

INSPECTION REPORT

THE BEACON INFANT AND NURSERY SCHOOL

Bodmin

LEA area: Cornwall

Unique reference number: 111910

Headteacher: Mrs S A Buts

Reporting inspector: Margaret Cooper
15175

Dates of inspection: 4th - 7th February 2002

Inspection number: 194432

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	38 Robartes Road Bodmin Cornwall
Postcode:	PL31 1JQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Haspell
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15175	Margaret Cooper	Registered inspector	English History Music Special Educational Needs Equal Opportunities	What sort of school is it? How high are standards? a) School results and pupils' achievements How well are pupils taught? How well is the school managed? What should the school do to improve further?
13526	Richard Barnard	Lay inspector		How high are standards? b) 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?
25019	Doreen Butterworth	Team inspector	Science Information and communication technology Geography Physical education Foundation Stage	
24678	Averil Bowyer	Team inspector	Mathematics Art and design Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized infant and nursery school, located in and serving an urban district of the town. There are currently 215 boys and girls on roll, aged from three to seven, including 73 who attend the nursery and reception classes on a part-time basis. The vast majority of pupils are of white UK heritage. There are no pupils who speak English as an additional language and this is low compared to schools nationally. Children show attainment on entry to the nursery that is below average, and well below average in their personal, social and emotional development and speaking skills. The percentage of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs (34.9 per cent), including those with statements, is above average. Special needs in the main school include speech and communication, moderate learning, severe learning, and emotional and behavioural difficulties. There is a Pre-School Assessment Unit located within the school, which shares staffing and some facilities with the main school. A further 16 children aged from three to five, all with special educational needs, attend the unit on a part-time basis.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It is well led and managed by a strong team which has established a caring community in which good relationships are established at all levels, behaviour is good, and pupils are taught well. These factors give rise to the good progress pupils make, although standards are below average at the age of seven. There has been significant improvement since the last inspection and the school provides good value for money.

What the school does well

- Pupils make good progress in literacy, science and information and communication technology (ICT) in Years 1 and 2
- Children make good progress in literacy and numeracy in the nursery and reception classes
- The school provides very good care for its pupils
- There is very good provision for pupils with special educational needs
- The school establishes a good partnership with parents who hold the school in very high regard

What could be improved

- Speaking skills, which are well below average
- Achievement in mathematics by the age of seven
- Provision for children's creative and physical development, and their knowledge and understanding of the world, in the nursery and reception classes
- The balance of the curriculum for some pupils

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in May 1997. The school has thoroughly and effectively addressed the main areas for improvement, including making better provision for higher attaining pupils and raising standards in ICT. Many good features have been maintained, including pupils' behaviour and relationships, teaching, and provision for pupils with special educational needs. The quality of care for pupils has improved. National strategies for literacy and numeracy have been introduced successfully and are beginning to have a positive effect on standards in basic skills. Rising standards were recognised when the school received an award from the Department for Education and Employment¹ in 2000.

¹ This is now known as the Department for Education and Skills

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	E	B	D	B
Writing	E	A*	C	B
Mathematics	E	C	E	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils achieve well by the age of seven and this good achievement is seen particularly in tests for reading and writing. In the year 2000 tests, standards in writing were in the highest five per cent nationally. Standards in mathematics in national tests are not as high. Teachers' assessments show that pupils achieve well in science, particularly when compared to similar schools. In the five years to 2001, the improvement in standards was above the national trend in reading and writing, and in line with the national trend in mathematics. The high proportion of pupils with a significant level of special educational need has an impact on overall results in national tests.

The work seen during inspection shows children make sound progress in the nursery and reception years, although they achieve well in literacy and numeracy. When they enter Year 1, standards are still below average overall, particularly in their personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; and creative development. They make good overall progress in the infant classes, particularly in reading and writing, science and ICT. Although satisfactory, achievement in mathematics is weaker. There was insufficient evidence to form a judgement in music, but progress is at least satisfactory in all other subjects. Standards are still below average in English and mathematics at the end of Year 2, but broadly in line with the expected levels in all other subjects. Although pupils make satisfactory progress in their speaking skills as they move through the school, their level of skill is still well below average by the age of seven, and this limits the rate at which they learn in all subjects of the curriculum. There is no significant difference in the achievement of boys and girls. Higher attainers achieve well, and pupils with special educational needs make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and show sound attitudes to their learning. They try hard with their work.
Behaviour, in and out of classrooms	Good. Pupils respond to the school's high expectations of them and behave well both in lessons and around the school.
Personal development and relationships	Pupils are keen to take on responsibility but show a limited capacity to use their initiative. They are polite, friendly and helpful to adults and to each other.
Attendance	Well below average overall. However, the school has been successful in improving punctuality and in reducing the level of unauthorised absence.

A significant feature of pupils' relationships is the way they use the 'Friendship Tree' to take care of others who are lonely.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Satisfactory	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.

In the nursery and reception classes, teaching is good in communication, language and literacy and in mathematical development, and this helps prepare children well for their learning in the infant classes. Activities in other areas of learning are not always sufficiently challenging. English, including literacy, is taught well in Years 1 and 2, as is science and ICT. Mathematics, including numeracy, is taught satisfactorily. Teaching is satisfactory in all other subjects. Sound learning in the nursery and reception years, and a good quality of learning in Years 1 and 2, contribute to pupils' good overall achievement by the age of seven. However, the rate of overall progress is slowed down by poor attendance and pupils' underdeveloped speaking skills.

Teachers throughout the school manage pupils well and plan lessons carefully, using well-chosen teaching methods. Work is matched closely to the differing needs of pupils and support staff are used well to assist learning. As a result, pupils work productively and learn at a good pace. All groups achieve well, including higher attainers. Very good account is taken of special educational need, and these pupils achieve particularly well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate range and quality of learning opportunities. The curriculum is enriched through many educational trips and visitors, and very good provision for extra-curricular clubs.
Provision for pupils with special educational needs	Very good, particularly for pupils with a significant level of special educational need. Pupils benefit from high levels of teacher expertise due to close links with the Assessment Unit
Provision for pupils' personal, including spiritual, moral, social and cultural development	Sound overall, and the school promotes both moral and social development well. There is a strong emphasis on good behaviour, environmental awareness, and involving pupils in the local Cornish community and culture.
How well the school cares for its pupils	A strength of the school. The strong caring ethos throughout the school helps pupils feel secure, and fosters the good behaviour and relationships which help pupils' learning.

The school works hard to establish close relationships with parents, who are very appreciative. Their involvement in the work of the school has a positive effect on their children's learning. There is some imbalance in time given to subjects, particularly in the time made available for RE, and pupils do not have equal opportunities to learn in this subject.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher has built a strong team, and is well supported by the deputy headteacher and co-ordinators.
How well the governors fulfil their responsibilities	Governors are active, give good support to the headteacher and staff, and are well informed about the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	There are sound arrangements for monitoring and evaluating the school's performance and taking effective action.
The strategic use of resources	The school uses its resources well to provide a good standard of education for its pupils. Expenditure is carefully linked to the priorities identified in the school development plan.

The headteacher has a clear view of the ethos and educational direction she wants for the school and its pupils and a thorough understanding of current strengths and weaknesses. A significant feature of the school is the very good relationships between all adults involved in the work of the school, and their shared commitment to the pupils. This indicates the school's good capacity to succeed in improving the quality of education provided.

The school is very well staffed to meet the demands of the curriculum, including classroom support staff who contribute well to the work of the school. There are shortcomings in the accommodation, particularly the location and condition of reception classrooms. Learning resources are satisfactory overall and good for ICT, but there are shortcomings in the range of resources for art and design, and for reception children. The school takes care to seek good value for money when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with their concerns • Their children enjoy school • Teaching is good • Children make good progress • The school expects children to work hard and achieve their best 	

There were no concerns raised by a significant number of parents, and the inspection agreed with their positive views. As one parent wrote in praise of the school: *My son has gone from a stuttering nervous child to a more confident, hardworking child who is really interested in learning. Excellent work by all staff. If only all schools were like this one.*

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with attainment that is wide-ranging but broadly below average. Attainment in speaking skills and in personal, social and emotional development is well below average. Pupils achieve well by the age of seven, although standards overall are below average. This achievement is because of the good quality of education provided, including good teaching and learning, particularly in Years 1 and 2. Standards in national tests have improved in reading, writing and mathematics since the last inspection. There has also been improvement in ICT. The rate of attendance is well below average, and this factor, together with underdeveloped speaking skills, adversely affects the progress made by many pupils whilst they are in the school. However, recent professional development in promoting speaking skills, along with the recent appointment of a language support assistant, has the potential to improve the rate of progress in speaking skills.
2. Standards in the 2001 national tests at the end of Year 2 were below the national average in reading, and in line with the national average in writing. They were well below average in mathematics. However, when results are compared to those of similar schools nationally, pupils attained above average standards in both reading and writing, but well below average standards in mathematics. Teachers' assessments showed standards in science to be broadly in line with the national average, and above the average for similar schools. In the five years to 2001, the improvement in standards was above the national trend in both reading and writing, and similar to the national trend in mathematics. This was in spite of a dip in standards in 2001 after a high point in 2000. Boys and girls have attained similar standards over this period, suggesting that boys have performed relatively better than girls when compared to pupils nationally. Statistics provided by Cornwall Local Education Authority show that standards attained by the school in reading, writing and mathematics in the 2001 national tests were at least average when compared to similar schools in the local 'family' of schools.
3. Children make sound progress in the nursery and reception classes, and this provides a secure basis for their later work in the National Curriculum in Year 1 and 2. They achieve at least satisfactorily in all areas of learning for children at this stage, and make good progress in communication, language and literacy, and in their mathematical development. This good progress is linked to the good quality of teaching in literacy and numeracy, which is preparing children well for their work in these skills in Years 1 and 2. The majority of children are expected to attain the standards expected in numeracy and in their physical development by the end of the reception year. Despite good teaching, standards by the end of the reception year are below the expected level in communication, language and literacy. This is because of the well below average speaking skills of children when they join the nursery, which have an impact on the progress they make in all aspects of this area of learning. Standards by the end of the reception year are also below the expected level in personal, social and emotional development; children's knowledge and understanding of the world; and in their creative development.
4. Evidence from inspection shows a similar picture to the standards attained in national tests. Provision in Years 1 and 2 builds well on pupils' early learning experiences at

the foundation stage², so that they make good overall progress by the age of seven. This is seen particularly in reading and writing, in science, and in ICT. Progress made in these subjects is directly linked to good quality teaching, which has improved through intensive professional development. Achievement is at least satisfactory in all subjects. However, standards remain below average in English, particularly in underdeveloped speaking skills. This is also the case in mathematics, including numeracy, although pupils currently in Year 2 are on track to attain improved results in the 2002 national tests. Pupils broadly attain the standards expected for their ages in all other subjects although there was insufficient evidence seen during the inspection to form a secure judgement about pupils' attainment or progress in music.

5. Pupils aged seven listen carefully and attentively, but show a limited capacity to express and develop their ideas when talking to others. They read simple books with sound accuracy, and show developing knowledge of letters and sounds. Most pupils reach the expected standards in writing. They convey their ideas in simple sentences, with appropriate spelling and punctuation, and form their letters clearly. A minority attain higher standards, and are developing a more consistent style. Year 2 pupils recall number facts to ten, and order numbers up to a hundred. Higher attainers work with numbers to a thousand, and use mental strategies to carry out simple addition and subtraction. They are less secure in understanding the significance of where hundreds, tens and units are placed.
6. Pupils with special educational needs, including those with a significant level of need, make very good progress towards the targets in their individual education plans and in learning generally. This is due to the exemplary arrangements for identifying needs, providing high quality provision and support for these pupils and monitoring their progress carefully. There is no significant variation in the rate of progress made by any other groups. The inspection did not find any difference in progress between boys and girls. The achievement of higher attainers has improved significantly since the previous inspection and is now good. This is because assessment information is used well to identify higher attainers and to plan learning that provides sufficient challenge. The school is now identifying gifted and talented pupils to ensure that they achieve appropriately.

Pupils' attitudes, values and personal development

7. Pupils' good behaviour and satisfactory attitudes to learning and levels of personal development give sound support to their learning. Standards have been maintained since the previous inspection. Pupils enjoy school and are keen to take part in activities. Parents are very positive in stating how much their children love coming to school. Interest in school clubs is very good. For example, all Year 2 pupils who cannot swim are keen to attend a lunchtime session ensuring that they can swim successfully before leaving the school.
8. Children in the nursery and reception classes have settled into school well and have quickly adapted to routines. They are attentive and behave well, although many demonstrate immature personal and social skills, and are not confident learners.
9. Throughout the school pupils show satisfactory attitudes to learning in lessons and, as a result, they work productively and conscientiously on their tasks. They concentrate well and follow instructions closely, but often lack deep engagement in their learning due to their lack of maturity and self-confidence and, on occasion, are over-reliant on adult help. This is despite continuous efforts from teaching and other staff to encourage, praise and raise pupils' self-esteem. However, pupils show very positive

² Foundation stage is the term now given to the nursery and reception years

attitudes to some of their learning experiences. For example, pupils in a Year 2 history lesson were enthusiastic about their activities due to the teacher's skilful use of role-play. As a result they made good progress in their knowledge about life in the time of Florence Nightingale.

10. Behaviour is good, and very good in some lessons. This was seen, for example, in a Year 2 literacy lesson in which pupils' concentration on their tasks never faltered for a moment in both whole class and small group reading activities. There have been no permanent or temporary exclusions over the last two years. Pupils have a good sense of fairness and are developing a sound awareness of the impact of their actions on others. No bullying was observed during the inspection and pupils and parents show no concerns in this area. Behaviour is particularly good in the playground, where the wide range of activities and very good supervision is having a positive effect on standards. The quality of learning in a small minority of lessons is adversely affected by a few pupils, primarily those whose special educational needs are linked to emotional and behavioural difficulties. For example, the pace of a Year 2 mathematics lesson was constrained by inappropriate talking and calling out, which was distracting for the teacher and also for other pupils.
11. Pupils are developing a good awareness of citizenship especially with their involvement in local community events and local customs. They are enthusiastic about environmental issues such as recycling. Personal development is satisfactory but their capacity to take responsibility for their own learning in lessons is limited by the lack of opportunities provided for them to use their initiative. Pupils are keen to undertake duties and responsibilities around the school, and Year 2 pupils talk avidly about their duties as library monitors.
12. Relationships are good throughout the school. Pupils are polite, friendly and helpful to others. They are very proud of the 'Friendship Tree' where they care for lonely friends. They work and play together well, and older pupils look out for the younger ones. They are very appreciative of the efforts of others, as demonstrated when pupils display their work in assemblies.
13. Overall attendance levels are well below the national average. However, the level of unauthorised absences has been reduced significantly since the previous inspection and is now below average. The reasons for poor attendance are an unusually high level of sickness and a small number of families whose children have a poor attendance record. This has an impact on the achievement of these pupils. Punctuality is good and has improved well since the last inspection. The school has addressed the recommendation in relation to this aspect well.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of both teaching and learning are good throughout the school as a whole, although with some variation. Teaching was at least satisfactory in 97 per cent of lessons seen. It was good or better in 49 per cent, and very good in 13 per cent. Teaching was unsatisfactory in just one lesson, which represented 3 per cent of lessons seen. This is a similar picture to the previous inspection and shows that the school has maintained a good overall quality of teaching and learning. Pupils of all ages work productively and at a good pace and make significant progress in increasing their knowledge, skills and understanding. However, underdeveloped speaking and social skills of many pupils slow the rate at which they learn.
15. Teaching in the foundation stage is satisfactory, with no significant difference between the nursery and reception years. The nursery teacher and assistants work well

together to provide a secure learning environment in which children settle quickly and soon learn the nursery routines. As a result, they approach their activities with increasing confidence and concentration, and begin to make steady gains in their learning. Appropriate provision in the reception classes enables children to build satisfactorily on their earliest learning experiences. Thus, children make sound overall progress throughout the foundation stage and are well prepared for their learning in Year 1. They make satisfactory progress in their personal, social and emotional development; knowledge and understanding of the world; and in their physical and creative development. Teachers have a sound knowledge and understanding of the needs of young children, and plan lessons carefully. Some activities, however, particularly those to promote creative development, lack challenge and stimulation, and insufficient attention is given to promoting children's independent learning.

16. Literacy and numeracy are both taught well in the early years so that children achieve well in communication, language and literacy and in their mathematical development. In a reception literacy lesson, children listened attentively to the story 'The Trouble with Dad' because it was chosen carefully to meet their interests and stages of learning. The group activities took good account of the differing needs of children and included practical and creative tasks to ensure a balanced curriculum. Support assistants were used well to work with individuals and groups and carry out assessments. There were examples of skilful intervention to promote speaking skills as, for example, when 'inventors' in the laboratory role-play area reviewed the robots they had designed and made and were asked: 'Did you refer to your plans?' As a result of good teaching, children achieved well during this lesson, particularly in developing their reading and speaking knowledge and skills.
17. Teaching is good in Years 1 and 2 and, as a result, pupils make good progress by the end of Year 2. The quality of both teaching and learning is at least satisfactory in all subjects. Teaching is good in English, science and ICT and promotes good achievement in these subjects. Strengths include well-planned lessons, with tasks matched carefully to meet the needs of all pupils, and support staff used well to ensure all groups make good progress. Teachers manage pupils skilfully and establish good relationships with them. As a result, pupils behave well and concentrate on their learning. Teaching methods are varied and well chosen. For example, pupils' learning is promoted through the use of drama, as seen in English when Year 1 pupils spoke in the role of a story character, and the chance to collaborate with a partner or in a small group, as seen in science. In a minority of lessons, tasks are not matched closely enough to what the teacher expects pupils to achieve by the end of the lesson, and this has an adverse effect on the progress they make. Where there are clear learning intentions, these are not always shared with pupils to ensure they are clear about the purpose of their tasks. In contrast, individual learning targets for writing ensure pupils know how to improve their standards. Plans are in hand for similar targets in numeracy to be introduced. Teachers use the concluding few minutes of lessons well to draw pupils together, celebrate their efforts, and consolidate and extend their learning.
18. Numeracy is taught satisfactorily, and literacy and ICT are taught well. Work in science is used to promote numeracy and literacy skills, but greater use could be made of learning in other subjects to promote reading and writing. In contrast, opportunities are used well across the curriculum to promote computer skills. All groups of pupils make at least good progress, and there has been significant improvement in meeting the needs of higher attainers since the last inspection. This is achieved through accurate and careful use of assessment, in ensuring work is sufficiently challenging, and through opportunities to work on extension activities in a

withdrawal group, as seen in science. Regular homework, particularly in reading, spelling and mathematical games, helps pupils' progress throughout the school.

19. Pupils with special educational needs are taught very well. Teachers take very close account of targets in individual education plans when preparing lessons, and use skilled ancillary staff well to support learning, both through helping pupils with special educational needs participate fully in class activities, and through intervening to extend their learning in individual and group tasks.

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

20. The school continues to offer an appropriate range and quality of learning opportunities as found at the previous inspection. The curriculum provided for nursery and reception children takes good account of the areas of learning recommended for children at the Foundation Stage, with a strong emphasis given to literacy, numeracy and children's personal, social and emotional development. Appropriate provision is also made for creative and practical experiences, including play. The unsatisfactory quality of accommodation for reception children puts some constraints on the breadth and quality of their learning experiences.
21. In Years 1 and 2, subjects are well-planned and meet statutory requirements for teaching the subjects of the National Curriculum and RE. The curriculum is broadly balanced with a strong emphasis given to English. This is making a positive impact on the rate of progress pupils now make in this subject, particularly in literacy. The national strategies for numeracy and literacy have been successfully implemented and are helping to raise standards. Co-ordinators work closely with local education authority consultants to monitor teaching and progress across the school and identify future development needs.
22. This year the school has introduced national guidance for most subjects. Consequently the arrangements for curriculum planning and monitoring in these subjects are at a time of change and experiment as teachers work their way through the new arrangements. Plans are in hand for each subject to be evaluated and further developed to improve the quality of provision.
23. Overall teaching time is above the minimum recommendation for infant children, and the time allocation for each subject is based on that advised by the local education authority. However, there are some inconsistencies in how this is interpreted in classes. RE is given more time in one Year 2 class than the other, which means that pupils in these classes do not have equal opportunities to make progress in this subject. Although an hour each week is allocated to music, only half of this is used for class lessons, which limits the progress pupils make in their knowledge and skills. In practice, lessons do not always start or finish at the time planned and this affects the time available and, in some cases, limits the potential for pupils' learning in the following lesson. There are also instances of pupils being withdrawn from lessons to work in another subject, notably science and mathematics. For example, pupils worked at the computer on an individual mathematics program during the whole class introduction to a literacy lesson. This adversely affected the quality of their learning during the remainder of the lesson. A review and increase in time currently given to numeracy would also have the potential to improve standards further.
24. A scheme of work for personal, social and health education has been recently implemented, with a strong focus on health. Due attention is given to teaching about

drug misuse and provision for sex education is in line with the governors' agreed policy. The curriculum is extended through provision for swimming, which is not a requirement for pupils at this age, and also many enrichment experiences. These include trips to places of educational interest, including a local church, museum and nature reserve, and visits from storytellers, artists, theatre groups and musicians. The nature and quality of extra-curricular activities are very good for pupils of this age. These include swimming, recorders, computers, drama, gym and a joint football club with the junior school. These activities are open to all the pupils and are a particular strength of the school.

25. The school gives a high priority to providing for pupils with special educational needs and ensuring they receive their entitlement to a broad and balanced curriculum, including the curricular requirements as set out in individual education plans and statements of special educational need. The emphasis is given to providing in-class support rather than withdrawing pupils from their normal classes. Additional support is used flexibly to match their changing needs.
26. Pupils benefit from the good links the school has established with the community. The school takes part in the local Bodmin Festival, at which pupils perform in the local community college theatre. Christmas services, including a Christingle celebration, are held at the local church. The school encourages pupils to develop a sense of their heritage by holding a Beacon Day in the autumn term. This involves the children walking to the beacon to hear stories and legends. Local characters, such as the town crier have also taken part in this event.
27. There are sound links with other schools and colleges in the locality. The school is involved with the training of students from the Community Colleges at Bodmin, Saltash and Truro. The school has also worked hard to establish links with the local play groups especially the one that uses the school's adventure playground, and this helps children make a smooth transition from play group to school. Links with the adjacent junior school have become fragmented as a result of staffing changes. However, the headteacher is looking forward to developing close links once again, with a firm decision to review and further improve transition arrangements for pupils between the two schools. Year 2 teachers meet regularly with junior school staff during the summer term to discuss pupils' needs prior to entry.
28. Sound overall provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection. Spiritual development is promoted satisfactorily. Both whole school and class assemblies allow time for reflection about moral and spiritual issues, and pupils are encouraged to read out their own prayers. Some opportunities are planned in lessons for pupils to reflect on the wonder of life and the world, particularly in RE, and through the use of music. The school has rightly identified this as an area they wish to develop further.
29. Moral development is good. Pupils are encouraged to think about the implication of their actions on others and about what is right or wrong. Staff are good role models, and pupils are encouraged to be polite and well mannered. Opportunities are provided to discuss behaviour in assemblies, through the personal, social and health education programme, and also as issues arise across the curriculum. This is seen, for example, when pupils discuss characters and events in the stories they read in English lessons and when they learn about prominent people from the past in history. There is a strong moral ethos, which is promoted very well by all involved in the everyday work of the school.

30. Social development is also promoted well. Pupils are encouraged to share resources and help others, and are given opportunities to work with a partner or as a member of a small group in lessons such as English and science. Kindness and caring are key features in the life of the school. Parents are especially proud of this aspect of provision and value the impact of the 'Friendship Tree' and 'Friendship Medal' on pupils' concern and consideration for each other. There is a strong emphasis on environmental awareness with recycling of paper and plant material becoming a natural part of daily routines.
31. Cultural development is satisfactory. There is good encouragement of pupils to be aware of local Cornish culture. An interest in music, drama and sport is promoted well through clubs, visitors and visits. Multicultural awareness is developed satisfactorily through work in RE, the use of stories, and through studying music from third world cultures. Pupils throughout the school recently increased their understanding of Chinese culture through celebrating the Chinese New Year. However, the school has appropriate aims to develop further opportunities for preparing pupils more effectively for life in a culturally diverse country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. This is a very caring school. The emphasis given to pupils' support and welfare has been further improved from the good level reported at the previous inspection. The very good care shown by all staff helps pupils to feel safe and secure. It promotes the good standards of behaviour and relationships in the school and helps create the very positive school ethos that assists pupils' learning.
33. Very good procedures and arrangements are in place in relation to child protection and staff have a very good awareness of potential issues. Very thorough procedures are in place to monitor health and safety issues and potential risks are handled well. The school is secure, clean and tidy.
34. Pupils' personal development is monitored well. Staff have excellent knowledge of the pupils and their backgrounds and this allows them to give individual support well. Personal needs are dealt with effectively. All staff are trained in first aid and provide a good level of care when children are ill or, on rare occasions, injured. Parents and pupils value this care. Social inclusion is good, with special care being taken of pupils with special educational needs, particularly at playtimes. Good behaviour is promoted successfully. Praise and rewards are used well in relation to good behaviour and attitudes, as well as to good work or effort. Potential concerns are dealt with well and parents and pupils feel confident that the school handles issues such as potential bullying effectively. The school has not yet formalised its system for recording racial incidents, but any form of oppressive behaviour is dealt with in a sensitive and thoughtful manner. Activities in the playground and the keen involvement of staff are having a very positive impact on pupils' behaviour.
35. Procedures for identifying and meeting special educational needs, and assessing progress, are excellent. Individual education plans are prepared by class teachers in collaboration with the co-ordinator. They are of good quality and reviewed regularly. Pupils with a variety of need, particularly those who are the subject of a statement of special educational need, benefit from the close partnership between the Assessment Unit and main school, including shared staffing and some shared facilities. As a result, specialist expertise is readily available to guide teaching and support staff in the main school, and individually designed programmes of provision and support are implemented for pupils with a significant level of need. For a small minority this

involves gradual movement from the unit to a mainstream class to provide an inclusive education wherever possible.

36. There are good arrangements for assessing pupils' attainment and progress and this information is used well to guide teachers' planning. There is careful and detailed assessment from the time children enter the nursery to the end of the reception year and this information is used well to move the learning forward. The learning needs of all groups of pupils are identified at an early stage, and appropriate provision planned. In Years 1 and 2, pupils' achievements in the core subjects of literacy, numeracy and science are tracked and analysed carefully, and this enables the school to target support and resources appropriately to meet the needs of individuals and groups of pupils. This is monitored carefully, with assessments reviewed half-termly and support reorganised where appropriate. The lack of an agreed procedure for assessing speaking and listening skills limits the extent to which teachers can plan effectively to meet individual needs. Plans are underway to develop formalised procedures for tracking standards and progress in other foundation subjects of the curriculum.
37. Procedures for monitoring and promoting attendance are good, such as working with families whose children have a poor attendance record. They have led to a marked reduction in the level of unauthorised absences and provide good information on why pupils are absent. Punctuality has improved following new procedures. The gates are now closed at the beginning of each teaching session to make the site secure and, as a result, latecomers can only gain entry via the office. This has increased awareness of punctuality amongst both parents and pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has established a good partnership with parents and the links described in the previous report have been consolidated well. Parents value the school highly. In the pre-inspection meeting and parental questionnaires they were full of praise for the school and had no significant areas of concern. Inspectors agree with their positive views. The close and co-operative relationships between parents and staff help to establish the good attitudes pupils have towards school. Parents are involved well in their children's learning by supporting homework, helping in classes and encouraging their children to do well. The school recognises this and makes very good efforts to involve parents in their children's education and in the work of the school.
39. Annual reports to parents are of good quality. They give good details of pupils' achievements and personal development and indicate areas for improvement. Parents feel that consultation evenings are informative and these are well attended. Newsletters are helpful and give parents good information about topics their children will be studying. Curriculum evenings, for example on numeracy, help provide parents with a clearer understanding of the work of the school and what is expected of their children. Good support is given to parents of new pupils and a good induction process, including home visits, helps the youngest children settle quickly into the nursery. Parents are very appreciative of the 'open door' policy, which means that information is shared freely and any concerns dealt with speedily. Parents of pupils with special educational needs are kept well informed of their children's progress, and provide useful support at home to help their children achieve the targets on individual education plans. The good accessibility of staff contributes well to the strong partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is well led and managed by the headteacher, deputy headteacher and key staff, and this promotes high standards and effective teaching and learning. There has been a good rate of improvement since the last inspection, and this is seen particularly in the extent to which standards have been maintained or improved and key issues have been thoroughly and successfully addressed. The headteacher has a clear view of the ethos and educational direction she wants for the school and its pupils, and a good understanding of current strengths and areas for development. She is well supported by the deputy headteacher and has successfully built a strong team, a significant feature of which is the degree of commitment of all adults concerned with the work of the school to support each other in their efforts to improve pupils' opportunities.
41. There has been development in the role of co-ordinators since the last inspection and more effective monitoring arrangements, particularly in the core subjects of English, mathematics and science, are having a positive impact on improving provision and raising standards. However, the limited amount of pupils' work retained in some subjects, including mathematics, limits the range of evidence available for monitoring attainment and progress. Currently, responsibility for managing provision in the nursery and reception classes is shared between four members of staff, including the headteacher, and shortcomings in the effectiveness of this arrangement are slowing the rate of development in the Foundation Stage. This is seen, for example in shortcomings in the quality of experience in some aspects of provision, particularly in children's creative development.
42. The management of special educational needs is excellent. Considerable expertise gained from the co-ordinator's experience in the Assessment Unit, and close liaison between the unit and the main school, make a very strong impact on the quality of provision for pupils with special educational needs in the main school, especially for those who are the subject of a statement of special educational need. Action has already been taken to adapt the school's systems to meet the requirements of the revised Code of Practice for Special Educational Needs.
43. Governors are active and fulfil their statutory responsibilities well. They are supportive of the headteacher and work well together to promote the school's aims. There has been considerable improvement in their effectiveness since the last inspection and their close links with classes and co-ordinators ensure they are well informed about the work of the school.
44. Overall, the school monitors its own performance satisfactorily and takes effective action. Appropriate priorities are identified for improvement, and the stronger role of co-ordinators has the potential to quicken the pace of change. The school has introduced the required arrangements for performance management and there is an appropriate programme of monitoring teaching. Good use is made of support and guidance from the local education authority when appropriate as, for example, in the intensive support for literacy and numeracy, which has enabled the school to raise the quality of teaching and learning.
45. The school is very well provided with experienced and suitably qualified teachers and a very high level of support staff, who are well trained and managed. The pupil-teacher ratio is good, and staff are deployed particularly well to support pupils with special educational needs. The caretaker also provides good support, and his expertise and enthusiasm is used well to support pupils' personal development.

46. There are shortcomings in the quality of accommodation. Classrooms are of a good size for the current number of pupils and outdoor facilities are good, including a recently constructed adventure area. However, the two reception classrooms are unsatisfactory in terms of their location, age and condition. Curriculum time is lost because of time taken to walk between these classrooms and the main block, for example for assemblies. The large window areas result in poor learning conditions in sunny, cold or hot weather and there are problems with damp when it rains. There is no dedicated outdoor area for reception children, and these factors all serve to diminish the quality of their learning experience. These shortcomings have been recognised by the school and plans are in hand to improve the accommodation for reception children. Learning resources are satisfactory overall but with some variation. Mathematics and ICT, including computers, are resourced well. However, there are insufficient materials for modelling and sculpture in art and design, and some of the resources for reception children are of poor quality.
47. The school has a secure financial base and financial planning is good. A good three-year plan takes careful account of projected numbers and known costs. Budget allocations are linked well to educational developments and financial monitoring is good. A significant balance is being maintained in respect of planned improvements to the buildings, and this is appropriate. The governors and headteacher have a good understanding of the principles of best value and use them effectively to review and improve school performance. Specific grants are used well as, for example, in the support provided for pupils with special educational needs. The school also makes good use of new technology, including the use of electronic mail and the Internet.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to continue to improve, the governors, headteacher and staff should now:
- (1) raise standards in speaking skills by:
 - planning opportunities to promote speaking skills more systematically;
 - implementing arrangements to assess progress more closely to inform teaching.

(Paragraphs: 1, 14, 59, 62 – 63)

 - (2) improve standards and progress in mathematics by:
 - continuing to monitor and review standards and progress;
 - ensuring tasks are sufficiently challenging for all pupils;
 - reviewing the time allocated for work in this subject.

(Paragraphs: 2, 18, 23, 67 – 68, 70)

 - (3) improve learning at the Foundation Stage by:
 - continuing efforts to provide suitable accommodation for reception children;
 - developing the quality of resources for the reception year;

- improving arrangements for co-ordinating provision in the nursery and reception classes.

(Paragraphs: 15, 41, 46, 51)

- (4) ensure a balanced curriculum for all pupils by:
- ensuring that work in science and an individual mathematics programme does not reduce pupils' learning opportunities in other subjects;
 - reviewing and monitoring the time allocated for all subjects.

(Paragraphs: 23, 70, 98, 106)

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- (a) As already planned, introduce agreed arrangements for recording the standards and progress of pupils in the foundation subjects.
- (b) Continue to implement the current good procedures for working with parents to improve the rate of attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	19	1	0	0
Percentage	0	13	36	49	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	24.5	162
Number of full-time pupils known to be eligible for free school meals		37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	11	91

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	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	8.3

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	39	30	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	31	34
	Girls	25	24	24
	Total	58	55	58
Percentage of pupils at NC level 2 or above	School	84 (88)	80 (92)	84 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	34	36
	Girls	25	22	25
	Total	57	56	61
Percentage of pupils at NC level 2 or above	School	83 (88)	81 (90)	88 (86)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	22.1
Average class size	27.8

Education support staff: YR – Y2

Total number of education support staff	24
Total aggregate hours worked per week	359.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	49
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	527634
Total expenditure	530141
Expenditure per pupil	2705
Balance brought forward from previous year	39130
Balance carried forward to next year	36623

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	2	0	0
My child is making good progress in school.	64	31	2	0	3
Behaviour in the school is good.	59	33	2	0	7
My child gets the right amount of work to do at home.	53	33	9	2	4
The teaching is good.	66	30	0	0	4
I am kept well informed about how my child is getting on.	62	29	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	28	0	0	2
The school expects my child to work hard and achieve his or her best.	66	28	2	0	5
The school works closely with parents.	53	38	3	0	5
The school is well led and managed.	71	22	2	0	5
The school is helping my child become mature and responsible.	53	40	2	0	5
The school provides an interesting range of activities outside lessons.	50	28	7	0	16

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

49. Children enter the purpose-built nursery in the September after their third birthday. They attend the nursery on a part-time basis for three terms before transferring to the reception classes, where they attend full-time from the term in which they are five. At the time of the inspection, children with birthdays during the summer still attended for the morning session only.
50. A broad and balanced curriculum is effectively planned to cover the areas of learning recommended for children from the nursery through to the end of the reception year. Teachers' assessments show that children's attainment on entry to the nursery is below average overall, and well below average in their personal and social, and language skills. Good attention is paid to developing secure routines and good behaviour. This results in a strong sense of security and calm and quiet classrooms. Parents are welcomed into the nursery at the start of the session, and this helps children to make a relaxed and happy start to the day. Children in the nursery and reception classes benefit from satisfactory teaching and make sound progress overall in the areas of learning for children of their age. Basic skills are taught well and good attention is paid to learning letter sounds and basic reading vocabulary in the reception classes. Children who have special educational needs are identified early through the use of early assessments and teachers' observations. They are given very good support by teachers and assistants and make very good progress in their learning. All teachers make careful assessments on a daily basis, and use their observations and assessments to plan future learning. By the end of their time in the reception class, the majority of the children are likely to reach the expected levels for their age in their understanding of number and in their physical development, but many children are unlikely to reach the expected levels in other areas.
51. Although the reception classrooms provide a good amount of space, they are unsatisfactory in terms of the condition and location, and this puts some constraints on the quality of children's learning experiences, and the use of curriculum time. The lack of a dedicated outdoor area for reception children also reduces their opportunities to use climbing and other equipment on a daily basis.

Personal, social and emotional development

52. This area of learning is taught satisfactorily and children make sound progress. Children come into school happily and receive a warm welcome from the school staff. They are well behaved and soon learn what is expected of them. Relationships between children are positive. They are happy to share, as seen when one little girl in the nursery offered her toy car to the boy next to her when playing with the garage. Visitors are welcomed and the children are curious and happy to approach them. One little boy offered his builder's helmet and then discussed its size and fit with the visitor. There are clear routines for the children. In the reception classes target sheets and star charts are displayed on a board with the class rules. Children move to activities without fuss, they sit and listen and often stay on task in all classes. They treat equipment with care, show respect for other children and adults, and tidy the toys away. However, children lack confidence in working independently and in collaborating with a partner. The teachers give a strong emphasis to praising children for their

efforts and achievements. The care and encouragement given to the children is a strong feature in the nursery and reception classes.

Communication, language and literacy

53. Children achieve well in this area of learning, as a result of good teaching. They quickly learn to listen carefully and effectively to stories and to the explanations and instructions of teachers and other adults. However, children often play alongside each other without conversation, for example when playing with the train track or manipulating the play dough. Many children communicate through single words and simple phrases and need support to express their ideas clearly. The school recognises the low levels of speaking and has recently employed a language support assistant who works with children who have particularly severe difficulties. In the reception classes good attention is paid to learning letter sounds and writing them, and many children can already recognise and read some words. The higher attainers already know the words targeted in the reception classes and read simple books accurately, using sounds and pictures to work out unfamiliar words. They enjoy books and stories and some can talk about their favourite books. For example, one boy recalled how much he enjoyed reading a book about skeletons, but hid under his bedcover to read it with his torch because it was so scary. Some children in the reception classes can write their names, and write letters and recognisable words in stories, but many still use marks and symbols that do not yet resemble letters. Not enough attention is given to providing opportunities for children to write and use print during their play and creative activities and the tasks they choose for themselves.

Mathematical development

54. Learning in mathematics is good, due to good teaching. Children show interest in numbers from the nursery, where they count the number of children present. They are curious about larger numbers, as seen when one boy asked how twenty was written when twenty children were counted. Most recognise some numerals and enjoy counting backwards from five to zero, when they can blast off in their rockets. Reception children were eager to help 'nervous Teddy' spot his mistakes in counting. They use number fans very sensibly to show the teacher that they can recognise numbers up to ten, while the classroom assistants give good, quiet support to those who need it. The children count to twenty, and count two sets of objects and add them together, using the correct language, and are aware of the symbols used to show addition. Children achieve well in this area of learning, and many are on target to achieve the early learning goals, particularly in numeracy, by the end of the reception year.

Knowledge and understanding of the world

55. Children make sound progress in this area of learning as a result of satisfactory teaching. Children in both the nursery and reception years now have access to computers, which is an improvement since the last inspection. These are used well to support the children's learning in other areas, especially in mathematics. In one class, for example, the teacher used a computer program to demonstrate addition to the whole class and then to small groups. Children are also able to work independently with computers, supported by the use of headphones and programs well suited to their age. They use a hand-held mouse and the keyboard to direct action on the screen. Reception children achieved well in an RE lesson about special people, which was planned well to meet the needs of young children. Their imagination was captured by the teacher's gold and shiny bag, and the opportunity to

predict what could be in it. There was a special moment of quiet, when a statue of Jesus was taken from the bag, and the children were allowed time to examine it. The use of drama to enact the story of Jesus calming the storm was particularly effective in helping the children appreciate why Jesus is a special person and helped increase their understanding of the beliefs that people hold.

56. Children show a developing sense of past and present, and knowledge of their own environment. They demonstrate knowledge about inventors and laboratories when they design and use construction apparatus to make their own robots. Many children do not demonstrate the levels expected by the end of the reception year because of poorly developed communication skills. These inhibit the extent to which they ask questions about how things work, and can describe and comment upon their observations in order to clarify their thoughts.

Physical development

57. This area of learning is taught satisfactorily and children make sound progress to reach the expected levels by the end of the reception year. Nursery children ride bicycles and small vehicles with confidence and skill. They steer small cars and vehicles by hand along a track and control brushes and paint well to produce paintings. This continues into the reception class, where children prepare tables for fruit time, under supervision. They demonstrate appropriate levels of manual skills when they use paint and glue within paper shapes and move well around the classroom. It was not possible to observe any reception PE lessons during the inspection and, because of inclement weather, the children were unable to play with big toys out of doors. As a result, no firm judgement is made about reception children's awareness of space or control and co-ordination in activities such as running, jumping, throwing and catching. However, observation of the children in the playground at break time suggests these skills are in line with the levels expected. Although the school makes good use of the current space available, the lack of a dedicated outdoor space does put some constraints on the extent to which reception children can use climbing equipment and large toys.

Creative development

58. Children make sound progress in their creative development as a result of satisfactory teaching. Nursery children enjoy using paint, pencils, chalk and collage materials to make their own pictures. In the reception classes, creative activities include water play, drawing and colouring. However, some of the resources provided are of poor quality and do not do enough to stimulate children's imagination, and many activities are not sufficiently challenging. As a result, children are not excited by some of their experiences and do not invest their best efforts and take pride in the products they create. Musical instruments are available in all classes and children show developing knowledge and skills about percussion instruments, the sounds they make and how to play them. Opportunities for creative play are provided in all classes. Nursery children, for example, create their own emergency vehicles from bricks and use the clothes and resources of the paramedics to create their own play story. Reception children take on the role of inventors when they design and make their robots in the class 'laboratory' role-play areas. Many children are unlikely to achieve the standards expected by the end of the reception year in this area of learning.

ENGLISH

59. The evidence from inspection reflects test results at seven, which show standards in reading to be below those typical for seven year olds nationally, and standards in writing to be broadly similar to those attained nationally. However, the inspection found that pupils make good progress overall in their literacy skills. The current Year 2 pupils are expected to perform slightly better than pupils did last year in the forthcoming 2002 tests in reading and writing. When children join the school they show underdeveloped speaking skills and, although they make sound progress in this aspect of English as they progress through the school, standards in speaking and listening are still well below average at the age of seven. A number of Year 1 pupils, for example, were unable to respond appropriately to simple questions when in the role of a chosen character from a familiar story. Year 2 pupils listen carefully to class introductions and respond appropriately to teachers' instructions. They take part confidently in their own dramatic presentation of Little Red Riding Hood, in which they speak appropriately in their roles in front of their class. However, only a small minority are able to develop and explain their ideas, speaking clearly and with an appropriate vocabulary for their age. Examples were seen of teachers providing good opportunities to develop speaking skills in both English and other lessons, including science. These included work in drama, and collaborative learning with a partner. However, these are not yet planned systematically to ensure good progress for all pupils.
60. Pupils achieve well in reading, although standards are below average. By the age of seven, their reading of simple books is mostly accurate, although not yet fluent, and they use their knowledge of letters, sounds and meanings appropriately to read unfamiliar words. Underdeveloped speaking skills limit the extent to which they express their opinions about major events and ideas in what they read. Higher attainers show developing fluency, talk about the books they enjoy, and are beginning to use their knowledge of the alphabet to locate books and find information. A daily individual reading session has a positive effect on the progress pupils make in their reading.
61. Most pupils reach the levels expected by the end of Year 2 in writing, and a significant minority are expected to attain higher standards this year. Average attainers communicate meaning appropriately in sentences in their stories, poems, news, and an account of the school play. They use capital letters and full stops, and their handwriting is clear and consistent. Most common words are correctly spelt, and errors are plausible and show developing knowledge of patterns and letter strings. Higher attainers show a more interesting and consistent style, a greater capacity to link ideas together and increasing accuracy in spelling words of more than one syllable. Individual targets were introduced last term to help children to know how to improve their work. Although it is too early to judge the impact on standards, these have the potential to increase progress.
62. The quality of teaching is good and promotes the good progress that pupils make. However, low standards of speaking skills hinder pupils' achievement in their reading and writing, particularly their understanding of the books they read, and their capacity to develop and extend their ideas in writing. It also constrains their learning in other subjects of the curriculum. Teachers have good expertise in teaching literacy and plan lessons well, with tasks matched closely to the differing needs of pupils, including those with special educational needs. As a result, all groups of pupils achieve well. The timing of different elements of lessons is carefully judged and pupils are managed skilfully so they learn consistently at a good pace. Although pupils show limited

independence in their learning, they maintain their concentration well and try hard to carry out their tasks as instructed. Support assistants are used effectively and make a positive impact on pupils' learning. Teachers also make good use of ICT to promote literacy skills and pupils have regular opportunities to use word-processing programs to create their writing on computer.

63. There is good planning based on the National Literacy Strategy framework, with additional guidance from the local education authority. A good example was seen of work in science used well to promote writing skills, but greater use could be made of work in other subjects to promote literacy. The curriculum is extended through theatre group visits, by the provision of a drama club for Year 2 pupils and by regular homework. English is managed well, and there has been significant improvement since the last inspection, including strengthening of the co-ordinator's role. The National Literacy Strategy has been introduced and further developed through additional support and training, and the school is now providing early literacy support to boost the progress of Year 1 pupils. The school has identified the need to raise standards in speaking and listening, and some professional development for staff has already taken place. The school has developed appropriate arrangements for assessing pupils' standards and progress in reading and writing. As yet, there is no agreed procedure for monitoring progress in speaking and listening.

MATHEMATICS

64. Standards in this subject at the age of seven are below average, but pupils make satisfactory progress. Those currently in Year 2 are on track to achieve better results in the 2002 national tests than those attained last year.
65. By the end of Year 2 pupils recall number facts to 10 and beyond, and order numbers up to 100, with the higher attainers working with numbers up to 1000. Some higher attaining pupils are also able to round numbers to the nearest 10 and use strategies to add and subtract 9 and 11. Most pupils are able to recognise odd and even numbers. However their overall understanding of place value and that of zero as a place holder is less secure. Pupils know the names of common shapes of two and three dimensions and can describe their basic properties. They recognise right angles and start to use standard measures.
66. Subject vocabulary is introduced in lessons and used satisfactorily, and appropriate opportunities are provided in both lesson introductions and plenary sessions for pupils to develop their speaking and listening skills. However, pupils' poor language skills limit their ability to discuss their work and this hinders the rate at which they make gains in their knowledge and skills. For example, in a Year 2 class, pupils were keen during the plenary to show their work on the five times table, but they were unable to explain the methods they had used to calculate so that other pupils could learn and further their own understanding.
67. The quality of both teaching and learning is satisfactory. Lessons start with a brisk mental session, which sets a good pace. The use of varied methods and resources, such as individual number fans and cards, as well as white boards, ensures the involvement of all pupils and provides useful assessment information. This was seen, for example, in a Year 2 class in which pupils were doubling numbers and using number fans to show their answers. Pupils are questioned skilfully and are encouraged in their answers as, for example, were pupils in a Year 1 class as they estimated the weight of five objects. The teacher valued all the pupils' answers, and this helped them gain in confidence and self esteem.

68. Teachers have good relationships with their pupils and manage behaviour well. As a result, pupils are interested in their lessons and the work they are doing. They concentrate well on their group tasks enabling the teacher and support staff to work with particular groups and individual children. Tasks are generally well matched to pupils' levels of understanding, especially for the higher attainers. This shows considerable improvement since the last inspection. On occasion, tasks for the average attainers could be more challenging. Teachers mark work regularly but the comments made do not always inform pupils how to improve their standards. Plans to introduce individual numeracy targets have the potential to increase pupils' understanding of what they need to do to improve.
69. Good emphasis is given to meeting the needs of all groups, including pupils with special educational needs who achieve very well through good quality provision and support. There is an extension group for the higher attainers and also a support group for the lower attainers, which help to ensure these groups make steady gains in their skills and understanding. Parents are encouraged to be involved in their children's learning through homework given on a fortnightly basis. Opportunities are also provided in both lesson introductions and plenary sessions for pupils to develop their speaking and listening skills. Good opportunities are provided for pupils to practise their mathematical skills through learning in subjects such as design and technology and science, where pupils record numerical data from their experiments. ICT is also used well to promote progress, as when pupils work on an individual mathematics program to develop their mathematical skills.
70. The subject is managed well and the co-ordinator has worked hard to promote mathematics and improve standards. There are good arrangements for monitoring the subject through observing lessons and reviewing teachers' planning. The co-ordinator also provides good leadership through her own good subject expertise and through demonstration lessons. There has been sound improvement since the last inspection. The National Numeracy Strategy has been introduced effectively, and areas for development identified in the last inspection report have been fully addressed. The co-ordinator makes a thorough analysis of the results of national tests, and information from assessment tasks given at the end of each unit of work is used well to inform future planning. However, the limited amount of pupils' work retained in the subject puts some constraints on the extent to which pupils' progress in knowledge and understanding can be monitored. The time allocated by the school to mathematics is in line with the recommendation from their local education authority but is below the time given by most schools. In view of the below average standards in this subject, despite satisfactory teaching, reviewing and increasing the time pupils spend working in this subject has the potential to further improve pupils' rate of progress and standards.

SCIENCE

71. Pupils attain the levels expected in this subject at the age of seven. When pupils enter Year 1 they demonstrate below average levels of understanding in science. They make good progress in both Years 1 and 2 to achieve the expected standards by the end of Year 2, and this shows good improvement since the previous inspection. This is the result of improvements in developing planning, improving arrangements for monitoring standards and progress in the subject, and in making provision for higher attainers. The work within the science extension group is successful in challenging the higher attaining pupils and enabling them to achieve high standards.

72. By Year 2, all pupils understand the idea of making a test fair. Year 2 pupils particularly enjoyed carrying out a fair test to predict and measure what happens when cars are rolled down ramps of different heights. The higher attaining pupils were extended in this work by the introduction of different surfaces and the use of a stopwatch to measure time as well as distance. As a result they were working at a level higher than that expected for their age. Pupils also investigate materials through simple experiments and learn that materials such as chocolate change when heated. They record their work neatly and in a variety of ways such as drawing, writing and the use of simple charts and tables. All pupils, including those in the higher attaining group, need support to articulate their findings and understanding because they still do not have the speaking skills or scientific vocabulary necessary to explain their findings and observations with fluency.
73. The quality of teaching is good and promotes the good progress that pupils make. Teachers have good levels of knowledge and understanding of the subject and plan lessons well, using well-chosen teaching methods with an emphasis on practical work. As a result, pupils respond well to their experiences in science, work productively and at a good pace and make steady gains in their learning. In a lesson in which teaching was very good, the teacher explained what the pupils were expected to learn, so they understood the purpose of their tasks and could reflect on their own learning. A good variety of resources was provided to enable them to test waterproofing properties, and the opportunity to record their findings helped them develop and reinforce their use of scientific methods. The final part of the lesson was used effectively to establish what the pupils had learnt, and gave them an opportunity to learn from each other.
74. The school provides a well planned science curriculum which enables pupils to acquire a broad scientific knowledge and make good progress overall. In Year 1, for example, pupils group and classify materials. They learn to recognise, name and label the parts of the body as well as the basic parts of a plant. They identify sources of light and enjoy using their senses to investigate. Teachers match work closely to the differing needs of pupils within the class, including higher attainers. Good account is taken of special educational needs in planning, and the support and intervention of support staff helps pupils on the special educational needs register achieve very well in this subject. ICT is used well in all classes to present findings in graphs and charts and some pupils are beginning to interpret these. Learning opportunities in science are also used well to promote pupils' numeracy skills.
75. This subject is managed well. The co-ordinator has good subject expertise, and is very clear about what needs to be done to raise standards. Her work with the extension group has been instrumental in enabling pupils to achieve high standards. Assessments are carried out every half term for all pupils. There are good arrangements for her to monitor standards and learning across the school. The school has satisfactory learning resources for the subject, which are organised well to support each science topic planned.

ART AND DESIGN

76. During the inspection it was possible to see only two lessons in this subject. Judgements are based on evidence from these lessons, studying pupils' work on display around the school, teachers' planning and discussion with pupils and the co-ordinator.

77. Standards at the end of Year 2 are in line with those expected nationally, as found at the time of the last inspection. However, pupils are stronger in their painting and drawing skills than in modelling and sculpture. Teachers' planning shows that pupils are provided with a range of techniques to ensure that satisfactory progress is made in developing their skills in painting, drawing and other work in two dimensions. There is little opportunity to learn about sculpture and modelling in order to develop the skills of working in three dimensions.
78. The quality of teaching and learning over the longer term is satisfactory, although in the two lessons seen, teaching was good and very good. In a Year 1 lesson, pupils learned to manage various materials for themselves and were able to choose appropriate materials for their weaving. The opportunity to work co-operatively meant that pupils were able to support each other's learning. The use of technical terms such as *warp*, and encouragement from support assistants to discuss the differing properties of the materials they were using, helped extend pupils' speaking and thinking skills. They used scissors with confidence and accuracy. The teacher took the opportunity to make curricular links with mathematics, as she pointed out patterns in the weaving, and with science when exploring the properties of the materials used. Pupils have many opportunities to develop their skills of drawing in art and other subjects such as design and technology when, for example, designing lamps and adventure playgrounds. There is no significant variation in the achievement of different groups related, for example, to gender or prior attainment, except for pupils with special educational needs who make good progress.
79. In a Year 2 lesson, pupils were able to select from a wide variety of materials to make their own printing blocks. In this lesson, the teacher made clear what pupils were expected to achieve so they were clear about the purpose of their tasks. A very well organised working atmosphere was created in the classroom, with interesting activities that engaged the pupils' interest, so that they worked very productively and took considerable pride in creating and improving their work. As a result, they made very good progress in developing their knowledge and skills of designing a storybook cover and printing blocks for pattern-making. Good links were made with mathematics, as the pupils were able to comment on the repeating pattern and symmetry in pattern. Very good links were also made with English as the pupils at the end of the lessons were given the scenario of pretending to be in an art gallery and evaluating each other's work. Pupils listened well to each other and made positive comments about their work. Again, a wide and varied range of resources was made available for pupils.
80. The co-ordinator has only taken responsibility for the subject since September, and she has introduced national guidance for planning. She is well aware of the need to monitor teachers' planning in order to ensure that enough time is given to all aspects of the programmes of study. The co-ordinator acknowledges that pupils' skills in sculpture and modelling are weak and is beginning to address this. She is collecting a school portfolio for art and design that will show progression through Years 1 and 2. There are some shortcomings in resources for the subject, and good quality artefacts would have the potential to enhance pupils' learning. Plans are in hand to develop a more consistent approach to assessment in the subject.

DESIGN AND TECHNOLOGY

81. During the inspection no lessons were observed and only a limited amount of evidence was available. However, the scrutiny of pupils' work, analysis of teachers' planning, and discussions with pupils and staff show that the subject is being

satisfactorily covered and pupils are making sound progress with standards in line with national expectations. This is a similar picture to the findings from the previous inspection. There is no significant variation in achievement between groups related to gender or prior attainment, although pupils with special educational needs make good progress.

82. The evidence from pupils' work shows that the quality of both teaching and learning is satisfactory in this subject. Pupils learn how to handle tools and create models. They have planned and designed an adventure playground for the school. The designs were made into models giving the pupils the opportunity to choose the materials required, and to decide how best to fix them together. It also gave them an opportunity to work collaboratively. However, pupils had no opportunity to evaluate each other's designs and identify how they could have been further improved. Construction kits were appropriately used for this activity.
83. Year 2 pupils designed and made a lamp for Florence Nightingale, and this was linked meaningfully to their work in history. They drew careful plans, detailing and labelling their designs with some pupils stating what materials they would use. Work on display shows that pupils have satisfactory skills in assembling and making. However, evaluation elements are not evident and not enough emphasis is given to this strand.
84. There has been sound improvement since the previous inspection. A newly appointed co-ordinator is enthusiastic about the subject, and has a good knowledge of its various aspects. The co-ordinator has introduced national guidance for planning. She is aware that teachers' planning needs to be monitored to ensure that work is matched appropriately to the needs of higher and lower ability pupils. As yet there is no agreed system in place for assessing pupils' standards, and this puts constraints on the extent to which progress can be monitored.

GEOGRAPHY

85. It was only possible to see one lesson during the inspection and judgements are supported by scrutiny of teachers' planning, evidence from pupils' work and discussions with pupils. At the time of the inspection Year 2 pupils were not yet attaining the standards expected. However, there is a strong emphasis on geography in the latter half of the school year and learning opportunities shown in teachers' planning indicate that pupils should be on track to attain the standards expected for their age by the end of the year. This is a similar picture to the findings of the last inspection.
86. By the end of Year 2, pupils have made passports, packed holiday suitcases and tie-dyed clothes to wear on holiday. They demonstrate knowledge about their own locality and particularly enjoy their visits to the local Beacon Nature Reserve. Pupils show improving mapping skills as they move through the school. Some recognise the map of the British Isles and one can name the countries of England, Ireland, Scotland and Wales. They produce simple imaginary maps of their own, draw a map of the route from school to the public buildings, and note basic features on the imaginary Isle of Struay, such as animals, trees and houses.
87. Evidence shows that the quality of both teaching and learning is satisfactory in this subject and pupils, including those with special educational needs, make sound progress. However, scrutiny of pupils' work indicates that higher attainers could be given more challenging tasks. In the one lesson seen, teaching was satisfactory and promoted the sound progress made by pupils. The lesson was well planned,

including the opportunity for pupils to work with a partner and help support each other's learning. The issue about how new developments such as new roads can affect people's lives and the environment was linked to local concerns in Cornwall and this helped to engage and maintain pupils' interest and concentration. They increased their understanding of how the building of a new road can have both good and bad effects.

88. Geography is managed satisfactorily and there has been sound development since the previous inspection. The school has recently introduced nationally recommended guidance for geography, and has identified the need to develop planning further. In particular, plans are in hand to link learning in geography more closely to the local environment. Some new resources have been bought to support teaching, and the school recognises the need for further investment. The school has yet to develop formalised arrangements for assessing individual standards and progress in geography, although teachers keep their own informal records.

HISTORY

89. It was possible to see only one lesson in this subject during the inspection and so judgements are based on this lesson, scrutiny of teachers' planning and pupils' work in books and displays, and discussion with pupils. Sound progress is made and pupils demonstrate many aspects of the historical knowledge, understanding and skills expected by the age of seven, as found at the previous inspection. For example, they show factual knowledge about the life and significance of Florence Nightingale and aspects of life in Victorian Times. They show a developing sense of chronology and use a range of sources of information including books, pictures, artefacts and computers to answer questions about the past. Year 2 pupils find it difficult to describe differences between their own lives and the lives of people in the past, or explain the reasons why people in the past acted as they did. Standards in these aspects of the subject are constrained by underdeveloped speaking skills.
90. There is insufficient evidence to make a judgement about any variation in learning between different groups of pupils. However, the quality of both teaching and learning is at least satisfactory, and were good in the one lesson seen. The teacher informed Year 2 pupils what they were expected to learn during the lesson. This helped them understand the purpose of the activity and also enabled them to reflect on their own learning. A strong feature of this lesson was the use of drama techniques, which excited and engaged pupils of all abilities. As a result, they were all keen to contribute, and all increased their knowledge about the life of Florence Nightingale, her times and the Crimean War. At the same time, the activity was very effective in developing pupils' confidence and skills in speaking in a group.
91. There has been sound improvement in this subject since the last inspection, particularly in implementing nationally recommended planning, which is now being adapted to meet the needs of the pupils more closely. The curriculum is enriched through visits to places of historical interest in the locality, including a church, museum and a nearby house. There has also been development in the arrangements for monitoring provision. Learning resources are adequate and plans are in hand to improve them. Although teachers keep their own informal records, the school has not yet developed an agreed assessment procedure for history, and this limits the extent to which standards and progress can be monitored.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. There has been very good improvement in provision for ICT since the last inspection, when pupils were found to be making unsatisfactory progress. The school has worked hard to address the weaknesses noted at that time and pupils now make good progress in this subject. As a result, standards in Year 2 now meet national expectations. There is no evidence of any significant variation in the achievement of different groups of pupils, except for pupils with special educational needs who make very good progress. There has been considerable improvement in learning resources to increase pupils' experience of working with computers. ICT is taught as a separate subject in only two classes, and it was only possible to observe one lesson for a very short time. Judgements are therefore based on evidence from observations of pupils working on the computers during other subjects, from scrutiny of pupils' work and teachers' planning, and from discussions with and demonstrations by pupils.
93. Year 2 pupils confidently enter text and add a picture to their work. They are able to edit their writing and documents and then go on to save them. They have sufficient expertise and confidence to print out their work without support and can retrieve work that they have previously stored. Pupils use computers to support their learning in other subjects. This is seen, for example, when they enter their data and measurements from a science experiment into a simple graph, which they then use to interpret their findings. They also create patterns in art and design and change them. Computers are used throughout the school to support pupils' learning in numeracy and the high attaining Year 2 pupils have sufficient expertise with the keyboard to write a story from their plan. Some pupils have experience of moving a newly acquired programmable toy around a grid.
94. Teachers throughout the school show confidence in using the computer and ensure that the pupils gain experience and confidence. These observations and discussions lead to the judgement that the quality of both teaching and learning is good.
95. The co-ordinator and deputy headteacher have formed an effective team and manage the subject well. There is now a policy and an appropriate scheme of work with planned opportunities for assessment at the end of each unit of work, which will be formalised in the future. Resources have improved considerably since the last inspection and the co-ordinator has been instrumental in obtaining support from a local business, which has generously donated many computers to the school. There is now a good number of computers available for pupils, and this has had a positive effect in raising standards in the school. The co-ordinator is an accredited trainer for ICT and delivers training to all teaching and support staff, which has increased the confidence of the teachers. The class release time now being planned for the co-ordinator will improve opportunities for standards and progress to be monitored more closely across the school, and this has the potential to raise standards further.

MUSIC

96. It was possible to see only one lesson in this subject during the inspection as well as a singing practice for Year 1 and 2 pupils. Inspectors also studied teachers' planning and discussed knowledge, skills and experiences with Year 2 pupils. Because of the limited evidence available, however, no firm judgement has been formed about the standards pupils attain or the progress they make in music.
97. In the lesson seen, the quality of both teaching and learning was good, and Year 1 pupils made good progress in reinforcing and developing their skills in maintaining a steady pulse, combining pulse and rhythm, and in recalling and copying rhythmic

patterns. They also developed their skills in using untuned percussion instruments, which they treated with care. This was a well-planned lesson, with a sequence of activities managed at a good pace so that pupils remained interested and attentive. Support staff were used well to ensure pupils with special educational needs participated fully in all tasks, and were helped to succeed. Presentation of some learning in the form of a game particularly engaged the pupils' interests and helped them maintain their concentration. In the Year 1 and 2 singing practice, pupils demonstrated their capacity to maintain a song in two parts. Pupils particularly enjoyed performing songs with actions or in two parts and using untuned percussion instruments to accompany the singing. The singing practice was planned well, but pupils' learning was limited by the difficulties of maintaining good behaviour and attitudes in such a large group. In discussion, Year 2 pupils demonstrate their knowledge of songs and instruments, but have difficulty naming or describing different kinds of music or explaining how they have used instruments to achieve contrasting effects.

98. There has been recent development in implementing nationally recommended subject guidance, and plans are in hand for this to be evaluated and adapted to meet the needs of the school more closely. There have been improvements in arrangements for monitoring provision and progress, and in extending the curriculum through organising regular live performances from professional musicians. Pupils benefit from opportunities to perform in public performances, at Christmas for example, and to join a recorder club. The time allocated to class music lessons is only 30 minutes per week, and this puts some constraints on pupils' progress. The effectiveness of monitoring is constrained by the lack of arrangements for retaining examples of pupils' work recorded on paper or audiotape, and by the lack of agreed systems for teachers to assess and record standards and progress.

PHYSICAL EDUCATION

99. Pupils attain the standards expected for their age in this subject, as found at the time of the last inspection. They make sound progress and there is no significant variation in the achievement of pupils related to gender or prior attainment. One swimming lesson and two dance lessons were observed during the inspection week. In a dance lesson, Year 2 pupils moved around the hall with control, made good use of space and produced simple controlled movements and actions. They followed the instructions on a recorded programme carefully, although the programme provided little opportunity for pupils to create their own dance movements. Not enough attention was given to pupils discussing their work, or the efforts of others, to encourage pupils to evaluate and improve their performance. This weakness was also noted at the time of the last inspection.
100. The school has its own indoor swimming pool, and all pupils have the opportunity to learn to swim, including children in the nursery. The one swimming lesson seen indicates that pupils achieve well and almost all can swim ten metres by the end of Year 2. Year 1 pupils enjoyed a lesson with an enthusiastic teacher and assistants. They were encouraged by the teacher to practise their strokes and improve their performance, and by the end of the lesson were confident enough to attempt to swim without aids.
101. The quality of both teaching and learning is satisfactory. Teachers pay careful attention to pupils' safety, particularly in the swimming pool. Pupils are reminded of the pool rules, and are well supported by a good number of adults. Teachers plan

lessons carefully and manage pupils skilfully, so they work productively and at a sound pace.

102. The school provides an appropriate curriculum for this subject, which is enriched through opportunities for swimming and to join extra-curricular clubs for gymnastics and football. The co-ordinator is enthusiastic and well informed. There is a subject policy and plans are in hand for the co-ordinator to review and further develop planning to raise standards further. Resources are satisfactory, with a hall, playground, field and adventure playground, as well as the indoor pool.

RELIGIOUS EDUCATION (RE)

103. By the end of Year 2 pupils attain the standards expected as set out in the locally agreed syllabus. This is the same picture as at the time of the last inspection. During the inspection it was possible to see only two lessons in this subject. However, judgements are also based on scrutiny of pupils' work and teachers' planning and from discussion with pupils.
104. By the age of seven pupils have learnt about special places, books and people. They know that the Bible is a special book for Christians and that it is divided into two parts. They explain that, in the Old Testament are stories about the creation as well as special people, for example, Samson and Delilah. They also know that stories about Jesus are found in the New Testament. In Year 2 pupils have studied creation stories from different religions, for example, Christianity and Hinduism, but little opportunity has been given to compare the stories for similarities. Pupils show developing understanding that people have found the world a marvellous place and have wanted to describe its origins to others. Pupils in Years 1 and 2 learn about other religions through studying various celebrations and festivals, for example, Christmas, Easter, Harvest and Divali. They also learn about special people in other religions including St. Francis in Year 1 and Rama and Sita in Year 2. Pupils also learn about the local Cornish Saints.
105. The pupils use the local church as a special place to visit. They know and recognise some of the symbols in the church including, for example, the cross and altar. When asked why people go to church pupils responded with a variety of reasons, including to pray, to get married or baptised and to learn about Jesus. As part of the curriculum, the vicar also visits the school and talks to the children about his job as well as 'baptising' the school doll!
106. The quality of teaching is satisfactory and promotes sound learning. In one lesson observed drama was used effectively to reinforce pupils' learning. Pupils worked together to act out the story of St. Francis to the rest of the class. Suggestions for the script came from most of the children. They worked together sensibly and listened well to each other's ideas. There are some inconsistencies in provision. One of the Year 2 classes allocates significantly more time to this subject than the other, and some Year 2 pupils are withdrawn from their lessons for work in science. This results in some inequality in pupils' opportunities to make progress in RE.
107. The subject is managed effectively by the co-ordinator who has improved the provision for RE by the introduction of the locally agreed syllabus, and development of learning resources that include a satisfactory selection of religious artefacts. Plans are in hand to establish agreed arrangements for assessing individual pupils' standards and progress, and to develop procedures for the co-ordinator to monitor and evaluate the school's provision more closely.