

INSPECTION REPORT

ST JOHN'S CATHOLIC PRIMARY SCHOOL

Camborne

LEA area: Cornwall

Unique reference number: 112008

Headteacher: Sister M T Walsh

Reporting inspector: Dr M Bradshaw
6169

Dates of inspection: 21st – 24th January 2002

Inspection number: 194211

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Trevu Road

Camborne

Cornwall

Postcode:

TR14 7AE

Telephone number: 01209 713944

Fax number: 01209 713944

Appropriate authority: The governing body

Name of chair of governors: Mr S Teixeira

Date of previous inspection: 29th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr M Bradshaw	Registered inspector	Mathematics Science Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9999	Ms R Orme	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23048	Mrs D Wilkinson	Team inspector	Art and design Design and technology History Music The Foundation Stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?
16408	Mr C Rhodes	Team inspector	English Information and communication technology Geography Special educational needs English as an additional language	How well is the school led and managed?

The inspection contractor was:

H & G Associates
2 Mead Road
Cranleigh
Surrey
GU6 7BG

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. John's RC Primary School is situated on the southern side of Camborne. It has 164 pupils who attend full-time from Reception to Year 6. This figure includes a wheelchair-bound Year 9 girl. The current Reception class also has ten part-time children who attend in the mornings. Children normally enter Reception part-time either for one or two terms, becoming full-time in the term of their fifth birthday. The numbers of boys and girls are about equal. During last year, changing employment patterns meant that more left the school than joined it, although currently, the school is over-subscribed, with a waiting list. Most pupils, 97 per cent, are from a white ethnic background. The remainder are mainly from various black origins. No pupil has English as an additional language. Twenty pupils (12 per cent) claim free school meals, which is close to the national average. This figure under-estimates the number eligible, which exceeds 20 per cent. The number of pupils identified as having special educational needs is about average; 32 (20 per cent) pupils in Years 1 to 6 are on the register of special educational needs (SEN). Seven pupils have a statement of SEN, a high figure. Attainment on entry, as indicated by assessments shortly after children start school, is below average and there are few children with above average attainment. In language development, attainment is especially low, being below the Cornish average. This represents a change from the previous inspection, which indicated that attainment on entry was average to above.

HOW GOOD THE SCHOOL IS

St. John's RC Primary School provides its pupils with a very good quality of education and is very effective. A particular strength is the way the school helps all pupils to develop very well academically and personally, whatever their backgrounds or needs. The headteacher provides the school with excellent leadership. An excellent ethos, which focuses on ensuring all pupils do well in a happy, caring environment, is evident. The school's desire to ensure equality and inclusion for all is a significant strength. As a result, children display very positive attitudes. Their learning and progress are good because of good teaching. Pupils' attainment is usually above average by the time they leave at the end of Year 6, and their achievement is good. Teaching observed during the inspection was good overall, and never less than satisfactory. Assessment of pupils' progress, and the effective use of the data obtained, help to set appropriate targets. Pupils with special educational needs are very well supported. The income per pupil is a little above average; the school uses its resources well and provides very good value for money.

What the school does well

- The leadership of the headteacher is excellent, and her commitment to the school is a significant factor in its success.
- Inclusion and equality of opportunity are central to the school's ethos and all it does.
- The quality of teaching is good overall, and was never less than satisfactory in the lessons observed. This results in pupils making especially good progress throughout their time in school and attainment that is generally above average by Year 6.
- Very good provision is made to support pupils' personal development, especially in the spiritual and moral areas. As a result, pupils' personal development and relationships, and their attitudes to school, are of a high quality.
- Assessment of pupils' academic progress, and the care provided, are good, and effective use is made of the information gained to plan strategies for further improvement.
- Pupils with special educational needs are assessed systematically, very well supported and make good progress throughout the school.
- The curriculum is well organised, and teachers make good links between the different subjects taught, which aid learning. It is strengthened by the links with parents, the community and partner institutions.

What could be improved

- The role of learning support staff in the whole-class part of lessons could be developed further, and training opportunities extended.
- Some written reports to parents do not refer to all subjects, and they lack detail.
- Not all registers record absences correctly.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St. John's RC Primary School was inspected in April 1997 and found to have a number of weaknesses, although pupils' attainment was good. Very good progress has been made since then. The areas of weakness identified in the previous report have been dealt with. The curriculum provides sufficient time for each subject to be, at least, satisfactorily taught. The improvement in the role of subject co-ordinators has been reasonable, but it could be developed more. Assessment, including marking, has improved and it is used effectively to plan lessons and areas for improvement. Links with parents are better. The health and safety concerns identified previously have been dealt with, and a clear child protection policy is in place. Teaching has improved, in particular the use of questions, and this has helped to promote good learning and progress. Particular improvements are evident for children in Reception, in English, especially by Year 2, in science by Year 6 and in art and design throughout the school. Provision for, and the organisation of, special educational needs are better. Attendance is even higher.

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	A	A	C	B
mathematics	B	C	C	B
science	B	D	B	A

Key

well above average A

above average B

average C

below average D

well below average E

Since 1997, the rate of improvement has been broadly similar to that nationally, and has been particularly strong in science. As a result, standards, when children leave the school at the end of Year 6 are generally similar to, or above, those found nationally. The relatively low numbers in some years makes the analysis of trends difficult. In 2001, there were only 16 pupils in Year 6, and about a third of these had special educational needs. Although these pupils achieved well, their results affected the overall results. When compared with the results of similar schools, that is those with between 20 and 35 per cent eligible for free school meals, results are above average in English and mathematics, and well above average in science. The school is meeting its targets. Current pupils in Year 6 are likely to attain similar to, or a little better, than last year. Those currently in Year 5 are attaining especially well. Results at the end of Year 2 have been mostly similar to, or above, the national average in reading, writing, mathematics and science since 1997. This year, attainment in Year 2 is above average overall. Throughout the school, in all other subjects,

pupils' attainment is average or better. Children in Reception make good progress, and most will attain the expected standard when they enter Year 1. Pupils with special educational needs achieve well during their time in school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show great enthusiasm for school and learning.
Behaviour, in and out of classrooms	Pupils behave very well on nearly all occasions.
Personal development and relationships	Pupils are mature and well able to reflect about the needs of other people. Relationships are excellent.
Attendance	Attendance is well above average. Pupils are keen to come to school, and lateness is very rare.

Pupils are confident, polite and friendly. Very occasionally, a small minority of pupils can become restless if they are inactive for too long.

TEACHING AND LEARNING

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

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

The quality of teaching has improved further since the previous inspection, and is good overall. All teaching observed was at least satisfactory, three-quarters was at least good and about a sixth very good. Good or very good teaching was evident in every class. The teaching of English and mathematics is good throughout the school. Teachers often make very good links between subjects, which help to enhance pupils' learning and understanding. In particular, the use of pupils' literacy skills is very well developed, but less so for numeracy. Strengths of teaching evident include the effective use of literacy, and relationships with pupils. The management of pupils is consistently good. Marking is mostly good, and some of the best is very helpful. Homework is used effectively to support learning. The quality of teaching evident is helping to promote children's learning throughout the school and is one reason for pupils' good progress. Most pupils show interest and concentrate well. Those with special educational needs are well supported by teachers and other staff and, as a result, their progress while in the school is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for its pupils. It is especially good for children in Reception, and in English, art and design, music and physical education. All pupils are included well in all the school has to offer.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The arrangements for pupils with specific or physical difficulties are excellent. All pupils are able to take an active part in all lessons and are fully involved in every aspect of the school's life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development, and it is excellent in the areas of spiritual and moral development. It makes a significant contribution to pupils' personal and academic development. Less emphasis is placed on pupils gaining an understanding of the cultural diversity of the United Kingdom.
How well the school cares for its pupils	The care of pupils is good, with aspects of pastoral care being very good. The results of national tests in English, mathematics and science are analysed very thoroughly and used to shape the school's planning. Teachers are introducing effective ways to assess and record pupils' progress in other subjects.

The commitment to ensuring all pupils are fully involved in the school's activities is exceptional. The local community and other educational organisations give good support to pupils' learning. The school involves parents in its work effectively. Not all written reports meet statutory requirements and the information lacks sufficient detail. Reasons for absence are not recorded in all registers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is passionate in her belief in the potential in every pupil and she provides excellent leadership. The school is very well managed. Senior staff carry out their responsibilities effectively.
How well the governors fulfil their responsibilities	With minor exceptions, governors fulfil their statutory duties very effectively and they play a key role in the daily life of the school.
The school's evaluation of its performance	The school uses the results from National Curriculum tests and other assessments well to assess its own performance, particularly in English, mathematics and science. Governors monitor the school's progress through visits and close discussion with the headteacher.
The strategic use of resources	The school makes good use of its resources including finance and additional grants. Learning support staff are very effective when supporting individuals or small groups.

The school's aims and values are reflected excellently in all its work. The number and quality of teaching and support staff enable pupils to make good progress, although some learning

support staff could make a greater contribution to whole-class activities. The accommodation, quality and range of learning resources are generally satisfactory, except for the hall and the outside area for Reception children. The governors are careful to ensure the principles of best value are applied rigorously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress and behaviour are good. • Homework is well organised. • Teaching in the school is good. • They are generally well informed about their children's progress. • The school is approachable. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • More information about how their children are progressing. • The range of activities outside of lessons.

Inspectors support parents' positive views of the school. Children have excellent attitudes and enjoy their time at school, they behave very well and become mature and responsible. Their progress is good because of effective, well-organised teaching. Pupils are expected to work hard. The school uses homework well to aid learning. Staff are very approachable and the school works well with parents. The leadership of the school is excellent. Inspectors agree that written reports about children's progress do not include sufficient detail. They think that there are good opportunities, both formal and informal, to meet staff to discuss their children's progress. For a relatively small school, it provides a good range of activities outside of lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the period 1997 to 2001, in National Curriculum tests at the end of Year 6, pupils' results have improved at a rate similar to the national improvement. The relatively small number of pupils in some years means that results can fluctuate significantly. In 2001, results were similar to the national average in English and mathematics, and above the average in science. Compared with similar schools, they were above the average in English and mathematics, and well above the average in science. Over the past three years, results in English have been above average overall. Inspection evidence shows that standards are currently above average in Year 6 in English, mathematics and science. The relatively lower results last year were related to the fact that about a third of the pupils had special educational needs, although they did make good progress. The targets set for at least Level 4 attainment in English and mathematics are usually exceeded. They are very challenging for pupils currently in Year 5, who are attaining particularly well at present. There is no significant difference between the results of boys and girls.
2. Over the period 1997 to 2001, in National Curriculum tests at the end of Year 2, pupils' average results have fluctuated because of the small group sizes. They have tended to be above average in reading and writing, and close to the average in mathematics. In 2001, overall attainment in reading, writing and mathematics followed this pattern. In comparison with similar schools, results were well above the average in reading and writing, and above average in mathematics. Teacher assessments in science indicated that, last year, pupils' results were above average. Inspection evidence indicates that standards in reading, writing, mathematics and science are above average. There is no significant difference between the results of boys and girls.
3. The previous report indicated that standards were about average, or better, in most subjects in both key stages. Attainment is similar or has improved in most subjects. Improvements are most marked by Year 2, by Year 6, attainment remains mostly above average.
4. Attainment on entry to Reception is below average, with the greatest weakness in communication and language skills. This represents a lower level than reported at the time of the previous inspection. Good progress helps to ensure that, when children join Year 1, most will achieve the standards expected. In communication, language and literacy, children's speaking and listening skills improve well. They handle books satisfactorily and they know that words have meaning. They write most letters satisfactorily. Children have a secure knowledge of numbers and most can count up to ten. Children's knowledge of the world increases well, and is likely to be similar to that expected by the time they enter Year 1. They know that snowflakes are six-sided and that they keep warm by wearing clothes, such as hats and gloves. In creative development, children's work should be similar to the expected standard by the time they start Year 1. They use a range of media, including paint, satisfactorily. Almost all children hold their pencils and paint brushes with adequate control. The current lack of outdoor resources and suitable playground space limits aspects of children's physical development. Good use of the hall compensates for this and children move satisfactorily to music when learning early folk dances.

5. Pupils in Year 2 are achieving above average standards in English, mathematics and science. They are about average in information and communication technology (ICT). Pupils read with good accuracy and fluency, and with a good understanding of what they have read. The skill to build up words from initial sounds is less well developed. Writing skills are above average, and helped by the extensive use of literacy in other subjects. They use correct punctuation and spell most common words accurately. Handwriting is mostly neat, with letters well formed. Pupils speak very clearly and most listen attentively. Pupils' mathematical knowledge is above average. They handle numbers up to 100 accurately and confidently. They measure and estimate lengths correctly, and know the features of a range of two-dimensional shapes. Almost all pupils in Year 2 complete simple multiplication tasks correctly. Pupils' numeracy skills are used satisfactorily in other areas of the curriculum. In science, pupils' attainment is above average by the end of Year 2. They have a broad knowledge across all areas of science. Pupils' scientific skills, such as those of observation and recording, are well developed. In ICT, pupils' work is about average. They input text satisfactorily, although they are sometimes slow finding the correct letters. They understand that the spell checker will help them correct their words.
6. Pupils currently in Year 6 demonstrate attainment that is above average in English, mathematics and science, which is better than last year. Those in Year 5 are attaining especially well. In the 2001 National Curriculum tests, attainment was average in English and mathematics. Pupils read with good understanding and accuracy. Their writing is especially good, with particularly effective descriptive writing, such as in their poetry. Handwriting is very neat. Speaking and listening skills are good. Many pupils are confident and articulate speakers, whether talking to an adult, the class or the whole school. Pupils' literacy skills are used very well to support learning in other subjects. Pupils' mathematical knowledge is above average. They have good number skills and solve problems accurately. Virtually all pupils tackle problems methodically. They draw and interpret simple block graphs and histograms with accuracy, and understand the types of data displayed by line graphs. Numeracy skills are used satisfactorily in science, and accurate measurement skills are developed in design and technology. In 2001, pupils' knowledge of science was above average, and this continues to be the case. They explain in detail, for instance the changes that occur to different materials when they are heated. Pupils' scientific skills are developed effectively. Pupils record their observations carefully, but there are few opportunities for older pupils to design experiments to answer scientific questions that they have posed. In ICT, attainment is about average, and pupils use their skills well to enhance learning across much of the curriculum.
7. Throughout the school, pupils achieve mostly average or better standards in other subjects. In art and design, in both key stages, pupils develop good skills and apply these well to produce eye-catching paintings, which show good colour mixing. The quality of work in design and technology is average; pupils design, make and evaluate artefacts satisfactorily. In music, standards are above average by Year 6, especially the quality of singing. Although Year 2 pupils are about average, those in Year 1 demonstrate a good sense of rhythm in their music. In history, attainment is average. In some areas of history, there is good depth in pupils' understanding, although skills are less well developed. In geography, relatively limited evidence was available, but standards are at least average by Year 6. In Year 1, pupils know about features of the local area through the journeys of Barnaby Bear. In physical education, pupils attain average standards overall, although higher than this in swimming.
8. Pupils' achievement during their time in school is good because of the good quality teaching. Achievement is also helped by pupils' enthusiasm for school. Progress

throughout the school is consistently good and, on occasions, helped because of the amount of work expected. Pupils with special educational needs make good progress, helped in particular by the assistance provided by learning support staff when pupils work in groups. The progress of these pupils is illustrated by the fact that recently, most have achieved at least Level 3, and some the expected Level 4 in English, mathematics and science by the end of Year 6. The special educational needs co-ordinator uses her understanding of the results of tests, the class teachers' knowledge and other assessments to write good quality individual education plans that set specific and challenging targets for pupils to reach. Good quality learning support staff encourage them to play a full part in lessons, answer questions and get on sensibly with their work. Pupils with particular physical or severe learning needs have a high quality provision that ensures that they too can make good progress as part of the class. Assessment data is also used effectively to identify pupils who have particular strengths in literacy, numeracy and ICT, and to ensure that they have challenging work in school and in special groups.

Pupils' attitudes, values and personal development

9. Pupils display the greatest enthusiasm for school and they are eager to take part in all that is on offer. They talk with enormous interest about their activities. There is a positive family atmosphere. Parents agree that their children like school. Good provision for children in Reception means that their personal development improves well. Many activities encourage children to take turns or work with a partner, and most do so, for example in role-play. The good quality activities and the way lessons are paced help children to develop concentration and perseverance. The school's strong moral code and excellent examples set by adults mean that children behave very well and understand the consequences of their actions. Children develop good attitudes to their work and listen well. Children know the classroom routines and they responsibly take on different tasks around the classroom. Partly because they are given fewer opportunities, children are less skilled in initiating activities.
10. Behaviour in lessons is always satisfactory right across the school, and it is usually good and often better. A good working atmosphere and a high work rate are features of many lessons. Pupils are keen to contribute to discussions and in a Years 3/4 literacy lesson they vied with each other to produce examples of sentences with strings of exciting adjectives. Pupils concentrate well and are quick to respond to the teacher's instructions. There are a few instances of silliness from boys in Year 2 but these are handled well by the teacher. Pupils behave particularly well in assembly and they clearly value these occasions. They behave sensibly around the school, even when not directly supervised, but outside play can occasionally become boisterous. Nearly all parents agree that behaviour in the school is good. No pupils have been excluded from school.
11. Pupils' personal development is excellent. A culture of learning and concern for others runs through the school from the headteacher down to the youngest pupils. Pupils often express awe and excitement at what they learn and discover. They have the greatest respect for the feelings and beliefs of other people and reflect on the needs of others. Pupils automatically include those with physical or mental disabilities in their activities and afford them warm acceptance. Pupils talk to visitors politely and with confidence, and offer to look after them. The school extends a very warm welcome and it is a pleasure to visit the school. Relationships are excellent at all levels. Pupils are keen to show their initiative and to exercise personal responsibility. Years 5 and 6 pupils presented an assembly independently that included drama, a Bible reading, prayers and a hymn.

12. The school's policy for including pupils with special educational needs in all its activities is one of its greatest strengths. This can be seen particularly in the arrangements for those who have physical or severe learning difficulties. Pupils respect the fact that some of their friends cannot be as physically active as themselves, but are keen to make sure that the whole group can take part in a game or activity as far as they are able. Older pupils who have particular strengths in literacy, numeracy and ICT are valued by their friends and not made to feel 'different'.
13. Attendance has improved since the last inspection and is now very good. There is no unauthorised absence. Pupils are punctual at the beginning of the day. Some registers do not meet statutory requirements because reasons for absence are not filled in.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Pupils are well taught in the school, thus helping to ensure good achievement and pace of learning. All teaching observed was at least satisfactory, three-quarters was good or better, and a sixth was very good. There is little difference in the quality of teaching across the school. The quality of teaching is better than that described in the last inspection report, this is partly due to the impact of the National Literacy and Numeracy Strategies, and better use of questions.
15. The teaching for Reception children is good overall. The teacher provides an interesting classroom. All areas of learning are planned carefully, and the children are well prepared for entering Year 1. Their personal, social and emotional development is given suitable emphasis and, as a result, children share resources well and co-operate when necessary. A good range of activities, which effectively promotes learning in language and mathematical development, is provided. Early language skills are given a particularly high priority. Assessment of the progress of individual children is good. An effective part of the teaching is the teacher's good knowledge of the attention span of young children. This knowledge helps to ensure a good pace. In some areas, such as creative development and personal, social and emotional development, there are insufficient opportunities for children to develop independence. The children concentrate well and their desire to do their best is evident in the effort they make.
16. The quality of teaching in the remainder of the school is good, and none observed was less than satisfactory. Teaching of English and mathematics is good throughout the school. In other subjects, teaching is never less than satisfactory, and usually good. In physical education, teaching in specialist areas, such as swimming or fitness skills, is very good. The strengths of teaching are similar throughout the school; there are few weaknesses. Pupils' learning in the lessons observed was mostly good. This was because of the high proportion of good quality teaching, which ensures pupils' good progress as they move through each class in the school. Careful attention is given to ensuring that all pupils, from whatever background or need, are helped to achieve their best. Teachers' subject knowledge is usually good, and this is used effectively to promote the development of pupils' skills in literacy and numeracy. Pupils are challenged effectively in their work, both in relation to the level of work expected and the amount to be completed. Teachers' expectations about presentation result in exceptionally neat and tidy books. Literacy is well taught, although some younger pupils have not had sufficient guidance on the link between individual letters and the sounds they make. Literacy is used particularly well in other subjects, including the development of speaking and listening. The teaching of mathematics is good and has been helped by the National Numeracy Strategy. It is strong in number and aided by the effective use of questions and the challenge in mental arithmetic sessions. In other subjects, mathematics is not used as extensively as literacy.

17. A few young pupils, mainly boys, can exhibit inattention and do not always naturally behave well. The teachers, supported very well by other adults, work very hard to manage pupils and to ensure behaviour remains good, or better. Detailed medium-term planning informs what it is planned to teach. The daily plans do not always contain sufficient detail about how the needs of different groups are to be met. There are good examples of how planning is informed by assessment, such as the recognition of the need to spend more time on odd and even numbers in Year 1. A range of methods is used well, and teachers are very effective at making links between subjects. This helps learning by making the topics relevant to the pupils. The very good relationship between staff and pupils is evident in virtually all lessons. The pace of lessons is usually good and pupils are often encouraged to complete a good amount of work. Resources, including ICT, are used effectively to support learning. Teachers know their pupils very well and assessment during lessons is often effective. The quality of marking is good, and often includes very helpful guidance. In ICT, a member of the learning support staff makes a very positive contribution to pupils' learning. There is somewhat more variation in the contribution that teachers make to introducing and developing pupils' skills in ICT.
18. Pupils with special educational needs are taught effectively. The planning and careful attention to the targets in individual education plans ensure that the work is matched to their needs and that they can learn effectively. The special educational needs co-ordinator has regular contact with all the pupils on the register and discusses their progress with staff. Learning support staff are very well deployed and have a direct impact on the quality of learning through their skilled intervention and active encouragement of higher standards. Teachers are aware of the older pupils who have particular strengths in literacy, numeracy and ICT, and make sure that they are given challenging work to do in all lessons. Teachers are proud of their pupils' successes and are very willing to adapt their planning to take account of pupils' rapid development.
19. The inspection of this school included a focused view of the contribution of teaching assistants (learning support assistants) to teaching and learning in literacy and mathematics. Learning support staff are often used very effectively to support individuals or groups of pupils. This helps to ensure all pupils, including those with special educational needs or a disability, are fully involved in all the school has to offer. During group sessions, learning support staff give particularly good support to lower attaining pupils. In a Year 1 mathematics session, the use of clear, focused questions about odd and even numbers, and the effective use of practical resources, aided pupils' learning. Good discussions between the teacher and a learning support assistant had identified that learning of this concept had not been secure in the previous lesson. Another learning support assistant was particularly effective in increasing the self-esteem of a pupil with a statement of special educational needs; this gave rise to confident learning and successful inclusion. A pupil with behavioural difficulties was managed very effectively by a learning support assistant. She brought him back on task and encouraged him to work independently and to manage his own behaviour. In a mathematics lesson, a learning support assistant was very effective at helping to maintain attention during a whole-class part lesson. During group tasks, she maintained a discreet eye on groups near her to ensure all involved concentrated and behaved well. However, these adults are not always used to best effect during whole-class sessions. Pupils with special educational needs receive good teaching from learning support staff, who make every effort to involve pupils in the group or individual activities. This includes sensitive, well-planned support for pupils with behavioural problems or specific disabilities. All pupils are included in the wide range of activities offered; they learn well and make good progress.

20. The good teaching in the school is helping to promote good learning in each class. As a result, most pupils make particularly good progress by the time they reach Year 6 and this results in standards that are usually above average. Pupils concentrate well and work hard. Virtually all quickly settle to their tasks and learning is therefore enhanced. At the start of the day, pupils get on with work, such as handwriting practice, while the register is called, without the need for a reminder.

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

21. The school fulfils its aims of providing a broad and rich curriculum, which meets the needs of all its pupils well. A particular strength is the cross-curricular links made between many subjects. This was evident in the high quality writing seen in history, which supports pupils' literacy development, and when learning in geography was extended through activities in art and music. The use of literacy in other subjects is particularly good, and this helps pupils to write thoughtfully, in a range of forms and for different audiences. Less emphasis is given to using mathematical skills in other subjects. However, a good activity to link learning about fractions to musical notation led to pupils being able to understand these concepts more easily. The quality of learning opportunities contributes to the above average standards seen in the core subjects of English, mathematics and science and also other subjects such as art and design. The overall curriculum also supports pupils' personal development very well, particularly for cultural development. The Foundation Stage curriculum has been planned very thoughtfully, and is taught through different topics. This approach helps to interest and motivate children and is supporting the good progress they make. It also helps them to move on smoothly to the National Curriculum when they enter Year 1. Very good improvement has been made since the school was last inspected when the balance between subjects was unsatisfactory.
22. The learning activities provided are based on national schemes of work. Owing to the fact that most classes have more than one year group, there is a four-year rolling topic programme for subjects such as geography and history to allow for re-organisation of classes. Good liaison between all members of staff ensures that planning helps pupils to build on and extend their skills, knowledge and understanding as they move through the school. This is a suitable arrangement. Good attention is given to providing different learning activities, well matched to pupils' abilities, and this means that all have equal access to the curriculum. This results in pupils with special educational needs, including those who have a very specific need, being included well.
23. The curriculum for children in Reception is good. The interesting and effective range of learning experiences meet children's needs well. Good assessment of children's work makes an effective contribution to planning and this helps to support the good progress all children make. In addition, the quality of activities helps children to develop very good attitudes towards school.
24. The curriculum is enriched through a good programme of visits pupils make, for example to Truro Museum, The Tate Gallery in St Ives and a residential camp for Year 6 pupils. Visitors to the school, including the parish priest and parents, also contribute well to pupils' learning, sharing their expertise in subjects such as art and design. There is particularly good involvement with the local community, for example through the Celtic Festival and links with the Camborne Band. The school also plays a full part in local sporting activities covering football, netball and swimming competitions with other schools. The links with other schools and educational institutions are very good. Camborne School pupils help to arrange history days, where St John's pupils make

good gains in increasing their knowledge and understanding in topics such as Roman Britain and Ancient Greece. Secondary pupils also visit St John's on work experience. The school's membership of the Camborne/Pool/Redruth Success Zone also allows gifted pupils to attend master classes in mathematics, science and ICT.

25. The school has a good programme of extra-curricular activities covering languages, music, sport and religious education. The clubs are popular with pupils, including those in Years 1 and 2. During the inspection, over 30 pupils attended a lunchtime Latin club, confidently conversing with each other. Pupils are also given the opportunity to complete artwork during the lunch hour. Talented musicians can join the school's brass band, which plays at many community events.
26. Pupils with special educational needs have the same worthwhile opportunities for learning as all other pupils. They are included in every activity, even when a physical disability means that they cannot be particularly active. Individual education plans refer to literacy, numeracy, physical or behavioural targets, and good planning means that pupils take part in all subject areas and transfer their writing skills, for example to history lessons, in the same way as other pupils. Good use is made of a wide range of technical equipment and laptops to ensure that typeface, for example, is of the correct size. The requirements for individual pupils, as set out in their statements, are met in full.
27. The school makes good provision for pupils' personal, social and health education. This includes the teaching of sex education and drugs awareness, mainly through the science curriculum. This is appropriate to the age and maturity of pupils and firmly based on the school's Catholic ethos of valuing others. Good opportunities are also taken to promote healthy living through a range of subjects. During the inspection, Year 2 pupils were researching 'healthy' biscuits before making them as part of a design and technology project. Pupils are very well prepared for living in the community and, as a result, relationships throughout the school are excellent. Adults play a significant role-modelling positive relationships. The care and support given to all pupils, whatever their needs, helps them to develop confidence and self-esteem. This means that pupils with special educational needs take part in all that the school has to offer and are very well integrated into the life of school.
28. The school's provision for spiritual, moral, social and cultural development is very good overall. Its provision for spiritual and moral development is excellent, that for social development is very good and for cultural development it is good.
29. The school's Catholic ethos pervades all its work and, as a result, very many opportunities are taken to encourage pupils' spiritual development. From the time they enter the school, pupils are encouraged to be reflective, and this gives very good support to their spiritual development. It also helps them to see beyond the literal and concrete, and there were many occasions during the inspection week when pupils of all ages showed awe and wonder in the world around them. Children in the Reception class were amazed when they saw how differently a toy car could move on an icy surface and in a Year 1 lesson, they were amazed by the number of seeds in a melon and by the size of an avocado seed. Throughout the school day, many opportunities are provided for prayer and quiet reflection, and the calm and focused worship in assemblies gives exceptionally good support to pupils' spiritual development and the life of the school as a whole.
30. Firmly underpinned by the mission statement and the aims of the school, its provision for moral development is excellent. The behaviour policy is based on respecting and

valuing others and in this teachers are exceptionally good role models, supporting all pupils whatever their difficulties and needs. This leads to pupils gaining an excellent understanding of how their actions affect others and a respect for those who are different. As a result, excellent relationships are seen throughout the school. This is another reason why pupils with special educational needs are integrated well. Positive behaviour is promoted particularly well and pupils respond to this. The differences between right and wrong are clearly stated and reinforced on all occasions and good behaviour is rewarded.

31. The school makes very good provision for the social development of its pupils, largely because all pupils feel valued and respected members of the school community. This helps pupils to work and play harmoniously together as well as developing confidence and self-esteem. A local secondary school, to which a number of pupils transfer, reports that they are very well prepared for secondary school, not only in their academic, but also their personal development. Pupils talk confidently with adults and are helpful and polite around the school. Many good examples were seen of pupils working well together in lessons, for example in science and design and technology activities. Children in Reception work and play happily together even when not directly supervised. Although Reception children are given good opportunities to take responsibility for resources, less emphasis is given to encouraging them to make choices about their own learning. Pupils of all ages are given some responsibilities around the school, although these are not increased significantly for the older pupils. However, older pupils help to write their own targets for improvement and this helps them to gain a good knowledge of their learning.
32. The school's provision for cultural development is good. The school works very hard to ensure that all pupils receive a broad and rich curriculum, as well as focusing on English, mathematics and science. This ensures that good opportunities for learning about a range of the facets of different cultures are provided in many subjects such as art and design, geography, history and music. Years 4 and 5 pupils were learning about African culture through their study of Zimbabwe in geography and music, and Years 3 and 4 pupils were studying the artistic styles of Constable and Turner in their art and design lesson. Through visits and visitors and the contribution the school makes to many local events, pupils have a very good understanding of the culture of Camborne, and of Cornwall as a whole. Pupils learn Cornish songs and folk dances, visit local galleries and museums and in history, learn about the mining heritage of the area. However, less emphasis is given to learning about the cultural diversity of the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school ensures the welfare of all its pupils well, including children in Reception. Child protection procedures are fully in place and meet requirements. All health and safety concerns noted during the last inspection have been addressed. However, despite the best efforts of the school to raise awareness of the safety hazard amongst parents and pupils, some pupils continue to wear earrings for swimming and other physical education activities.
34. Pupils are encouraged to attend regularly and levels of attendance have improved since the last inspection. Some registers do not meet statutory requirements because reasons for absence are not filled in. The school has very good procedures for helping children to behave well from when they start school. These procedures are applied consistently throughout the school. All staff are good role models and pupils are taught to behave sensibly and with concern for others. The school successfully creates an

atmosphere of respect and tolerance. The absence of oppressive behaviour in the school shows its success in eliminating it.

35. All staff know the pupils and their families very well, and afford them every care and respect. Strong links before children start in Reception, and very good care and support, help to ensure that all children settle quickly in to school. Pupils are prepared well for the next phase of education; they are well used to homework and to organising themselves by the end of Year 6. The personal development of all pupils is given high priority by staff, and the headteacher encourages them all to continue their education in the future to the highest level.
36. The school now makes far better use of test results and has met the concerns identified in the previous report. Procedures for assessing pupils' attainment and progress are good. Shortly after children start in Reception, they are assessed using the 'Cornwall Baseline Assessment' scheme. These show that children's attainment is below average when they start school. The results are used consistently to help plan appropriate work. Results in mathematics and English are analysed very carefully to identify strengths or areas for development in the school's provision. They are also used effectively to set individual, group and whole-class targets for the end of Year 6. Books are marked carefully, often with comments that show pupils how they can improve. Records are maintained very carefully and show a clear pattern of improvement by each pupil. The school is developing good systems for measuring progress in all subjects by applying the standards set out in recent government guidance, and in deciding where the curriculum should be changed if pupils are not making enough progress.
37. Every precaution is taken to ensure the welfare, health and safety of pupils with special educational needs. Teachers know their pupils very well and support them effectively. Procedures for identifying and assessing pupils' special educational needs are effective and consistent. The overall level of provision for pupils with statements, setting out the precise nature of the specialist support, is excellent. Statements and reviews are up to date. The school is aware of the recent changes to the Code of Practice and is actively refining its own processes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have positive views of the school, and many people speak passionately about how the staff have helped their children to flourish. A small minority do not feel well informed about their child's progress nor that the school works closely with them.
39. The school works hard to build effective links with parents and this has improved since the last inspection. Good links have been established with parents of children before they start school. This, together with the links to the pre-school group, which is on the school's site, ensures children start school confidently. These good links continue during children's time in Reception. The school provides good curricular information booklets to explain what each class will be studying and good general information through the lively and regular newsletters. The useful pastoral evening for parents at the beginning of the school year helps them to understand the aims and routines of the school. Staff are always willing to discuss the needs of individual pupils informally. Annual progress reports lack detail and do not always tell parents about the progress their child has made; parents are not told how often their child has been absent from school. Reports do not meet statutory requirements as they do not all include a clear reference to both ICT and design and technology.

40. Parents and friends make a significant contribution to the work of the school. Parents hear their child read at home regularly and encourage the completion of homework. The amount and quality of homework completed contribute to the standards achieved in school. Parents support the ethos of the school by sending their children in correct uniform, by serving as governors and by sharing expertise in some lessons. Parents and friends help to raise significant amounts of money, and many provide practical help with the buildings or grounds. There is a strong sense of shared responsibility that the school should flourish.
41. Parents whose children have special educational needs are encouraged to be active partners with the school from the moment any concern is raised. They receive copies of the individual education plans and meet regularly with teachers. Individual parents told inspectors how pleased they were with the support given to their children, but some are not completely sure about the role of the learning support assistants.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The quality of leadership and management is very high. The headteacher is driven by a passion that every pupil has within them the potential to do well, whatever their ability or circumstances. She has inspired the staff and members of the governing body to her very high standards, and the school's aims and Catholic values are evident in every aspect of its life. Parents feel strongly that the school is well led. The headteacher's duties and responsibilities to her class are maintained to the same high standard that she expects of all members of the staff, and do not detract from her ability to lead and manage the school very effectively. Concerns were expressed in the previous report that subject co-ordinators were not given sufficient responsibility. Progress in this aspect has been satisfactory overall. Considerable, appropriate responsibility is now given to the English and science co-ordinators. More limited authority is given to co-ordinators in the foundation subjects, and the co-ordinator for geography, for example, does not have an opportunity to assess standards at first hand through lesson observation. This position is not uncommon in small schools. Considerable responsibility is placed on the experienced and very capable ICT co-ordinator but, as a member of the learning support staff, she does not have a link teacher to whom she can refer for curricular or teaching advice, or who can make a professional judgement about standards of teaching and learning. Overall, the school has been successful in dealing with the areas of weakness identified in the previous report.
43. The governing body is very effective in fulfilling its responsibilities. Governors are very supportive and bring a very wide range of talents to their work. They share the headteacher's passion for pupils' long-term success in adult life and that the school should value every child as a precious individual. Their policy is very successful and can be seen in the letters the school receives from past pupils and the care it shows towards those who have individual special educational needs. Governors have a clear understanding of the school's priorities and are playing an increasingly active role in shaping its future development. The chair and other governors are often in school and have a good understanding of its strengths and weaknesses through personal observation and information provided by the headteacher. Minutes of meetings are appropriate and indicate some lively debates.
44. The school has good systems for monitoring and evaluating its performance. The headteacher looks at every pupil's work on a regular basis, and gives teachers a written note of her conclusions. She observes teaching regularly and has addressed the concerns in the previous report successfully. The English co-ordinator has particularly strong systems for assessing standards, and the quality of teaching and learning. She

observes lessons regularly and provides written and oral feedback so that colleagues know what is going well and where some development is needed. There are appropriate systems for performance management and teacher appraisal, but not enough professional guidance is offered to those who are developing their skills as subject managers in the foundation subjects. The school development plan is appropriate although some action plans, for assessment and geography for example, do not link clearly enough into the summary plan. Action plans are based on a firm understanding of the school's strengths and weaknesses, and include the estimated costs of new initiatives. The strong staff team have a shared commitment to improvement and the capacity to continue to raise standards.

45. There are very good systems for inducting staff new to the school, including those returning after a career break. The teacher responsible for the Foundation Stage is relatively new to the school. She is managing this area effectively and being given appropriate support. The school provides a very good location for those in training as teachers. Financial planning is very good. A member of the local authority's bursar team visits the school every month and gives very good advice and support. The school is able to put money aside for future developments, including its contribution to extending the hall. One of the governors is also a member of the authority finance team and keeps a close eye on the balances on behalf of the governing body. The school secretary makes appropriate use of computers and other new technology. The school has made very good use of extra grants, especially those relating to special educational needs and the Education Action Zone. There is a good match between teachers and support staff and the demands of the curriculum. The current balance figure exceeds 20 per cent of the school's annual income. This money has been accumulated as part of the plan to improve outdoor facilities for Reception children, remodel the playground and extend the hall.
46. The special educational needs co-ordinator works closely and effectively with the headteacher with whom she shares some of the responsibility. They have been particularly successful in recruiting dedicated learning support assistants, whose work supporting pupils with severe learning or physical difficulties is particularly effective. They have also led the staff in creating a positive ethos for learning in which pupils with special educational needs have high levels of self-esteem and are helped to do well. Procedures are very clear and ensure the early involvement of parents. Good use is made of ICT to make sure that individual education plans have a common format. The concerns outlined in the previous report have been addressed successfully. The governor linked to special educational needs is informed and takes a close interest in all that the school does.
47. Governors understand the principles of best value and apply them carefully at the point of purchase. School effectiveness is judged by evaluating every main area of its work. The analysis shows that pupils make good progress, have excellent attitudes and that the teaching is good. Leadership and management are very good and there has been considerable improvement since the previous inspection. The school is, therefore, very effective and gives very good value for money.
48. The school has a good number of staff to teach the curriculum, with a good range of experience and expertise. Many staff have given considerable service to the school. There are specialist teachers of music for both infants and juniors, and the school makes good use of outside expertise in physical education lessons.
49. The inspection of this school included a focused view of how effectively teaching assistants (learning support assistants) are managed and trained to contribute to the

teaching of literacy and mathematics. There is a good number of learning support assistants who support pupils and staff well. The quality of learning support staff is good, and they are used effectively, particularly during group activities. On occasions, however, learning support assistants, especially newer appointees, are not used to best effect. Staff, who support pupils with statements of special educational needs, have received good training and provide high quality assistance and care. Learning support assistants are satisfactorily managed, with suitable procedures to monitor their effectiveness. They are especially effective when working with small groups. On occasions, they are less involved in whole-class activities. Learning support staff have not yet received recent training to help develop their contribution to literacy and numeracy further.

50. Accommodation is satisfactory. All classrooms are of a reasonable size. The hall is cramped when the whole school assembles, and it is too small for physical education lessons. The school does not have a secure outside play area for the Foundation Stage and this limits the development of physical skills amongst the youngest pupils. The governors have well-defined plans to extend the hall and to provide an outside play area for the youngest pupils. The hard play areas are small and the differing levels of the playgrounds make it difficult to supervise them. The library area is too small to be developed for independent study. The school understands all too well the limitations of its accommodation. The buildings are maintained and cleaned to a very high standard.
51. Overall, the school has satisfactory learning resources. There are good resources for ICT, with computers in every classroom and a small suite available for group work. The library is under-stocked and underdeveloped and, partly due to the small size, is not laid out so that pupils can use it independently. Resources are good in art and design, where teachers use the local environment and the Tate Gallery in St Ives to good effect. Resources for physical education are unsatisfactory because there is no fixed equipment in the hall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school has few weaknesses. Not all reports include reference to every subject, and they lack detail about what a child knows and can do. Registers do not always include the reasons for a pupil's absence. On occasions, classroom assistants are not sufficiently involved in whole-class activities, and they have not received training recently to enhance their role even further.
53. In order to improve standards further, the headteacher, staff and governors should:
 - 1) Ensure that written reports include reference to all subjects and that they give a clearer view of what the child can and cannot do.

(Paragraph 39)
 - 2) Ensure that all registers include the reasons for a pupil's absence.

(Paragraphs 13, 34)
 - 3) Improve the role of learning support assistants by:
 - reviewing their involvement in the whole-class part of lessons;
 - encouraging them to undertake training opportunities currently available.

(Paragraphs 19, 49, 68, 71)

Minor areas for consideration within the action plan include:

- Continuing to develop the role of the co-ordinators within the school.

(Paragraphs 42, 94, 98, 101, 106, 110, 119)

- Ensuring that the planned developments for the library, hall, playground and outside facilities for Reception children are completed.

(Paragraphs 45, 50, 51, 57, 63, 75, 106, 119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	23	10	0	0	0
Percentage	0.0	17.5	57.5	25.0	0.0	0.0	0.0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points. In one lesson the observation was too short to grade the quality of 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)		169
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		32
Number of pupils on the school's special educational needs register		7

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.0

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

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

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10 (12)	10 (12)	20 (24)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8 (9)	8 (12)	10 (12)
	Girls	9 (9)	10 (12)	9 (12)
	Total	17 (18)	18 (24)	19 (24)
Percentage of pupils at NC level 2 or above	School	85 (75)	90 (100)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8 (12)	9 (12)	10 (12)
	Girls	9 (12)	8 (10)	10 (10)
	Total	17 (24)	17 (22)	20 (22)
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (92)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7 (12)	9 (7)	16 (19)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3 (11)	3 (9)	5 (11)
	Girls	8 (5)	8 (4)	9 (5)
	Total	11 (16)	11 (13)	14 (16)
Percentage of pupils at NC level 4 or above	School	69 (84)	69 (68)	88 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3 (10)	3 (9)	6 (11)
	Girls	8 (6)	9 (5)	9 (5)
	Total	11 (16)	12 (14)	15 (16)
Percentage of pupils at NC level 4 or above	School	69 (84)	75 (74)	94 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	159
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	26.0
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	201

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	1
Number of teachers appointed to the school during the last two years	0
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

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	325,805
Total expenditure	300,373
Expenditure per pupil	1,866
Balance brought forward from previous year	51,333
Balance carried forward to next year	76,765

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	63	34	2	0	2
Behaviour in the school is good.	59	34	5	0	3
My child gets the right amount of work to do at home.	49	40	8	0	3
The teaching is good.	74	24	1	1	1
I am kept well informed about how my child is getting on.	47	40	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	24	6	3	2
The school expects my child to work hard and achieve his or her best.	78	22	1	0	0
The school works closely with parents.	41	45	8	3	3
The school is well led and managed.	68	23	4	1	3
The school is helping my child become mature and responsible.	68	28	3	0	2
The school provides an interesting range of activities outside lessons.	41	34	11	5	9

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

54. Children spend about two terms part-time in the Reception class, becoming full-time in the term in which they reach their fifth birthday. At the time of the inspection, there were seven full-time and ten-part time children in the class. A good induction programme helps children to settle well into school. Most children have had some pre-school experience prior to starting school, many at the independent play group adjacent to the school. The prior attainment of children varies, but overall is slightly below what is expected for their age and is below that seen at the last inspection. The good teaching and curriculum provided help children of all abilities to make good progress during their time in the Reception class. However, the rate of progress is affected by the number of full-time terms children have in their Reception year. This limits the progress made by some of the younger children. Nevertheless, by the end of the Foundation Stage, the majority of children are likely to achieve the Early Learning Goals overall and the older, more able children to exceed them. The good progress made is similar to that seen at the time of the last inspection.
55. Teaching is consistently good in all the areas of learning and some very good teaching was seen, particularly when very practical activities were planned and taught. There is a very good relationship between the adults and the children. This helps children to feel secure and well supported, and creates a very good climate for learning. Together with the teacher's very good knowledge of the concentration levels of children of this age and her high expectations of what they will produce, this helps children to work very hard, especially in adult led activities. Although children are provided with a good range of activities from which they can choose for themselves, some of these are too focused to allow children to encourage them to take the initiative or use their own creativity. This also restricts the progress they make in developing skills of independent choice and their knowledge of what they are learning. Adults have a good knowledge of how children of this age learn, and the basic skills of literacy and numeracy are taught well which helps most children to reach the standards expected in these areas by the time they enter Year 1. The good assessment system is used particularly well to help plan the next lessons. This good start to their education makes a positive contribution to the above average standards achieved by pupils at ages seven and eleven.
56. The curriculum, based on national guidance, has been well planned around a series of topics, which stimulate and motivate children. Good attention is given to covering each of the areas of learning, with due emphasis being given to encouraging children's personal development and literacy and numeracy skills. A particularly good feature is that very good links are made between different areas, for example in reading a story about a snowy day and then testing the effects a frozen surface has on how toy cars will travel. There has been good improvement in the curriculum since the last inspection when it was satisfactory.
57. The Foundation Stage is well managed, including through the support of senior management and teachers in Years 1 and 2. The new classroom is of an adequate size for the number of children, although the fixed furniture and carpeting makes it difficult to make changes to the learning environment, for example to create a special area. The school has made good decisions about the resources to aid learning and these are of a good quality. The lack of a secure outdoor area and large equipment, including that for climbing and large-wheeled toys, restricts children's access to daily physical activities. However, this is somewhat compensated by regular use of the hall. Plans for an

outdoor activity area for Foundation Stage children and the purchase of large equipment are at an advanced stage.

Personal, social and emotional development

58. When children enter the school, their attainment in this aspect is slightly below that of children of a similar age. The good provision means that the majority of children will achieve the Early Learning Goals by the time they enter Year 1. Many activities encourage children to take turns or work with a partner, and most are able to do so, for example, in role play. The good quality activities and the way lessons are paced help children to develop concentration and perseverance. Well supported by the school's strong moral code and excellent examples set by adults, children behave very well and understand the consequences of their actions. They also develop good attitudes to their work. This helps children to listen well and to make good progress in gaining new skills and knowledge. The majority, particularly the full-time children, develop confidence. All children have quickly learnt the classroom routines and they responsibly take on different tasks around the classroom. Partly because they are given fewer opportunities, children are less skilled in initiating activities.

Communication, language and literacy

59. On entry to the Reception class, children's overall communication, language and literacy skills are slightly below average, although few are significantly below or above this. The provision is good and all children make good progress. The good quality teaching means that children begin to listen well. Some younger children have to be encouraged to speak out in whole-class sessions, but their speaking skills reach the expected standard by the time they enter Year 1. Nearly all children enjoy role-play activities and this also helps their oral language development. Reading skills are well taught and children recognise some common words, begin to build others up by sound and help their teacher to 'read' the story by using the pictures and the context. Many of the oldest children are already reaching the Early Learning Goals. However, this is not the case for the younger children who have spent less time in the Reception class, therefore, overall standards are around those expected.
60. Most children hold and control a pencil well. Good modelling of writing by adults helps the majority of children to write their letters well. Very nearly all children write their own name and copy or trace a sentence they have told to their teacher. Only the more able children write words independently.

Mathematical development

61. When children enter the Reception class, their overall attainment in mathematics is below that expected for their age, especially in their knowledge of number. Provision is good and this aspect of their mathematical development is particularly well taught. By the time they enter Year 1, most children will have reached the standards expected in mathematics. A range of mainly practical activities helps children to make good progress. The majority of children can order and count numbers to 20 and carry out simple addition and subtraction to ten. A very good activity for 'buying' things from the school shop helped children to give the correct money or know when they had received the right change. Most children can say whether an object is larger or smaller, or longer or shorter than another, and to recognise common shapes and colours.

Knowledge and understanding of the world

62. Children are provided with a rich and stimulating curriculum, which helps them to make good progress in learning about the world around them. A particular strength is seen in the quality of practical activities provided, including visits, for example to Tehidy woods. Children are encouraged by the teacher to find out for themselves and this helps them to understand concepts more easily as well as providing a very good foundation for investigative science when they move into Year 1. An example of this is when children melt jelly and then see it set again. During the inspection, the current topic of 'Winter' had been well planned to cover many aspects of this area of learning, including safety in cold and icy weather. Many opportunities are given by adults to encourage children to talk about their own past and how they have changed over time. Activities using construction equipment, story tapes on the tape recorder and programs on the computer result in children gaining the expected standards in these aspects. Overall, standards are around those expected.

Physical development

63. When they join the Reception class, most children have the movement skills expected for their age. They make sound progress in this area of their development. Greater progress is limited by the current lack of access to daily physical activities. Most children's skills in working with and controlling small equipment such as pencils or scissors are around that expected for their age, although skills in using a pencil in handwriting are good. To compensate for the lack of outdoor accommodation and equipment, children have regular access to the hall. This helps them to make the expected progress in their movement skills. Most children can move in time to music, skipping, galloping, walking and running at the standard expected. The majority of children can catch and throw a beanbag accurately, although not all do so with a ball. However, good teaching means most are making good progress in this aspect. Children's skills in completing puzzles or joining construction equipment are around those expected. They cut, stick and join their models at the level expected for their age. They control the mouse competently to operate the computer.

Creative development

64. When they enter the school, the attainment of children in this aspect is slightly below that expected for their age. Provision is good and children take part in a wide range of creative activities. The school's good promotion of drawing skills begins as soon as children enter the school and some good quality drawing was seen. Artistic skills are well taught, for example with children learning how to make an effective collage and produce marbling patterns. On a few occasions, less emphasis is given to allowing children to select the media or resources they want to use and this restricts their progress. Children enjoy singing a range of action songs and rhymes. For other music activities, the full-time children join with the Year 1 class. These children gain an understanding of pulse and are beginning to accurately copy a rhythm clapped by the teacher. A very good range of dressing-up clothes and the encouragement to use the role-play area frequently makes a good contribution to this aspect. Children enjoy re-telling or making up different stories and situations or 'selling' items in the class shop.

ENGLISH

65. Standards are above average by Years 2 and 6. This is an improvement since the previous inspection when standards in the infants were average. Achievement is very good because pupils begin school at levels that are below national expectations but are

on target to complete Year 6 with above average attainment. The reasons are the good quality of the teaching and the pupils' very positive approach to their work. Pupils with special educational needs are included in all lessons and make good progress because they receive high quality support and encouragement from the adults who work with them.

66. Care has to be taken when comparing pupils' results in the 2001 National Curriculum tests with other schools because the size of the groups is relatively small. Standards of reading and writing were above average at the end of Year 2 in comparison with all schools, and were in line with the national average for English in Year 6. Standards in reading and writing in Year 2 were an improvement on the previous year, and the proportion of pupils achieving the higher Level 3 was above the national average. Although average in comparison with schools nationally, and above those of similar schools, the results in Year 6 were not as good as in previous years. The group was small and the performance of one pupil could have altered overall results by almost ten per cent.
67. Standards in speaking and listening have improved and are above average in the infants and juniors. Younger pupils talk confidently and listen carefully to well-read stories. They listen to instructions, and get on with their work quickly because they have paid attention. Teachers are always looking for ways in which to encourage pupils to use a wider and more imaginative oral vocabulary. The teacher in Year 3, for example, worked hard with her class to find alternatives for over-used words and encouraged 'I enjoy playing football' instead of 'I like football'. Older pupils have high standards because their teachers insist on correct grammar as well as a wide vocabulary. Pupils listen to each other in debate, and contribute themselves using complete sentences. The Years 5/6 debate on 'animals as man's best friend' showed that pupils have an understanding of different points of view. The positive outcomes from good speaking and listening can be seen in the quality of pupils' writing in many subjects and, as a particular example, the rich imagery in Year 6's poems using metaphors.
68. Standards in reading are above average in Year 2 and have been maintained since the previous inspection. Pupils read confidently and are making good progress. They read regularly to a learning support assistant and to the teacher as part of the literacy hour. Teachers read aloud very well and give pupils a very good standard to copy. Parents support reading actively at home, but the school discourages the use of the reading diaries as a way for parents to note successes or areas of difficulty. Some parents would like to increase their involvement in reading by seeing this changed. Pupils in Years 1 and 2 have a good sight vocabulary. They recognise whole words and read them confidently. Although teachers use the class lessons effectively to teach basic letters sounds and combinations of sounds, middle and lower attaining pupils do not carry these skills consistently into their own reading. This is particularly obvious when they are faced with a text of the same level of difficulty as their reading book but which contains words they have never seen before. Learning support assistants work hard with their pupils but have not been formally trained in a range of reading strategies.
69. Standards in reading are also above average in Year 6. Middle and higher attaining pupils have a good understanding of a range of texts. Reading is fluent, and shows a good understanding of the use of punctuation. Pupils skim the text to find quotations to support their opinions of their books. Lower attaining pupils have reached the level usually expected for eleven-year-olds at the end of the school year, and read words such as 'interestedly', 'shrewdly' and 'piercingly' correctly. Many pupils have a love of reading and belong to libraries. They have not yet been taught how to use formal non-

fiction cataloguing systems, and their understanding is not as high as would normally be expected.

70. Standards in writing are above average in Year 2 and have improved since the previous inspection. The ability range within the class is wide. Pupils make good progress because the group work is set at an appropriate level of difficulty and teachers' skilful use of questions makes sure that pupils have to think about their work and answers. Higher attaining pupils' written work is organised, imaginative and well spelt. Some passages of extended writing are relatively short for pupils of this age and ability. Middle ability pupils try hard and have made good progress since September, but aspects of basic punctuation, including the use of full stops, are not yet secure. Common words are spelt correctly and letters are formed accurately and are consistent in size. Lower attaining pupils, and those with special educational needs, make good progress, especially when they work closely with an adult who can encourage them and explain any areas of difficulty. Standards in Year 6 are also above average. Higher attaining pupils write confidently with a secure understanding of how words can be used to effect, and use simple and complex sentences, paragraphs and punctuation accurately. Spelling is normally correct and handwriting is joined, mature and fluent. Those pupils with particular gifts are making very good progress through work in special groups. Middle and lower attaining pupils are working at appropriate levels, and all pupils have particular strengths in their use of vocabulary, spelling and handwriting.
71. Pupils with special educational needs make good progress in all classes. This is an improvement since the previous inspection and reflects the effort made by teachers and support staff to ensure that all pupils are fully included in the school's life. Learning support assistants work with those with particular needs very effectively. In the best examples, they sit close to pupils in the whole-class sessions, make sure they understand the questions, encourage them to offer answers and take as much pleasure as the pupils themselves when questions are answered correctly. There is a very strong sense of partnership between pupil and support assistant that extends into the group work when staff enable the pupils to achieve well through effort. Individual lesson plans for pupils with particular educational needs are clear and concise, and are reflected in the pupils' work. Pupils with particular needs use specialised equipment, including laptops, effectively, and make a full contribution to the group and class learning. The use of support staff is not so effective when their role is more static and they watch the pupils rather than being an active partner in the learning. This is particularly noticeable in whole-class sessions and reflects the fact that although teachers are careful to guide them in their role with groups, support staff have not had training in the wider opportunities within their work.
72. Standards of literacy are above average and show that pupils are becoming increasingly skilled in using the knowledge they have gained in English lessons when talking, reading and writing in other subjects. Year 2, for example, wrote out the instructions for making their biscuits, and Year 3 presented the results of their investigations into the history of Cornish mining in well-organised booklets. Older pupils brought the colour of a Peruvian market alive in their writing in geography, and used choral speaking in a music lesson to give texture and context for their understanding of African rhythms. Year 1 enjoyed reading the 'big book' Billy Goat Gruff that had been written, word-processed and illustrated for them by older pupils.
73. The overall quality of teaching is good and pupils do well because the conditions for good learning are created and sustained. Standards of teaching have improved, especially in the infants. There was no unsatisfactory teaching during this inspection, and the concerns about setting work at different levels of difficulty have been addressed

successfully. Teachers have a very good understanding of language, and their own pleasure in using words effectively is sensed by the pupils who reflect it in their own work. Basic skills are taught thoroughly, classes are well managed and white and chalkboards are used effectively to give a focus to the learning. Pupils understand the routines and do not waste time getting on with their work. They learn well because they know the standard the teacher expects them to reach. This was seen particularly well in a Year 2 lesson when the teacher mixed her demand for high standards and rigour with good humour and smiles, and pupils rose to her challenge. An hour's lesson based on the sound 'ou' was fun as well as testing. Teachers use questions very effectively and have turned a previous concern into a strength. Pupils are encouraged to think more deeply, concentrate and answer at different levels of understanding. Lesson planning is appropriate, and follows the guidance given in the National Literacy Strategy. Teachers now think more carefully about how well lessons have gone, and alter the planning of lessons prepared for later in the week if they notice that an aspect of the current work needs more time. Teachers are very good in ensuring that all pupils, whatever their need or ability, feel valued and part of the whole class. This increases their self-esteem and encourages them to greater effort. Homework is used effectively to raise standards in spelling and reading, and to extend the use of literacy skills through research and writing. Appropriate use is made of ICT. Pupils in Year 2, for example, used their highlighting skills to identify verbs in a sentence, and many pupils use wordprocessing and presentation skills to set out completed work in an attractive way that draws the reader to the page. Teaching is not fully effective if the first oral part of the lesson is too long and pupils start to lose concentration.

74. The subject is effectively managed by a hard-working and conscientious co-ordinator. She has made very good analyses of pupils' past results at the age of seven, nine and eleven to identify what the school does well and where it needs to improve. The results are also used effectively to set challenging but realistic targets for individual and groups of pupils. There is a very professional and rigorous system for monitoring and evaluating the quality of teaching and learning that spreads good practice and draws attention to areas for further development.
75. The school is aware that the current library continues to be an area for further development. The fiction books are used well, especially by older pupils. The non-fiction books, mainly on loan from the County Library Service, are appropriate but are not organised in a way that allows pupils to find the book they need quickly. Some of the school's encyclopaedia are very old and contain information that could be misleading or give pupils an incorrect view of the modern world.

MATHEMATICS

76. The number of pupils in each year group varies and tends to be quite small. The detailed analysis of assessment data for just one year is therefore unreliable. From 1997 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests has been similar to, or above, the national average. Overall, considering the numbers of pupils involved, the school does at least as well as similar schools with few pupils claiming free school meals. Over the period from 1997 to 2001, at the end of Year 2, attainment recorded in National Curriculum tests was about average, or a little above. Throughout the school, the performance of boys and girls has been similar.
77. The previous inspection found that attainment was average at the end of Years 2 and 6. Inspection evidence confirms that standards are now better than this. Over recent years, results have fluctuated significantly. This is related to the particular

characteristics of each year group, and the relatively small numbers. Teaching continues to be good. The attainment of current pupils in Year 5 is especially good.

78. Pupils in Years 1 and 2 make good progress because of good quality teaching. Learning is good, pupils achieve well and attain above average standards. By the end of Year 2, most pupils are confident when adding numbers up to 100 or higher, and they know the properties of a range of two-dimensional shapes. They measure accurately using centimetres, estimate with good accuracy and draw lines of a given length correctly. Higher attaining and average pupils correctly solve simple algebraic problems. Those pupils with special educational needs are also making good progress and achieving well, but they are not always secure about the value of the digits within a large number.
79. Teaching, which expects pupils to complete a large volume of work, and includes practice and consolidation, helps to develop good numeracy skills by the end of Year 6. Pupils in Year 6 handle numbers confidently, multiplying large numbers correctly and dividing numbers accurately. Most of these pupils work accurately with numbers to one or two decimal places. They acquire a good understanding of fractions, and the link with percentages. Older pupils handle data well and understand terms such as mode, median and range. In Year 3, pupils know some of the properties of a range of three-dimensional shapes. Lower attaining pupils achieve well. They inter-convert centimetres, metres and kilometres correctly, and those in Year 3 calculate quarter or half of a number.
80. Throughout the school, pupils enjoy their mathematics and complete an impressive amount of work. It is almost always neat and very well presented. Attitudes to mathematics are very good, illustrated by the speed at which pupils settle to group or individual tasks. Effective use of questions, including at the end of a session, helps pupils develop a good understanding of what they have learnt. Pupils are attentive, and behaviour is very good in both whole-class and group activities. The only exception is that a few boys, especially in Year 2, are not always sufficiently attentive.
81. The quality of teaching is good because of the good use of questions, clear explanations and the expectations of the amount of work to be completed. This is promoting effective learning by all pupils. Teaching reflects good subject knowledge and careful attention being given to the needs of the range of pupils in the class. The quality of relationships between teachers, other adults and pupils also aids learning. Teachers have implemented the National Numeracy Strategy effectively. All pupils are involved in whole-class sessions, and teachers make sure that each group of pupils, including those with special educational needs, receives questions matched to their attainment. The whole-class session at the end of a mathematics session is used well to review what has been learnt. However, it is not always used effectively to help pupils, particularly higher attaining ones, to apply their learning to a new or extended problem. Teachers use time available very effectively and learning is brisk. Good marking provides helpful guidance on how pupils can improve. Occasionally, such as when the hands of a clock show the half or quarter hour incorrectly, marking is not precise enough. Learning support assistants often make a positive contribution to the learning of lower attaining pupils. This is aided by the effective analysis by assistants of the progress pupils in their groups have made.
82. The pupils follow a curriculum based on the National Numeracy Strategy. Teachers ensure that all pupils, irrespective of their attainment, are involved in the introductory, whole-class session. Although numeracy is used satisfactorily in a range of subjects, the school recognises that this could be developed more to aid learning. Assessment procedures are good and used consistently. They give good detail about each pupil's

attainment. Pupils' work in National Curriculum tests is analysed carefully. All this information is used very well to set specific targets and to identify areas for improvement. When pupils work independently on the computer, the pattern of errors is downloaded and the information used to identify areas requiring further improvement. Mathematics makes a good contribution to pupils' personal development. In particular, pupils often have opportunities to co-operate and work in pairs or groups. Leadership of the subject by the headteacher is good. She monitors aspects of teaching, planning and pupils' work.

SCIENCE

83. The number of pupils in each year group varies and tends to be quite small. The detailed analysis of assessment data for just one year is therefore unreliable. From 1997 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests has risen at a faster rate than the national improvement. Attainment is now average or better. Overall, considering the numbers of pupils involved, the school is now doing as well as similar schools with few pupils claiming free school meals. Over the last two years, in the teacher assessments at the end of Year 2, virtually all pupils have achieved at least the expected Level 2, and about a quarter higher than this. Inspection evidence confirms that attainment is above average.
84. The previous inspection found that attainment was about average in both key stages, with pupils making satisfactory progress. Teaching was sound. The school has made good progress in science, with attainment rising and pupils making good progress. Teaching is consistently good, with especially good teaching of knowledge and understanding in science.
85. By the end of Year 2, pupils acquire good knowledge and skills. They understand the need for exercise and record accurately the uses of a wide range of materials. Higher attaining pupils give good examples and explain clearly how some materials, such as ice or chocolate, melt when heated. For average and lower attaining pupils, the details are less precise, such as recording that 'My breathing changed', but without detail of how. Good teaching is helping to ensure pupils learn a good range of scientific skills. In a good Year 1 lesson, pupils used hand lenses carefully to examine fruits and seeds. As a result, they observed closely, and made good drawings, such as to show what the seeds of the passion fruit look like. Good support, especially by learning support assistants, helps pupils with special educational needs to extend their knowledge and skills.
86. During Years 3 to 6, teachers build effectively on the scientific knowledge acquired by Year 2. Pupils' scientific knowledge expands well so that by the end of Year 6, attainment is generally above average. Those in Year 5 are higher than this. Pupils explain clearly the differences between solids, liquids and gases and they produce correct circuit diagrams of electrical circuits they have made. Their skills are also developed so that they know how to observe, describe and record the practical activities. There are not enough opportunities for older pupils in particular to design and carry out their own experiments. Pupils make satisfactory use of their numeracy skills, but there are not enough opportunities for pupils to record their own data or to interpret data new to them. Year 5 pupils have a good understanding of the process of seed germination and the plant life cycle. Their learning is aided by the teachers' careful use of accurate scientific vocabulary. Pupils with special educational needs make good progress because they are given effective support and are encouraged to present their work carefully.

87. Pupils enjoy their science, especially when involved in practical activities, such as examining fruits and seeds. They share resources and tasks well, and listen to each other when they discuss scientific questions, such as those related to germination. Pupils' attitudes to science are mostly very good, as evident when pupils share ideas during group or paired discussions which have been well organised by the teacher. Behaviour is very good in both whole-class and group activities.
88. The quality of teaching is good throughout the school and this is helping to promote good learning by pupils. Good attention is given to the correct use of scientific vocabulary and the chance to observe practical examples. Learning throughout the school is good because teachers are confident when discussing science and because relationships within lessons are very good. In a very good lesson in Year 1, very effective use of a range of resources helped pupils explore different fruits and the seeds they contained. The use of questions is especially effective. The work of pupils with special educational needs is aided by the well-planned activities and good support. Teachers throughout the school make particularly good use of pupils' literacy skills to promote learning in science, with many examples of good writing, including for homework. Marking is generally helpful and accurate.
89. The pupils follow a broad curriculum, which helps to ensure a good balance between the development of pupils' knowledge and their skills. However, older pupils do not have enough opportunity to apply these skills to designing experiments for them to test their own ideas. Effective links are made with other areas of the curriculum, for example in physical education in Year 1, the teacher explored the effects of exercise. Science makes a very good contribution to pupils' personal development. Pupils are encouraged to work together and share resources. They consider the impact of human activities on the environment. In an especially skilful piece of teaching, pupils in Year 1 gasped in amazement when they saw how many seeds were inside a melon and at the size of the avocado seed. Assessment is good. Pupils' knowledge and skills are assessed well, and pupils are made aware of their own learning as they themselves assess what they have learnt. National Curriculum tests are analysed to identify areas needing further improvement. This has led to the recognition that pupils need more opportunities to handle scientific data. The subject is well led and teachers and other adults work together as an effective team. Good in-service support has been provided for teachers who were less confident in science.

ART AND DESIGN

90. The quality of art and design throughout the school is good and by Years 2 and 6, pupils exceed national expectations across a range of media. Particularly good support is given to pupils with special educational needs to include them fully in all activities, and this means that all pupils make good progress and achieve well. Standards are particularly good in the work seen in pupils' sketchbooks and in their use of colour. The major reason for these good standards is the expertise of staff and the very good activities they provide. This represents a very good improvement since the school was last inspected when standards were only in line with national expectations and pupils did not make secure progress in their three-dimensional work.
91. Pupils in Year 1 produced work of a high standard when they made stained glass windows, showing a good understanding of the technique and thinking creatively about the colours they would use. Year 2 pupils produced some very effective collage work, using both printing, spraying and sticking in a display of winter twigs on which they hung words to support their work in literacy. As they move through the school, pupils build well on their skills, particularly in their sketch work and in their use of colour in both

pattern and picture work. Pupils in Years 3 and 4 drew some very effective pictures of a Viking ship and its crew, as well as attempting to draw in the styles of Constable and Turner. Their understanding and use of scale and perspective are very good. The high quality activities, where pupils are encouraged to experiment with colour and form, result in some very effective work, for example in the effective paintings of Cornish engine houses at sunset, and the mine buildings at South Crofty. The current emphasis on a wide range of techniques and forms now ensures that pupils also make good progress in their three-dimensional work. The younger pupils made very effective clay models of hedgehogs and embroidered felt purses. Older pupils made some outstanding masks as part of their topic on The Greeks and designed and made tessellating clay tiles.

92. Attitudes to the subject are very good, especially amongst older pupils. This ensures that the effort and concentration in lessons are of a very high standard and that behaviour is also very good. Many pupils spend a long time on a piece of work, often asking to come and complete it during lunchtimes. In addition, pupils take a great deal of care to ensure that their finished work is to the best standard they can achieve, such as in the quality of their sketches, brush work and mixing and matching of the most effective colours.
93. Teaching is at least good and a very good lesson was observed. The school benefits from the fact that many staff have very good expertise, and that knowledge and skills are taught very effectively. Younger pupils were helped to think very carefully how to produce a frame for their stained glass and older pupils were taught to make very good stencils to use in their pattern work designed in an African style.
94. The curriculum for pupils in Years 1 and 2 is good and very good for pupils in Years 3 to 6. A particular strength is in the way it is combined to support progress in both the skills and creative aspects of the subject. Extremely good links are made with other subjects, particularly literacy, and also in a range of topic work. Pupils in Year 2 made a very effective collage to represent the sea and those in Years 4 and 5 made a 'big book' of The Three Billy Goats Gruff for Year 1 pupils to use in their literacy lessons. Work in art and design also gives very good support for pupils' cultural development. Pupils develop a good knowledge of the work of famous artists as well as the traditions from different times and cultures, such as those in Africa and South America. Very good use is made of visits to places of interest, such as The Tate Gallery in St Ives, and also the local historical and geographical environment, such as Carn Brea, where they drew very effective sketches of the countryside to the horizon. Visitors also give significant support to learning. During the inspection, a parent helper was working with a small group of Years 3 and 4 pupils to paint Salisbury Cathedral in the style of Constable. This led to some very good work, including that of a pupil with a specific statement of need. Assessment is informal, but effective, giving good information on how to promote future progress. Management of the subject is satisfactory, but the co-ordinator does not have sufficient opportunity to monitor and evaluate the subject in detail. The quality of resources, for example in the brushes pupils use, is good and this helps to support the standards achieved.

DESIGN AND TECHNOLOGY

95. Only one lesson, in Year 2, was seen during the inspection. Judgements are also based on the scrutiny of work, including photographic evidence. Throughout the school, the majority of pupils, including those with special educational needs, make satisfactory progress overall to achieve appropriately for their abilities. Standards at the end of Years

2 and 6 are in line with national expectations. This maintains the standards seen at the last inspection.

96. Year 1 pupils cut and join materials at the level expected for their age. They are encouraged to choose the best type and form of materials when they make junk models. In the lesson observed, a good emphasis had been placed on using relevant information before making healthy biscuits for a picnic. Evidence from the work produced shows that pupils make sound progress as they move through the school. Pupils in Years 3 to 6 use tools correctly when cutting plastic and other rigid materials to make a light-up, monster toy. Pupils also design and make moving vehicles from construction kits, and design, make and decorate a cushion.
97. It is not possible to make an overall judgement about teaching and learning although, from the work produced, it is evident that teachers have secure expertise and satisfactory expectations of what pupils can achieve. In the lesson observed, teaching was good. The lesson had been very well prepared and organised. The full design process had been followed and pupils were gaining a good knowledge of this aspect. Very good management of the pupils ensured that their attitudes were good. They remained on task and worked hard in spite of having to wait their turn to make their biscuits and, as a result, they made good progress.
98. The curriculum is satisfactory in building on and extending pupils' skills, knowledge and understanding. Good links are made to other subjects. In the Year 2 lesson seen, pupils were gaining good information about writing instructions as part of their literacy work when they wrote the recipe for the biscuits they would make. Pupils in Years 5 and 6 use their scientific knowledge of electricity as part of their design and making of models. Sound assessment procedures, based on national guidance, have been introduced. The subject is managed satisfactorily, but opportunities to monitor provision in detail are limited.

GEOGRAPHY

99. Standards are in line with national expectations in Years 2 and 6 and have been maintained since the previous inspection. Year 6 pupils have a good understanding of maps and are enjoying current work on town planning. They have made a detailed study of life in modern Peru. Pupils in Year 1 know the location of St Ives and Truro on a map of Cornwall. Year 2 pupils have a secure understanding of distance by following the journeys of Barnaby Bear and realising why he takes longer to get to some places than to others and discussing the transport he could use. Pupils in Years 4 and 5 have a good understanding of the contrasting physical features of the different parts of Africa and the location of Zimbabwe. Pupils with special educational needs make good progress because the same high level of support and help is available to them as in literacy and numeracy lessons.
100. A scrutiny of pupils' work in all classes indicates that the overall quality of teaching is satisfactory, a similar position to the time of the previous inspection. The quality of teaching in the two lessons observed was good. The quality of planning has improved and teachers now use recent national guidance to assess levels of understanding at the end of each block of work. Good links are made to other subjects. Year 6 pupils work on town planning starting with a comparison between the irregular way in which the streets of Camborne have grown up around the mine workings and the rigid formality of a Roman town. Teachers use ICT effectively, and pupils surf the Internet to find new information, and download appropriate text and photographs. Year 4, for example, looked at the latest news on the volcanic activity in Africa. Numeracy is used to

understand scale and as the basis for geographical games. Literacy skills are used well, and pupils' writing reflects their love of language.

101. Sound assessment procedures, based on national guidance, have been introduced. The co-ordinator has worked hard to maintain standards, support colleagues and design a curriculum that takes account of the mixed-aged classes. The decision to select a Third World location for the study of a contrasting locality fits very well with the school's overall aims and philosophy. The co-ordinator looks at pupils' books but has not had an opportunity to observe directly how well the pupils are doing in lessons. Concerns in the previous report about the level of resources remain, and some atlases are 25 years old.

HISTORY

102. Few lessons were observed during the inspection, therefore evidence is also taken from the scrutiny of work, photographs and work on display. Across the school, all pupils, including those with special educational needs, make at least satisfactory progress in developing their skills and knowledge in all aspects of the subject to achieve appropriately. By the end both Years 2 and 6, pupils reach overall standards in their skills and knowledge which are in line with national expectations. This is the same as was seen at the last inspection. Although pupils have the expected breadth of knowledge over a range of topics, their depth of knowledge of some aspects of different eras is particularly good. Pupils in Years 3 and 4 have a good knowledge of what life was like on a Viking voyage and Year 6 pupils write very perceptively about life for a soldier in Roman Britain.
103. In Years 1 and 2, pupils use artefacts, pictures, videos and book sources to help make sound gains in their skills and understanding. In the lesson observed in the Year 2 class, pupils showed they had a good knowledge about the life of Grace Darling and the impact her experiences had on future safety at sea. They are gaining a sound knowledge of the passing of time through locating the events they have studied on a simple timeline and the factors that lead to change over time. Years 3 and 4 pupils know which countries the Vikings came from and the routes they used. They recognise the importance of Viking trading and exploration, and the Viking legacy to life in Britain. Year 6 pupils use a range of sources to help understand what life was like for a Roman soldier guarding Hadrian's Wall.
104. Pupils enjoy finding out about the past and are developing good attitudes to their work. This helps them to listen carefully to their teachers and to ask good questions to help increase their knowledge.
105. Teaching is satisfactory throughout the school. Teachers have a secure subject knowledge, but a strength of their teaching is the interesting way in which they describe events in the past. This motivates pupils well and helps them to gain in good knowledge in some aspects. Particularly good use is made of homework for pupils to research topics at home.
106. The curriculum satisfactorily covers the range of topics expected. A particular strength is the cross-curricular links made and this gives very good support to pupils' literacy development. The subject also gives good support for pupils' cultural development, for example when they attend history days at the local secondary school to 'experience' life as an Ancient Roman or Greek. In addition, a good range of visits and visitors help to motivate pupils, such as on the visits to Truro Museum or places of local significance. Sound assessment procedures, based on national guidance, have been introduced.

Management of history is sound, but the co-ordinator has not had sufficient opportunity to observe directly how well the pupils are doing in lessons. Resources are satisfactory overall, although the school has a good range of artefacts, videos and CD-Roms. However, lack of an effective library for pupils to use in research and to compare various historical accounts does have a negative impact on the development of enquiry skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards are in line with national expectations in Years 2 and 6. The school has made good progress since the previous inspection. Although standards in Year 6 were previously reported as above average, there has been a considerable increase in what is considered as the nationally expected standard. Pupils have maintained above average standards in using computers to handle and communicate information, but the school has only just received the new equipment they need to use ICT to control models and robots. The Internet is a natural part of their lives, and they search websites quickly and efficiently to find information and use e-mail to correspond with friends. Higher attaining and gifted Year 6 pupils have a detailed understanding of many aspects of ICT through specialist teaching and group work. They understand that magnetic strips on credit cards carry information, and that the bar code on a packet of cornflakes is used for reordering new stock as well as identifying the price. Pupils with special educational needs make very effective use of ICT, especially when their work programme includes using their own laptops, because this allows them to take a full part in lessons and not worry about handwriting or the size of the typeface.
108. Very little direct teaching was observed during the inspection. There are no specific timetabled ICT whole-class lessons. Teachers use their classroom computers to teach a new skill when the pupils are ready to move forward, and arrange a rota so that they can practise. This is satisfactory but means that pupils have to crowd round in order to see the screen. The school has now received an inter-active white board that will make classroom teaching much easier. Teachers make effective use of the new ICT suite to give more pupils a chance to use a computer, but it is not used for teaching new skills to a larger group. Teachers make very good use of a commercial mathematics program. Pupils practise their computational skills on a regular basis, and a print out identifies where a pupil has mathematical strengths or uncertainties. Teachers also make good use of ICT to support work in other areas of the curriculum. Finished work is often printed off in an attractive format, and older pupils understand how to draft on screen. Extensive use is made of the Internet and CD-Rom to access new information, and to cut and paste text and illustrations into work in history and geography.
109. Discussions with pupils, and an examination of past work, indicate that the quality of learning is good. Many work independently in the classroom or ICT suite, and their levels of concentration and determination to be successful are as high as when they are under direct supervision. ICT is part of their everyday lives, and they enjoy the wide range of learning opportunities it brings and the intellectual challenge of mastering a new skill.
110. Sound assessment procedures have been introduced and these are used effectively to identify able pupils who would benefit from more demanding work. An experienced and knowledgeable member of the support staff manages the subject effectively. She has a good understanding of the strengths and weaknesses in the subject, and has well thought out plans for its future development. There is no link teacher for ICT to whom she can refer for curricular or teaching advice, or who can make a professional judgement about standards of teaching and learning. This makes it harder to spread

good practice or to support colleagues who are not completely secure in the professional aspects of teaching the subject.

MUSIC

111. Only a limited number of lessons were observed. However, in those aspects of the subject seen, pupils make the same good progress as was seen at the last inspection. By the time they leave, most pupils, including those with special educational needs, reach standards which are above the national expectation.
112. Throughout the school, the quality of singing is good and in both Years 2 and 6, most pupils reach standards above national expectations. The youngest pupils have a good awareness of pitch, and sing tunefully and in time. Older pupils sing very well in two-part harmony, as was heard during an assembly. By Year 2, pupils recognise the pulse in a piece of music although they are not so secure on recognising different rhythms, but they are making sound progress. They are developing a secure knowledge of how pause is used in a piece of music and easily recognise unpitched percussion instruments. In these aspects, they reach the standards expected. Pupils' skills are extended and built on well as they move through Years 3 to 6. Year 5 pupils have developed a secure sense of rhythm, for example when singing an African folk song, which they effectively accompanied with a range of African instruments. In these aspects, they reach standards above those of most pupils of their age. Pupils are also developing a sound understanding of standard notation.
113. Throughout the school, pupils enjoy their activities in music although a minority of the younger pupils find it difficult to behave appropriately. However, interesting lessons and good control by teachers and learning support assistants ensure that, overall, behaviour is always at least satisfactory.
114. The school is fortunate in having a number of teachers with good expertise. This expertise and the very good support given to all members of staff by the subject co-ordinator mean that teaching is good. The activities provided and the methods used are good and these motivate pupils and help them to understand. A particular strength is the contribution made by the learning support assistants. This results in pupils being involved throughout the lessons and means that all pupils, including those with specific physical or behavioural difficulties, are included particularly well.
115. The curriculum is good, especially for the older pupils. In particular, pupils take part in a rich range of activities including concerts and performances in the local area. They have access to both individual and group brass tuition. The school has its own brass band and pupils also have the opportunity to play with the Camborne Youth Band as well as accompanying The Stithian Male Voice Choir. Very good cross-curricular links help to promote an understanding of the musical tradition of other countries, such as that of Africa and the Caribbean. These give very good support to pupils' cultural development. An imaginative mathematics activity linking the teaching of fractions to musical notation gives very good support to numeracy development. Assessment procedures are well established. The subject is particularly well led by the deputy headteacher who gives very good support to colleagues and whose enthusiasm helps to contribute to pupils' good attitudes and standards. Resources are generally satisfactory although there is a need to replace some of the percussion instruments and to explore how ICT can support pupils' composition work.

PHYSICAL EDUCATION

116. The previous inspection indicated that pupils' attainment was about average and that they made satisfactory progress. Teaching was sound. In specialist areas, such as swimming, teaching and progress were better. The school has maintained this level of provision. A key issue was to review the time allocated to physical education, which was judged to be high. The school has maintained its provision, and continues to provide an above average amount of time for older pupils. This has not had an adverse impact on other areas of the curriculum.
117. Year 1 pupils display satisfactory attainment in floor movement activities. This develops soundly in Year 2, where pupils satisfactorily mirror the movements of a partner. Pupils in Years 1 and 2 are developing a good understanding of the effects of exercise on the body. Very good teaching helped pupils in Years 5 and 6 to make good progress in appreciating the nature of different exercises and how some aid stamina and others speed. In a very good Years 3, 4 and 5 swimming lesson, lower attaining pupils made significant progress in improving their confidence in the water, while those who could swim made good improvements in their style. Standards of swimming are above average by Year 5. Virtually all the older pupils are confident in the water and swim 25 metres using a range of strokes. Other pupils swim a width of the pool using flotation aids. Attainment overall was above what might be expected for pupils in Years 3 to 5.
118. Most pupils enjoy physical education and display good attitudes and behaviour during a lesson. In the best lessons, pupils are keen and listen carefully to the teacher. Some of the younger pupils do not always listen as well as they should, but teachers manage this inattention effectively. The quality of teaching is good overall, but ranges from satisfactory to very good. In a satisfactory lesson, greater attention could have been given to the nature of the tasks to develop specific movement skills. A feature of the best teaching is that time is taken to observe and then to step in to help improve particular skills. This was especially evident in swimming and in the fitness training session, which replaced games owing to inclement weather. As a result, pupils' learning and performance are enhanced. Although teachers get pupils to demonstrate the skills they have learnt, opportunities for them to evaluate each other's performance are not developed sufficiently. The well-organised provision helps to ensure all pupils, including those with special educational needs, are fully involved. This was especially evident in swimming when a learning support assistant entered the water with a pupil with Downs Syndrome and when a wheelchair-bound Year 9 pupil was involved in a Year 1 movement lesson. The learning support assistant jogged around the room with her during warm-up, and helped exercise her limbs during the main activities.
119. All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils have the opportunity to develop skills across all relevant areas of physical education. These opportunities are aided by residential trips. A good range of extra-curricular opportunities is available. This provision includes competitive sport. Assessment of physical education is being introduced, and based on national guidance. The subject makes a good contribution to pupils' personal development, such as working as part of a team, co-operating in a range of activities and learning Cornish folk dances. The co-ordinator is keen to maintain the profile of physical education in the school. She has not yet had sufficient opportunity to develop her role. The hall and resources, such as fixed climbing apparatus, are inadequate and limit learning. The hall is small and at times, only part of a class can complete activities for reasons of safety. Despite reminders by the school, some parents still send their children to school wearing earrings, including hoops, on days when they are to take part in physical education lessons.