSPECTION REPORT

ST CLEER PRIMARY SCHOOL

Liskeard

LEA area: Cornwall

Unique reference number: 111961

Headteacher: Mrs C Stoate

Reporting inspector: Mr John Ayerst
3832

Dates of inspection: 10th – 14th September 2001

Inspection number: 193474

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: St Cleer Primary School
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Liskeard
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Appropriate authority: The governing body

Name of chair of governors: Mrs Ann Kemp

Date of previous inspection: 21st April 1997

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3832	John Ayerst	Registered inspector	English	The school's results and pupils' achievements
			Art and design	How well pupils are taught?
			Music	How well is the school led and managed?
			English as an additional language	What should the school do to improve further?
19639	Gillian Anderson	Lay inspector		How well does the school care for its pupils?
				Pupils' attitudes, values and personal development
				How well does the school work in partnership with parents?
1936	Christopher Brocklesby	Team inspector	Modern foreign languages	
			Religious education	
20230	Jennifer Clayphan	Team inspector	Science	
			Design and technology	
			The Foundation Stage	
22778	Anne Shannon	Team inspector	Geography	
			History	
			Special educational needs	
			Equal opportunities	
29378	Ken Watson	Team inspector	Mathematics	Curricular and other opportunities offered to pupils
			Information and communication technology	
			Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Cleer Primary School is of average size with 243 boys and girls of four to eleven years of age. Most of the pupils come from the village and the surrounding area, which is an area of mixed, but average socio-economic spread. The percentage of pupils eligible for free school meals (5.8 per cent) is below average. There are few pupils from ethnic minorities, at present, and the few with English as an additional language speak English well. The percentage of pupils identified as having special educational needs is average, but the number of those with statements for special educational needs is above average. A number of pupils have moderate learning difficulties, a few have dyslexia and some need support with emotional and behavioural difficulties or with communication problems. The number of pupils coming to the school and leaving during their schooling is low. Pupils' attainment on entry is usually average.

HOW GOOD THE SCHOOL IS

St. Cleer is an improving school. Following the last inspection, standards fell to well below average. They have improved again and the 2001 results show standards that are a marked improvement on 2000, particularly at age seven. Standards in English, mathematics and science are now broadly in line with national expectations. Under the very good leadership of the new headteacher, the school makes good provision for its pupils. The quality of teaching is good and pupils make good progress in most lessons. Overall, the school provides good value for money.

What the school does well

- Standards are improving, particularly in English, mathematics and science.
- The quality of teaching and learning is good overall and very good in Years 3 to 6.
- The senior management team provides very effective leadership.
- Relationships across the school are very good and are supported by a strong programme for personal, social and health education.
- The school provides a good range of stimulating experiences, both in the curriculum and in additional activities.
- The school makes good provision for pupils with special educational needs.
- Provision for staff development, through the monitoring and training of both teachers and support staff, is very effective.

What could be improved

- Standards in the core subjects of English, mathematics and science could be further improved.
- Not all teaching is consistently of the high quality seen in most classrooms.
- Schemes of work in some subjects and assessment procedures in science and most non-core subjects are not fully established.
- Target setting could be better focused on individual achievement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then there has been a number of changes in the management of the school. Over the years 1998 and 1999 standards of attainment fell at ages seven and eleven, according to the test results for those years. On her arrival in September 1999 the new headteacher made the raising of standards her main priority. Strategies were set in place to raise the quality of teaching and monitoring of pupils' achievement. That the strategies have been successful is evident in the good and very good quality of teaching seen during the inspection. Standards of attainment are rising, particularly in those areas that have been the main focus of attention, namely English and mathematics. The present standards seen in the school are similar to those reported at the last inspection and are in line with national expectations. At present pupils

achieve satisfactorily, but the good progress that they make in most lessons indicates that standards are due to improve further.

All key issues for action identified in the last inspection have been successfully addressed. The quality of teaching in lower infant classes has been improved and the Foundation Stage Curriculum is provided for the Reception class. Reading and writing skills are under constant review and standards are rising. Schemes of work are in place for English and information and communication technology and the school has recently installed a new computer suite. The library provides a good resource to support learning and is due to be extended further. Overall, the school has made good improvement since the last inspection and particularly since the arrival of the present headteacher. It has a good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	D	E
Mathematics	B	D	C	E
Science	C	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

Comparative information for the tests taken in 2001 is not available at the time of the inspection. In 2000, however, in the results of tests taken in Year 6, standards were below the national average in English, average in mathematics and well below average in science. At the end of Year 2, reading standards were a little above average, mathematics was below average and writing well below. Standards were well below average in the three core subjects tested in comparison with similar schools in both year groups. The results for 2001 show marked improvement. At age seven, reading and writing show improvement and are above the national averages for the previous year. At age eleven in 2001 the numbers reaching the expected level 4 or above in mathematics are similar to the previous year's national averages and in science they are higher. In English, the numbers reaching level 4 or above show a small fall from the previous year, but that class had a higher than usual proportion of pupils with special educational needs, which constrained the development of their literacy skills.

Standards were judged average at the last inspection, but subsequently fell. They have now improved again and the latest results are broadly similar to those of 1997. Now standards across the curriculum, particularly in the core subjects of English, mathematics and science, are improving significantly and are broadly in line with expectations. The progress that pupils make in most lessons, in response to the good and very good teaching, indicates that standards are likely to improve further.

In subjects other than English, mathematics and science, pupils' attainment at age eleven is at least satisfactory, and in a number of subjects, such as history, geography, modern languages and physical education, pupils' attainments are above expectations and they achieve well. Literacy and numeracy skills are consistently improving and are well developed across the curriculum.

Children's attainment on entry to the school is broadly average and they achieve well during the Foundation Stage. Throughout the school, teachers take great care to plan challenging tasks for all pupils in the class and achievement in each lesson is high in relation to pupils' prior attainment. Recent test results show that, compared with the levels of attainment on entry, pupils' achievement is satisfactory, but the evidence from lessons indicates that it is set to improve. Pupils with special educational needs make at least satisfactory, often good and sometimes very good progress. Similarly, the most able are frequently challenged and extended. The current test targets set for the school are realistic and the school is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, all pupils, including the youngest, are enthusiastic about school.
Behaviour, in and out of classrooms	Good at all times.
Personal development and relationships	Very good. Pupils respect each other and their teachers, who provide very good role models.
Attendance	Very good.

There are some pupils with specific behaviour difficulties, but the school manages these very well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching is good overall; it is very good for pupils from Years 3 to 6. There is a very small element of unsatisfactory teaching. This is an improvement on the last inspection, when teaching was broadly satisfactory. The quality of learning is also good and sometimes very good. Very good teaching is particularly evident in English.

Very good planning is a strong feature of the best teaching. The school works hard to ensure that pupils of all levels of attainment are included in the learning process and lesson plans clearly present the learning aims for the different levels in the class. Learning in most lessons is rigorous and teachers have high expectations of pupils. A good variety of strategies is used and the teaching is varied; as a result pupils are enthusiastic about their learning. Teachers generally use the literacy and numeracy hours well and in most cases the lessons have good structure, pace and balance. Pupils' learning in both literacy and numeracy is supported well across the subjects.

In lessons that are satisfactory, and in the small element of unsatisfactory teaching, the learning is less rigorous. Planning is less effective because the aims for each section of the class are not so clearly identified and are sometimes confused with the activities of the lesson. In most classes homework is used very well to extend and reinforce learning, but this is not consistent across the school. The quality of teaching for pupils with special educational needs is mostly good and sometimes very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and is enriched by a wide range of stimulating activities.
Provision for pupils with special educational needs	Good provision with excellent provision to support pupils with behavioural difficulties.
Provision for pupils with English as an additional language	Pupils for whom English is an additional language are fluent English speakers. The school is sensitive to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision for personal development with strength in social development and in promoting cultural awareness.
How well the school cares for its pupils	The school provides good care for its pupils. Assessment is used well in English and mathematics to plan for the next stage of learning. It is still being developed in most other subjects.

The curriculum is considerably enriched by numerous additional activities offered to pupils. The development of pupils' cultural awareness is very strong and is very well supported by the richness of the school's curriculum. The school is an important part of its community, which makes a very strong contribution to pupils' learning. There are good links with parents who support their children's learning well.

Assessment is used well in English and mathematics, but in science and in most other subjects, assessment has not yet developed sufficiently to ensure work is always appropriately focused on pupils' needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher brings a very clear vision to the direction of the school.
How well the governors fulfil their responsibilities	The governors are well aware of the strengths and weaknesses of the school and fulfil their responsibilities well.
The school's evaluation of its performance	Very good. The school uses well its monitoring of teaching and assessment in English and mathematics to measure its performance.
The strategic use of resources	Good. The school deploys its staff as effectively as possible. Resources are used well and very efficiently.

The strong leadership of the headteacher and senior team has brought considerable improvement to the school's provision and standards. Subject leadership is of mixed quality, but is mostly good.

Financial management is good and resources are used well to support development. Planning is mostly good and the development plan forms a useful tool for taking the school forward. The school consistently seeks to get the best value when buying goods or services. It is well staffed and there are very good arrangements for professional development. Resources and accommodation are good and further building work is due to start soon.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• The teaching is good.• The school expects children to work hard and achieve well.• The school is helping children to make good progress.• The school provides an interesting range of activities outside lessons.	<ul style="list-style-type: none">• Behaviour.• Information provided for parents and the school's response to complaints.• The leadership of the school.• The school's measures to eliminate bullying.• A number of parents are critical of teaching and management of one class last year.

The inspectors agree with the positive comments made by parents. They do not agree with all of the critical comments made by a small number of parents, but appreciate the reasons for concern. Much of the anxiety about behaviour, bullying and leadership is centred around the provision for specific pupils with identified behavioural difficulties. The provision that the school makes for these pupils is very good and they are managed well.

Scrutiny of pupils' work would suggest that there were legitimate concerns for one class last year. Teachers have now been redeployed to match their strengths more closely and very little unsatisfactory teaching was evident during the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The average points scored in the national tests for seven year olds in 2000 show that pupils attained standards in reading that were a little above the national average, but in mathematics standards were below average and were well below average in writing. When compared with similar schools, all areas were well below average. Over the last three years the performance of boys in the tests has been higher than girls in reading and mathematics. In writing the performance has been similar. In science, teachers' assessments indicate standards that were broadly average. At Year 6, the test results for English and mathematics for 2000 show standards that are below the national average and well below for science. As at Key Stage 1, all three subjects fall well below standards in similar schools. Girls have performed better than boys for the last three years in English and science, but standards have been similar in mathematics.
2. The results for 2001 show marked improvement in most results. At Year 2, more pupils attained the national expectation of level 2 and above in reading and writing than the national average for the previous year. In mathematics standards were similar to the previous year's national average. At Year 6 in 2001 the numbers reaching the expected level 4 or above in mathematics are similar to the previous year's national averages and in science they are higher. In English for 2001, the numbers reaching level 4 or above show a small fall from the previous year, but that class had a higher than usual proportion of pupils with special educational needs whose special needs constrained the development of their literacy skills.
3. Standards were judged average at the last inspection in 1997. Following that inspection and with changes in leadership, standards fell. They have now improved again and the latest results are broadly similar to those of 1997. From the evidence of pupils' work, teachers' assessments and observation of lessons, standards across the curriculum, but particularly in English, mathematics and science, are improving significantly and are now broadly in line with expectations. The progress that pupils make in most lessons, in response to the good and very good teaching, indicates that standards are likely to improve further. Overall, the school has maintained the standards reported at the last inspection and has made good progress in improving standards in the last year.
4. A significant highlight of the improving provision of the school is the care taken to improve the attainment of all pupils. The school is very concerned to include all pupils, whatever their level of attainment, in the learning process and to ensure that they make good progress. The quality of planning is a strong feature of the school and pupils of all abilities are set demanding tasks that challenge and extend their learning. Consequently, they now make good progress in most lessons and their achievement in lessons is high in relation to their prior attainment. Over the last few years, however, because pupils enter Year 1 with broadly average levels of attainment and leave at the end of Year 6 with similar attainment, their achievement over time is, at present, satisfactory.
5. Baseline assessments indicate that children's attainment on entry to the school is broadly average, although there are some areas where their knowledge is less well developed. The curriculum is firmly based on national guidance for the foundation years and children are on course to reach, and in some cases to exceed, the

expected outcomes in all areas of learning by the end of the reception year. Since the children do not all attend school all day throughout the year, this represents a good level of achievement during the Foundation Stage.

6. In English there is clear evidence of improvement in both attainment and achievement. Standards in speaking and listening are now in line with national expectations for the end of both key stages. Pupils are given good and frequent opportunities to speak and to extend their speaking skills. By the end of Year 6 pupils have a good capacity to discuss and to carry through an argument. Pupils' writing at both key stages shows a good range with a good variety of audience and of character. There are examples of good imaginative writing that uses words carefully to paint imagery and to produce dramatic effect. Spelling and the use of correct grammar and punctuation, are generally well developed for pupils' age. Pupils read with a fluency and accuracy that is at least appropriate to their age. By the end of Year 2, most can read simple texts and use their knowledge of letter sounds to read unfamiliar words. Many have good understanding of what they read. Pupils in Years 5 and 6 discuss characters and draw inferences from texts.
7. In mathematics, standards of work are broadly in line with national expectations at both key stages and most pupils achieve well. Those with special educational needs and the more able pupils make good progress. By the end of Year 2 most pupils understand the place value of each digit in a number up to 100, and the more able understand numbers up to 1000. They can choose the appropriate operation when solving addition and subtraction problems and can recognise sequences of numbers. By the end of Year 6 pupils understand place value and use written methods for addition and subtraction and short multiplication and division. Most are familiar with the concepts of ratio and proportion and can add or subtract decimals to at least two places. Pupils just beginning Year 6 count forwards and backwards in decimal fractions. By the end of the key stage they will have used a formula to calculate the areas of different triangles and learned to classify two-dimensional and three-dimensional shapes in different ways.
8. The standards of attainment in science are broadly in line with expectations for the end of both key stages. In Years 1 and 2 pupils learn to recognise and name parts of the body and of plants, and they understand that living things need food and water to live. They discuss the feel of different materials, and conduct simple experiments with light and sound. At the end of Key Stage 2 pupils plan their investigations well and display good levels of knowledge about plants, their needs and the functions of their organs. In Year 5 they have clear understanding of the differences between solids, liquids and gases, and that air is all around us and has weight.
9. In other subjects, including information and communication technology and religious education, pupils' attainment at age eleven is at least satisfactory, but in design and technology and in music there is too little evidence from the inspection to make a firm judgement. In a number of subjects pupils' attainments are above expectations and they achieve well. In history and geography standards are high because of a strong emphasis on the teaching of historical and geographical skills. In modern languages, several pupils are already developing good accents in response to watching videos of native speakers and the models offered by teachers. In music, limited evidence indicates that frequent music making across a range of activities helps to improve pupils' musical skills, and in physical education pupils achieve particularly well in games.

10. Literacy and numeracy skills are well developed across the curriculum. In many subjects the pupils regularly use their writing skills to make notes, write up experiments and record their learning. Numeracy skills are also evident when appropriate in a number of other subjects. Literacy and numeracy skills are consistently improving.
11. Pupils with special educational needs make at least satisfactory, often good and sometimes very good progress. Individual education plans have suitable detail of their needs and targets are clearly defined. The school uses the format devised by the local education authority. New targets are set as appropriate. The school has recently begun to focus on more able pupils and a detailed policy has been added to the special needs policy. An audit of more able and talented pupils is to be undertaken during the current term. Present provision is generally effective, but depends on the awareness of the class teacher of the need to challenge higher attainers. Pupils with learning difficulties are enthusiastic about their learning and show an interest and involvement in all activities.
12. The current targets set for the school are realistic, in terms of the attainment of individual pupils in each year group, and the school is on course to meet them.

Pupils' attitudes, values and personal development

13. Pupils are keen to come to school and they show good attitudes to learning. Even the youngest children settle quickly and happily; they show an interest in their work and concentrate well. Pupils want to do well. The good attitudes and work habits have been maintained since the last inspection.
14. Behaviour is good. Due to a policy of inclusion there are currently no exclusions, although there were two fixed term exclusions last year, which was an appropriate use of the sanction. The school works hard to address bullying, and whilst this does exist, and there are some concerns from parents, this is now well managed and controlled and the situation is satisfactory. There is no evidence of racism or sexism. Since the last inspection behaviour in lessons has improved and is now good.
15. Personal development and relationships are good, apart from a very few pupils with behavioural difficulties. Even so, there are some good examples of these pupils listening to each other's opinions and ideas. Pupils show a good understanding of the impact of their actions on others through work on bullying, and in personal and social education and circle time, when pupils develop their understanding of the qualities others value. Speeches by pupils seeking to be captains show a good sense of the qualities needed to support others. Pupils respond very well to opportunities for responsibility and initiative. Good relationships between pupils and with adults have been maintained since the last inspection. The school is working successfully towards its aim to develop the self-esteem and self-confidence of pupils; for example, parents of a pupil with special educational needs report a marked improvement in self-confidence.
16. Attendance remains a strength of the school and is well above the national average. Punctuality and time keeping is very good throughout the day.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good. Fewer than a hundred lessons were seen during the inspection, but in 80 per cent of the lessons, the teaching was good or very good. It was satisfactory in 19 per cent and there was a very small element of unsatisfactory teaching. Teaching is good in Reception and in Years 1 and 2; it is mostly very good for pupils in Years 3 to 6 where over two thirds of the lessons seen were very good or excellent.
18. This is a marked improvement on the standards of teaching reported at the last inspection and is reflected in the good quality of learning, which is also good or very good in 80 per cent of lessons. The improvements are the result of a rigorous campaign to improve teaching so as to improve achievement and standards, particularly in literacy and numeracy, and to use the National Strategies as a means to improving performance. Standards are improving and, following a dip, are now similar to the last inspection and, from the evidence of the progress that pupils now make in each lesson, are set to further improve.
19. Under the leadership of the new headteacher, teachers have worked hard to develop strategies that improve the quality of teaching and raise pupils' achievements. This is particularly evident in English and mathematics at Key Stage 2 and in Year 1. The improvement in other subjects is less marked, but the quality of learning has improved across the curriculum as teachers and pupils bring increased rigour to their work throughout the school.
20. The high quality of planning is a strong feature of the very good teaching. The school works hard to ensure that pupils of all levels of attainment are included in the learning process and lesson plans clearly present the learning aims for the different levels in the class. The planning is implemented carefully so that all sections of the class are challenged and, in most lessons, teachers extend the most able and provide support for the least able. Good and very good lessons are rigorous and challenging, and teachers have high expectations of pupils. In a very good mathematics lesson for a Year 5 class, for example, pupils were extending further the use of calculators. All were consolidating skills learned in a previous lesson, but tasks were set so that higher attainers were given more complex tasks that involved a greater degree of pre-estimating while lower attainers were very well supported by the three adult helpers in the class. Other groups were given tasks appropriate for their attainment. For all groups in the class the learning was rigorous and the work challenging.
21. Teachers have good knowledge and understanding of the subject matter and of pupils' learning in the subjects; this is particularly evident in English, mathematics and science. A good variety of strategies is used and the teaching is varied; as a result pupils are enthusiastic about their learning in these good and very good lessons. Teachers often ask thought-provoking questions, which make pupils think through problems and challenges, but the use of questioning is inconsistent and not all teachers follow on with good supplementary questions.
22. In many lessons previous learning is used very well as a starting point for new experience. This is particularly so in English and mathematics, where assessment is used well to plan the next stage of learning. Behaviour and relationships are very good and teachers respect their pupils. This helps to set a strongly supportive climate for learning where pupils feel successful and have confidence in themselves. Marking is always positive, but helps progress by identifying areas for improvement. Pupils are

encouraged to be independent in their learning both through the tasks that are set and through teachers' encouragement for successful work. This was particularly evident in a very good English lesson for Year 6 pupils, which was part of a topic based on Dickens' 'Oliver Twist' that was planned to last several weeks. Pupils were developing their writing skills and seeking to write more extended and dramatic pieces. The outcome of their learning was some particularly powerful writing that came as a result of encouragement, guidance and opportunity to reflect on the effect of words.

23. In lessons that are satisfactory, and in the small element of unsatisfactory teaching, the learning is less rigorous. Planning is less effective because the aims for each section of the class are not so clearly identified and are sometimes confused with the activities of the lesson. Consequently the learning, in some sections of the lesson, does not move forward at a rigorous pace and pupils are less attentive and sometimes become restless.
24. Teachers generally use the literacy and numeracy hours well and in most cases the lessons have good structure, pace and balance. Pupils' learning in both literacy and numeracy is supported well across the subjects. Pupils' work shows a good quantity and quality of writing that both support learning in the different subjects and help pupils use their literacy skills more widely. Pupils read frequently in a variety of different contexts.
25. The use of homework to extend pupils' learning and improve their progress is mixed and varies from teacher to teacher. In most classes homework is used very well to extend and reinforce learning, but this is not consistent across the school and the work is not always set regularly and is not always as appropriate as it could be. It is mostly marked well.
26. Teaching for pupils with special educational needs is similar to the quality of teaching overall and is mostly good, sometimes very good. Special needs pupils are well supported by classroom assistants, most of whom have already had training and the others are about to. The local authority has recently restructured this training, which has benefited the school because courses are now progressive. All schemes of work indicate the need to match work to the abilities of the pupils with special needs. Planning for these pupils in lessons is usually good. Where the teaching is particularly good, planning for these pupils includes skilful questioning and excellent use of support staff to ensure that the pupils remain an integral part of the learning activities. In these lessons pupils with special needs learn very well. The pupils for whom English is an additional language have good English skills and none are in the early stages of learning the language.

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

27. As at the time of the last inspection, the school provides a broad and balanced curriculum relevant to the needs of the pupils. The pupils, including those having special educational needs, now benefit from a wide range of learning opportunities that are often enriched by interesting and stimulating activities that take place during and outside the normal school day. Statutory requirements for the curriculum are met, including the provision of religious education, and the curriculum for the Foundation Stage, which was criticised in the last inspection, is now fully in place and working well.

28. The headteacher and her senior management team regularly review and evaluate curricular provision, and decisions about such matters as time allocation for each subject are based on these reviews. For example, the allocation of time to swimming has been under review for some time and plans are now in hand to include it in the timetable so that Key Stage 2 pupils receive their statutory entitlement. In some subjects, such as art and design, design and technology and religious education, new schemes of work are presently being introduced. Consequently, the arrangements for curriculum planning and provision in these subjects are at a time of change and experiment as teachers work through the new arrangements.
29. The strategies for teaching literacy and numeracy are good throughout the school. The headteacher has rightly given these areas priority in the drive to raise standards and this is having the desired effect. Test results, both statutory and non-statutory, are closely analysed and used well to inform curricular planning. The school has put into operation a strategy, including an action plan, to improve performance in basic skills in order to qualify for the Quality Mark Award in 2001. The strategy includes a regular review of progress made by under-attaining pupils and a commitment to improving the skills of staff.
30. The school offers an exceptionally wide range of extra-curricular activities, which greatly enrich the pupils' learning and experience. The school won the Education Extra Distinction award in 2000 and 2001. These include not only after-school clubs such as homework, information and communication technology, mathematics and science which enhance learning in major curriculum areas, but also a wide range of sporting and cultural activities such as Cornish dancing, cross-country running and school band and choir. A large number of pupils take part in these and other activities, which stimulate their interest and enthusiasm and help to raise standards across the curriculum. School trips and visits to places of interest are also very well used to support the curriculum, and a particularly strong feature is the way the arts are supported through school productions, festivals, visits to arts venues or visits to schools by arts organisations.
31. The school is committed to equal opportunity both for the pupils and the staff. All policies include a statement about giving access to opportunities to everyone. During the inspection this emphasis was evident in all areas of the life of the school. The school has recently received the local education authority draft guidelines on the integration of pupils with English as an additional language and they have adapted these to the needs of the school. As yet they have had no experience of having pupils on roll who are not fluent English speakers.
32. Strategies to ensure that all pupils are fully included in all aspects of the curriculum are good. Curriculum planning usually includes reference to more and less able pupils and to those with special educational needs. The performance of different groups, for instance, of boys and girls, is analysed and taken into account in strategic planning. The school's strategy of employing extra assistants to give classroom support to a few pupils with behavioural problems is already having a positive effect on the attitudes and behaviour of this small minority.
33. The school makes very good provision for personal, social and health education and citizenship. Some elements of this are included in different areas of the curriculum, but most are delivered through the weekly class circle time. The aims are clearly set out in the policy and include the development of self-confidence and self-esteem, to help pupils take responsibility for their own health and well-being, and to learn about

rights, responsibilities and duties. The scheme of work outlines a programme of topics including social and moral skills, health education including drug awareness, and sex education.

34. The programme for personal, social and health education makes a very strong contribution to the good provision for spiritual, moral, social and cultural education, which is also well promoted through other curriculum areas and assemblies. Spiritual awareness is fostered well in lessons and circle time through the appreciation of, for example, works of art or music, and through the way pupils develop insights into the values and beliefs of others. Time is sometimes given during literacy lessons to reflect on the meaning and power of words. The daily acts of worship are well planned to cover a wide range of topics, many of a spiritual and reflective nature. Music and good quality singing are used very effectively to enhance these occasions.
35. Assemblies are also well used to reinforce beliefs. Moral development is well provided for and values involving honesty, tolerance and responsibility are constantly reinforced through bible stories and the experiences of others. For instance, in one assembly the headteacher retold the story of the Prodigal Son in a way that made it highly relevant to the children. The school effectively promotes a moral code as a basis for behaviour throughout the school. Rules for behaviour in the classroom and on the playground are known and respected by all pupils. Older pupils are unanimous in their view that instances of oppressive behaviour or bullying are now very rare and are effectively dealt with by staff if they arise.
36. Provision for social development is very good. The school encourages pupils to take responsibility and show initiative through such mechanisms as the school council and school teams. An impressive example was provided when the Year 6 pupils spoke in assembly in support of their candidacy for team captain. That they were able to do this confidently, sensibly and without any attempt to denigrate the efforts of others was a tribute to the way the school has developed their social skills. The quality of relationships throughout the school is very good, and the staff provide very good role models in this respect, showing courtesy and respect in their dealings with other adults and children in the school.
37. Cultural development is very good. The school is not ethnically diverse, but has made great efforts to increase awareness of other countries and cultures. There are many examples to support this including a well-developed link with a Tanzanian school, which has included visits to the school by members of the other staff, and writing to pupils as pen pals. Visitors are frequently invited into the school to talk about their lives; for instance, a man who has been working with street children in Brazil came to talk about his experiences. As a result of this Year 6 pupils held a 'Bring and Buy' sale and raised enough money to buy a new bicycle for the children. Spanish is offered on the curriculum and as an extra-curricular activity, where the emphasis is very much on celebrating cultural differences rather than just learning the language. One of the staff went on a visit to Paris and as a result of this, links are being established with French schools and French is to be offered on the curriculum. Plans are in hand to establish links with a Latin American school and the headteacher is to visit China in October as part of the International Dimension and Language Awareness Project. The school has received a Silver Artsmark Award in recognition of its commitment to curricular and extra-curricular arts activities. Local culture is not neglected and numerous visits to places of interest in the local and wider community are arranged. The school is also well known in the local community for its Cornish dancing and its repertoire of Cornish folk songs.

38. Links with the community are very good. They have a positive impact on the curriculum and on the personal development of pupils. There is a good link with the local church, which is used for harvest and Christmas celebrations, when the villagers are invited. The choir sing in the local old people's home and in the cathedral. The cathedral choir visited the school and inspired the pupils in the school choir. The school band plays in the village carnival and led the procession. The pre-school playgroup enjoys very good links, making visits to school events, and strong links are enjoyed too with the secondary school. Very good use is made of the community to support the curriculum, especially to support art, music and sport and multi-cultural education, and this enhances the quality of learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a caring school where all members of the school community are encouraged to be supportive of one another. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are good. The headteacher has responsibility for child protection and, through cascading her own comprehensive multi-agency training to staff, and through the adoption of local authority procedures, the school has secure arrangements. The school is vigilant about health and safety and is confident in the new support arrangements secured through the private finance initiative. There are no outstanding issues from the last health and safety audit, and the governing body gives good support.
40. The monitoring of pupils' personal development is good because measures to promote good attendance and behaviour and to eliminate oppressive behaviour are effective. Class teachers know pupils well and are responsible for their day-to-day care, and the headteacher is alerted to any concerns. Teaching assistants also make an effective contribution to the monitoring of pupils' personal development. The programme for personal support and health education, together with circle time and assemblies, have made a good contribution to the procedures for promoting and monitoring the personal development of pupils. The school has seen the benefits of training from the behaviour support team for circle time. Agencies such as the police, educational psychologist, school nurse and educational welfare officer are very supportive.
41. Procedures for monitoring and improving attendance are good. Class teachers monitor this daily, and the headteacher weekly, which has resulted in good attendance and punctuality.
42. Procedures for monitoring and promoting good behaviour are good. Although a fifth of parents responding to the questionnaire expressed concerns over behaviour this was not evident in the school's own survey of parents the previous year and arose from difficulties in Year 4 in 2000. Overall, procedures are well supported by work across the school and the rewards system. The school is alert to bullying and has good strategies to monitor and eliminate it. To prevent permanent exclusion and to foster inclusion for the small number of pupils with very challenging behaviour, the school has organised appropriate one-to-one support and extra support in the playground. Although this is managed very well it has left a small core of parents with concerns. No issues concerned with racial tension are evident.

43. The strengths identified at the last inspection have been maintained, and the school continues to give pupils good support and guidance, and manage their behaviour well. At the time of the last inspection, the school used to good effect the assessment procedures in place in some subjects. Since then formal assessment of English and mathematics has been further developed throughout the school, using a range of data to identify clearly what each pupil knows and understands. From this information, increasingly accurate projections about individuals' progress are made and updated as they move through the school. These good quality procedures identified, for example, a weakness in writing skills throughout the school, which enabled teachers to set regular targets for groups and give pupils a firm idea of their own standard, where they need to improve and their progress. These targets play a valuable part in raising pupils' attainment, but have not yet been refined for individuals. Teachers keep careful records of pupils' progress in English and mathematics and adapt their planning in the light of advances pupils make in their understanding. The school is considering what form of assessment to put in place for science, information and communication technology, and many of the other subjects in order to identify, in particular, pupils with higher attainment levels and so set appropriate and challenging tasks for them in lessons. Less able pupils are already identified and well supported and provided for in many lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are generally satisfied with the school. In responses to the pre-inspection questionnaire, to which only a quarter of parents replied, concerns were expressed about behaviour, about how well informed they felt, about approaching the school with complaints and about how well the school is led and managed. The school's own survey of parents' views, carried out a year earlier, does not reveal these worries and evidence indicates that they are centred around concern about a few pupils with specific and identified behavioural difficulties in one class. The majority of parents who are complaining are bound up in this issue. In spite of the best efforts of the headteacher and the effective intervention of the class teacher, the parents have concerns over the impact of negative behaviour on others. The school has clearly demonstrated its willingness to listen to parents, and implement their suggestions through the parents' council, to ensure that maximum support is available. The class is managed very well with full-time support assistants to promote inclusion, but some parents still have concerns. All pupils are encouraged to air their worries and alert teachers appropriately. This enables the school to be alert to the residual problem, and it is doing all it reasonably can. Unfortunately, confidential information about individual pupils cannot be widely shared and many parents remain unaware of actions and strategies employed by the school to address the needs of pupils in that class.
45. Most parents believe that their children like school and the teaching is good. They consider that the school expects children to work hard and achieve well, and helps their children to make good progress. They appreciate the interesting range of activities outside lessons that is provided. The inspectors agree with the positive comments made by parents. They do not agree with all of the critical comments made by a small number of parents, but appreciate the reasons for concern. Scrutiny of pupils' work would suggest that there were legitimate concerns for one class last year. Teachers have now been redeployed to match their strengths more closely and very little unsatisfactory teaching was evident during the inspection.

46. The school's links with parents are good and they ensure a quality of partnership that makes a good impact on the learning of pupils both at school and at home. The majority of parents are very supportive. Since the last inspection the partnership with parents remains a positive feature of the school and one the head teacher works very hard to promote. The quality of information provided for parents, particularly about pupils' progress, is very good. There is a good home/school agreement signed by parents. Annual reports, including those on Reception pupils, are of high quality with useful detail. They demonstrate the close home/school contact, and parents' comments reveal a positive and appreciative view of the school's work. Parents are supportive of homework. A good number come into school to give valuable help in areas such as information and communication technology and in Reception. The parent-teacher association promotes social and financial benefits to the school. Parents' involvement in the work of the school makes a positive impact on the quality of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Since the last inspection the leadership of the school has changed and the new headteacher has been in post for two years. Before her arrival standards had fallen considerably from the mainly satisfactory levels of the last inspection. The new headteacher has worked hard to raise standards again, particularly in English and mathematics. Standards are improving and, from the evidence of this inspection, are similar to those seen at the last inspection. It is to the credit of her staff that they have supported her well and worked with her to improve all aspects of the school. Strategies are now in place to improve standards further.
48. The headteacher provides a very strong and clear educational direction for the school. The leadership is thoughtful and sensitive in the pursuit of improvement and staff are very well supported. The monitoring and evaluation of the school's performance are very good and lead to effective action for improvement. For example, the good and very good teaching seen during the inspection was due to a significant extent to the very good quality of planning. The consistent practice in this area was evidence of a whole-school approach to planning that results from a policy set clearly by the headteacher and senior team. Such approaches have brought the school to a good level of provision and established a good framework for continuing development. Standards are now broadly in line with the national expectations in the core subjects of English, mathematics and science and this is a considerable improvement from two years ago. The school is a recipient of the Basic Skills Agency Quality Mark award.
49. There is a strong sense of teamwork amongst staff and relationships are good. The senior team supports the headteacher and together they rigorously monitor planning, teaching and pupils' work in English and mathematics. The school uses assessment and other indicators very well, but mostly in English and mathematics. Plans are well advanced, now that improvement is being achieved in those subjects, to move on to monitor other subjects on a rolling programme. The development of assessment in the core subjects was a priority of the new headteacher and it is now very good in English and mathematics. At present the deputy headteacher is overloaded because she is temporarily covering management roles vacated during staff changes. As well as her senior management role, which she performs very well, she teaches Year 6 and co-ordinates mathematics, science, information and communication technology and design and technology. The headteacher and governors are aware of the need to reassign responsibilities and plans to do this are well advanced.

50. The aims of the school are reflected very well through its work and through its very good and positive ethos. The school's aims are written at the beginning of all of its policies and are frequently referred to. The governing body is very supportive of the school, and governors, under the guidance of the headteacher, understand its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties appropriately. A number of governors regularly visit the school to work with pupils. For example, governors take turns to be 'governor of the month' and are expected to visit the school and to give extra support during their month.
51. The quality of subject leadership varies, but is mostly good and at least satisfactory. Because the school has been working hard to improve standards in English, mathematics and science, the work of some other co-ordinators has been constrained. The school is aware that future development will be needed across the curriculum. For example, there are firm plans to monitor teaching across the subjects in rotation according to priority. The senior management is aware that assessment practice is less consistently effective in some subjects and plans to improve assessment across the subject range.
52. Development planning is very good and comes from a rigorous appraisal of the strengths and weaknesses of the school. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion with governors, parents and staff, including support staff. The headteacher and staff share the school's vision for its future and use the plan well as a working document.
53. The school seeks successfully to set the best value when purchasing goods and services. Financial management is good and resources are used well to support development. The budget surplus reported for the previous financial year has been used quickly and well, mostly to set up the new information and communication technology suite and to provide additional staffing support. The reported above-average figures for income and expenditure are misleading in that specific funds are provided for a high level of support for certain pupils with special educational needs. The funding is used wholly for that purpose. Indeed, all monies provided for specific purposes are used well for those purposes.
54. In comparison with standards over the last few years, achievement is now good. The quality of teaching is good and pupils make progress in most lessons. Overall, the school provides good value for money. The school has negotiated appropriate targets with the local education authority and from evidence gathered is likely to achieve them.
55. The special educational needs co-ordinator, excellently supported by the headteacher, is experienced, committed and very effective, even though she has very limited time to monitor and to manage special needs within the school day. The governor responsible for special educational needs is a classroom assistant and has a clear vision of the school's needs. There is a designated area for teaching the additional literacy strategy, and resources for teaching special needs pupils include use of computer software.
56. The day-to-day administration of the school is good, and satisfactory use is made of technology. The school is organised and orderly and pupils are safe and secure. Relationships between pupils and all adults in the school are very good and contribute to the purposeful working environment.

57. The school makes good strategic use of its staffing, accommodation and resources to support its educational priorities. Teachers and support staff are very well matched through their qualifications and experience to meet the demands of the curriculum. Provision for staff development, through the monitoring and training of both teachers and support staff, is very effective and the school has begun to implement the process of performance management and has achieved Investors in People status. Good links are established with a local university and the school presently has a teacher in training assigned to one of its classes.
58. Accommodation is adequate to meet the needs of the National Curriculum. Since the last inspection, there have been significant improvements. These include refurbishment of some rooms, redecoration throughout the school, the new computer suite and a new teaching space. Classrooms are clean and attractive and walls are covered with stimulating displays. Teachers make good use of teaching spaces outside classrooms. Further improvements are to be started shortly and include three new large classrooms and a library.
59. Learning and teaching resources are adequate in all areas of the curriculum and the weaknesses reported in the last inspection have been addressed. Pupils and teachers make good use of the resources available both at school and at home.
60. Good use is made of external resources. Teachers are creative in their choice of places to take pupils and organise a wide range of educational visits in the region and beyond. Among them figure the Scilly Isles, St Ives and London. The local community provides learning resources, too. Examples are the vicar, and fathers who supported a 'Dads and Lads Week' where they shared their choices of reading with pupils and provided role models for boys.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- a) continue with plans and strategies to further improve standards in English, mathematics and science;
** (This weakness is mainly discussed in paragraph 47)*
- b) seek to extend the very good practice seen in many classrooms so that teaching is consistently of the highest quality;
(This weakness is mainly discussed in paragraphs 17 to 26)
- c) when the present evaluations of new curricular arrangements are completed, draw together schemes of work for those non-core subjects under review;
** (This weakness is mainly discussed in paragraph 28)*
- d) refine and establish assessment procedures in science and the foundation subjects;
** (This weakness is mainly discussed in paragraphs 43 and 51)*
- e) extend the present arrangements for target setting so that they focus more sharply on individual achievement.
(This weakness is mainly discussed in paragraph 43)

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

- i) reorganise the present temporary arrangements for management responsibilities, so that the roles of curriculum co-ordinators are more equitably shared.
** (This weakness is mainly discussed in paragraph 49)*

** These issues are identified in the school's development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	22	17	11	1	0	0
Percentage	4	39	30	20	2	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 one percentage point. Percentage points do not total one hundred because, for a few lessons, inspectors were present for too little time to make an overall judgement.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	243
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	49

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

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	22	25	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	22
	Girls	22	21	22
	Total	42	40	44
Percentage of pupils at NC level 2 or above	School	89 (75)	85 (88)	94 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	22	22	23
	Total	42	44	44
Percentage of pupils at NC level 2 or above	School	89 (81)	94 (94)	94 (84)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	19	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	15	11	14
	Total	25	21	25
Percentage of pupils at NC level 4 or above	School	74 (77)	62 (54)	74 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	13	11	14
	Total	22	21	24
Percentage of pupils at NC level 4 or above	School	65 (64)	62 (44)	71 (54)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	242
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	214

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	445194
Total expenditure	455753
Expenditure per pupil	1907
Balance brought forward from previous year	39682
Balance carried forward to next year	29123

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

243

Number of questionnaires returned

67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	42	15	0	1
My child is making good progress in school.	34	55	8	3	0
Behaviour in the school is good.	15	66	8	11	0
My child gets the right amount of work to do at home.	24	60	9	5	2
The teaching is good.	43	44	8	5	0
I am kept well informed about how my child is getting on.	26	52	13	9	0
I would feel comfortable about approaching the school with questions	52	31	12	5	0
The school expects my child to work hard and achieve his or her best.	43	49	3	3	2
The school works closely with parents.	33	47	14	3	3
The school is well led and managed.	28	39	20	10	3
The school is helping my child become mature and responsible.	33	56	5	6	0
The school provides an interesting range of activities outside lessons.	59	30	6	2	3

Further issues raised by parents:

- A number of parents expressed anxiety about bullying.
- A number of parents are critical of teaching and management of one class last year.

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

62. Parents state that their children are happy to come to school, and although the term was only four days old at the time of the inspection, children were already confident to leave their carers and explore the interesting range of activities provided at the start of each session. A well-planned programme introduces parents and children to the school. Positive links are forged and parents are encouraged to bring their children into the classroom and to chat to the teacher and her support staff. There are good links with the local pre-school group, from where many of the children come. Nearly all children have pre-school experience. Children are admitted to reception in the September of the school year in which they become five. The oldest children attend all day, those with spring birthdays attend in the mornings only for the first term, and those with summer birthdays attend in the afternoons. All the children come to school full-time in the summer term. At the time of the inspection there were ten children attending full-time, ten coming only in the mornings, and another twelve in the afternoons. The local authority baseline assessment indicates that children's attainment on entry to the school is broadly average, although some are relatively immature.
63. Since the last inspection, good improvement has been made by providing a secure outdoor area and by ensuring that learning is well adapted to children of reception age. The classroom is barely large enough for the number of children when most are part-time, and so must be cramped when the whole class is full time. During the inspection the teacher made skilful use of the available space. Staff regularly assess what children can do and use this information to decide the best way to help them make progress. The quality of teaching has improved since the last inspection and is now good; the teacher has high expectations of her pupils, and good classroom management. Children are well behaved, interested and they try hard. The excessive noise reported in the last report is no longer evident. The teacher uses learning support assistants and other adults effectively to support children's learning as individuals or in groups. They are well briefed and know how to guide and encourage the children. The curriculum is firmly based on national guidance for the foundation years and children are on course to reach, and in some cases to exceed, the expected outcomes by the end of the reception year. Since the children do not all attend school all day throughout the year, this represents a good level of achievement.

Personal, social and emotional development

64. The school rightly places great emphasis on this area of learning. The teaching is good and the teacher and her assistants work well together to create a calm and friendly atmosphere. They know the children and their parents well and quickly develop very good relationships with them. The children soon learn the classroom routines and appear happy and secure. For example, in a music lesson at the beginning of the year, the children quickly learned the routines of when to sing or play and when to listen. The classroom is bright and attractive. Resources are stored neatly and are clearly labelled, and children become used to getting them out and putting them away at the end of a session. Staff create opportunities for children to take turns and to work and play in a group, for example when playing with the large toys outside. The children show great enthusiasm and most respond well to instructions already. They play happily alongside others and chat to them occasionally, sharing resources amicably.

Communication, language and literacy

65. The quality of teaching in this aspect is good. The teacher and her staff all work hard to encourage the children to develop their vocabularies and to speak in complete sentences when they explain their ideas or experiences. Many children speak clearly and logically, but a few are still shy and uncertain or reply in short phrases. There is a satisfactory range of books which the children take home regularly to share with their parents and they listen to stories and story tapes with great attention and enjoyment, commenting on the pictures and joining in the story. Teddy and his diary go to a different home each evening and his doings are recorded by parents. This encourages children to listen attentively and they start to understand that some books are used for writing in as well as for reading from. Listening skills are better developed among the morning group, who concentrate for longer periods. The teacher is skilled at promoting early learning of sounds and the first steps in writing. The children respond well at their own levels. For example, while all the children drew a picture about Goldilocks, some also chose to write the first sound of each word of a sentence while others did emergent writing or none at all.

Mathematical development

66. Mathematical development is taught well. The teacher makes good use of incidental opportunities to develop children's mathematical understanding. For example, everyone counts the number of children in class each day, and counts up to the number of the day of the month. Several older children love this and start to volunteer how the numbers are written. They were quick and accurate in finding examples of the number 14 around the room. The teacher helped children to understand counting up and back to five in simple, clear ways, and encourages recognition of those numbers by playing simple games. She extended the more able children by asking them to order the numbers one to ten correctly, which they were delighted to do. Staff and children sang lively songs, such as 'One Man and His Dog' up to five. Children are starting to use correct vocabulary such as big, biggest and taller, thinner.

Knowledge and understanding of the world

67. The teacher provides a rich variety of activities to extend children's experience in this area. They discuss hot and cold, for example they say "as hot as a candle" and "as cold as an ice cream", and they start to know when they are hot and how to cool down. At this early time of the year evidence of attainment is limited, but planning for the year includes acquiring simple scientific skills. For example, children will plant and tend seeds. They will also start to gain an idea of change by looking at old and new transport. When the class learn about the school's 'twin' in Africa, they will start to appreciate how different homes can be. They will think about space and place as they visit the village. The children will learn to use simple computer programs and program the Roamer. They will listen to bible stories, and learn to be aware of the danger of playing with electricity, fireworks and medicines. People such as the doctor will visit them and they will have several day-long visits out of school. From the limited evidence available at the beginning of the school year, this area is taught well.

Physical development

68. Physical development is well promoted by good teaching in a wide range of planned opportunities in the classroom, hall and outside. The teacher enhances fine motor control by providing activities that involve cutting with scissors and manipulating brushes, crayons and pencils with increasing accuracy and care. A few children already use the mouse to play a simple game on the computer. The teacher promotes the acquisition of good gross motor skills by organising activities outside which include

wriggling through a flexible tunnel, and using large wheeled toys. She plans carefully to use activities in the hall and outside, to build on children's skills of controlling their bodies and small apparatus such as a ball. Most of the children are able to keep time with a rhythm and show good co-ordination for their age.

Creative development

69. Teaching is good and the teacher provides a wide range of activities. Children enjoy singing games and they join in well. Most sing in time and in tune. They learn to make straight and wiggly lines of different width, which they turn into pictures. During the year they collaborate using collage, incorporating a variety of textures and materials as well as paint techniques, and they have opportunities to contrast the malleability of clay and playdough. They also experiment with using dance as a means of expression.

ENGLISH

70. In the national tests for seven year olds in 2000, pupils attained standards in reading that were a little above the national average, but in writing standards were well below the average. When compared with similar schools, both aspects were well below average. At Key Stage 2, the test results for English for 2000 show standards that are below the national average and well below standards in similar schools. The performance of boys and girls differs marginally from year to year, but overall there are no significant differences. At the last inspection standards were in line with national expectations, but subsequently standards fell. Standards are improving and are now broadly in line with national expectations at both key stages. The latest results for the year 2001 show improvement at Key Stage 1 and a small fall in standards at Key Stage 2, but the Year 6 class for that year had a higher than usual number of pupils with special educational needs that affected their literacy competencies.
71. Overall, pupils' achievements are now satisfactory; they enter Year 1 with attainment levels that are broadly in line with national expectations and they achieve standards that are in line with expectations by the time they leave Year 6. The provision for English is improving markedly, however, and the progress in lessons is good, and often very good. The progress made by pupils at different levels of attainment is also good, with both the most and the least able achieving well in most lessons. Pupils with special educational needs are particularly well supported: their individual targets are often incorporated into lesson planning and support assistants are well briefed. Consequently, these pupils make good, and often very good, progress in most classes. Higher attainers are challenged and their achievement consistently extended, particularly at Key Stage 2.
72. Standards in speaking and listening are in line with national expectations for the end of both key stages. Pupils are given good and frequent opportunities to speak and to extend their speaking skills. Most can demonstrate at least an appropriate vocabulary and many have more developed word skills. Pupils listen attentively, particularly when their interest is engaged and they remember oral information from lesson to lesson. The pupils speak clearly to audiences and show good understanding of points made in discussions. By the end of Key Stage 2 pupils have a good capacity to discuss and to carry through an argument.

73. The school has worked hard and successfully to improve standards of writing and these are now in line with national expectations. Pupils' writing at both key stages shows a good range and includes descriptive, narrative and factual material with a good variety of audience and of role. Teachers work hard to develop imaginative writing that uses words carefully to paint imagery and to produce dramatic effect. For example, pupils in Year 6 produced some extended writing of high quality when they imagined themselves in the place of Oliver Twist. Such work makes a significant contribution to pupils' spiritual awareness as they reflect on the deeper messages of literature. Spelling and the use of correct grammar and punctuation are generally well developed for pupils' ages. Most are confidently joining their writing by the end of Year 2.
74. Attainment in reading is above national expectations at the end of both key stages. Pupils generally enjoy reading and read with a fluency and accuracy that is at least appropriate to their age. By the end of Year 2, most can read simple texts and use their knowledge of letter sounds to read unfamiliar words. Many have good understanding of what they read. Pupils are increasingly encouraged to use dictionaries as they make their way through school. They identify main characters, plots and settings in stories and most know how to find their way around books. In Year 3 they learn how to look for the index or the contents list. Pupils in Years 5 and 6 discuss characters and draw inference from texts. A good example occurred in Year 6, when the class were focusing on the characters in 'Oliver Twist'.
75. Pupils show consistently good attitudes to learning; they work hard at the different aspects of English and they achieve well in most lessons. Relationships are very good and pupils' contributions in class are always valued. Consequently, they are confident learners who want to do well. They apply themselves well to their tasks and sustain their concentration for quite extended periods.
76. The quality of teaching and learning in English is very good, particularly at Key Stage 2, and is the main reason for the improving achievement of many pupils. A significant majority of the lessons seen during the inspection were of a very good standard; there were also some good lessons and one satisfactory lesson. The high quality of planning is a strong feature of the very good teaching. Plans clearly present the learning aims for the different levels of attainment in the class that extend the most able and provide support for the least able. In practice the planning is implemented carefully so that all sections of the class are challenged and, in most lessons, learning is rigorous and pupils achieve well. In a very good lesson for a Year 6 class, for example, pupils were looking at the use of colons and semi-colons, and making distinctions between simple and complex sentences. Higher attainers were given demanding tasks to further extend the dramatic quality of their writing. Lower attainers were working to a similar aim, but with well-directed support. A group of middle attaining boys were effectively motivated by tasks that contained a strong element of humour.
77. Teachers generally have good subject knowledge in English; they set tasks that are interesting and at the appropriate level to be challenging and achievable. In very good lessons for both of the Year 4 classes, for example, pupils were learning how to use adverbs. In both lessons support staff were used very effectively to help groups of pupils while the teachers worked with other groups. The strategies were very effective in providing both challenge and support that was appropriate for the range of ability in each of the groups. In most lessons relationships and the control and management of pupils are very good. Pupils' contributions are always valued so that they work in a

secure and supportive environment. Consequently, pupils work to good purpose, knowing that they can be successful in their learning. Teachers generally use questioning successfully to introduce a good level of challenge, but they do not always pursue a rigorous line of questioning.

78. The use of homework is satisfactory overall. In some classes homework is used well to extend and reinforce learning, but pupils' written work shows that this has not been consistent throughout the school. Assessment is of very good quality and is used very well for planning; it is a significant factor in maintaining the very good quality of teaching. In satisfactory teaching, however, the learning aims for the different groups of pupils in the class are not so clearly identified for all sections of the lesson. Consequently, planning does not focus in sufficient detail on the learning targets for pupils in the class and the learning is less purposeful and time used less well than in good lessons.
79. Literacy is taught well throughout the school. The literacy hour is well established and literacy skills are supported effectively throughout the curriculum. Subjects such as mathematics, science, history, geography and design and technology are used well to extend pupils' vocabulary as well as their reading and writing skills. The good lesson planning follows the guidelines of the National Literacy Strategy. Teachers' arrangements for listening to reading are good and teachers have good knowledge of the teaching of phonics. The quality of literacy support for pupils with special educational needs is good.
80. The subject is managed well by two co-ordinators who plan to focus more on their own key stages. The headteacher keeps a close watching brief on the provision for English. The whole school has worked hard, since the new headteacher came, to improve standards. The first fruits of this effort are now appearing with the improvement in standards, particularly at Key Stage 1 last year. Teaching, planning, marking and assessment are monitored regularly and effectively. The very good quality of lesson planning shows a consistency that indicates a whole-school approach and is the outcome of a direction set by management. Assessment is regular and is of very good quality. The school has detailed knowledge of the progress of individual pupils at any time and tracks this carefully. At present generic targets are set each term for groups in the class, but plans to introduce individual targets are in hand.
81. Overall, the school has made good progress in developing the subject since the last inspection. Standards fell in the interim, but since the arrival of the new headteacher considerable efforts have been made to improve the quality of provision and standards of attainment. Evidence from the inspection indicates that standards are rising and that the improvements are firmly based.

MATHEMATICS

82. At the time of the last inspection standards in mathematics were above average across the school, and slightly higher among the older pupils. Since then progress has been uneven with a dip in 1999 followed by improving results over the last two years and standards are now broadly similar to those seen in 1997. The 2001 results showed that a higher percentage of pupils reached the expected levels at both key stages than in 2000, and both Year 2 and Year 6 attained above the national average. At both key stages boys have tended to outperform girls. Standards of work observed during the inspection were broadly in line with national expectations at both key stages and most pupils achieve well. Those with special educational needs and the more able pupils make good progress.

83. Pupils' attitudes to the subject are usually very positive. Overall progress since the last inspection has been satisfactory.
84. By the end of Key Stage 1 most pupils understand the place value of each digit in a number up to 100, and the more able understand numbers up to 1000. They can choose the appropriate operation when solving addition and subtraction problems and can recognise sequences of numbers, for example odd or even numbers up to 20. The more able can solve problems using multiplication or division. Pupils at the beginning of the key stage can recognise which numbers are missing from a number line up to 20, and use appropriate language such as, "Six goes in between 5 and 7". Pupils just starting in Year 2 are already confident in using base ten apparatus and place value cards to explain numbers with two digits. By the end of the key stage most can use the mathematical names for common two-dimensional and three-dimensional shapes such as square, rectangle or pyramid, and are able to measure length and mass using standard and non-standard units.
85. By the end of Year 6 pupils are using their understanding of place value to multiply and divide whole numbers by 10 or 100. Almost all, including less able pupils, are using with confidence written methods for addition and subtraction and short multiplication and division. In a good lesson for Year 6 pupils, most were beginning to develop their own strategies for problem solving and were presenting their results in an organised way. Pupils in Year 6 carry out simple investigations, for example, comparing the height of a person with how far they can jump. Most are familiar with the concepts of ratio and proportion and can add or subtract decimals to at least two places. Pupils just beginning Year 6 are already counting forwards and backwards in decimal fractions of a whole and the more able are proficient at using 'short cuts' to problem solving such as doubling or halving, or rounding to the nearest 10. By the end of the key stage they have used a formula to calculate the areas of different triangles and are able to classify two-dimensional and three-dimensional shapes in different ways. Pupils in a lesson for Year 5, showed that they are already familiar with a wide range of topics including symmetry, measuring angles and the diameter and radius of circles. There is less evidence in pupils' books of the higher level skills such as giving an explanation of their reasoning, and no sign of pupils evaluating their own work and suggesting improvements.
86. In the lessons observed teaching and learning were often good and sometimes very good because most teachers have a good understanding of the subject, and plan and organise the lesson well. Learning objectives are clearly communicated so that the pupils know what is expected of them, and are able to measure their own progress. A particularly good feature of many lessons was the 'traffic lights' system, where pupils are encouraged to say whether or not they had fully understood the concept. This often enabled the teachers to make effective use of ongoing assessment, and target help where it was most needed. Good use is made of available resources, and especially of classroom assistants who play an important part in many lessons, particularly in giving extra support to pupils with special educational needs. In a few lessons the group tasks were allowed to go on for too long without the teacher intervening to highlight difficulties or successes. This led to some wasted time and slowed progress. In some classes there is an over reliance on textbooks for this part of the lesson which sometimes means a loss of impetus and a slowing of the pace. In the large majority of lessons the pace was good, and pupils thoroughly enjoyed the challenging tasks.

87. The curriculum is well organised and the schemes of work ensure good coverage and progression in skills. The teachers' planning invariably contains references to tasks aimed at including every pupil, including those with special educational needs. Most teachers are aware of the need to promote numeracy in other areas of the curriculum, but opportunities are sometimes missed, particularly in subjects like science and information and communication technology, where more use could be made of data handling and graph work. Procedures for assessing pupils' attainment and progress are good. Weekly planning sheets identify pupils achieving above and below average, and statutory and non-statutory tests are analysed closely and the information used to guide curricular planning and teacher training. For instance, an analysis of the non-statutory tests taken last year in Key Stage 2 indicated that across the classes pupils were not explaining how they had arrived at an answer by showing the working out. This information has been shared with all staff so that they build it more into their planning this year.
88. Although the co-ordinator has only been in post at this school for a short time she already has a very good grasp of strengths and weaknesses in the subject, and clear ideas about the way forward. The staff share her commitment to the improvement of performance throughout the school. If the high quality teaching evident in the majority of classes becomes more consistent, the school is well placed to continue the upward trend of the last two years.

SCIENCE

89. Since the last inspection, pupils' standards at the end of both the infants and juniors fell, but they are now rising again. Teachers' assessment of pupils' attainment at the end of Year 2 in 2000 and again in July 2001, indicates that their performance in both years was close to the national average and above the average for similar schools. At the end of Year 6 in July 2001, almost all pupils, including those with special educational needs, reached the expected national level. This represents a substantial improvement on the previous year's results. Eleven per cent of pupils reached a higher level with a further 10 per cent just missing it.
90. When reviewing its provision two years ago, the school recognised that the drop in standards at that time was caused by the lack of a clear, up-dated scheme of work, particularly towards the top of the juniors, together with some unevenness in the quality of teaching in parts of the school. The scheme is now in place. Teaching has improved and teachers have worked extremely hard to ensure that pupils cover each required area and topic to the nationally expected level by the end of each year. The school recognises that the next step is to improve the systems for assessment to give more help to teachers in their planning of a range of tasks to challenge appropriately different ability groups in the same lesson.
91. The standards of attainment of pupils in the current Year 2 are in line with national expectations. Most pupils, including those with special educational needs, who receive careful support, made good progress in science last school year. They started to observe closely and to record their observations in simple words, pictures and charts. They recognised and named parts of the body and of plants, and they understood that living things need food and water to live. They discussed the feel of different materials, and conducted simple experiments with light and sound. In their first lesson this year, they classified food by certain criteria and showed good understanding. The work of pupils in Year 2 last year shows full coverage of appropriate topics to build the pupils' range of scientific skills and knowledge, and evidence that the highest attaining pupils performed above the expected level while the least able reached the expected level.

92. The standards of pupils' attainment in the current Year 6 are in line with expectations. Their work last year shows good coverage of appropriate topics and clear progression in their understanding during the year. Already, at the beginning of the year, a minority are reaching the expected level in some aspects of work, with the highest attaining pupils working within the higher level. All are using their skills and understanding well, and show high levels of enthusiasm. In their first lesson in Year 6, they reflected deeply in order to compose a range of questions to investigate during the term. For example, which are the smallest and the largest plants on land? They then displayed good knowledge about plants, their needs and the functions of their organs. Pupils who had just moved into Year 5 showed clear understanding of the differences between solids, liquids and gases, and that air is all around us and has weight.
93. Overall, the quality of teaching is good, but there is a high proportion of very good teaching, particularly in both of the Year 4 classes and in Year 6, and some that is satisfactory. In good lessons teachers use planning documents well and they start lessons confidently by listing the lesson aims clearly and simply. This helps the pupils to pay attention and work hard. Good teachers put a lot of detail into each lesson, and many use carefully directed questions to clarify and extend the pupils' thinking and understanding. Classroom assistants play an important part in helping pupils who learn more slowly to keep up with the lesson, sometimes rephrasing questions, and being ready to support them and maintain their confidence. Teachers are aware of all groups and are careful to ask a range of pupils to answer questions so that everyone feels valued and included. In some lessons tasks are not planned with sufficient accuracy to challenge pupils consistently at different levels and so extend the highest attaining pupils to their limits. Overall, however, the pupils make reasonable progress in these lessons and the teaching is satisfactory.
94. Pupils work very well together in groups and, when they find the tasks absorbing, they concentrate well and show good enthusiasm. They share resources and discuss sensibly, sparking ideas from each other. For example, in Year 5, they predict what will happen in their investigations and discuss such matters as, 'Which beads float and why'. Teachers have a good grasp of the subject. They are well organised and plan with the support assistants to help all pupils. They use good resources, for example a range of skeletons in Year 4, in order to demonstrate points and make sure that the pupils understand the importance and various functions of different bones. In the best lessons, pupils work quickly and accurately at tasks aimed at their particular level of understanding. For example, in a Year 6 lesson, one group worked with the support assistant identifying parts of a plant and their functions, while another made posters identifying the needs of a healthy plant and the reason for each need. The highest attaining group wrote a scientific report for the 'Mars Chronicle' on plant life on Earth using terms such as CO₂.
95. Nearly all lessons finish well. In the best lessons teachers review what their pupils have learned by using questions based on their learning objectives for that lesson. Sometimes they give a taster of what they will be teaching in the next lesson.
96. The co-ordinator is well organised and knows what needs to be done to improve standards further. She and the headteacher have improved the quality of teaching and learning by ensuring that teachers are well trained. The new scheme of work, which clarifies what topics and skills are to be taught in each year, is now in place. The co-ordinator does not at present see plans or samples of pupils' work regularly. She plans to do so this year, and also to establish a simple system of assessment. Resources are good and teachers use them well.

ART AND DESIGN

97. It was possible to observe only two art lessons during the inspection, but the work on display, and other artwork seen, gave an indication of standards. Attainment at the end of both key stages is in line with national expectations. There are some examples of good work in some classes or by individual pupils and most pupils achieve satisfactorily. Pupils show good attitudes towards art and represent their ideas successfully in visual forms in a variety of media. Drawing and colouring skills are developed satisfactorily in all years, but the progress made is inconsistent; it is good in some years. In general, the work seen indicates that pupils of all levels of attainment make similar progress, including those with special educational needs. The work shows no difference in attainment between boys and girls.
98. Too few lessons were seen to make an overall judgement about the quality of teaching, but in the lessons seen teaching was satisfactory. Even so, in those lessons pupils could have been challenged more rigorously. Relationships in lessons are good; teachers value pupils' efforts and provide positive support. Lessons generally move at a satisfactory pace but at times the pace is left to pupils to determine. Assessment does not always sufficiently inform planning.
99. The school has sufficient resources for art and they are used well. During the current year, teachers are trialling the scheme of work outlined in the documents from the Qualifications and Curriculum Authority. At the end of the year it is intended to review the strengths and weaknesses of the syllabus and to draw up a new scheme of work. In general, standards are similar to those found at the last inspection. The management of the subject is satisfactory but the subject leader has not had the opportunity to monitor teaching in the subject recently. The school has been giving priority for development to English and mathematics, but plans now to include the other subjects on a rolling programme.

DESIGN AND TECHNOLOGY

100. The last inspection found that standards were in line with expectations at the end of Year 2 and often above average at the end of Year 6. Insufficient evidence, at this early stage of the year, makes it impossible to give a clear judgement of standards in all year groups across the school now. Photographs from last year suggest that standards were average. In last year's Year 1, the pupils made fruit salad successfully and Year 2 pupils drew, labelled and described carefully detailed winding mechanisms. Pupils from last year's Year 5 described how they made a seesaw from a printed plan, which they then evaluated against certain criteria. Photographs suggest that standards were satisfactory in Year 6 where pupils made powered vehicles. Planning from each year shows satisfactory coverage of topics to ensure that pupils practised a range of skills, but lack of mention of which skills were being targeted in lessons indicates that not all teachers planned to build progressively on skills already acquired.
101. Two lessons in Key Stage 2 were seen during the inspection. One was of very good quality and the other had some unsatisfactory aspects. Where the teaching was very good, the teacher planned very carefully with excellent use of resources, and a practical ultimate aim to the session. She displayed a range of clothing, which stimulated the pupils to think deeply about the need for clothes to suit a purpose. She asked questions that led pupils to understand what materials are suitable for rescue

work on the moors, for working in a ship's boiler room and for a ball gown, and why. A brisk pace and constant stimulation kept the pupils' interest and concentration levels high, so that their behaviour and attitudes to the topic remained positive throughout. By the end of the session they were far more aware of different materials, styles and uses of clothing, and were able to list what they will need to make costumes for their play at Christmas and what constraints they will have to work within. In the other lesson, although much was satisfactory, the teacher had low expectations of what the pupils could do and had not planned stimulating activities so that time was wasted; overall the pupils did not make sufficient progress in their learning.

102. The deputy headteacher is the temporary co-ordinator for design and technology and has a heavy load of other responsibilities. Although she is keen and knows what needs to be done in order to move the subject forward, she has been focusing her attention on English and mathematics to meet the school's priorities in those areas. The school has adopted new nationally recommended guidelines for design and technology and these are in place in each year group to ensure that coverage of topics is satisfactory, but they have not yet been incorporated into a scheme of work showing the clear acquisition and progression of skills. The school has yet to decide on a system of assessment, but is considering a form of self-assessment by pupils. Resources for the subject are good.

GEOGRAPHY

103. At the time of the last inspection standards achieved by pupils at the age of seven were in line with those found nationally; at the age of eleven standards were above average. These standards have been maintained and pupils have improved their geographical skills. Teachers are aware of the different levels of attainment among their pupils and prepare the lessons to meet the needs of the lower attaining pupils and to challenge higher attaining pupils.
104. By the age of seven pupils are developing an awareness of what it is like to live in a different place. They compare their own way of life with the lives of children in an African village. They successfully show how their toys differ from the toys that the Tanzanian children play with and give reasons to explain this. They recognise that faraway places are linked to our country through trade by looking at the food from other countries in our supermarkets. They confidently use simple maps to locate Tanzania and pictures and videos to find out about homes, the weather and the kind of food eaten. They are able to make simple maps, which identify features of their own village. They have a very good understanding of rudimentary co-ordinates and use a simple grid effectively to locate information on a map. They are acquiring a good geographical vocabulary and learn to use words like 'near', 'far', 'town' and 'country'.
105. Pupils in Years 3 to 6 achieve well because of the high expectations of their teachers, who provide very good support and guidance as well as encouraging the pupils to use initiative in researching the topics they are studying. By the age of eleven pupils have deepened their knowledge and understanding of the different life experiences of people who live in Tanzania through collecting and recording evidence from a variety of sources and comparing this with their own lives. They explore geographical issues such as pollution and they are able to explain satisfactorily why and how places have changed and why they might change in the future. Their mapping skills are generally good. They use maps and atlases to locate countries such as Greece and to notice

physical features such as mountain regions and that the country includes many islands. They have a good understanding of compass bearings and use sophisticated geographical vocabulary such as 'peninsular'. The use of the school's connection with Shigamba in Tanzania to deliver the geography curriculum raises pupil's interest and achievement. A very good collection of artefacts, many of which have been made by the villagers of Shigamba, helps to focus attention on their different way of life. The pupils are very fortunate in that teachers from the African school have recently visited St Cleer in traditional dress to talk about Shigamba.

106. In the three lessons observed during the inspection, the quality of the teaching varied but all lessons were at least satisfactory. One lesson seen with the older pupils was good. The scrutiny of pupils' work and pupils' good achievement also indicate a good quality of teaching. The good lesson seen was well planned with a good pace and a variety of activities to engage the interest of the pupils. Provision for pupils with special educational needs was well planned and all pupils participated fully in the lesson. The teacher's enthusiasm for the subject stimulated the interest of the class. Her classroom management was very good and therefore behaviour was good, all of which helped to create a very good atmosphere for learning. The pupils co-operated well in the group work, remaining on task and sharing ideas in a sensible manner. In the other lessons classroom management was weaker, which resulted in less good, but satisfactory, learning.
107. The management of geography is good. The co-ordinator has held the post for three years and during that time she has put considerable time and energy into developing the new scheme of work which incorporates national guidance into the school's own scheme. She has ensured that there is good progression in acquiring geographical skills as pupils move through the school and this is reflected in the good achievement seen in Key Stage 2. Assessment opportunities have been built into the scheme, but are not yet consistently taken up. Very good resources contribute to the pupils' learning. Artefacts on specific topics are collected by the co-ordinator and stored in topic boxes so that all staff are aware of what is available to support teaching and learning. Field trips are organised for different year groups to enhance learning. Geography makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

HISTORY

108. The last inspection reported that standards in history were as expected nationally and that they were often above average. This has been maintained at Key Stage 1 and there is some improvement at Key Stage 2. There is now more emphasis on teaching historical skills than at the time of the last inspection. Teachers are aware of the varying attainments of their pupils and most make good provision to meet the needs of lower attaining pupils and to challenge higher attaining pupils.
109. By the age of seven pupils are developing an awareness of the passing of time and demonstrate a developing understanding of the differences between the past and present in their own lives and the lives of their immediate family. They have developed an appropriate awareness of chronology through looking at key events in their own lives and those of their parents and grandparents. They learn that everyday life changes over time by looking at photographs of life at the time of World War Two, for example, comparing a kitchen at that time with a modern kitchen. They use language that shows their understanding of the passage of time such as, 'a long time ago', 'before' and 'past'. Year 1 pupils begin to find out about the past from a range of information, including photographs, artefacts and visits to museums and castles.

They learn about famous people in history, such as Grace Darling and Guy Fawkes and know why they are famous. By the age of seven pupils ask questions about the past and use simple research to find the answers.

110. In Years 3 to 6, pupils achieve well due to the high expectations of their teachers, who provide very good support and guidance as well as encouraging the pupils to use initiative in researching the topics they are studying. Pupils successfully build on the knowledge and skills they have developed in previous years. They learn about social, cultural and religious differences through studying topics such as Ancient Egyptians. Through learning about historical periods they are able to reflect on the diversity of beliefs and customs and make sensible comparisons with modern times. They use more complex historical language correctly when discussing the past such as 'ancient', 'modern', 'BC and AD', 'century' and 'decade'. By the age of eleven they understand that the events of the past can be interpreted in different ways and that secondary sources may not always be reliable, for example, through studying literature about the same event reported by different people. Primary and secondary resources are used to bring the past to life wherever possible and the school has collected a good range of artefacts to support the history topics. Literacy links are well developed in Year 6 when pupils link their study of the Victorians to the novels of Charles Dickens.
111. Two lessons were observed during the inspection, both with the older pupils. The teaching in both of these lessons was very good. They were very well planned and well structured, enabling pupils to make very good progress. Provision for pupils with special educational needs was particularly well planned for in these lessons, which enabled full and active participation by the pupils. Both teachers engaged the interest and enthusiasm of the pupils. For example, Year 6 pupils were introduced to the topic on Victorians by studying portraits of Queen Victoria at different stages of her life. They were interested in the clothes she wore and in the facial expressions of the subjects. Pupils co-operated well together, bouncing ideas around and listening well to each other's contributions. Their behaviour was very good and helped to create a very good atmosphere for learning. Scrutiny of the work of the younger pupils shows that teachers include challenge for the higher attainers when planning lessons as well as supporting lower attainers.
112. The management of history is good. The co-ordinator, who is new to the school since the last inspection, has put considerable time and energy into developing the new scheme of work, which incorporates national guidance into the school's own scheme. This ensures that there is good progression as pupils move through the school and this is reflected in the good achievement seen in Key Stage 2. The co-ordinator has built assessment opportunities into the scheme but the use of this assessment is still in its early stages across the school. Her action plan has identified assessment and monitoring both of pupils' work and of the delivery of the subject as the main focus for the coming year. Resources make a good contribution to pupils' learning. Artefacts on specific topics are collected by the school and staff are aware of what is available to support teaching and learning. The co-ordinator has also created a school 'museum' of interesting books and artefacts, which are displayed prominently in her classroom.
113. Arrangements are made for pupils to visit places of historic interest. The school is fortunate in that there is a wealth of such opportunities in the vicinity. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through the carefully chosen topics that they study.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. At the time of the last inspection standards in information and communication technology were broadly in line with national expectations, but with some significant gaps in coverage. Since then coverage has been improved and all requirements are met. Standards are still in line with expectations, but there are signs that better planning and the use of the new computer suite are beginning to have a positive effect in raising standards still further. All pupils, including those with special educational needs, are making good progress, are usually sensible and mature in the way they work together, and use the equipment with care.
115. Pupils at the beginning of Key Stage 1 are already showing good confidence and sound keyboard skills when using a computer. With help, they are able to log on using the correct password, and load the appropriate program. When using a literacy program they manipulate the mouse correctly to click on the right symbol to choose a story, and then to operate the sound. They know that they must wait for the program to fully load before operating the keyboard and understand that the computer has to be shut down at the end of the lesson. In their classroom work, pupils at this key stage have used a graphics program to produce a self-portrait, have learned to select relevant vocabulary from a word bank and have used various programs to find information.
116. In Key Stage 2 pupils are already using the computer suite with confidence despite the fact that much of the technology is new to them. Many of the older and more able pupils are able to log on and off independently, and all can load a graphics program and use it to create a picture. In a Year 5 lesson many were able to alter the shape, size, colour and position of various shapes, and were familiar with such language as 'dragging' and 'inserting'. On their classroom computers they have learned to use the Internet to search for information, have designed posters and programmes using a graphics program, and have made extensive use of word-processing programs to write, refine, save and print text. They have used digital photographs with text, for instance, when producing posters to support their candidature for team captain. The use of data handling programs to support work in areas such as mathematics, geography and science is less evident.
117. In the lessons observed, most of which took place in the new computer suite, learning was usually good because the lessons had clear objectives. Good classroom management and organisation allowed pupils to make full use of the time available to practise and improve their skills. A very good example was a Year 1 lesson, where the class had been split and parent helpers utilised, so that as well as having a computer for each child, there was always an adult on hand to give help where needed. This enabled all pupils, including those with special educational needs, to enjoy the session and make good progress. In a good lesson for older pupils, the teacher used a picture by Matisse as a stimulus, and half the class used the computers while the other half worked on an abstract design ready for their turn with the graphics program. This worked well because pupils were able to concentrate fully on their own task and potential disruptions were avoided. In a less successful lesson, the routines and disciplines essential for the effective use of the suite were not well established, and as a result time was wasted.
118. The recent introduction of the computer suite has increased the quality and range of learning opportunities in this subject, and a good quality curriculum plan is now in place. Thorough planning and timetabling ensure that all pupils have equal access to

the curriculum, and the subject makes a sound contribution to personal development by increasing pupils' independence and confidence. The joint co-ordinators have undergone extensive training and are now very well qualified. All other staff have also completed the first stage of training and this is having a very positive effect on their confidence and motivation. Plans for further development are good and include considering manageable ways to assess, record and report, and the use of non-contact time to support and train other staff. The school is now well resourced, and staff are highly motivated and becoming very well trained. The shared commitment to improving teaching and learning in the subject should ensure that standards continue to rise.

MODERN FOREIGN LANGUAGES

119. The school has recently introduced French in Year 3 and Spanish in Year 4. There is also an after-school Spanish club for a wider age group. The standards that pupils have achieved during a single lesson and in a very short time are good because of the good teaching, high expectations and the use of appropriate learning resources. Pupils are familiar with basic greetings and have an elementary knowledge of some numbers, colours, and aspects of life in France and Spain. They respond enthusiastically and are anxious to demonstrate what they know about the languages and life in France and Spain. They are aware that the languages are spoken outside those countries. Typical of young language learners, several are already developing good accents. Pupils work effectively as a whole class and in pairs.
120. The teaching of French and Spanish is good. Teachers offer good models of pronunciation and have high expectations. They use well-chosen learning resources, including videos of native speakers. Teaching reflects the National Curriculum non-statutory guidelines for modern languages at Key Stage 2. The provision of these languages promotes the school's aim to maintain and develop an international dimension to the curriculum. Valuing language learning across the school fosters the self-esteem of the minority of pupils who speak another language or are exposed to other languages spoken in their families.
121. As yet, the scheme of work identifying the language objectives to be covered has not been written, and links with the National Literacy Strategy are still to be set out. However, the school has made a good start and clearly has the teaching skills and learning resources to expand the teaching of languages across the age range, in line with its stated intention.

MUSIC

122. It was not possible to see enough lessons to make an overall judgement about standards of attainment and teaching in music, but the evidence available would suggest that standards are above expectations at the end of both key stages. The activities that are provided for the subject and the way that music permeates many aspects of the school show that the subject is an important part of the life of the school. For example, the quality of singing in assembly is high. Pupils sing with a good tone, in time and in tune. They hold independent parts in a two-part hymn and show good awareness of loud, soft and crescendo. In the few lessons seen, pupils had a good understanding of musical elements such as form, contrast and similarity. They listened with care and perception to music played to them and to each other's contributions. Pupils sing willingly and clearly enjoy their music.

123. Examples of very good teaching were seen during the inspection, but it was not possible to see enough to judge standards of teaching across the school. At present the school is running a project to improve its music teaching. A specialist teacher is visiting the school weekly to work with a number of classes and their teachers. The planning for these sessions indicates that they are well thought through with activities that engage and challenge the pupils as well as providing material and initiatives for teachers.
124. In the very good Key Stage 2 lesson seen, a variety of challenging and entertaining activities were planned. The pace of the lesson was good and varied. A visiting drummer brought interest and excitement to the lesson. The classroom assistant played a key part in the success of the lesson. Pupils found the activities interesting and stimulating. Learning was very effective because it was fun. Pupils responded very well and showed great enthusiasm for music. Behaviour was very good and pupils remained well focused throughout.
125. Management of the subject is good and music is a strong feature of the school. The curriculum for music meets the requirements of the National Curriculum. Assessment is satisfactory and sufficient evaluations are made in each lesson to enable effective planning for the next stage of learning. Extra-curricular activities are strong and pupils make music with instruments and with their voices. About 40 pupils learn musical instruments at school and there is a school band that meets weekly. Numerous activities take place and the school takes a strong part in local and county initiatives, such as the recent work with the Truro Cathedral choir. The subject is well resourced and accommodated. Since the last inspection standards and the quality of provision for music have been maintained.

PHYSICAL EDUCATION

126. At the time of the last inspection, attainment in physical education was found to be broadly in line with national expectations, with a small minority of pupils reaching higher standards. Although only a few lessons were observed during this inspection, evidence from all sources indicates that standards now are higher, particularly in games skills in Years 3 to 6. Teachers' records, press cuttings, photographs and certificates show that many pupils achieve very well in all the different areas of the physical education curriculum, so that by the end of both Years 2 and 6, their attainment is above expectations. Progress made by all pupils is good, including those with special educational needs and those with particular gifts or talents.
127. In the lessons observed at Key Stage 1, the quality of teaching and of pupils' learning was at least satisfactory and sometimes very good. In a dance lesson in Year 1, pupils showed good awareness of their bodies and of how changes of shape, rhythm and speed could influence the quality of their movement. Basic skills such as travelling, jumping and balancing are already well developed at this stage, and the pupils listen well. Learning was very good because the teacher had already established clear routines and guidelines for behaviour, and lesson objectives were clearly conveyed to the pupils. In less successful lessons the objectives were less clear so that pupils were not sure what they had achieved by the end. In a games lesson, pupils practised skills such as dribbling, catching and aiming, but the lesson was not sufficiently focused on ways of improving those skills, or of identifying areas for improvement. Routines were not yet well enough established to ensure that pupils always listened to the teacher and learned from each other. Progress, although satisfactory overall, was more limited.

128. In lessons observed at Key Stage 2, teaching and learning were very good and sometimes excellent. The teacher has established clear routines and has high expectations for behaviour and effort. The pace of lessons is very good with pupils constantly being challenged to assess their own performance and look for ways to improve. For example, when learning the skills of tag rugby, pupils were encouraged to stay balanced and move sideways while looking for a space in the defence. All, including those with special needs, are given equal attention and their contributions are valued in a way that inspires them to try harder and raise their skill level. In these lessons the plenary session at the end is used very effectively to establish what progress has been made and what areas need development. A particularly strong feature is the way the activities are related to different curriculum areas such as health or moral and social development so that the subject has an influence right across the curriculum. Pupils are encouraged to analyse their own leisure activities at home in terms of these curriculum areas, and to report back during the next lesson.
129. The curriculum provides for a wide range of experiences, and is enriched by activities such as after-school clubs and inter-school events. Pupils have many opportunities to take part with other schools in competitive or co-operative occasions, such as dance festivals and sporting competitions. Links with other schools and clubs are very strong and local sixth form pupils regularly help with classes under the supervision of the teacher. There is a well-developed programme of outdoor and adventurous activities culminating in a residential camp for Year 6. The contribution of the subject to pupils' personal development is very good, with a strong emphasis on the importance of sharing and fair play. This is having a very positive effect on the attitudes and behaviour of many pupils including a small minority with behavioural problems. The school has made a conscious effort to fully include these pupils in all activities. Although swimming has been a strength of the school in the past it does not appear on the timetable at present, but will be included later in the year.
130. Ongoing assessment in lessons is often very good, but there is at present no formal assessment system. The co-ordinator has plans to implement a measurable fitness programme throughout the school, which would have the added advantage of enhancing links with other subjects such as mathematics and science. The co-ordinator, who is on a temporary contract at present, has a very high level of expertise and enthusiasm. She has a clear vision for the development of the subject and provides a very good role model. The school already has a very good reputation for the excellence of its physical education programme, and this can be improved still further if the mechanisms that already exist to monitor teaching and learning can be used to spread best practice throughout the school.

RELIGIOUS EDUCATION

131. Opportunities to see lessons in religious education were limited during the inspection and, because much of the work is orally based, there is little written work to see from last year. Consequently, there is insufficient evidence to make firm, overall judgements about standards achieved and the quality of teaching. From the evidence available, however, it is apparent that standards of attainment are broadly in line with expectations and that pupils' achievements are satisfactory at the end of both key stages. There are also a few examples of individual work at a higher standard, especially in the upper juniors, where pupils completed more written work. In general, it would appear that standards and provision are broadly similar to those reported at the last inspection.

132. From the very small amount of teaching observed, it appears that the quality of learning and pupils' behaviour and attitudes are good. Pupils listen to each other and participate equitably. In the lessons seen the quality of planning was good and learning aims were clearly identified. The co-ordinator provides good leadership, organisation and support for colleagues. After consultation with colleagues, she has recently rewritten schemes of work to match the requirements of the school and implement the Agreed Syllabus for Cornwall. Plans are well advanced to monitor planning, pupils' work and teaching to ensure quality, progress and consistency across the school during the current school year. The school prioritised the purchase of resources over the last year when it provided additional funding for religious education. Consequently, there is a good range of well-organised teaching resources available, particularly for Key Stage 2. The assembly programme provides good support for pupils' learning in religious education, and requirements for a daily act of worship are fulfilled.