

# INSPECTION REPORT

**TRELOWETH COMMUNITY PRIMARY SCHOOL**

REDRUTH

LEA area: Cornwall

Unique reference number: 111835

Headteacher: Mrs K Brokenshire

Reporting inspector: Barry Allsop  
1245

Dates of inspection: 14th – 17th January 2002

Inspection number: 193985

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Higher Broad Lane  
Redruth  
Cornwall

Postcode: TR15 3JL

Telephone number: 01209 216192

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Ledingham

Date of previous inspection: 6<sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1245	B Allsop	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>How high are standards – the school’s results and pupils’ achievements?</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9646	G Osment	Lay inspector		<p>How high are standards – pupils’ attitudes, values and personal development?</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30720	S Sharp	Team inspector	Foundation Stage; English	How good are the curricular and other opportunities offered to pupils?
31158	S Davies	Team inspector	Equal opportunities; geography; history; physical education	
20400	J Watkins	Team inspector	Art; music; religious education	
30723	K Davies	Team inspector	Special educational needs; science; information and communication technology (ICT); design and technology	

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Treloweth Primary school caters for pupils aged between four and eleven. It has 281 pupils on roll and is larger than most primary schools. The school has grown from seven to twelve classes and has had eight new teachers in the last two years. The school is about to receive another influx of pupils as a result of the impending closure of a local school. The proportion of pupils eligible for free school meals is 24 per cent, which is slightly above average. The proportion of pupils with English as an additional language is one per cent and is higher than most schools. The proportion of pupils with special educational needs is 30 per cent, which is above average. The percentage of pupils with a statement of special educational needs is also above average. The school generally has a high turnover of pupils each year. This is on average 17 per cent and can be as high as 26 per cent. The nature of the catchment area has changed in recent years with a higher proportion of pupils coming from Housing Association houses. The school is part of an area receiving considerable special support from Europe to combat poor health and low levels of employment. The overall attainment of pupils on entry to the reception year school is changing and is now well below average.

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

This is a very good school. The teaching is good and often very good. Although the overall standards for the pupils currently in Year 6 are below average, pupils throughout the school make good progress. There is very good behaviour and very positive attitudes and excellent relationships. All of these help the pupils to make good progress. The leadership of the headteacher, senior staff and the governors is very good. There is a common striving to realise the aims and objectives set for the school. All of the staff work very hard and are very committed to the pupils and to the improvement of the school. The school offers good value for money.

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

- Teaching is good overall and often very good.
- Pupils behave very well, have very good attitudes and form excellent relationships.
- The provision for special educational needs is very good.
- Support, guidance and welfare of the pupils are very good.
- Provision for spiritual, moral, social and cultural education is very good.
- Links with parents and the community are very good.
- The extra-curricular activities are very good.
- The headteacher provides excellent leadership.
- The leadership of the senior staff and the governors is very good.

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

- The standards in writing in English throughout the school .
- The attendance of the pupils.

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

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

There has been good improvement in the school since the last inspection in May 1997. The greatest improvement has been in the quality of teaching. The proportion of good and very good teaching is much higher. The roles of senior staff have been much more clearly

defined. The awareness of the needs of the higher attaining pupils has been increased. The pupils are now in ability sets for English and mathematics in the final year of the school. The opportunity for pupils to find things out and research has not yet been fully developed. The school development plan is now a much more effective document and the assessment procedures have been much improved. The provision for spiritual development has been improved. The standards of the final year pupils have not improved on the previous inspection. This is due to the high proportion of pupils with special educational needs and the high turnover of pupils in the final year last year, and also this year.

## STANDARDS

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

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

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

The inspectors found slightly better standards than the above table indicates. Standards in English are below average especially in writing. Standards in mathematics and science are improving and are now below average and average rather than well below.

Trends in results up to the year 2001 have, overall, been slightly below the improvements nationally for pupils aged eleven. The results have tended to change considerably according to the proportion of pupils with special educational needs in the final year group. The size of the school has increased considerably and overall the attainment of pupils on entry has fallen in recent years.

The school has been set targets by the local authority and has exceeded the target set for 2001 in English but not in mathematics. The Year 6 results last year also reflected the high proportion of pupils with special educational needs and the high turnover of pupils. Boys and girls generally attain at similar levels, although in 2001 boys did better than girls in mathematics at age seven and girls were better in English at age eleven.

Standards are in line with the expected standards for most other subjects except in history and geography in Year 6. Here, despite good progress, the high proportion of pupils with special educational needs and the very high turnover of pupils has influenced standards. The pupils find it difficult to record their knowledge in writing. The standards in design and technology are also below expectations in Year 6. The pupils have not covered the full curriculum between Years 3 and 6. Standards in these three subjects are meeting expectations in the other year groups. Standards at the age of seven, Year 2, are broadly average in all subjects although writing is a weak aspect of English both here and for older pupils. The children in the Foundation Stage make very good progress and attain levels just below those expected in the early learning goals.



Throughout the school the pupils are very well motivated, keen to learn, behave very well, listen to advice and instructions and co-operate well. These very positive attitudes help the pupils to achieve well. The pupils make good progress from a low starting point.

The pupils with special educational needs and also those with English as an additional language are very effectively supported and make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: the pupils are enthusiastic, co-operative and eager to learn.
Behaviour, in and out of classrooms	Very good behaviour seen in the classrooms and also in the playground.
Personal development and relationships	Overall very good. Pupils generally show good initiative and responsibility. The relationships between the staff and pupils are excellent. The pupils treat each other with great respect.
Attendance	Unsatisfactory, despite the efforts made by the school and the good systems to monitor attendance. A few children arrive late each day.

Relationships are excellent and this is a major factor in staff working together to improve the school and in the pupils making good gains in skills and knowledge.

## TEACHING AND LEARNING

Teaching of pupils in:	Years R – 6
Quality of teaching	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 in the school is overwhelmingly good with one in four lessons being very good or better. Only one lesson was judged to be unsatisfactory. Staff are knowledgeable, enthusiastic, have high expectations, organise their rooms well and have good subject knowledge. They show great respect for the pupils. They teach literacy and numeracy well. Pupils with special educational needs are given very good support and make good progress. The large team of 18 learning support assistants are enthusiastic, well briefed and very capable. They offer good support to pupils. New pupils arriving in the school are rapidly integrated into classes. The pupils with English as an additional language make good progress as a result of effective support and their own high levels of motivation.

The pupils are eager to learn and staff effectively exploit this enthusiasm. Very good behaviour and co-operation between pupils support the effective learning

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall curriculum is good. Very good provision for personal, social and health education. Excellent extra-curricular activities.
Provision for pupils with special educational needs	The special educational needs co-ordinator gives very good support together with the well-trained, effective classroom assistants. Good support programmes are devised and all staff work very hard to implement them. Pupils with English as an additional language are well supported by teachers, learning support staff and the local authority.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for social, cultural and moral development is very good. Pupils are frequently asked to reflect on moral issues in the world and study life and religion of other cultures. Provision for spiritual development is good.
How well the school cares for its pupils	The school takes very good care of the pupils. The systems for monitoring and promoting good behaviour are very good. There is good assessment of pupils' academic progress.

The school promotes the pupils' spiritual and moral development very well both in lessons and in whole school assemblies and acts of worship. The partnership with parents is very good. The school does a lot to reach out and involve them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management team leads the school very well. The headteacher is very committed to the improvement of the school and her leadership is excellent. There is a whole-team commitment to improving the standards attained by the pupils and all other aspects of school life.
How well the governors fulfil their responsibilities	Very good. The governors fulfil their responsibilities well and take an active and informed part in shaping the development of the school.
The school's evaluation of its performance	Very good: monitoring and evaluation of the school have improved considerably. The monitoring of the quality of teaching, of the ethos of the school and of standards is thorough and effective.
The strategic use of resources	Good. The school's spending decisions relate closely to priorities. Good use is made of staff, resources and the accommodation.

The team of staff is hardworking and dedicated. The governors monitor the work and finances of the school closely and are keenly aware of its current strengths and weaknesses. The governors effectively apply the principles of best value when purchasing goods and services.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The children make good progress.</li><li>• The school encourages hard work and achievement.</li><li>• The behaviour is good.</li><li>• The good teaching.</li><li>• The school helps children to mature and become responsible.</li><li>• Parents feel able to approach the school with problems and questions.</li><li>• Children enjoy going to school.</li><li>• The school is well led.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that children do not get the right amount of work to do at home.</li></ul>

Two hundred and eighty one questionnaires were sent out and 106 were returned; 23 parents attended the parents' meeting.

The inspection team endorses all the very positive views of the parents. The children do work hard, enjoy the school, behave very well and make good progress as a result of good teaching. The inspection team felt that links with parents were good. The team felt that the pupils did receive adequate homework.

## **PART B: COMMENTARY**

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

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

1. The majority of pupils who attend the school start in the reception class. However, in some years there is a very high turnover of pupils; for example, only about half of the current Year 6 pupils have attended from Year 2. This affects the ongoing work of the teachers in being able to sustain and encourage the progress of individual pupils. The school is rapidly increasing in size and an increasingly high proportion of pupils enter the school with attainment levels well below average.

2. The early tests which are done with the children when they enter the reception year show they enter the school with widely differing levels of attainment that are, overall, well below average rather than below average as found at the time of the last inspection.

3. The school has recently introduced a very good induction system, which provides children with regular part-time pre-school experience. This prepares the children very effectively for entry into the reception year. This is now just starting to have a positive effect upon attainment at entry to the school. In the reception year the pupils make very good progress and attain levels just below the early learning goals. They achieve very well in personal and social development, knowledge of sounds and numbers and in an understanding of their local area. The pupils have a good basis to move into Year 1.

4. In the 2001 National Curriculum tests for pupils aged eleven, the results were below average in English and well below average in mathematics and science. In comparison to similar schools the results were overall below average apart from in English where they were average. These results do not show any significant improvement from previous years. This year group had done less well than those of previous years as a result of an unusually high proportion of pupils with special educational needs and turbulence in pupil numbers. This is an increasingly prevalent factor in the school. The number of pupils in the school has increased by almost a quarter in recent years. Nevertheless those pupils who had been in the school for a significant period of time did as well as could be expected in the national tests.

5. The results for the pupils aged seven were well below average in reading, writing and mathematics. In comparison to similar schools the results were well below average. The school has experienced a fall in the level of attainment of pupils at entry but the pupils make good progress from a very low base.

6. The inspection findings show that pupils' attainments at the age of eleven, despite hard work and good progress, are below average in English and mathematics. This is different from the findings of the last inspection where standards were judged to be average. The standards in science are broadly average. The high proportion of practical investigative science and good teaching has helped this good achievement. Standards in art, music, physical education and religious education are maintained as average. Standards in ICT are average but are not judged as high as at the time of the last inspection as the expectations of the pupils have increased. Standards are below average in design and technology as the Year 6 pupils have not had sufficient experience in using a wide range of tools and materials. In history and geography they are below average and not as high as previously. The reasons for this are the general lack of ability of the year group to show knowledge and understanding in writing. Overall, girls and boys are generally attaining at similar levels. However, in 2001 boys did better than girls in mathematics at Key Stage 1 and girls were better in English at Key Stage 2.

7. The standards for the pupils aged seven are broadly average in English, mathematics and science and this represents good achievement as the pupils enter the school as well below average. Standards in writing are, however, the weakest element in English throughout the school. The pupils are meeting expectations in all other subjects although no judgement could be made about geography or music. The standards of pupils at the age of seven are rising because of the good start the pupils have in the Foundation Stage in the school and the high quality of teaching experienced by pupils in Year 1 and Year 2. The school is working hard to build from a low starting point.

8. By the end of Year 6 standards in English are below average but good teaching is expanding the pupils' skills and understanding. The pupils have made good progress over their time in the school. Standards are broadly average at the end of Year 2. Standards are below average in speaking and listening in Year 6. Here pupils lack confidence in speaking to large groups and give very short answers to questions. The pupils are, however, attentive and interested in lessons and assemblies. Standards in speaking and listening are meeting expectations for pupils in other year groups. Standards in reading are also below average for Year 6 pupils but are generally meeting expectations in other year groups. Standards in reading are, overall, average at Key Stage 1. All pupils in the school benefit from intensive teaching of phonics. The pupils are experiencing good teaching. Writing is weaker than reading in the school. Here again, good teaching is leading to steady improvement but there is too little emphasis on extended and sustained writing. There is also too little emphasis on writing in other subjects.

9. Standards are below average in mathematics for the pupils aged eleven. However, progress is good. The majority of pupils at Key Stage 2 handle numbers confidently and competently in straightforward exercises but some lack confidence when applying their skills to problems. The majority of pupils at Key Stage 2 are in line to meet expectations by the time they leave the school. The National Numeracy Strategy has had a most positive effect at Key Stage 1 and the pupils here meet expectations. They competently add and subtract and are starting to know their tables. The setting of pupils into attainment groups is helping to raise standards.

10. In science, the standards of pupils aged seven and eleven are average. The overall good, and often very good teaching is accelerating the rate of progress. There is a high proportion of investigative science, for example in testing materials to see if they are soluble or if they are waterproof. By Year 6 pupils confidently set about scientific investigations. Constant revision of scientific terms and vocabulary and the very effective adult support help the pupils with special educational needs to retain some of the essential content of the subject.

11. In ICT standards are meeting expectations. There is growing confidence and enthusiasm for the subject among both the pupils and the staff. This is enabling pupils to make good progress. At all ages the pupils make good progress in the skills of word processing and communicating information. The use of ICT to support such subjects as geography, history and English helps strengthen pupils' skills. The well-equipped ICT suite is a most positive factor in raising standards.

12. Standards in art are average with some good aspects at both key stages. Pupils observe closely and draw, paint and print effectively. They use a wide range of media and in Years 5 and 6 can produce good pieces of work showing the use of perspective in their drawings. Standards are average in design and technology at the age of seven but below average for pupils aged eleven. The pupils in Years 1 and 2 develop appropriate designing and making skills and work with a wide range of materials. By the end of Year 6, the pupils' experiences have been inconsistent and they have not had enough opportunities to design and make artefacts in a wide range of materials.

13. Standards in history and geography for the pupils in Year 6 are not meeting expectations. Pupils' lack of good skills in writing inhibits their ability to show their understanding in writing in these two subjects. The pupils do, however, talk with understanding and enthusiasm about their experiences in geography. In other Key Stage 2 year groups the pupils are meeting expectations. By the age of eleven the pupils gain an appropriate knowledge about physical features of the landscape such as rivers and river valleys. They competently use maps, atlases and photographs in their work. In history they know about life in Ancient Egypt and the important events in the times of the Tudor monarchs. By the age of eleven they can talk confidently about different types of historical evidence.

14. Standards in music are average. The pupils sing tunefully, with expression and enjoyment in whole-school assemblies. The good teaching at Key Stage 2 helps the pupils make good progress. They competently read notes, clap rhythms and recognise dynamics and tempo. Standards in physical education are as expected. The pupils develop appropriate poise and control in their gymnastics and sensibly evaluate their own and the performance of others. The wide range of extra-curricular activities effectively supports the pupils' progress.

15. Standards in religious education are meeting expectations. The subject is given a high profile and there is good curriculum coverage. By age eleven the pupils know about other major world faiths and understand the meaning behind religious celebrations in the Christian calendar. They talk sensitively about aspects of religion.

16. The high proportion of pupils identified as having special educational needs make good progress. They have well-produced individual education plans and are effectively supported by the special educational needs co-ordinator (SENCO) and the well-trained classroom assistants. All staff work very hard to meet the needs of these pupils with wide ranging difficulties. The pupils with English as an additional language are effectively supported by the school and the local education authority and make good progress. They are enabled to participate successfully in all aspects of the curriculum. The few gifted and talented pupils make appropriate progress. These very few pupils attend additional classes at the secondary school and are put into top sets in English and mathematics. Extension work is frequently set for them.

### **Pupils' Attitudes, Values and Personal Development**

17. The pupils have very good attitudes to their work and the school. These have been maintained since the last inspection. Ninety-four per cent of the parents who responded to the pre-inspection questionnaire stated that their children like school. The pupils enjoy coming to school, they settle promptly to set tasks and want to learn. There were many lessons in every year group where this was so. For example, in a Year 5 literacy lesson on raising awareness of the difference between spoken and written language, the pupils responded to the task with interest and enthusiasm.

18. Ninety-six per cent of parents who responded to the pre-inspection questionnaire feel that behaviour in the school is good. The inspection team agrees with the parents. Behaviour is generally very good both in lessons and around the school. This has also been maintained since the previous inspection. The high standard of behaviour is contributing positively to the standards of learning. Pupils respond readily to the requests of teachers and the support staff. They are polite and courteous to each other, teachers, other staff and visitors. Pupils support each other well during lessons and this was evident in a special educational needs group when Year 3 pupils were focusing on key words and short vowel sounds. The pupils are trustworthy and show respect for property, treating the resources they use with care. The pupils are also able to share resources sensibly. Play, at both

break and lunchtimes, is boisterous but it is well supervised. No incidents of bullying or racial abuse were observed during the inspection. There were eight fixed-term exclusions during the previous school year but none so far this year. The high proportion of pupils excluded previously were from the very challenging Year 6 which has now left the school.

19. The personal development of the pupils is good. The pupils form excellent relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. This was observed in a Year 5 literacy lesson when the pupils listened to each other very well. The staff are very good role models in the way they conduct themselves. The pupils work well as individuals. Many are able to work in pairs or small groups, for example in a good Foundation Stage physical development lesson. In all year groups, there are good opportunities provided for pupils to take responsibility in the daily life of the school. There are classroom helpers and Year 6 pupils help with the younger children and in the dining hall. The house system is popular and enables pupils of all ages to work together to gain rewards for their house. The School Watch Committee allows pupils to take an active role in the life of the school. The committee provides a suggestion box and the suggestions are always carefully considered and responded to. Parents, at the pre-inspection meeting, said that they feel the school provides a good balance between the social and academic development of the pupils. The inspection team agrees with this view as the school works very hard to promote inclusion for all its pupils. The staff deal sensitively and effectively with the high number of pupils who enter and leave the school during the course of the year.

20. The new pre-school induction activities are proving to give children confidence in entering the reception year.

21. Many pupils participate in the extra-curricular activities. These include art, athletics, chess, rugby and netball. The pupils also make many visits, entertain senior citizens, donate harvest gifts to the Guinness Trust and support fund raising for charity. Key Stage 2 pupils take part in residential trips to Paignton and Porthpean. Pupils from Curnow Special School are regular visitors and the pupils greatly benefit from this opportunity to share with and learn from those less fortunate than themselves. There are opportunities provided for the pupils to develop personal study skills through the use of computers in the ICT suite across the curriculum. Research and study skills are further developed through regular homework that the pupils are expected to complete. However, more could be done to promote research in the school library. Pupils enjoy experiments and investigations in mathematics and science lessons but there are too few opportunities provided for them to select their own materials for investigations. Overall, the opportunities provided effectively promote the pupils' personal development.

22. School attendance rates are well below the national average and this is a decline since the last inspection. In the main this is due to long-term sickness on the part of a few pupils and parents taking their children out of school for term time holidays. Although lessons start on time a number of pupils are regularly late for school and this is not good for their self-esteem.

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

23. The quality of teaching in the school is overwhelmingly good and often very good. During the week of the inspection 87 per cent of teaching was good or better (66 lessons) and 26 per cent was very good or better (26 lessons). Only one lesson was deemed to be unsatisfactory. This lesson lacked clear objectives and effective organisation. However, the consistently high quality of teaching is a significant strength of the school.

24. The school has successfully introduced effective strategies for the teaching of literacy and numeracy based on national guidelines. All teachers have a secure knowledge of both the frameworks for teaching. This strength of teaching is improving the standards the pupils achieve starting from a low base. The school has invested considerable time and money in training teachers in improving the quality of teaching and this has had a positive effect.

25. For all children the learning objectives of the lessons are explained at the start and referred to throughout the lessons. Consequently, children are very clear about what they are learning and what they should do next. Very clear targets are set for whole classes. These are displayed on the wall and pupils very often write the learning objectives into their books. The clarity of explanation and the range of skillfully asked questions, seen in the best lessons, have a significant impact on pupils' progress. The start of a lesson will often find teachers reminding pupils of what they have learned in a previous lesson. For example, in a very good Year 5 science lesson, the pupils were to undertake an investigation into the factors that affect the rate of evaporation and the lesson opened with a review of the techniques used into an investigation done previously into the effects of different materials on sound insulation.

26. At the close of lessons learning is reviewed, and at times pupils evaluate the quality of what they have produced or achieved. The teacher then looks forward to and explains what the pupils will learn when they next do work in the subject.

27. There is a high proportion of good teaching in all year groups. A few teachers work with mixed age groups and successfully cope with these by carefully matching work to pupils' needs. The additional support available in the classrooms is often effectively used to support a particular group of pupils as well as individuals. The teaching in the Foundation Stage of the school is never less than good. The teachers are particularly skilled at developing the children's self-confidence and social relationships. They also give high priority to, and are successful in, extending the communication, language and literacy skills of the children.

28. Good teaching or better was seen, at times, in all subjects. The highest proportion of very good teaching or better teaching was seen in Key Stage 1, very closely followed by Key Stage 2.

29. The quality of teaching for pupils with special educational needs is good and they make good progress. Individual education plans are of a good standard, are very precise, show small steps in learning, are readily available in the classrooms and lead to good planning of activities for children with special needs. Learning support assistants engage in significant activities that lead to good progress for children with special needs. The special educational needs co-ordinator and other staff often work with pupils in small groups or with individuals withdrawn from the class. This work is very carefully and successfully focused on the specific needs of the pupils. In some instances the class teacher is then given precise feedback as to how well the pupils have progressed. This practice could be extended. The pupils with English as an additional language are effectively supported. They too make good progress and are becoming fluent in English and participate fully in lessons.

30. The teachers have gained in confidence in their subject knowledge, particularly over the last two years. They are very positive in their attitudes to recent changes in ICT, making good use of additional new resources. They are all enthusiastically focused on learning more about teaching and assessment and engage in significant training courses to improve their skills. The vast majority of teachers are about to embark on a trip to an American school to learn more about teaching and assessment systems. This overall ongoing commitment to improve the quality of the school is a strength of the school.



31. In all lessons the relationships between teachers and pupils are very good and often excellent. The management of pupil behaviour is almost always very good. The school's behaviour policy is used effectively in all classrooms. Pupils are regularly rewarded for good work and behaviour. All of these strategies help teachers and pupils to make the most of the learning opportunities. The pace of lessons is brisk: for example, a Year 6 class was set a precise time limit in which to find out about Greek gods and goddesses. The pupils rise to these expectations and work hard. Paired work in classes is often good and pupils are encouraged to co-operate and share ideas.

32. The use of the school library as a teaching area for special educational needs and also as an unavoidable, major thoroughfare in the school, means there are too few opportunities given to pupils to use the library to undertake independent research

33. The teachers make effective use of homework to support learning in school. An adequate amount of homework is set in English and mathematics in the vast majority of classes. The reading books and reading diaries go home each night.

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

34. The school meets the statutory requirements to teach all the subjects of the National Curriculum, religious education, and personal, social and health education and, overall, provides a worthwhile range of opportunities. The youngest pupils in the reception classes receive an appropriate curriculum based on the recommended Curriculum Guidance for the Foundation Stage. The curriculum takes account of the National Literacy and National Numeracy Strategies in the basic skills. These strategies are effective in improving standards in English and mathematics.

35. The relevance and range of learning opportunities provided for pupils throughout the school are good overall. In reception the curriculum is well balanced and pupils receive a good, well-planned range of learning activities, clearly linked to all the areas of learning. These are presented to the children in such a way that they can learn effectively with enjoyment. The balance of the learning opportunities for pupils between five and seven years old is satisfactory overall. Design and technology, history and geography are currently taught to pupils in different groups, managed in rotation through the week. This limits, at times, the opportunities for direct teaching of each subject to all pupils in the class. The balance of the curriculum for pupils aged seven to eleven years is sound overall, but there is limited time allocated for design and technology. Additional time has been allocated for focused support in English which is used well, particularly for pupils aged seven to eleven years, to support teaching in the skills of spelling and handwriting and to provide time for pupils to write at length. There are early signs that this strategy is making a positive impact on pupils' achievement.

36. Pupils with English as an additional language receive a curriculum which is well integrated into the planning for the whole class. The curriculum provision for pupils with special educational needs is very good. The special educational needs co-ordinator ensures that the curriculum is well matched to the needs of the pupils. Effective additional support in small groups or as individuals is given to ensure the pupils have equality of access to the curriculum.

37. The school provides a excellent range of extra-curricular activities for pupils, both at lunchtime and after school. The clubs cover a wide range of interests for all pupils and include sports, music and drama. The clubs are well attended and popular with pupils. They enhance the curricular opportunities for all pupils. For example, the only requirements for joining the choir are enthusiasm and commitment.

38. The school provides very good opportunities for personal, social and health education. There is a comprehensive policy that includes key aspects of the non-statutory guidance in the new National Curriculum. The school has set up a working party to develop appropriate curriculum guidelines to meet all aspects of the policy. Sex education and drugs misuse both receive appropriate attention in the curriculum.

39. The personal development of pupils is greatly enhanced by the excellent relationships evident between staff and pupils. This is a strength of the school. The school provides very good opportunities for pupils' social and moral development. The recently revised behaviour policy was drawn up as a result of detailed consultation with the whole school community and provides very clear guidelines for managing pupil behaviour. This is used consistently and effectively throughout the school and results in very good behaviour by pupils. Provision for the development of pupils' social behaviour is also very good. At playtime there are very good systems in place for older pupils to support younger pupils. In lessons, good opportunities are provided for pupils to work together collaboratively. The school council also provides good opportunities for pupils to develop an awareness of citizenship.

40. The school provides well for spiritual development through acts of worship, religious education lessons and through the teaching of the arts and science. However, in terms of collective worship, the school does not currently meet the statutory requirements as some pupils are withdrawn for additional literacy support, albeit with their parents' permission.

41. Provision for pupils' cultural development is very good. The school successfully promotes this cultural dimension throughout the curriculum. For example, in art pupils study a range of work from various artists. Recently the school has established a link with a partner school in America, and an email project has been set up with the school. Pupils also make regular visits to local churches, places of interest and museums and Year 6 pupils go on a residential visit to Devon or the Isle of Wight.

42. The school has very good links with the local community which greatly enhance the curriculum. A representative of a local church regularly leads acts of collective worship. The local police, fire brigade and medical professionals are regular visitors to the school. The parents and local community strongly support the school, helping with many practical tasks, fund-raising and providing regular and valued support for pupils in class. The school also takes its work out to the local community; for example, the school choir regularly sing at the local hospital. A wide range of other professionals visit the school to support pupils and these links are very strong, characterised by mutual respect and close liaison on both sides.

43. The school has good links to other schools in the local area. Staff from the secondary school visit and see the pupils at work. Staff in the reception classes visit local playgroups as part of an effective induction programme into school for the youngest pupils.

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

44. As reported at the last inspection, the school takes very effective steps to ensure pupils' welfare, health and safety. The school has adopted the local authority health and safety policy, which is appropriate. Arrangements in place for first aid and medical support are suitable and appropriate records are kept. The pupils are well supervised at break and lunchtimes. The school has good arrangements for child protection issues. The headteacher, finance officer and a teacher are the named responsible people and have been trained for this role. The school has established very good provision for pupils' personal, social and health education. Through circle time and the personal, social and health education lessons there are opportunities for pupils to discuss relevant issues, and aspects of the work are integrated into other subjects of the curriculum. A number of visitors

supported 'Health Week' and this helped to raise awareness about health and fitness amongst the school community. The local area receives considerable funding from the European Community to help combat the poor levels of health in the region.

45. The Breakfast Club was established last year with New Opportunities Funding and has proved successful in providing a nutritious start to the day for some pupils. Other successful school initiatives to support the welfare of the pupils have been funded by external agencies. These include Trailblazers (a project teaching children life skills) and the Pyramid Trust (aimed at raising the self-esteem of children whom it might be easy to overlook in the classroom). The new arrangements for inducting pupils into the reception year are effective. In offering part-time classes prior to entering the reception classes, pupils feel confident and secure when they start school.

46. As reported at the last inspection, there are excellent relationships throughout the school and all staff work hard to maintain those very positive relationships. They know the pupils well and are able to monitor personal development informally and formally through the new personal and social education assessments. The comments on personal and social progress that teachers make on the annual reports to parents show that they have good knowledge of the pupils.

47. As reported in May 1997, the school places a strong emphasis on good behaviour. There are very good procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. Through the School Watch Committee there is good involvement of pupils in developing behaviour strategies. Many teachers use praise very well as a reward and pupils appreciate that their efforts are noticed. Golden Time is very popular with the pupils and they very much enjoy the varied and interesting activities provided for them. Celebrations of achievement during assemblies, including 'Child of the Week', are having a positive impact in raising pupils' self-esteem. The Golden Rules are prominently displayed in classrooms and around the school. Ninety-five per cent of parents, who responded to the pre-inspection questionnaire, feel that the school is helping their child become mature and responsible. The school is successfully meeting its aims 'to provide all children with a happy, stimulating and purposeful education so that they may develop and achieve their full potential'.

48. There are rigorous procedures for monitoring and improving attendance. The secretary checks the attendance registers every day and instances of unexplained absence are promptly followed up. The school receives visits from the Education Welfare Service and the Kerrier On Track team are providing support for the school through work with families who have difficulties. Despite these good efforts attendance is still well below average.

49. The school has very thorough and detailed systems and strategies in place for assessing pupils' attainment and progress. Performance data is effectively analysed at whole school level. This resulting analysis is particularly well used and linked to the progress of each year group and each class. All staff are fully involved and core subject co-ordinators take a lead responsibility for their particular subject. Teachers are responsible for setting up targets and tracking the progress of each pupil in their class. The resulting information is used well to inform planning, and realistic and challenging short-term targets are set for each pupil. Targets are displayed in pupils' books and in the home-school reading record book. However, in some classes the targets tend to be too broad and not sufficiently focused on the next steps in learning. Also some targets are not dated or retained as a record of individual progress.

50. The school has comprehensive systems for tracking and recording the progress of pupils with special educational needs. The special educational needs co-ordinator, teachers

and classroom assistants all know these pupils very well and ensure they are kept fully involved in lessons.

51. The school has recently developed an assessment policy to include greater involvement of pupils in their own learning and progress. This involves teachers sharing the lesson objectives with pupils and establishing how pupils will know if the lesson objectives have been achieved. The teachers are encouraging pupils to evaluate the effectiveness of their learning and progress in the lesson for themselves. For example, in a Year 2 class the lesson objective was to use adjectives to describe places. Pupils were given a secret place on a name card, which they had to describe so that others might be able to guess the answer. One pupil in a Year 5 class said that he would have met the lesson objective if 'the reader had a picture of the place in his head'. The class used this success criterion to judge whether their writing had met the lesson objective. All teachers are committed to using these strategies to enhance learning and performance. Where they are used effectively, there is a positive impact on pupils' progress. However, there is some variation in pupils' understanding of the process.

52. The school has recently introduced an effective and manageable system for the assessment of attainment and progress in the foundation subjects, which was a key issue from the last inspection

53. The school makes good use of assessment information to guide planning. Teachers carry out a weekly evaluation of their planning to assess pupil's strengths and weaknesses against the learning objectives. Planning for the following week takes this information fully into account. Teachers also monitor pupils' progress against their short-term targets and modify these if appropriate. The school also analyses each question in the national test papers at the end of the year at both key stages to assess strengths and weaknesses in pupils' responses. This analysis informs the teachers' planning for the following year to ensure that any weaker areas in a curriculum area can be specifically targeted.

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

54. The school has a very good partnership with parents. This has improved since the last inspection where it was judged as good. There was a positive response to the pre-inspection questionnaire and parents' meeting and the majority of parents and carers indicate that they have very good views of the school. For example, ninety-five per cent feel comfortable about approaching the school with questions or problems. Responses to the pre-inspection questionnaire show that parents have a more positive view of the school than they did at the time of the last inspection.

55. Many parents feel that they are kept well informed about how their children are getting on. The inspection team agrees with this view as it judges the quality of information provided for parents about the progress their children are making is good. Annual reports to parents provide good information about what pupils know and can do and there is some useful guidance on how pupils could improve their performance. Targets are discussed with parents at the parent/teacher consultations and the school's open door policy makes it easy for parents to come in and talk to teachers about any concerns or how they can help their children. The parents of pupils with special educational needs are kept effectively informed of their children's progress. A daily journal for many pupils is used well to link with the parents.

56. A small minority of parents who responded to the pre-inspection questionnaire do not feel their children get the right amount of work to do at home. The inspection team does not support this view as appropriate amounts of homework are set consistently to support the curriculum. The pupils are expected to complete homework and can be put in detention if

they do not. The good help that many parents give to their children with homework is a valuable asset to the school.

57. The school prospectus is informative and the regular newsletters keep parents up to date with the day-to-day life of the school. Information is also provided on what the pupils will be studying each term so that parents can give extra support at home, if they wish. The home-school agreement is part of the induction procedure and is clearly explained to parents when pupils join the school. The early years staff make home visits to pre-school children and their families, and pupils joining the school through the year undergo a thorough induction meeting together with their parents. The school is involved with local and national initiatives to enhance its partnership with the parents. These include: Link into Learning - workshops have been held on literacy, numeracy and an introduction to ICT; and a parenting group called Time Out for Parents.

58. Parents are invited to assemblies and some parents help with listening to reading, swimming and on visits. The Treloweth School Association organises successful fund-raising events. The significant majority of the parents feel that the school works closely with them. These factors show that the school is making good efforts to establish a partnership with parents and the impact of parents' involvement on the work of the school is having a positive influence on standards of learning.

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

59. The overall leadership and management by the headteacher is excellent. She provides very clear educational direction, which is raising standards and yet effectively maintaining the strong pastoral ethos of the school. She successfully fosters a team spirit which engages all those who work in the school in a desire to seek improvement in all aspects of the school. This has enabled the team to manage successfully the growth in size of the school, the changing nature of the catchment area, and the changes in teaching staff.

60. The headteacher and key staff are keenly aware of the below-average standards attained by the pupils. Test results are carefully analysed, weaknesses are highlighted and teaching programs put into place in an attempt to raise standards. A very wide range of outside help and advice is sought and fully utilised and much appreciated. The National Literacy and Numeracy Strategies have been implemented successfully and monitored. This is having a positive influence on the quality of teaching and on standards in these subjects. Effective monitoring of planning is undertaken by all co-ordinators and teaching has been regularly monitored by the headteacher, deputy headteacher and English and mathematics co-ordinators. The overall leadership and management of the school by all those with management responsibilities are very good.

61. The headteacher and other key staff are all very aware of the need to have high expectations about the quality of teaching required in the school to raise standards and maintain the very good ethos of the school.

62. The governors fulfil their responsibilities very effectively. The committee structure works successfully and the governing body has a good grasp of the strengths and weaknesses of the school. The monitoring of the school is achieved through governors visiting and having regular reports about the progress in subjects from the subject co-ordinators. The governor with responsibility for special educational needs regularly visits the school and liaises closely with the co-ordinator. There is close and effective involvement of the governors in the creation of the school development plan and financial planning and control. Governors undertake 'spot checks' by visiting classrooms to see if the aims and objectives of the school are being met. Parents and pupils are regularly consulted about the quality of the work of the school.

63. The school development plan is comprehensive and detailed and successfully provides identification of the key priorities for the school. The subject co-ordinators produce useful, efficiently costed action plans to develop their subjects, and these plans take full notice of the overall school developments. The financial allocations for each subject are carefully managed and monitored by the school's finance officer. The strong commitment to continue to improve National Curriculum test results is a unifying theme in much of the development activity. Although the school has a high surplus of funds at the moment this has been carefully gathered in order to meet the needs of the ever growing number of pupils. The school is about to experience another influx of a high number of pupils.

64. The staff and governors try to ensure that the principles of obtaining best value from purchases and contracts are effectively applied. For example, in equipping the ICT room the most advantageous prices were taken. The effect of the investment on standards and progress is then carefully monitored and evaluated. The aims and objectives of the school are excellently met through the curriculum, extra-curricular activities and in the very good ethos of the school. The very good support for pupils with special educational needs reflects the inclusive nature of the school. The individual education plans (IEPs) are good, with clear and manageable targets for the pupils to attain. The support for, and progress of the pupils with English as an additional language are good. The management of the vast majority of the subject co-ordinators is good. The assessment systems in the school are also well managed and provide good information for all staff, although they are not quickly and readily accessed by all staff.

65. The staff of the school work very hard in an attempt to improve standards. Teachers are deployed well. There is good liaison between the learning support assistants and the teachers to provide for the needs of the pupils. Whilst the number of teachers for the size of the school is broadly average, the number of support staff, 18, including nursery nurses, is well above average. This high proportion of available effective support helps with maintaining high levels of behavior, pupils' attention and good progress.

66. The quality and quantity of the accommodation are overall satisfactory. The school building is very well cared for, bright and attractive and offers adequate space in the classrooms. The staff generally take great care in presenting bright, cheerful, well-organised rooms. The new ICT suite is a most successful addition to the range of teaching spaces. Good use is, generally, made of all the accommodation. The new ICT suite is used intensively for most of the day. The classroom computers are not, however, used frequently in supporting teaching and learning. The school hall is small for the number of pupils attending the acts of worship and with the forthcoming amalgamation of the school with a local primary school will put intense pressure on this space. The hall is also a major thoroughfare in the school and this disrupts physical education lessons. The library space is also inadequate for the size of the school and is likewise a thoroughfare for pupils and staff. This does not encourage staff to use the library for pupils' independent research. The overall quality and range of resources to support the teaching and pupils' learning across the curriculum are good. The school has good resources for English, special educational needs, history, science and physical education. The resources for ICT are very good.

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

### **(1) Continue to improve standards in English by:**

- offering further training for all staff in the skills of teaching writing;
- encouraging good quality writing in all subjects especially history and geography;
- encouraging sustained independent writing;
- carefully monitoring the quality of writing in the school.

(See paragraphs 4, 5, 6, 7, 8, 13, 83, 119, 124)

### **(2) Continue to try to improve the pupils' attendance by:**

- reminding all parents of the need for , and the benefits of, pupils to attend school;
- continuing to immediately pursue any unexplained absence.
- continuing to encourage pupils to arrive on time for school

(See paragraphs 22, 48)

### **Minor weaknesses**

Reduce the reliance on worksheets in Years 1 and 2 in such subjects as mathematics.  
(Paragraph 88)

Give more opportunity for pupils to develop independent research and library skills.  
(Paragraphs 21, 32, 66)

Consider finding a better location for the school library to provide a quieter and less busy environment.

(Paragraphs 21, 32, 66)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	46	8	1	0	0
Percentage	1	25	61	11	1	0	0

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

### 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)		281
Number of full-time pupils known to be eligible for free school meals		60

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		67

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	16	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	18
	Girls	9	10	8
	Total	23	22	26
Percentage of pupils at NC level 2 or above	School	62 (88)	59 (74)	70 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	17	20
	Girls	9	9	13
	Total	21	26	33
Percentage of pupils at NC level 2 or above	School	57 (85)	70 (97)	89 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	11
	Girls	16	11	14
	Total	21	19	25
Percentage of pupils at NC level 4 or above	School	66 (50)	59 (56)	78 (69)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	10	8
	Girls	15	14	15
	Total	19	24	23
Percentage of pupils at NC level 4 or above	School	59 (50)	75 (63)	72 (53)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	3
White	236
Any other minority ethnic group	

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

**Teachers and classes****Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	23.8
Average class size	23.4

**Education support staff: YR – Y7**

Total number of education support staff	18
Total aggregate hours worked per week	375

**Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	7.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	8	
Other minority ethnic groups		

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

**Financial information**

Financial year	2000
	£
Total income	553500
Total expenditure	483290
Expenditure per pupil	1720
Balance brought forward from previous year	45814
Balance carried forward to next year	116024

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

**Questionnaire return rate**

Number of questionnaires sent out	281
Number of questionnaires returned	106

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	3	3	0
My child is making good progress in school.	61	37	2	0	0
Behaviour in the school is good.	42	54	0	2	2
My child gets the right amount of work to do at home.	48	37	11	2	2
The teaching is good.	70	26	3	1	0
I am kept well informed about how my child is getting on.	51	37	6	3	4
I would feel comfortable about approaching the school with questions or a problem.	80	15	1	3	1
The school expects my child to work hard and achieve his or her best.	75	21	1	3	0
The school works closely with parents.	64	30	4	2	0
The school is well led and managed.	73	21	4	2	1
The school is helping my child become mature and responsible.	62	33	3	2	0
The school provides an interesting range of activities outside lessons.	52	38	4	0	7

## **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**

67. Children enter the reception class in the academic year in which they are five years old. The children start school full-time at the beginning of the term in which they are five. Almost all children have had pre-school experience in a playgroup. Some children have had the benefit of a part-time pre-reception class organised by the school.

68. There is a wide range of attainment on entry to school but overall the majority of pupils achieve well below the average standards against the Cornwall Baseline Assessment Scheme, with a small proportion of pupils attaining average standards. This indicates that attainment on entry to the school has fallen since the last inspection. On entry to school there are specific weaknesses in aspects of personal and social development, communication, language and literacy, despite access for most pupils to pre-school provision. In the reception classes the children benefit from a good start and make good progress towards all the early learning goals as a result of consistently good teaching in both reception classes, underpinned by effective joint planning. By the time they reach the end of the reception year, the children have progressed to levels just below those expected nationally in all areas of learning. However, there are some specific aspects of the areas of learning where most children will have achieved the expected early learning goals, with particular strengths in personal and social development, knowledge of letter sounds and numbers, and knowledge and understanding of the local environment. In the reception classes, the achievement of the children overall is good.

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

69. Overall, children enter the reception class with below average personal and social skills. The very good teaching in this area of learning focuses particularly well on developing children's self-confidence and positive self-esteem. There is a culture of celebration in both classes for children's achievement and all adults lavish praise on children in appropriate recognition of any success, however small. All adults work with the children to support their developing social relationships, encouraging them to co-operate and take turns, to listen and respect each other's viewpoints. For example, the computers are in constant use by the children who work together well in twos on specific programs, sharing the use of the mouse and solving problems together. Some children are able to interact well in their play. For example, two girls were working together in the role-play area to plan a toys party. However, many pupils still prefer to play on their own and all the adults work sensitively and effectively to encourage pupils to interact with each other. Pupils are appropriately encouraged to select and use resources independently and all opportunities are used well to develop this aspect of learning. For example, children were encouraged to make their own lemon curd sandwiches for snack time. All children in both classes are aware of the high expectations of behaviour set by both teachers.

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

70. The school's baseline assessment indicates that a considerable number of children come into reception with under-developed communication skills. The speech of a significant proportion of children is often indistinct. They use a limited vocabulary and simple sentence construction is not well established. The teaching of communication, language and literacy is good and, because of this, a high proportion of the children are almost reaching the expected levels for their age. The teachers give this aspect of the curriculum a high priority and areas of learning are well linked to provide enjoyable and purposeful opportunities for

communication. For example, as part of the theme of 'Machines', a member of the Trevithick Society visited the children to talk to them about the first steam engine and show them a model. The children were encouraged to ask him questions and to respond to his questions which they did very well. There are high expectations of pupils in developing sustained listening skills. The teachers use many enjoyable strategies to develop attention skills, for example breaking up periods on the carpet with a well-known and loved 'wiggle like a worm' song. As a result of good teaching the children were able to listen appropriately for an impressively long period of time. Pupils are making good progress in their reading skills. Older pupils can recognise a number of words on sight, and all children join in shared reading sessions with enthusiasm. There is also an appropriate priority placed on developing children's phonological skills through the use of the 'Jolly Phonics' programme. Teachers have high expectations of the children and, as a result, many are making very good progress. Most older pupils can create a list of rhyming words ending in '-og'. However, children's developing knowledge of letter sounds is currently insufficiently linked to opportunities for independent writing. As a result, the children are making below average progress in this area of learning. However, children are developing their handwriting well through a newly introduced system of joining some letters. There is good provision for children to share and enjoy books with other adults, and to read independently books which have been shared with the whole class.

### **Mathematical development**

71. The quality of teaching in this area of learning is good. By the time children leave the reception class they are reaching just below the expected level for their age, with some of the older pupils who have had a longer period of time in school and higher attainers achieving the early learning goal. This represents good levels of achievement by the children. The teachers help the children to see mathematics in the world around them, making the most of every possible spontaneous situation. For example, one boy noticed a weather map in the newspaper covering the model-making table. The teacher took the time to develop the child's interest in the numbers on the map and used this very well as an opportunity to consolidate his knowledge and understanding. The teachers use number rhymes and counting games very well to reinforce the children's developing mathematical understanding. Opportunities are created to link mathematical development to the current theme of space, with space counting games available for the children to select, and shapes for children to use to make pictures. Many were making rocket shapes. Most children are able to count and use numbers to 10, both forwards and backwards, and the higher attainers are able to understand terms such as the 'number before', and 'number after'. The children playing in a fantasy spaceship game were repeatedly counting backwards '10-9-8-7-6-5-4-3-2-1 Blast off!'

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

72. Inspection evidence indicates that this is an area in which attainment on entry to reception is well below average. However, the teachers have high expectations of the children and plan clearly focused learning opportunities within interesting themes and topics through a very stimulating learning environment. This is highly successful and pupils make very good progress as a result of very good teaching and are on course to achieve the early learning goals. For example, they show curiosity and explore the theme of space through the use of rhymes, stories and imaginative role-play. They use simple tools and techniques competently to make robots from recyclable materials and enjoy the giant robot made together who waves as the class door is opened through a system of levers. When using computers they use the mouse well to control and perform actions in a variety of programs they are aware of events in the past and differences in machines, between the steam engine and those of the present day, as well as clothes. Their knowledge and understanding were effectively reinforced by a visit from a representative of the Trevithick Society dressed in the

clothes of the past, to show the children a model of the steam engine. The children clearly demonstrated that they are beginning to ask questions about how things work and why.

### **Physical development**

73. Teachers plan clearly for a range of opportunities for this area of learning and the school is well resourced. For example, pupils use the apparatus in the hall, together with provision for soft play. The hall is also used as a large space for dance. For example, the children worked with the teacher and teaching assistant to develop a sequence of movement on the theme of space monsters. There are a range of wheeled toys and a large safe outdoor area for developing physical skills of movement, co-ordination and control, with a road track painted on the playground. However, use of this was not observed during the week of the inspection due to wet weather. Opportunities for physical development are well linked to themes. For example, following the visit to show the model steam engine, some children made a 'life-size' model using Quadro, which they then used in their play to develop their physical skills of balance and co-ordination. Teachers are very aware of children's physical needs across the curriculum and take account well of their needs for variety of activity and a period of movement between periods of sitting still. As a result of good teaching, pupils' learning is enhanced in this area of learning and most pupils are on course to achieve the early learning goals which represents very good progress.

### **Creative development**

74. At the end of the reception year children are on course to achieve the early learning goal in all aspects of this area of learning except for 'response to ideas and communication.' This is due to the children's more limited achievement in expressing and communicating their ideas. The quality of teaching is good and there is regular provision for creative activities. Children are exploring materials in making papier-mâché to create a space environment. They have opportunities to play in water, to explore the effects of glitter that has been sprinkled in. The children have a good repertoire of songs, which they sing throughout the day. This is supplemented by good music lessons in which children clearly demonstrate their understanding of the difference between loud and soft sounds, exploring the use of percussion instruments. Pupils have good opportunities for imaginative play with small models, for example a scene has been created with models of astronauts, and model rockets made by the children. There are also areas set aside for role-play, for example a home corner. The quality of teaching and the range of opportunities for creative development are good, and as a result, the children make good progress in this area of learning.

## **ENGLISH**

75. On entry to the school pupils are attaining standards that are generally well below average. However, the recent arrangements for new entrants to the school are gradually raising attainment for the newest entrants to the school.

76. By the time pupils leave the school in Year 6, they are on course to attain standards in English that are below rather than well below the national average. This represents good progress for this group of pupils, many of whom have joined the school part way through. This particular year group also has a high proportion of pupils with special educational needs. In fact, lower down the school, standards are improving and a high proportion of pupils are making very good progress, attaining standards that are in line with the national average. However, fewer pupils are attaining higher standards than are expected nationally. Improvements in English are largely due to the successful implementation of the National Literacy Strategy, and the high percentage of good or better teaching observed across the school. The school has continued to improve since the last inspection and relative gains

have been made in improving standards. This has to be seen against attainment on entry to the school, which is now well below average rather than average, as it was at the time of the last inspection. The school has set challenging targets for English. These are regularly reviewed in the light of pupils' progress. These targets are achievable given the effective use of the intervention programmes and support for targeted pupils.

77. At the end of Key Stage 1, when pupils are seven, standards in English are broadly in line with the national average. This represents very good progress made by the pupils throughout the reception year and Years 1 and 2. This is due to the teachers' high expectations of pupils, the quality of teaching which is consistently good or very good and high quality support for pupils with special educational needs provided by a team of well-trained teaching assistants. However, fewer pupils attain the higher standards in writing that are expected nationally.

78. When pupils enter the reception year their skills of speaking and listening are well below average overall. However, very good progress is evident by the time pupils are seven. Pupils are able to listen well for sustained periods during literacy lessons, answer questions, follow instructions accurately and carry out tasks explained by the teacher. This is largely due to the quality of teaching; activities are purposeful, interesting and engage pupils well in their learning. For example, in one class, pupils work enthusiastically to prepare questions to ask their teacher's family when they visit the class whilst on holiday in England. Teachers put a high priority on building the confidence and self-esteem of their pupils to talk in large groups and they use praise frequently for pupils who are listening well.

79. Overall standards in Year 6 are below the national average in speaking and listening. In English lessons, some pupils lack the confidence to speak at any length in front of the whole class. The questions teachers ask are sometimes too closed and pupils are not given sufficient time to extend their answers beyond a short response. However, in a small group situation pupils show that they can retain information well and they are able to discuss prior learning in impressive detail with inspectors. They capably described experiences and learning in history and geography. Pupils' skills of speaking and listening lower down the key stage are in line overall with national standards, although there is a wide variation in levels of attainment in most classes. In science, pupils are able to pose questions and discuss findings, which they can explain to others. In all year groups teachers provide good opportunities for pupils to talk in pairs and small groups. For example, one Year 5 class explored the difference between spoken and written language and re-told a myth to a partner. Pupils sensitively evaluated on another's performance. Nevertheless in general teachers do not give the same prominence to focused planning of learning objectives for speaking and listening as they do for other aspects of English, which results in some underachievement for some groups of pupils in Years 3 to 6.

80. Given their limited literacy skills when they start school, pupils make good progress in reading but are, nonetheless, still below average by age eleven. However, standards are higher in some year groups lower down the school. In the reception year and Years 1 and 2, teachers have very high expectations and all groups of pupils benefit from a very thorough and intensive programme of phonics teaching. This consists of an effective combination of teaching programmes, combining Soundworks', 'Jolly Phonics' and the National Literacy Strategy guidance 'Progression in Phonics.' The success of this initiative is also due to the very effective support of a well co-ordinated team of teaching assistants for all classes. When reading, pupils use their knowledge of phonics very well to work out words that they cannot recognise on sight. However, few pupils are able to use the meaning of the story to support their developing sight vocabulary. In Years 1 and 2, pupils are making very good progress and overall are in line to attain national standards by the end of Year 2.

81. In Key Stage 2, standards in reading are improving from Year 3. This is also due to the effective organisation and support from a team of well-trained teaching assistants using the programmes of Additional Literacy Support effectively. These programmes are very well co-ordinated. Pupils are identified appropriately, their progress is well monitored and they receive an effective programme of support to use their newly acquired skills back in their class literacy lessons. The success rate is impressive and for 85-90 per cent of pupils, their progress in reading remains in line with national expectations. Pupils are able to choose individual texts from a well-structured selection of books including fiction and non-fiction. Texts are well matched to pupils' reading ability. Pupils have the skills to make good individual choices. For example, one Year 6 pupil could clearly explain the reasons for his choice with reference to the 'blurb' describing the book on the back cover. Teachers take great care to plan effectively for guided reading sessions with clearly focused learning objectives well matched to the group's learning needs. These sessions are assessed thoroughly and observations are recorded. Pupils join in shared reading sessions together with gusto, and they are enthusiastic readers.

82. There is good support from the vast majority of parents in helping their children to read through the effective home-school reading programme which forms an important part of the schools' homework policy. A target is set with pupils to help them to work towards the next step to make progress in reading. This is recorded in the home-school reading diary and in this way targets are shared effectively with parents.

83. Pupils' writing skills are considerably weaker than for reading. Standards in writing are below average at both key stages. The school has rightly identified this as a priority area for improvement. In literacy lessons, teachers' planning reflects this priority well, with a clear focus on linking the process of reading and writing. Pupils are learning to plan the structure of their own independent writing. For example, in a Year 3 class the teacher worked very effectively with the pupils to invent their own myth, building this up through a well-structured plan. In both key stages, the standard of pupils' presentation of their independent work and their handwriting is currently a weakness. There is an over-reliance on worksheets, which limits opportunities for pupils to learn to set out their own work. Pupils also have insufficient opportunities to apply the considerable skills and knowledge acquired in literacy lessons to their independent writing. There is currently limited evidence of sustained independent writing. The school has appropriately allocated additional time for English. However, there is a lack of consistency in how this time is used to improve standards in writing. Pupils' spelling is in line with national standards and reflects the high quality of phonics teaching throughout the school. Pupils in Year 2 are making very good progress in writing. This is due in part to the teachers ensuring that the pupils develop a clear understanding that they are writing with an audience in mind. For example, in a Year 2 class, pupils were given a secret card on which was written a place, which they had to describe, using adjectives effectively so that the class could guess the setting.

84. Teaching is good, often very good and never unsatisfactory. Staff, including teaching assistants, have received high quality training and have good subject knowledge. In good and very good lessons, planned objectives are focused, manageable, well-developed and carefully tracked through the lesson which result in good progress made by all groups of pupils. Teachers use a wide range of methods to maintain interest and provide purpose, which engages pupils. A particularly impressive feature of the quality of teaching throughout the school is the way in which the pupils understand what they are doing, how well they have done and how they can improve. Lesson objectives are shared with pupils so that the outcomes of the lesson are clearly understood, pupils discuss how the teacher will know if the pupils have achieved the outcomes and pupils evaluate for themselves how successful they have been. In the most effective lessons, all pupils understand the learning objectives which are explained in a way that they can understand. For example, in a Year 5 class, one



boy said that he would know if his writing had been successful, as the reader would be able to 'picture the scene'.

85. The subject is managed well. There is a new literacy co-ordinator in post but the school has made very good arrangements to ensure that the transition is seamless and the new co-ordinator is able to build effectively on the good work that is already in place. The school has good monitoring procedures and the co-ordinator already has a clear picture of strengths and priority areas for development outlined in a clear action plan.

## **MATHEMATICS**

86. Evidence of work seen during the week of the inspection shows that standards for eleven year olds are below average. The Year 6 group has a high proportion of pupils with special educational needs and has been affected by an unusually high turnover of pupils. The school's target is for 67 per cent of Year 6 pupils to reach Level 4, the nationally expected level for eleven year olds, in this year's tests in mathematics. It is unlikely this will be achieved.

87. However, standards in Years 3, 4 and 5 are higher and a much higher proportion of pupils will meet expectations. The introduction of the National Numeracy Strategy has already had a positive influence on standards in Year 1 and 2. The standards attained at the age of seven are now broadly average. The numeracy strategy is now having a positive influence on the work done with the pupils in Years 1 and 2 and also Years 3, 4, and 5.

88. By the age of seven, higher attaining pupils can competently add and subtract and they know some of the multiplication tables. They confidently count forwards and backwards and understand the place value of tens and units. The average attaining pupils can record addition facts to 20 and also understand place value. They competently write numbers and set out work although there is an over-reliance on worksheets which limits all the pupils' experience of setting out mathematical calculations in a neat and logical way. Most pupils know the names of three-dimensional shapes, and the higher attaining pupils can produce effective bar charts to represent data collected. The pupils are enthusiastic and enjoy mathematics and readily respond to questions. The teachers skillfully engage the pupils by varying the pace and content of lessons and make the most of these good attitudes. The pupils with special educational needs make effective gains in mathematical skills and knowledge and closely follow the mathematics targets precisely identified in their education plans. They successfully add and subtract numbers to 10. All pupils achieve well and make good progress from a low starting point in mathematics. The good support offered by the additional trained adults in the classrooms has a most positive effect upon the pupils' confidence and progress. An increasing proportion of pupils are meeting with national expectations.

89. By the age of eleven, higher attaining pupils can work rapidly and confidently in the four rules of number. They successfully carry out calculations which involve brackets and understand improper fractions and calculate percentages. The higher and average attaining pupils use their understanding of multiplication tables and number bonds rapidly and effectively but a significant minority of pupils are still lacking in fluency and confidence in using tables. They produce bar charts to illustrate statistics but overall the experience of handling data is limited. All pupils, including those with special educational needs, show an understanding of two-dimensional shapes. However, insufficient work has been done on making and working with three-dimensional shapes.

90. Overall, not enough Year 6 pupils are really secure with number facts and tables to support rapid and consistently accurate answers to problems. Very few pupils will attain the

higher level, Level 5, by the end of the year. However, the vast majority of pupils at Key Stage 2 make good progress from a very low starting point.

91. Teaching was good in 81 per cent of lessons seen, with examples of very good teaching in Years 2 and 6. Mental mathematics is undertaken at a lively pace and teachers create time for pupils to talk about the different ways they solve mathematical problems during class discussion and plenary sessions. The lessons are carefully planned, lesson objectives fully explained and the worksheets and practical tasks are accurately matched to challenge the different attainment groups. Good use is made of mini wipe-clean boards by pupils to try out new strategies for mathematical operations. Teachers make consistent efforts to check on pupils' understanding of new concepts. The teachers have an increasingly good grasp of the purposes and content of the National Numeracy Strategy and this helps them to present the work in easily managed and logical steps. Good use is made of simple practical apparatus to help the youngest children understand ideas. For example, in a well-taught lesson with Year 2 pupils, plastic cards with numbers on were used effectively by the pupils to consolidate their understanding of the place value of tens and units. The teachers have good subject knowledge. For example, with the Year 6 pupils the teachers pose searching questions about brackets and how they influence the order in which a calculation should be completed. The teachers are enthusiastic and show a genuine desire for pupils to make good progress; for example a teacher with Year 5 pupils injected her enthusiasm and interest in mathematics into the session and all the pupils worked hard, behaved well and made very good gains in the skills of partitioning numbers and multiplying by tens, hundreds, thousands and hundreds of thousands.

92. Pupils behave well in mathematics lessons and enjoy mental activities in particular. They like the pace and challenge of this activity and rapidly write the answer on their own small wipe-clean white board.

93. Teaching support for pupils with special educational needs is good. A teacher at times withdraws small groups to work on the same lesson content as the rest of the set but matches work accurately to the specific needs of individuals. However, the range of practical mathematics equipment readily available for pupils to use to support their understanding in mathematics is very limited. The classroom teachers and support assistants are skilled, and their interventions clarify new learning.

94. Assessment procedures are good, as regular termly assessments are undertaken for all pupils. Results are analysed and targets established for classes and individuals. Booster classes are set up for pupils and support is given to Year 6 pupils with low levels of mathematical understanding.

95. Opportunities to develop mathematics across the curriculum are not fully exploited but there are some good examples in design and technology, science and geography. The rapid development in ICT provision is starting to have a positive impact on pupils' knowledge and understanding of data handling. Overall there is insufficient use of ICT to support work in the mathematics lessons. Homework is regularly set, but did not have a high profile during the inspection.

96. The National Numeracy Strategy has been successfully introduced throughout the school and is starting to have an impact on standards particularly at the age of seven. The co-ordinator has good knowledge and understanding of the subject and has worked soundly to support colleagues through both staff training and informal meetings. She has made a good start to monitoring teaching. The mathematics policy is effective but the scheme of work for Key Stage 2 requires further development to ensure all parts of the required curriculum are given appropriate emphasis.

## SCIENCE

97. By the time the oldest pupils leave the school and by the end of Year 2 standards are broadly in line with the national average. There are a number of reasons why this has not changed since the last inspection. Many of the pupils enter the reception year with well below average levels of knowledge and understanding of the world around them and this indicates that overall achievement through the school is good. The high number of pupils with special educational needs achieve well and also make good progress, as do the pupils in Years 3 and 5 who have English as an additional language. The main reason for this is the hard work of the teachers in providing for and supporting these pupils. Experienced and skilful teaching assistants, together with other voluntary adult support, ensure that these pupils have full access to the good practical science curriculum provided by the school.

98. All aspects of science are covered, with physical processes and materials and their properties being covered well. Since the last inspection, there has been a strong emphasis on teaching scientific enquiry and investigative skills, so that this is no longer a weakness. The pupils record their work in a satisfactory manner in the majority of cases but a significant minority of pupils do not. This is due to an over-reliance on worksheets which hinders the good development of pupils' work by writing, drawing and using tables and bar graphs; instead, they merely fill in missing spaces on worksheets.

99. Year 2 pupils are able to identify some properties of familiar materials. The higher attaining pupils showed an understanding of the terms *transparent*, *translucent* and *opaque* during a skilful question and answer session led by the teacher. This consolidated pupils' previous learning about materials very well, before the pupils carried out an investigation into which materials would be the most waterproof.

100. The quality of teaching is at least good and often very good which is an improvement since the last inspection. The teachers have a good interactive style with the pupils and plan for a good deal of pupil involvement in their lessons, which helps reinforce pupils' knowledge and understanding. This was evident in one Year 2 lesson where the teacher asked the pupils a range of well-focused questions about how things around them moved. For example, 'how do we open a door?' 'How do we move the door handle?' 'How do we put a chair under the table?' This quickly enabled the pupils to understand push, pull and twist forces, thus achieving good progress in their learning.

101. A weakness in some lessons is the over-direction by the teacher. This was apparent in a Year 2 and Year 3 lesson. However, in two very good Year 6 lessons the teachers had planned for three different groups of ability. This resulted in all pupils making very good progress in their understanding of fair testing as they investigated which materials were soluble and which were insoluble. The main reason was the effective guided support work led by the teacher for the lower attaining pupils, challenging pupils' thinking through a range of different questions such as 'why do we need to keep the amount of material the same?' 'Why do we stir in the same direction for the same time?' 'What would happen if different people stirred the mixture of water and the material?' Both teachers enabled the higher attaining pupils to make very good progress by encouraging them to carry out their investigation independently and to work in a group to challenge one another's thinking, then record their observations as they considered appropriate.

102. Across the school pupils are interested and involved in their work. The majority of pupils enjoy science because the teachers treat them as scientists. This was particularly evident in one Year 2 lesson, where pupils were investigating how waterproof different materials might be.

103. The subject manager has a clear view of the subject and its development across the school, but has had insufficient opportunities to monitor the quality of teaching and achievements in each year group. She has, however, had an impact on the quality of teaching, particularly with developing pupils' ability to investigate science. This is a direct result of the good staff development and the range of teacher resources she has provided.

## **ART AND DESIGN**

104. Standards in art and design meet expectations for pupils aged seven and eleven. Standards are not as high as found at the time of the last inspection for older pupils. Staff plan effectively for coverage of the knowledge, skills and understanding of the subject, stating clear objectives that are made known to the pupils and which enable them to see the progression in their learning.

105. Pupils in Years 1 and 2 make very good progress in developing their understanding of colour mixing. There are some good examples that illustrate how pupils have learnt the skill of mixing paint effectively to make different shades. Pupils are able to demonstrate that they can use equipment with skill and confidence. They share ideas and use imagination well to produce abstract pencil drawings using small sketches as starting points. They are able to speak about differences in artists' work and make suggestions about how the pictures have been produced.

106. As pupils move through the school some increased accuracy and technical skill are evident in the examples of work on display and in sketch books. Key Stage 2 pupils are able to work with materials and tools and experiment with printing techniques, using sponges and rollers to create different visual effects. Older pupils use greater detail in their sketches and are beginning to develop perspective in their observational drawings. Pupils are able to produce some fine work with block carving, resulting in effective fabric prints.

107. There are some attractive examples of artwork in classrooms, and displays have included pictures in the style of Van Gogh and Monet. The study of artists from around the world develops the pupils' cultural awareness.

108. The overall quality of teaching is good. Pupils make good progress in their knowledge of the work of famous artists, in their skills of drawing and painting, and in learning different techniques using a range of media.

109. In the lessons that were seen the teachers' knowledge and understanding of colour mixing techniques and printing processes had a direct impact on the quality of paintings and tiles produced by the pupils. In one particular instance, the teacher's role in talking with the pupils about colour mixing and giving practical assistance, helped challenge their understanding of the process of producing shades of colour and ensured the lesson proceeded at a good pace. Pupils clearly enjoy their art lessons and are enthusiastic in their approach to art activities. They listen well to instructions, sustain concentration and work collaboratively. Resources and equipment are shared amongst pupils who demonstrate good routines in their care for these. Artwork is attractively displayed throughout the school and reflects a range of art experiences, effectively promoting pupils' efforts and achievements.

## **DESIGN AND TECHNOLOGY**

110. Lesson observations and scrutiny of the pupils' work and discussions with pupils show that by the end of Year 2 the standards are in line with those expected nationally. This standard is not consistently maintained so that by the time the oldest pupils leave the school, standards are below national expectations. This is because the teachers do not ensure the

pupils experience a sufficiently broad range of activities or use a wide range of materials in each year group. This restricts the choices pupils can make and the level to which skills are learned. For example, pupils in Year 6 designed and made a biscuit for a special occasion but only produced one idea for the shape and decoration of the biscuit. There was no experimentation with different ideas or adaptation of the basic recipe. Because they were not encouraged to consider different ideas from which to select the best, the progress is unsatisfactory. Where progress is good, as seen in Years 4 and 5, the pupils develop a range of ideas and follow through one in more detail so that they can make their item. The time allowed for design and technology in Years 3 to 6 is low.

111. By the end of Year 2 attainment is in line with national expectations. This is an improvement since the last inspection. The higher number of pupils with special educational needs achieve well and also make good progress, as do the pupils in Years 3 and 5 who speak English as an additional language.

112. The progress made by pupils in Years 4 and 5 is inconsistent within the year groups. As a consequence the pupils in some classes do not have a clear understanding of what it means to design with a range of materials. There are some teachers who are not encouraging the pupils to explore a range of ideas from which to select and further develop the chosen idea. This hinders good progress.

113. The pupils show good achievement by the age of seven. They are able to use their designs to make a range of interesting items. This is due to the teaching, some of which is very good, that reinforces the importance of trying out different ideas, using a range of materials and components to see which works the best and changing things as necessary to improve their initial ideas. For example, in an effective Year 2 lesson the pupils were provided with a good selection of materials from which to make wheel, chassis and axles using different joining materials. The lesson was conducted at a lively pace and the teacher constantly challenged the pupils to think of alternatives to their designs, using toy vehicles as a stimulus. From the confidence they gained as a result of the teacher's support, the pupils demonstrated that they were able to join and combine materials to make a working model. This very good teaching was evident where pupils were designing and making a model of a room. In doing so, they showed that they were able to draw what they wanted to make, give a list of things they needed to make it, and chop and change their early ideas so that their finished work was completed to the best of their abilities.

114. The pupils enjoy design and technology, showing enthusiasm when making things. They co-operate well with each other and are able to negotiate for tools and components which they need to make their models. This enables the pupils develop their ideas quickly and without fuss so that the limited resources are used effectively and not wasted. They listen carefully to instructions so that they are able to practise and master procedures before using them to make their finished model.

115. The subject manager is still developing her role and has not had the time to undertake significant monitoring activities. So far she has looked at teachers' plans and has begun to build up a good range of teaching resources which show very good examples of what designing should look like. Whilst the national guidelines are being implemented throughout the school, it is too soon for the benefits of this to have resulted in raised standards at Key Stage 2 and currently the pupils have produced a very limited range of work.

## **GEOGRAPHY**

116. No teaching of geography to Year 6 pupils took place during the inspection. The judgement about standards is based on three lesson observations, discussions with pupils

and teachers and a scrutiny of pupils' work in Years 3 to 6. The standards are not as high in Year 6 as at the last inspection. This is because of the high number of pupils with special educational need and the high turnover of pupils in this year group. However, the standards in Years 4 and 5 indicate that pupils in these year groups are in line to meet average standards by the time they are eleven. Due to history being the focus for work no judgement can be made about standards in Years 1 and 2.

117. The overall quality of the teaching is good. This is an improvement since the last inspection. The lessons are well prepared and appropriate resources are used effectively. In the very good Year 5 lesson links were made to science and ICT in the study of the water cycle and the formation of river systems. The teachers in Year 4 set tasks for pupils to demonstrate what they know, so that work can then be matched appropriately. Geographical language is introduced to the pupils in all lessons and the teachers expect them to use it when answering questions. The teachers explain carefully what the pupils are expected to do. They then work hard to complete the tasks.

118. No teaching of geography was seen during the inspection with Years 1 and 2 pupils.

119. The pupils in Year 6 talk with great interest about a recent geographical enquiry into whether or not Redruth High Street should be closed to traffic. They each developed a questionnaire and used it on members of the public and then recorded their findings. The good knowledge and understanding they showed when talking about the project is not reflected in their written work, which is below what might be expected for their age. Year 5 pupils are able to accurately reproduce drawings of the water cycle and explain the importance of rainfall, using appropriate geographical language. In Year 4, pupils successfully use a contents page and index to find places in an atlas. They show an awareness of how places might be similar or different from each other and offer reasons why. Talking to pupils shows that there is an enthusiasm for and an interest in geography.

120. The school has improved the resources for teaching geography since the last inspection and continues to make good use of the local area. Pupils visit Toskithey Valley and Portreath beach to use the skills taught in the classroom. The scheme of work is effective in supporting teachers' planning and it provides for a broad and balanced curriculum. The recently introduced assessment procedures, based on age-related expectations, are helpful in tracking the progress pupils make as they move through the school.

121. The co-ordinator has recently taken on this responsibility, but is a very experienced subject leader. She has very good subject knowledge and her long-term plan and the policy for teaching geography are influential. She effectively monitors planning across the school, but the monitoring of teaching or the quality of pupils' work has not yet taken place.

## **HISTORY**

122. The standards being achieved by the pupils in Year 6 are not meeting national expectations and are not as high as at the last inspection. This is because of the high proportion of pupils with special educational needs and the above average turnover of pupils in this age group. The standards in Year 2 are in line with those expected for their age. This is the same as at the last inspection. All pupils, including those with special educational need and those with English as an additional language, make good gains in their knowledge and understanding.

123. The overall quality of the teaching throughout the school is good. In some lessons it is very good. In a lesson in Year 2, the excellent subject knowledge of the teacher enabled the very good use of Victorian artefacts to captivate and enthuse the children to want to find

out more about life in the past. This is an improvement since the last inspection when some of the teaching for the seven to eleven year olds was unsatisfactory. The teachers group pupils effectively so that they support and motivate each other. They use targeted questions that make pupils think and maintain a brisk pace to the learning. The teachers explain tasks clearly and set time limits for them to be completed. Homework is set in Year 6 for pupils to further extend their knowledge of the history of the Olympic Games. This successfully underpins the work done in the classroom. Work is well matched to the needs of the pupils.

124. The pupils throughout the school show a lot of interest in, and enthusiasm for history. In Year 6, pupils across the attainment range can describe in some detail the impact of the Roman invasion on Britain. They talk knowledgeably about the importance of Sparta and Athens in Ancient Greek times. They can put events in date order. However, this good knowledge and understanding is not reflected in their written work, which is below the average of what is expected for pupils of their age. The pupils in Year 2 can compare the differences and similarities of seaside holidays now and at the turn of the last century and know that things change and develop over time. Many pupils in Year 3 can suggest good reasons why the Romans invaded Britain. They have a developing sense of chronology. The pupils in Year 5 can talk about the main events and people of the Tudor period. They can give their views on the actions of Henry VIII and the consequences for the Church in England. The pupils' historical writing throughout the school does not show this good level of understanding.

125. The resources throughout the school are good for the teaching of history, although there are plans to add more books, posters and CD ROM research materials. The school borrows extra books from the County lending service. Pupils use a CD ROM to research Ancient Greece in Year 6. Learning is further enhanced by a number of visits to local places of historical interest. For example, the pupils in Year 5 go to Truro Museum and take part in workshops to recreate life in Tudor times.

126. The teachers have a secure subject knowledge and use this to plan lessons that are well matched to the scheme of work. The pupils study a broad and balanced curriculum that includes British, European and Ancient history. The recently introduced assessment procedures based on age-related expectations are helping the teachers to track the progress pupils make in their learning throughout the school. This is an improvement since the last inspection. The co-ordinator has recently taken up the post and has a clear vision for improvement. She is enthusiastic and has good subject knowledge. She is helpful and supportive to colleagues. As yet, she has not monitored the standards of work or seen the teachers at work in the classrooms, but this is scheduled for this term. The key area for improvement lies in raising standards in writing for all pupils, so that they can show what they know and understand in a greater range of ways.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

127. By the time the pupils leave the school, the standards in ICT are in line with national expectations. The new equipment, recently installed to form an impressive computer suite, has provided increased access to computers so that many pupils have had opportunities to use the facility. Throughout the school, pupils successfully use ICT to develop their skills to the expected level. For example, the higher attaining pupils in Year 5 have successfully used the Internet for researching the Tudors to support their work in history. All of the Year 5 pupils have a satisfactory understanding of control: their teacher showed them how to use a control language to turn traffic lights on and off. They then used trial and error to develop their series of instructions to turn lights on and off in the correct sequence on the computer screen, eventually producing a successful program. Year 6 pupils created their own questionnaire 'Should Redruth High Street be closed to traffic?' This gave their work a more professional edge.

128. During the previous inspection, the standards were above national expectations. The apparent drop in standards is due to the increased need for teachers to teach ICT to enhance the subjects they teach. The new National Curriculum now gives explicit details showing how ICT can be used in each subject area. Also there are a number of teachers in the school who were not in the school for the previous inspection which means that the subject manager has had to work hard to ensure that all teachers have the skills to deliver what is required. The high number of pupils with special educational needs achieve well and also make good progress, as do the pupils in Years 3 and 5 who have English as an additional language. The school is well equipped to continue to improve standards, both in terms of teacher expertise and ICT resources.

129. The pupils' achievement is good for the pupils in Years 1 and 2 and for those in Years 3 to 6. This is due to greater access to computers in the new ICT suite and time given to teaching ICT to enhance different subject areas, together with the satisfactory and good teacher knowledge and understanding about the use of ICT. In Year 3 the pupils can change the font, its size and colour, then use this to produce a short piece of work for display. By the time they are in Year 4 they can use the cut and paste facility when reproducing a poem. They can add clip art images, and resize and position them to create a good presentational effect. The majority of pupils from Year 2 onwards can save and print their work. The older pupils in Years 5 and 6 can use control functions well to make traffic light sequences on a computer screen, and effectively use a spreadsheet for simple calculations when planning a party.

130. The teaching of ICT is very good for the younger pupils in the school. The teachers have a satisfactory or good subject knowledge, which allows them to challenge all pupils to make good progress in their learning. Where teaching is good, the teacher provides the pupils with clear instructions and a defined goal, with reinforcement for the new learning. This enables the pupils with special educational needs to make the same progress as the other pupils. Assessment of pupils' progress is at an early stage, but where it is used for the younger pupils in the school, in Years 3 and 5, the pupils have an accurate picture of their achievement. This results in personal challenge so that they look to use ICT to support their learning in different subjects.

131. The pupils' attitudes in lessons are very positive and are a factor in why their achievement is good. They respond with enthusiasm, show very good co-operation when sharing a computer and listen attentively to instructions so that they can respond quickly. Pupils in Year 2 achieve a great deal of work in a short space of time when presenting a range of words to create an interesting effect whilst practising their editing skills. Many pupils talk with a sense of excitement about their work and clearly enjoy ICT lessons.

132. Leadership of the subject is good. The subject manager and the support manager work well as a team. They are enthusiastic, with good subject knowledge and a satisfactory understanding of the requirements of the new curriculum. They have concentrated upon equipping the school for the demands of teaching and have worked hard to set up the new computer suite. Consequently, as yet there has been no monitoring of the quality of planning, pupils' work or teaching and the subject co-ordinator has not been able to address the weaknesses in curriculum coverage. There is a sound action plan, which identifies the key areas for improvement. The plan appropriately includes the training for staff in the use of ICT so that the teachers' subject knowledge improves.



## **MUSIC**

133. No music was seen in Years 1 and 2 during the course of the inspection and, therefore, it is not possible to make any judgement about standards or teaching. However, there is evidence from teachers' plans, displays of pupils' work and talking with pupils that they do participate in music-making activities which also include music clubs, seasonal events, presentations and assemblies.

134. By the time pupils leave the school at eleven, standards are broadly as expected and the requirements of the National Curriculum are being met. The standards achieved are similar to those evident in the last inspection.

135. The majority of older pupils are able to demonstrate their musical understanding of note values by following taped music and by clapping rhythms and reading from a rhythm grid. They can demonstrate their knowledge of percussion instruments and recognise musical dynamics and tempo. There is evidence that pupils can improvise patterns and combine several layers of sound, showing an awareness of the combined effect.

136. Overall, the quality of the teaching in Years 3 to 6 is good. In the lessons seen the teachers used effective demonstrations to encourage their pupils to understand the concept of time and rhythm in music. These lessons were characterised by the teachers having a secure knowledge of the subject and appropriately demanding expectations of the pupils. The good management of the pupils, together with effective coaching techniques, had a direct impact on the pupils' quality of experience in understanding musical patterns and rhythms.

137. Pupils enjoy their music lessons and respond with enthusiasm. They appear keen to develop their skills and listen well to instructions. Many opportunities are provided for pupils to work in pairs and groups, which result in effective collaborative performances.

138. Other musical activities such as recorders, keyboards and whole-school singing add to the pupils' learning. Throughout the year pupils have the opportunity to demonstrate their emerging musical abilities by performing in extra-curricular activities, seasonal presentations and musical productions.

139. The music co-ordinator is relatively new to post and planned developments in the subject have yet to take effect. Monitoring procedures in the subject, including evaluating and improving performance, are key areas for development in the quest to further raise pupils' attainment in music.

## **PHYSICAL EDUCATION**

140. The standards in physical education at the ages of both seven and eleven are in line with those expected for their age. This is the same as at the time of the last inspection. All pupils, including those with special educational needs and those with English as an additional language, gain sound levels of skill, knowledge and understanding in the subject. All pupils can swim at least 25 metres when they leave the school, with many achieving much more. There is no difference in standards between the boys and girls.

141. The quality of teaching and learning throughout the school is good overall, with some very good teaching of both the youngest and the oldest pupils. This is broadly the same as at the last inspection. The good teaching results in the pupils having a positive, enthusiastic attitude and behaving well in their lessons, and the pupils achieve well. The only unsatisfactory lesson was when there was insufficient structure to the lesson and the children were unsure what was expected of them. The teachers make clear to the pupils

what they will learn and show them what they want them to do. As they work, teachers talk to pupils and suggest ways they can improve the quality of what they are doing - reach a bit further, stretch your toes. This enables pupils to practise and improve immediately. Most teachers increase the intensity of activities during lessons to provide challenge for all the pupils, regardless of their ability. The Year 5 children are given an excellent learning opportunity at Pool School, where they are taught by the specialist physical education teacher and Year 10 students, and are helped to develop a knowledge of their levels of personal fitness, which can be improved in future lessons at school. The remaining Year 5 pupils and all in Year 6 will have this opportunity later in the school year. The teaching of pupils with special educational needs is good throughout the school. A small group of pupils from Curnow School join the Year 2/3 class each week for physical education. The barriers to their learning are removed because of the careful planning and the very good support of the classroom assistants. A strong feature of teaching in the school is the emphasis placed on pupils watching each other at work and helping each other improve. The pupils in a Year 6 gymnastic lesson did this with great sensitivity.

142. The school offers a wide range of extra-curricular activities. Currently these include netball, football, rugby and indoor athletics. A significant number of teachers and a parent are involved in the organisation of these clubs. They are open to all seven to eleven year olds and well over a third attend at least one club regularly. The pupils take part in local sporting competitions and play friendly matches against other local schools. Each year the pupils in Years 3 and 4 are given the chance to take part in a residential camping trip where the activities include climbing, mountain biking and hill walking. A small number of Year 5 pupils are taking part in 'Trailblazers', an outdoor education programme to help them develop their social and life skills. Provision for other pupils to participate in outdoor education is made through the physical education curriculum.

143. Both the outdoor and indoor space and the range of equipment in the school are good. However, the school hall is used as a thoroughfare for classes and this, at times, interrupts the flow of a lesson. There is a plentiful supply of large and small equipment for games and gymnastics. It is well maintained and appropriate for both the youngest and oldest pupils.

144. The co-ordinator has been in post for five years and is enthusiastic and knowledgeable about physical education. She has a secure picture of the quality of provision and teaching of the subject, because she is given the opportunity to observe colleagues teaching each term. There are good plans in place for further improvement. The scheme of work makes a good contribution to progression in learning in all aspects of the physical education curriculum. It supports teachers' planning effectively. The recently introduced assessment procedures, based on age, related expectations, are helping the teachers to track the progress throughout the school in the development of skills. This is an improvement since the last inspection.

## **RELIGIOUS EDUCATION**

145. Standards in religious education meet expectations for pupils aged seven and eleven which are recommended in the Cornwall Agreed Syllabus. This reflects the findings of the previous report.

146. Throughout the school, pupils successfully explore their own spirituality by reflecting on the meaning of prayer. They write their own prayers and share these with others in lessons and assemblies. Pupils develop increased understanding of different religious practice and learn about the significance of special books and celebrations associated with them.

147. The school effectively integrates the teaching of religious education into its daily life. Themes selected for assemblies promote pupils' understanding of Christianity and other major faiths and they are taught to recognise how people's beliefs affect their actions. Pupils' understanding of personal relationships, developed as part of religious education through such themes as friendship, working together and feelings, is reinforced in personal and social education lessons, and enhances the very caring ethos of the whole school. Nonetheless there is a distinct programme of religious education, which is planned and taught as part of pupils' curriculum entitlement.

148. Through the study of Christianity, younger pupils learn to appreciate that the world is a special place and that people want to describe and care for it. The pupils can identify their own special place and talk about why it is special to them. They are able to appreciate the rules relating to religious belief and make connections with their own school's Golden Rules. They study aspects of the Hindu faith and are developing an understanding of the importance of prayer.

149. Pupils in Years 3 to 6 increase their understanding of Christianity and learn about other religions such as Sikhism and Judaism. They have a good understanding of the emphasis believers place on special places for worship and are beginning to appreciate the place of artefacts within religious practice. They are able to reflect on what peace, hope and joy mean to them and consider the significance of religious celebration.

150. Overall, the quality of teaching and learning is mainly good throughout the school, as was found in the last inspection. Good teaching is characterised by teachers being well prepared for their lessons and effective in their management of pupils.

151. It is evident from lesson observations, talking with pupils and looking at pupils' work, that teaching throughout the school succeeds in helping pupils to make good progress in their learning. There is evidence that pupils develop a broad understanding of people's religious practices and beliefs.

152. In lessons, teachers have a supportive relationship with their pupils and show respect for their viewpoints. One particularly good example was in a lesson based on the theme of 'Our Special World' where pupils were enabled to effectively discuss their own special place in a well-structured and thoughtful way. In another successful lesson, pupils were able to demonstrate their understanding of the Jewish New Year by participating in the Rosh Hashanah feast by sampling foods and learning about the prayers associated with the celebration. This first hand experience for pupils, of eating special foods and sitting around a table, created the sense of being present at a special event.

153. In their lessons the majority of pupils are well behaved, are attentive and develop ideas by learning from others. They show an interest in their work and increase their understanding of religious stories and their meanings.

154. The curriculum is based appropriately on the locally agreed syllabus. The co-ordinator is well supported by the previous post holder but is relatively new to post. The effectiveness of her leadership therefore, is yet to have an impact. Resources are adequate although complementing existing books for younger pupils is desirable. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils in the school.