

INSPECTION REPORT

ROSKEAR COMMUNITY PRIMARY SCHOOL

Camborne

LEA area: Cornwall

Unique reference number: 111856

Headteacher: Mr Peter Brinton

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 11th - 14th March 2002

Inspection number: 194664

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Roskear Camborne Cornwall
Postcode:	TR14 8DJ
Telephone number:	01209 714241
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Janet Williams
Date of previous inspection:	19 th to 23 rd May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Design and technology	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11564	Mrs Jean McKay	Lay inspector		How well does the school look after its pupils? How well does the school work in partnership with parents?
31975	Mrs Kay Andrews	Team inspector	Science Geography History	
18498	Mrs Denise Morris	Team inspector	Information and communication technology Art and design Equal opportunities Special educational needs Special unit for hearing impairment	
21992	Mrs Jean Newing	Team inspector	English Religious education English as an additional language	
13150	Mr Peter Ollis	Team inspector		
15770	Mrs Julie Phillips	Team inspector	Music Foundation Stage	Pupils' attitudes, values and personal development
22704	Mr Garry Williams	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roskear Community Primary School provides full time education for 416 pupils, 203 girls and 213 boys aged five to eleven. In addition, there is a 52-place nursery that currently caters for 24 boys and 28 girls on a part time basis. Most pupils are from a white United Kingdom background. Only one pupil speaks English as an additional language. At the time of the inspection, 87 pupils were eligible for free school meals, which is above average. This indicates that there is a significant level of social and economic deprivation in the area. The school houses a support department for pupils with hearing impairment and there are currently five pupils being supported by this facility. They are generally well integrated into the life of the school. The staff of the department also provide services for other schools and they are directly employed by the local education authority. At the time of the inspection there were 95 pupils who had been identified as having special educational needs, as well as 14 children in the nursery who were giving cause for concern. The proportion of pupils with special educational needs is well above the national average and rising. In some cohorts, the proportion of pupils with special educational needs is well over 35 per cent. Nineteen pupils have statements of special educational needs, which is also well above average and rising. Pupils have been identified as having difficulties with reading, speech and communications, behaviour, hearing and learning. Overall, pupils' levels of attainment are well below the national average, and this is confirmed by the local education authority's baseline assessment. The school also has a significant turnover of pupils joining and leaving the school.

HOW GOOD THE SCHOOL IS

This is an effective school, which has made a good level of improvement since its last inspection. It provides a safe and secure environment for its pupils, many of whom come from significantly deprived backgrounds. Although standards are still below average in English and mathematics, pupils are achieving well in relation to their prior attainment. This is a result of good teaching and the very good leadership and management of the school. The school provides good value for money.

What the school does well

- Pupils are making good progress in relation to their prior attainment and achieve well overall.
- There is very good provision for pupils' social and cultural development and as a consequence, pupils' personal development is very good.
- There are very good relationships between pupils and teachers and between pupils themselves throughout the school.
- The community makes a very good contribution to pupils' learning.
- The leadership of the school by the headteacher and deputy headteacher is very good and the governing body is effective in carrying out its responsibilities.
- Pupils with special educational needs and those with hearing impairments make good progress throughout the school.

What could be improved

- Standards in English, mathematics and information and communication technology throughout the school.
- The quality of education at Key Stage 1.
- Attendance and punctuality.
- Provision for collective worship, which currently does not meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good level of improvement since its last inspection in 1997. At that time a number of significant weaknesses were identified, including a high proportion of unsatisfactory teaching, very low standards in mathematics, poor assessment systems, unsatisfactory leadership and poor financial planning. All the key issues raised at the time of the last inspection have been addressed, with varying degrees of success. Standards in mathematics, although still below average, have nonetheless risen at twice the national rate. Planning is now good throughout the school and all aspects of the National Curriculum and

religious education are covered well. The school's assessment policy has been fully implemented and systems are now good. There have been very significant improvements in the leadership and management of the school and these areas are now very good. Significant steps have been taken to improve financial planning and systems are now good. The school now meets nearly all statutory requirements, with the exception of those for collective worship. In addition to the specific key issues raised by the last report, there have been improvements in the quality of teaching, which is now good overall. The provision for pupils' personal development has improved, and this is now good. There have been improvements in the support and guidance of pupils and their care and welfare. Standards in English have also risen at a faster rate than the national trend.

STANDARDS

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

Performance in:	compared with			
	all schools		similar schools	
	1999	2000	2001	2001
English	E	E	E	E
mathematics	D	E	E	E
science	E	D	E	E

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

The above table shows that in the 2001 national tests at the end of Year 6, standards were well below average in English, mathematics and science. In comparison with schools with a similar number of pupils eligible for free school meals, standards were also well below average in these three core subjects. The school and the local education authority have produced evidence to show that these results are adversely affected by the well above average number of pupils with special educational needs, including those with hearing impairment from the support department attached to the school. In 2001, these pupils accounted for 10 per cent of the results in mathematics and science. At Key Stage 1 in the 2001 national tests, standards were well below average in reading and mathematics. In comparison to similar schools, standards in reading and mathematics were below average. Standards in writing were in the lowest 5 per cent both compared to the national average and in comparison to similar schools. Again, these low standards can be attributed to the significant number of pupils with special educational needs in the cohort. Standards in English have risen at a quicker rate than the national trend since the last inspection and in mathematics, standards have improved at twice the national rate. However, standards in science have improved at a slower rate than the national trend. This is because standards in this subject have improved more rapidly nationally and the school's results in 1996 in science were higher than in English and mathematics. The school failed to meet its target for English by 3.3 percentage points and its target for mathematics by 5.6 percentage points. Observed standards at the end of Year 5 are below average in English and mathematics. They are close to average in science. Standards in art and design, design and technology, geography, history, and music are close to those expected nationally. Standards in information and communication technology are below those expected nationally. Standards in religious education meet the expectations of the locally agreed syllabus. Standards in physical education are above those expected nationally. Overall, pupils achieve well in relation to their prior attainment. Pupils' achievements are good in English, science, art and design, design and technology, geography, history, music and physical education. They are satisfactory in mathematics, information and communication technology and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and their work. They are generally enthusiastic and participate well in lessons.
Behaviour, in and out of classrooms	Behaviour is good in most classes. Occasionally at Key Stage 1, some pupils exhibit very challenging behaviour, which adversely affects pupils' learning.

	Behaviour in the playground is generally good.
Personal development and relationships	Pupils' personal development is very good and they are very willing to take responsibility for jobs around the school. Relationships between pupils and teachers and between pupils themselves are very good and this has a positive impact on progress made in lessons.
Attendance	Attendance is below the national average. A number of pupils are late arriving at school and this has a negative impact on their learning.

TEACHING AND LEARNING

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

The quality of teaching and learning is good overall. Out of 94 lessons seen, the teaching was very good in 24, good in 39, satisfactory in 28 and unsatisfactory in three. This means that nearly a quarter of teaching was very good. The quality of learning is also good overall, with pupils making good progress in their learning. Teaching is good at the Foundation Stage and Key Stage 2. It is satisfactory at Key Stage 1. Both English and mathematics are generally taught well and this also applies to the teaching of literacy and numeracy. This good teaching, combined with increasingly effective use of assessment in these subjects is beginning to have a positive impact on standards. Good teaching is characterised by good subject knowledge and understanding, which is used well to extend pupils' knowledge and understanding. As a result, pupils are making good progress in their learning. Teachers plan interesting lessons and most pupils are enthusiastic about learning. At Key Stage 2 and in most lessons at Key Stage 1, teachers manage pupils well. As a result, behaviour is generally good and lessons move at a brisk pace. All pupils, including those with special educational needs, make good progress in their learning. Where teaching is weak, teachers have less secure behaviour management strategies for dealing with some of the very challenging behaviour of younger pupils. In these lessons, pupils make unsatisfactory progress in their learning, due to the disruption caused by a few pupils. Some lessons lack sufficient pace and challenge and, as a result, progress in these lessons is only barely satisfactory. Although the quality of day-to-day assessment is satisfactory overall, in some subjects, insufficient use is made of assessment information to adjust planning or to set targets for groups or individuals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided is broad and balanced. The provision for extra-curricular activities is good.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs, including those with hearing impairment.
Provision for pupils with English as an additional language	Only one pupil has English as an additional language and provision is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made overall for pupils' personal development. Provision for their social and cultural development is very good. Provision for pupils' spiritual development is satisfactory, but opportunities are missed for them to reflect on their own beliefs and the beliefs of others. Provision for pupils' moral development is good.
How well the school cares for its pupils	The school cares for its pupils well. There are good procedures for child protection and for ensuring pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school by the headteacher and deputy headteacher is very good. They are supported well by other key staff. The day-to-day management of the school is very good and all staff are included effectively in decision making processes.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well, although the school does not meet the statutory requirements for collective worship. They have a very effective role in shaping the school's educational direction and have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school is good at evaluating its performance overall. However, subject managers in many subjects have not had sufficient opportunities to monitor teaching and learning. There are good systems for collecting and analysing performance information and these are beginning to be used effectively to set targets for further improvement. These targets are well focussed and appropriate to the school's needs.
The strategic use of resources	The school makes good use of its financial and other resources. It is well staffed and the accommodation is good. There is a good range of resources for teaching. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ The teaching is good. ▪ Children like coming to school. ▪ Teachers manage pupils well. ▪ The school provides many exciting educational visits for pupils. ▪ The school is very willing to listen to parents. ▪ The school supports children with learning problems well. ▪ Children are always encouraged to do their best. 	<ul style="list-style-type: none"> ▪ Some parents would like more information about how their children are getting on. ▪ A few parents think their children get too much homework. ▪ Some parents think that there is too much rough play at break times.

Inspectors agree with the positive comments made by parents. In response to what parents would like to see improved, the inspection team offers the following comments. The quality of information provided by the school is good. Parents are kept well informed through a weekly diary and regular newsletters. Reports to parents are satisfactory overall, but the team agrees they could contain more information about pupils' performance against national expectations and specific targets for further improvement. The school meets national guidelines for homework and the amount given is generally appropriate. Observations of playtimes during the inspection did indicate that pupils' play is sometimes very boisterous and could become rough. The school is aware of this and has plans in place to extend and improve the play space. This will then provide areas for organised games, as well as quiet areas for reading and conversation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage in the nursery with standards that are well below average. The local education authority baseline assessments and observations by the inspection team confirm these low levels. Children generally have very poor language, communication and social skills, which inhibit the development of other areas of their learning. Children make good progress in the Foundation Stage, but do not reach the early learning goals by the time they enter Year 1, except in their physical development.
2. In the 2001 national tests in Year 2, standards were well below average in reading and mathematics. They were very low in writing. In comparison with schools with a similar number of pupils eligible for free school meals, standards were below average in reading and mathematics and very low in writing. The school has presented information to show that the cohorts taking the tests each year contain a high proportion of pupils with special education needs, including those with statements. In addition, the results of pupils from the support department for hearing impairment attached to the school were included in the results. These pupils are well behind in their learning, especially in their language and writing skills. In teacher assessments in science, standards were below average overall, but average when compared with similar schools.
3. Standards in reading at Key Stage 1 have improved slightly since 1997, when the school was last inspected. However, standards in writing have declined. The school is aware of this weakness and it has been identified in the current improvement plan. Standards in mathematics have improved significantly since 1997 and the school attributes this improvement to the National Numeracy Strategy.
4. The proportion of pupils achieving the higher level 3 at Key Stage 1 in national tests is about average in reading. In comparison to similar schools, it was above average. In writing, the proportion of pupils achieving level 3 was below the national average, but in line in comparison with similar schools. The proportion of pupils gaining level 3 in mathematics was well below the national average and below average when compared with similar schools. The proportion of pupils gaining level 3 in teacher assessments for science was above average nationally, and well above average in comparison to similar schools. Teachers' assessments tend to be on the generous side and observed standards at Key Stage 1 are close to the national average.
5. At Key Stage 2 in the 2001 national tests, standards were well below average in English, mathematics and science. They were also well below average when compared to similar schools. The school has provided evidence to show that the cohort taking the test had a particularly high proportion of pupils with special educational needs, with nearly a third of pupils on stage two of the Code of Practice or above. In addition, five pupils had statements of special educational needs, two with statements for hearing impairment. The pupils from the support department for hearing impairment adversely affect the school's national test figures each year, as these pupils frequently have significant language and communications problems. All five statemented pupils did not reach level 3 in the 2001 national test, which accounted for 10 per cent of the total results.
6. Standards have risen overall at a similar rate to the national trend since 1997, although in English and mathematics, standards have risen at a quicker rate than the national trend. Standards in science rose sharply between 1998 and 2000, but declined between 2000 and 2001. This was due largely to the underlying low levels of prior attainment of the cohort.
7. The proportion of pupils achieving the higher level 5 at Key Stage 2 was well below average in English and mathematics, both compared nationally and in comparison with similar schools. In

science, the proportion of pupils achieving the higher level 5 was below both the national average and in comparison with similar schools. However, it should be pointed out that the proportion of pupils achieving level 4 was close to the national average in English and mathematics. The proportion achieving level 4 in science was above the national average. The school failed to meet its target for English by 3.7 percentage points. It failed to reach its target for mathematics by 5.2 percentage points. The school has good systems for setting targets, but outside influences led to the targets for 2001 being set at a higher level than originally estimated.

8. Observed standards at Key Stage 1 are below average in English, mathematics and information and communication technology. They are close to average in science. Standards meet expectations in art and design, design and technology, geography, history, music and physical education. In religious education, standards meet the requirements of the locally agreed syllabus. Overall, pupils achieve well in relation to their prior attainment in science, art and design, design and technology and history. Pupils' achievements are satisfactory in English, mathematics, geography, information and communication technology, music, physical education and religious education. Pupils with special educational needs, including those with hearing impairments, make good progress in their learning overall.
9. Observed standards at Key Stage 2 are also below average in English, mathematics and information and communication technology. They are close to the national average in science. Standards in art and design, design and technology, geography, history and music meet national expectations. In physical education, standards are above expectations. In religious education, standards are close to those expected by the locally agreed syllabus. Pupils achieve well in relation to their prior attainment in English, science, art and design, design and technology, geography, history, music and physical education. In mathematics, information and communications technology and religious education, pupils' achievements are satisfactory. Pupils with special educational needs, including those with hearing impairments, make good progress in their learning. The school has not identified any pupils who are exceptionally gifted or talented, so it was not possible to judge the progress of any such pupils. Standards in literacy and numeracy are below average at both key stages, although pupils are making good progress in relation to their prior attainment. There are no significant differences in the attainment of boys and girls.

Pupils' attitudes, values and personal development

10. Pupils' attitudes and behaviour are good. Parents agree that this is a particular strength of the school. The quality of relationships throughout the school is very good and has a positive impact in pupils' personal development. This is a similar position as to that found at the time of the last inspection. Most pupils have positive attitudes to their work and are enthusiastic about school. However, one extremely disruptive pupil was excluded for her own and other pupils' safety during the past year. Pupils are interested and show good involvement in lessons and this has a positive impact on their learning and progress. At the Foundation Stage, a significant number of pupils come to school with poorly developed social skills. However, they quickly adapt to the school environment and their attitudes and behaviour are generally good. For example, the youngest children, in both the nursery and reception classes, show confidence and enjoyment in a range of learning situations including times when they are outside. In some lessons, however, a minority of children, mainly boys, tend to shout out rather than put up their hands when answering questions.
11. The relationships between pupils and teachers, and between pupils themselves, are very good throughout the school. This is reflected in the warm, caring and welcoming ethos. Behaviour is at least good in lessons and when pupils move around the school. Girls and boys play well together during lunch and break times. They are kind to one another and have well developed social skills. Pupils' response to the school's system for rewards is very good and they are keen to gain awards and approval from teachers and their peers. Pupils with special educational needs are as positive in their attitudes, behaviour and response to learning as other pupils. These pupils enjoy school and are fully integrated into the life and work of the school.

12. Pupils enjoy an increasing range of tasks and responsibilities as they progress through the school. They raise monies for charities and have suitable awareness and interest in their community. The school is enabling all pupils to build good levels of self-confidence and independence and there are opportunities for them to show more initiative through representation on the School Council, for example. Pupils are supportive of those who have special educational needs and appreciate their efforts. The extra-curricular activities provided by the school also contribute well to pupils' social and personal development.
13. Attendance levels are unsatisfactory, despite the best efforts of the school to improve the situation. The number of parents who take their children on holiday during term time is still high, and these absences continue to have a detrimental effect on the levels of attainment of the pupils concerned. Also, whilst most pupils arrive on time, there are still a minority of pupils continually arriving late to lessons, which also has an adverse effect on standards achieved.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is good overall. Out of 94 lessons seen, the teaching was very good in 24, good in 39, satisfactory in 28 and unsatisfactory in three. This means that nearly a quarter of teaching was very good. This is a significant improvement since the last inspection, when nearly a fifth of teaching was found to be unsatisfactory and there were significant weaknesses in the teaching methods used. The quality of learning is good overall, with pupils making good progress in their learning overall. Teaching is good at the Foundation Stage and at Key Stage 2. It is satisfactory overall at Key Stage 1.
15. Good teaching is characterised by good subject knowledge and understanding, which is used well to extend pupils' knowledge and understanding. As a result, pupils make good progress in their acquisition of skills, especially in Years 5 and 6. Teachers plan interesting lessons and most pupils are enthusiastic about learning. They put considerable effort into their work and enjoy sharing what they are doing by explaining their work to visitors. For example, in a lesson in Year 3, pupils were designing photographic frames. They talked animatedly about their design and were keen to show the inspector how they worked. Although their language was limited, they used pictures and plans well to explain their ideas. This enthusiasm resulted in the pupils deriving great enjoyment from the lesson, as well as making good progress overall. At Key Stage 2 and in most lessons at Key Stage 1, teachers manage pupils well. As a result, behaviour is generally good and lessons move at a brisk pace. This leads to a high rate of productivity. Where the material and methods used by teachers engage pupils in effective learning, pupils concentrate well and make good progress. In many classes in Key Stage 2, pupils work well independently and in small groups. Older pupils are taking appropriate responsibility for their learning and can undertake a growing range of tasks without direct supervision. Staff generally make good use of support staff and the resources provided. In the better lessons, good use is also made of time. All pupils, including those with special educational needs make good progress in their learning. Pupils from the support department for hearing impairment are integrated into lessons well, although they do need more preparation in order that they may understand the vocabulary used in some lessons.
16. Where teaching is weak, teachers have less secure behaviour management strategies for dealing with some of the very challenging behaviour of younger pupils. In these lessons, pupils make unsatisfactory progress in their learning, due to the disruption caused by a few pupils. At Key Stage 1 particularly, there is a tendency for teachers to rely too heavily on worksheets. This means that pupils have insufficient opportunities to write at length or to develop their handwriting and presentation skills. In addition, in many subjects teachers do not provide tasks which are sufficiently well matched to the needs of groups of pupils, or for individual pupils where necessary. As a result, in these lessons, higher attaining pupils make relatively slower progress in relation to their underlying abilities. Some lessons, particularly in Year 2, lack sufficient pace and challenge

and, as a result, progress in these lessons is only barely satisfactory. Although the quality of day-to-day assessment is satisfactory overall, in many subjects, insufficient use is made of assessment information to adjust planning or to set targets for groups or individuals. The best practice is seen in English and mathematics, where there are good systems for assessment and effective use is made of the information gained. During the inspection, inspectors were concerned that a number of lessons did not start on time and further time was lost in lining pupils up and in taking registers.

17. The teaching of English is generally good, with the best practice being observed at Key Stage 2, where pupils are making good progress in relation to their prior attainment. The teaching of mathematics is generally good and pupils are making good progress in their learning overall. The teaching of pupils with special educational needs is generally good and these pupils are supported well in lessons. Good use is made of learning support assistants and other helpers to ensure that these pupils understand the tasks they are given. The teaching of pupils with hearing impairments is very good in the department and generally good in mainstream lessons. Teachers take great steps to ensure that all pupils are included in lessons, although on some occasions, the pupils' specific disabilities mean they do not understand the technical vocabulary used. Schemes of work, based on national guidelines have clear objectives for learning. This enables teachers in each year group to plan work together, so that pupils are assured a similar curriculum in parallel classes.

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

18. The school provides a satisfactorily broad, balanced and relevant education for its pupils, which is a similar picture to that found at the time of the last inspection. At that time, the physical education programme did not meet its statutory requirements and there were imbalances in the programmes of study for music and information technology. These issues have now been addressed. The time allocations for all subjects have been adjusted and are now satisfactory. The amount of time allocated to teaching is satisfactory at both key stages. Schemes of work are in place for all subject areas and provide effective guidance for teachers and co-ordinators.
19. The curriculum provision for children in the Foundation Stage is good and successfully promotes the early learning goals. There is a particularly strong emphasis on pupils' personal and social development and on communication and language skills. This stage offers a wide variety of activities and stimulating learning experiences to ensure these children make good progress.
20. The school's strategies for teaching literacy and numeracy are satisfactory. Pupils are given sufficient opportunities to work in small groups and to use and extend associated subject vocabulary. Evidence of use of subject vocabulary was observed in such subjects as mathematics, science, geography and history. This encourages pupils to use specific vocabulary during independent or collaborative work. However, insufficient emphasis is placed on developing pupils' speaking and listening skills at Key Stage 1. In addition, pupils have insufficient opportunities to develop writing skills, as there is an over-reliance on worksheets to record pupils' responses to learning. Generally insufficient opportunities for extended writing are provided in subjects across the curriculum, as for example, historical writing. Good use is made of reading 'conferences' to improve reading skills, and improvements have been made to pupils' mental calculation skills through the use of the National Numeracy Strategy. These positive effects can be seen in the improvements in standards since the last inspection.
21. Provision for extra-curricular activities is good. The school offers a wide range of sporting and cultural activities. These are well supported by pupils. Pupils' learning also benefits from visits to local museums and towns. The skills and experiences of visitors enrich pupils' learning well. Strong emphasis is placed on personal, social and health education. Attention is focused on developing pupils' awareness of citizenship, relationships and health and safety issues. This contributes significantly to the good provision of moral and social development. As in the previous inspection, drugs awareness and sex education are integrated into the health programme. The

school's inclusion policy is satisfactory and ensures that all pupils have equal access to the experiences and activities offered. Staff work hard to ensure that pupils who need additional support for their learning needs do not miss out. The school's policy for gifted and talented pupils is good, but it is not yet having an impact on practice in the classrooms.

22. Provision for pupils with special educational needs is good, and has been maintained since the previous inspection, when it was a strength. The number of pupils at the school with special educational needs is higher than average, and good procedures and support ensure that they make good progress towards achieving their targets. They benefit from effective guidance from classroom assistants in lessons, and from the high level of expertise and leadership of the special needs co-ordinator. Targets are clear and regularly assessed to ensure that progress is maintained. Appropriate attention has been paid to the requirements and recommendations of the new Code of Practice, and this is rightly helping to extend the involvement of pupils and parents in the target-setting process. Resources are well used to promote learning and help pupils overcome barriers. During withdrawal and small-group literacy sessions, pupils with special educational needs achieve well. However, in some whole-class lessons in foundation subjects, there is too little attention paid to providing different activities, closely linked to individual pupils' abilities. In these lessons, achievement dips and progress is less secure.
23. The community makes a very good contribution to pupils' learning and the school has very good links with its partner institutions. The last inspection report praised the school's links with the community, and these have been strengthened even further since that time. The school makes good use of the community to support pupils' learning in many ways. For example, the school is part of a Education Action Zone, which provides before and after school clubs and has helped install new computers. These provisions are beginning to have a positive impact on the standards pupils achieve. Many visitors come into school, from local people helping around the school, to the Bournemouth Symphonietta. Drama teachers, artists, and sportsmen all contribute to the wider curriculum. There are good links with local churches, and pupils take part in the 'Trevithick Day' festival and in many other local events. There are outside visits to places such as the Tate Gallery in St. Ives, and Truro Museum. All these contribute significantly to pupils' cultural development. Good examples of artwork following these trips were seen during the inspection. There are good links with the local pre-school group, which is situated in the school grounds. From this group children go into the nursery, which has links with the main school including weekly physical education sessions. Parents believe this early contact with the school helps their children to settle well into full time education. There are good links with the 'feeder' secondary schools, and pupils are encouraged to visit before they transfer. Teachers from the comprehensive schools also visit the school to talk to pupils and parents. The school also uses facilities, expertise and equipment of both these schools.
24. Provision for pupils' spiritual, moral, social and cultural development is good overall. Good provision is made for pupils' moral development, and provision for their social and cultural development is very good. Provision for pupils' spiritual development is satisfactory. Acts of collective worship do not always fulfil statutory requirements, as there are too few opportunities for pupils to reflect on their own beliefs, or the beliefs of others. In several assemblies seen, there was no reference to a deity or opportunities for prayer or quiet reflection. The provision for pupils' moral development is good. The school provides a clear moral code as a basis for good behaviour. This is promoted consistently through all aspects of the school. 'Golden Time' rules are on display in every classroom and these are reinforced at every opportunity both in assembly and in class. The staff effectively model fairness, integrity, and respect for minority interests and for others. The school promotes racial, religious and other forms of equality. Throughout the school pupils show that they value each other and the teachers. In one 'Celebration' assembly seen, pupils' good behaviour on a school trip and achievements in and out of school were recognised and appreciated. The school makes very good provision for pupil's social development. There is a real sense of community. Pupils are provided with good opportunities to work co-operatively. The school provides positive, corporate experiences through assemblies, team games, school

productions such as Joseph, and residential visits for older pupils. This very good provision means that pupils are developing effective social skills. They are able to exercise responsibility and relate well to people, working successfully as members of teams, a class and the school as a whole. The school's provision for cultural development is very good. A range of visits effectively extends pupils' knowledge of the cultural traditions of their area and the cultural diversity of society. Visitors come to school to talk to pupils and to work on projects. For example, pupils in Year 6 worked with members from the Bournemouth Symphonietta on a 'Tango' workshop. The school's cultural values are also reinforced by notice board displays. This very good provision gives pupils the ability to appreciate cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school provides a good level of care for its pupils within a secure environment. The last inspection report praised the pastoral system, which centred upon class teachers and the pastoral co-ordinator, and since that time the school has strived to improve this care. The educational and personal support and guidance are satisfactory. The statutory procedures for child protection are in place, and staff are well aware of what to do. The pastoral co-ordinator is the designated person for child protection, and she regularly passes on new information she receives to all members of staff. The quality of support and guidance for pupils with special educational needs is very good. Parents believe that staff are accessible and responsive to the needs of pupils with learning and behavioural problems. There are good links with the local education authority's support agencies, such as the behavioural support team, educational psychologist, educational welfare officer and speech therapist. Parents spoken to during the inspection feel that the school cares very well for its pupils. They feel that teachers have a very good knowledge of their pupils, and this helps pupils in their personal development and academic performance. The school supports and promotes the pupils' personal development well, for example through assemblies, where awards are presented for good work and good behaviour. They are also supported well through 'circle times', where they were seen to discuss how to be more caring of each other and to be aware of the feelings of other people.
26. The school now uses a computerised programme to record pupils' attendance, and figures are monitored on a daily basis. The educational welfare officer is involved in cases of prolonged absenteeism or with pupils who are persistently late in coming to school. The present inspection findings showed that a similar pattern still existed in some classes, with pupils sometimes arriving up to 20 minutes late.
27. Effective procedures have been put in place since the last inspection for eliminating intimidating and oppressive behaviour. An incident of bullying reported during the inspection was swiftly and sensitively dealt with by the pastoral co-ordinator. Behaviour modification programmes, in which parents are involved, are negotiated. Since the last inspection the school has instituted a carefully structured bullying policy, known to teachers, pupils and parents. The school is building upon this to provide further strategies for improving relationships between pupils, such as the proposed new junior quiet area, and by extending the playground buddy scheme to the junior playground. All staff provide good role models, and were seen to be consistent and fair in their promotion of discipline and order. 'Golden Rules' are displayed throughout the school, and 'Golden Rule' assemblies are held regularly together with circle times throughout the school. Incentive schemes and rewards, such as a pen for pupils with good handwriting skills, are valued by pupils. Many instances of teachers giving 'well done' stickers, and inviting class applause for work well done were seen during the inspection. All pupils know their class, playtime and lunchtime rules, and are well aware of the system of rewards and sanctions that operates in the school. Parents spoken to during the inspection said they would have no hesitation in asking teachers if they had a problem. They also appreciated the informal monitoring by teachers, where they are informed if there has been a particular problem.
28. The governors and teachers take very seriously the health and safety of pupils, and make regular risk assessments of the premises. There are good arrangements for first aid and medical support, including good access for disabled pupils. Regular fire drills take place, and when asked during the inspection, pupils were able to say exactly what they would do if they heard the fire bell. The site manager keeps very good records of all items of electrical equipment, and ensures that all chemicals are kept in a secure place. The school follows local authority guidelines for health and safety, including visits out of school, and for residential trips. The interior and exterior of the school is cleaned to a high standard, and there is no vandalism or litter. Staff and parents believe that the attractive wall displays and good examples of pupils' work contribute to a stimulating learning environment.

29. The monitoring of pupils' academic performance is satisfactory. At the Foundation Stage, initial assessments are used well to ensure that children have activities that meet their needs. Baseline assessment is used in the reception classes to determine children's attainment on entry to compulsory schooling. The deputy headteacher has worked extremely hard in a short space of time, to improve the assessment systems, as these were identified as a weakness at the last inspection. Procedures are now good. There are good systems in place to track pupils' progress in the core subjects from baseline assessment, non-statutory and statutory tests as pupils move through the school. Each term pupils' writing is recorded in individual progress books but the work is not levelled or marked to specific year group targets, therefore it is not easy for teachers and pupils to see the progress that is being made. Results of all tests are carefully analysed and targets set. However, the deputy head knows that these are not yet precise enough and plans to work with subject managers to set precise targets for each attainment target in the core subjects. These good systems are relatively new and are not used effectively by all teachers. Monitoring by the headteacher, deputy headteacher and core subject co-ordinators has been carried out.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Parents have very positive views of the school. The last report thought its partnership with parents was a strength of the school, and the present inspection confirms this judgement. From the results of the questionnaire, and from parents spoken to at the meeting and during the inspection, all parents believe the school is led well and managed effectively. The school has built upon the previous good relationship and has initiated events such as 'Open Tuesdays', where parents can come in to talk to teachers on the last Tuesday of each month. The school believes the positive relationships they have with parents have a good effect on pupils' learning. Parents said they found teachers easy to approach if they had any problems, and also appreciated the informal feedback of the progress of their children. Parents are encouraged to play an active part in the life of the school and a large number do so. Parents are acting as volunteer helpers for around 95 hours a week. This is having a positive impact on the level of support pupils receive in lessons.
31. The Parent Teacher Association (FORSA) is actively involved in providing valuable resources for instance a playhouse for the infant playground, £1,000 towards the new playground, video players and computers. They also hold a healthy food 'Tuck Shop' on Tuesday and Friday mornings. The school communicates effectively with parents through weekly diaries and regular newsletters. Newsletters are used to tell parents about awards that pupils have been given and to encourage good attendance and punctuality. Annual reports are satisfactory overall, but they do not clearly identify how pupils have performed against national expectations or set targets for further improvement. The parents of pupils with special educational needs are fully involved in the annual reviews of individual education plans and kept well informed of their children's progress. At the time of the inspection, several review interviews were being held by the special needs co-ordinator and headteacher. Parents who were interviewed whilst waiting for their interview had nothing but praise for the way in which the school managed special educational needs in general and their children in particular.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. The school is led very well by the headteacher and deputy headteacher. Together they form a very effective team, which has moved the school forward significantly since its last inspection. They have a very clear educational vision for improvement and recent initiatives are now beginning to have a positive impact on the quality of education provided by the school. The management of the school by the headteacher is very good and there are effective systems for ensuring that all members of the school community are involved in decision making processes. Senior managers are successful in fulfilling their aim to make the management of the school 'inclusive and involving'. The headteacher and deputy headteacher are supported well by the rest

- of the senior management team and other staff with management responsibilities. The whole team works together well, providing a good balance between raising standards and providing a broad and balanced curriculum. Curriculum managers, some of whom are very new to their responsibilities, are managing their subjects well overall, although in some cases there is a need to update policies and schemes of work. Most co-ordinators have produced well-focused action plans, which highlight appropriate areas for development in their subject.
33. The school's aims are met very well in practice. The school provides pupils with a caring and secure environment, which is particularly beneficial to the significant number of pupils from a difficult home background. As noted elsewhere in this report, the school makes very good provision for pupils' social development and standards in this area are high. The school is also generally successful in meeting the educational needs of pupils, although in some classes higher attaining pupils are not sufficiently challenged. The significant numbers of pupils with special educational needs are catered for well and as a consequence they make good progress in their learning. The management of special educational needs is good and the special needs co-ordinator provides good support to other colleagues. There is good liaison between the support department for hearing impairment and the school and pupils from the department are integrated well into mainstream classes. The school is also successful in providing a culturally rich and diverse learning environment and has received valuable assistance from the director of the Education Action Zone in providing a good range of cultural experiences for pupils, including visiting artists, poets and musicians. The school has also made good progress in raising standards in English and mathematics, although the nature of pupils' educational needs means that these have not yet been raised to the national average.
34. The governing body fulfils its statutory responsibilities well through an appropriate range of committees. The chair of governors has a good grasp of the challenges facing the school and she is well supported by the vice-chair. The whole governing body works very effectively with the school's management team to shape the educational direction of the school. Very good use is made of the headteacher's performance management objectives to address key issues. For example, the governing body have correctly identified school attendance as an issue that needs urgent attention and this is currently one of the headteacher's targets. The governing body are also actively involved in the school improvement plan, which is drawn up jointly between the senior management team and governors. It is then modified by staff and ratified by the full governing body. As a result of this good collaboration and the regular visits by governors to the school to observe lessons and talk with staff and pupils, governors have a good grasp of the strengths and weaknesses of the school. Nearly all statutory requirements are met well, with the exception of the requirements for collective worship. Acts of collective worship do not always contain a reference to deity or opportunities for pupils to pray or reflect quietly on their own beliefs or the beliefs of others, as required by the current legislation.
35. The monitoring, evaluation and development of teaching are satisfactory overall. There has been some monitoring of the teaching of English and mathematics by the headteacher, deputy headteacher and subject managers. However, in other subjects, there have been too few opportunities for co-ordinators to observe lessons or appraise colleagues. As a result, some co-ordinators have little idea of the quality of teaching in their subject, particularly in key stages other than the one in which they teach. There is also some variation in the quality of teaching throughout the school, with the quality of teaching at Key Stage 1 being somewhat below that of Key Stage 2. At Key Stage 2, teaching is generally good and effective monitoring by the deputy headteacher has helped to ensure continuity and progression, especially in Years 5 and 6.
36. Appraisal has been effectively introduced and appropriately linked to performance management. The senior management team, in a planned programme of classroom visits, has monitored teaching and learning in literacy. Appropriate targets are set in the core subjects to raise pupil achievement. However the setting of targets for non-core subjects are yet to be addressed. Systems for the induction of new staff and newly qualified teachers are good. The deputy headteacher acts as mentor and newly qualified teachers are given non-contact time for professional development and

training. In the past the school has accepted students on initial teacher training and has the potential to provide a good environment for this kind of teacher education. The school has recently been accepted as a centre for graduate training.

37. The school improvement plan has very well focussed objectives, which are linked effectively to the budget and staff training plans. It has correctly identified raising standards in writing as a priority and this target was arrived at through careful analysis of pupils' national test results. Attendance and punctuality have also been identified as an area for development, as the school's attendance figures are below both the national and the local authority average. Finally, the school has also identified the further development of information and communication technology as a target, following on from the installation of the computer suite last November. So far, the action taken to meet the school's target has been effective overall, although in some areas, progress has been slow, due to the significant number of pupils with special educational needs. All staff have a firm commitment to improvement. There is a very positive ethos and the quality of teaching is good overall. There are effective systems for analysing the school's performance and tracking the value added as pupils move through the school. These systems, coupled with effective leadership and an inclusive management style means that the school has good capacity for success.
38. Financial planning is good. This represents an improvement from the last inspection when financial planning was judged to be unsatisfactory. The finance committee meets regularly to discuss the current financial situation. It regularly assesses the impact of major spending using success criteria. Effective use is made of grants to support new initiatives and improve further the quality of opportunity for raising standards. However, the school's financial systems have not been audited by the local authority for some time. The governing body is effective and aware of best value principles. It invites formal tenders for major expenditure items and uses identified criteria for measuring its success and impact. The school's administrative staff carries out the day-to-day financial management of the school effectively. Administrative procedures are well established and they adopt a helpful approach to staff, pupils, parents and visitors. This contributes significantly to the smooth running of the school. The school has computerised systems for maintaining all school records and financial records and these are currently being updated. Procedures are unobtrusive and support the day-to-day running of the school well.
39. There are sufficient suitably qualified teachers for the full delivery of the curriculum. The level of support staff is good. Classroom assistants play a key role in raising standards, several having been trained for example by the special educational needs co-ordinator in literacy and numeracy improvement strategies. The accommodation is good overall. It is very well maintained and classrooms are bright and attractive. The many display areas are used well to provide information for pupils, as well as show off their work when they have done well. This has a positive impact on their self-esteem and the general atmosphere of the school. The school makes full use of all available space and this has a positive impact on the provision for special educational needs. The school management has given due consideration to disabled access as part of its inclusion policy, and there are suitable ramps for wheelchairs and adapted toilet facilities. The school hall is well equipped and this has a positive impact on standards in physical education. Improving resources throughout areas of the school has been a recent focus and overall, resources are now good. The provision of computer hardware is now very good with the implementation of a new computer suite and ten laptops as part of a network, for use in classrooms. Although computer software is available for all subjects, this is still developing and has not yet had full impact on pupil's learning. Both school libraries have been improved to increase pupil access and develop non-fiction books to support personal research. The outdoor play areas have been improved and provide a good environment for pupils. Further improvements are planned. A well-resourced area for outdoor play for pupils in the Foundation Stage has also been developed and improved physical skills are already evident. The school makes good use of the local environment as a resource for learning and residential visits, trips to museums and other local venues, such as churches, are a regular feature. Visitors to the school, such as artists and local people who speak about past experiences also have a good impact on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to further improve the quality of education provided by the school, the governors, headteacher and staff should:

(1) Continue to improve standards in English, mathematics and information and communication technology as planned by:

- a) Monitoring teaching and learning to ensure tasks are linked effectively to pupils' abilities, especially to those of higher attaining pupils;
- b) Reducing the use of worksheets for recording pupils' responses to learning.

and specifically in English by:

- c) Providing more opportunities for pupils to develop their speaking and listening skills;
- d) Providing more opportunities for pupils to write at length.

and specifically in mathematics by:

- e) Providing more opportunities for pupils to set and solve their own mathematical problems;

and specifically in information and communication technology by:

- f) Increasing the reliability of the new resources;
- g) Ensuring that all teachers have sufficient subject knowledge and expertise to cover the full curriculum for the subject.

[Paragraphs: 16, 53-58, 60-63, 89-93]

(2) Improve the quality of education at Key Stage 1 by:

- a) Reducing the use of worksheets and ensuring a better match of work to pupils' prior learning;
- b) Ensuring that lessons move at sufficiently brisk pace to engage all pupils in the learning process;
- c) Using a greater variety of teaching styles and strategies so that material is taught, re-capped and taught again until learning is consolidated;
- d) Providing more opportunities for pupils to develop their speaking and listening skills.

[Paragraphs: 8, 16, 20, 29, 35, 56, 57, 60, 62, 67, 90, 92]

(3) Improve attendance and punctuality as planned.

[Paragraphs: 13, 34]

(4) Ensure that the statutory requirements for collective worship are fully met by:

- a) Providing pupils with suitable opportunities to reflect on their own beliefs and the beliefs of others;
- b) Ensuring that in acts of collective worship there is recognition of a supreme being as implied by current legislation.

[Paragraphs: 24, 34]

PROVISION FOR PUPILS WITH HEARING IMPAIRMENT

41. Provision for pupils with hearing impairment at the school is good, enabling good quality inclusion and good achievement. Particularly good provision is made for individual tutorials in which pupils are given support in a wide range of subjects and personal difficulties. At these times, qualified teachers of the deaf, and experienced assistants, work closely with the pupils to discuss issues arising from their day. High levels of understanding of the particular difficulties faced on a day-to-day basis by these pupils, ensure that the help they receive is clearly focused. Some very good multi-sensory resources, based on visual and tactile approaches, help pupils to acquire knowledge of the world around them. Their development of the spoken word and their capacity to express themselves, is improved significantly because of the high quality of teaching that they receive during these sessions. Individual books and resources are made, which foster understanding of a particular concept or topic that the pupil may be studying in class. Staff work very hard and give freely of their own time to undertake much of this work. The provision successfully meets the aims of the County Audiology Service, to enhance the linguistic abilities and educational opportunities of the deaf and hearing impaired.
42. Pupils with hearing impairment are fully included in all aspects of school life and benefit from the inclusive setting. They are effectively supported by assistants in classrooms, where they join their peers for the majority of lessons. The assistants ensure that they are given clear explanations so that they are aware of the content of the lesson. However, there are times when the context and vocabulary in lessons are too complex for them to follow. For example, in one geography lesson, the hearing impaired pupil failed to understand the meaning of the word 'settlement', and was clearly unaware of how to complete her task or what was expected. In another lesson, a pupil misunderstood the reason for collecting money for a children's home, and had no comprehension of what a 'sponsor' or 'sponsoring' were. Not enough explanations, clues and prior work had been undertaken to ensure that inclusion was beneficial. As a consequence, tutorials are often used to plug gaps in vocabulary knowledge, rather than to further extend or prepare pupils for the next stage of education.
43. Provision for assessing pupils' achievements within the hearing impaired department is very good. Successes are well documented and good video evidence is used to record the acquisition of language. These are externally accredited and moderated. This represents very good practice and has a positive impact on how well pupils learn.
44. The department is very well led and managed. Documentation is clear and highlights individual pupils' needs very well. The high level of expertise, and the commitment of staff, are real strengths and ensure that pupils make good progress as they move through the school. Transition arrangements for the next stage of education are thoroughly planned to ensure a smooth transfer.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	24	39	28	3	0	0
Percentage	0	26	41	30	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.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	26	400
Number of full-time pupils known to be eligible for free school meals		87

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	14	93

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	14	27
	Girls	22	17	27
	Total	44	31	54
Percentage of pupils at NC level 2 or above	School	75 (77)	53 (61)	92 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	26	26
	Girls	20	27	26
	Total	37	53	52
Percentage of pupils at NC level 2 or above	School	63 (68)	90 (81)	88 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	31	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	24
	Girls	19	15	23
	Total	35	33	47
Percentage of pupils at NC level 4 or above	School	56 (61)	52 (67)	75 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	21
	Girls	19	17	22
	Total	34	37	43
Percentage of pupils	School	56 (56)	59 (69)	75 (81)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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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	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	399
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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 – Y7

Total number of qualified teachers (FTE)	18.13
Number of pupils per qualified teacher	25.4
Average class size	28.5

Education support staff: YR – Y7

Total number of education support staff	23
Total aggregate hours worked per week	280

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	792,609
Total expenditure	797,099
Expenditure per pupil	1,862
Balance brought forward from previous year	68,290
Balance carried forward to next year	63,800

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	466
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	3	0	0
My child is making good progress in school.	56	39	5	0	0
Behaviour in the school is good.	45	48	6	1	1
My child gets the right amount of work to do at home.	48	40	10	0	2
The teaching is good.	61	38	1	0	1
I am kept well informed about how my child is getting on.	37	43	18	1	2
I would feel comfortable about approaching the school with questions or a problem.	68	26	4	1	1
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	43	47	8	1	2
The school is well led and managed.	54	40	3	1	2
The school is helping my child become mature and responsible.	51	44	2	1	3
The school provides an interesting range of activities outside lessons.	45	40	3	1	11

Other issues raised by parents

The teaching is good.

Children like coming to school.

Teachers handle pupils well.

The school provides many exciting educational visits for pupils.

The school is very willing to listen to parents.

The school supports children with learning problems well.

Children are always encouraged to do their best.

Some parents would like more information about how their children are getting on.

A few parents think their children get too much homework.

Some parents think that there is too much rough play at break times.

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

45. At the time of the inspection there were 52 children in the Nursery, all of whom are part time. Twenty-six children attend in the morning and the same number attends the afternoon session. Children are admitted to the nursery in the year they are four. There are two reception classes with 29 children attending part-time and 30 children attending full-time.
46. Attainment on entry to the nursery is well below expected levels overall particularly in communication, language and literacy. This finding is substantiated by the results of baseline assessments carried out soon after the children's arrival in the reception classes. Children make good progress throughout the Foundation Stage but their overall achievement is below that expected by the time they enter Year 1 because of their low starting point. The quality of teaching and good support from the classroom assistants has a very positive impact on children's learning. Teachers have high expectations of what children can achieve, a good understanding of the needs of young children and provide them with a rich range of learning experiences. Teachers work effectively together and have planned a carefully constructed curriculum from the 'stepping stones' for the early learning goals. This is a good scheme of work, which provides a broad, balanced curriculum, with lively interesting activities. These are structured to support the children to make good progress, and are appropriate for the ages and interests of the children. Assessment of children's learning and progress across all areas of learning is used effectively to help staff match activities to children's levels of development. In all lessons, children with special educational needs are supported well. Teachers maintain good day-to-day links with parents who are well informed through the clear guidance in the parents' handbook. In the nursery, parents are encouraged to self-register with their children at the start of the session. Topic plans are prominently displayed around the classrooms, which enable parents to support their children's learning. Good links have been established with 'Crofty Minors' playgroup on the school site, which ensures a smooth transition into the nursery. Transition from the nursery to the reception classes is managed sensitively.

Personal, social and emotional development.

47. Personal, social and emotional development is given a high priority in all classes with staff providing positive role models and creating relevant opportunities in a safe and secure environment. Reception classes work and play well together in an atmosphere of mutual co-operation. The teaching in this area of learning is good and some children are likely to reach the early learning goals by the end of the reception year. Most children are confident and familiar with daily routines and organisation. They can choose activities decisively and many have the capacity to concentrate well and persist with tasks. Formal situations, such as circle times, support the development of the children's ability to express their thoughts and to take turns. For example, nursery children can offer ideas on 'who is special to me'. Some children however have a limited response due to poor speaking skills. Children develop good relationships with each other and are confident with the adults who help them. The reception teachers build on these positive attitudes so that by the end of the reception year, the majority of children behave well and are developing in their independence. Teaching in this area is good. Children are managed well and the adults have clear expectations for their behaviour. Children are positively encouraged to co-operate with each other through good social occasions such as the fruit time in the nursery. They play well together and move sensitively from one activity to the next.

Communication, Language and Literacy.

48. Good teaching in the Foundation Stage supports children's development in this area with an appropriate emphasis on developing children's speaking and listening skills. Children make good progress in this area. However, communication and language skills are weak and well below that expected for children of this age. Teachers have a good understanding of this area of learning and

make book experiences interesting for children. A published phonics scheme is used consistently and the accompanying actions give obvious pleasure to the children and help secure their learning. Most children know that text carries meaning and that pictures help them to understand text. They learn to handle books correctly and turn pages accurately. Some more able children can read simple text, recognise individual words and talk about the story. Other children use headphones to follow a taped story with sustained interest. They can identify pictures of objects as they hear the sound and are able to find a picture of a familiar object to match the sound. Many children have a poor speech vocabulary, which inhibits their ability to communicate effectively. Some children are only able to talk in one-word answers when responding to questions. The role play areas such as the 'Old Pig Sty' and the 'Three Pigs' House' give children suitable opportunities to speak, listen and represent their ideas. In the nursery, the teacher models language effectively and asks probing questions to enable children to recall how they made biscuits. The children remember the word 'recipe' and enthusiastically recall the sequence of events with the good support from the teacher. Children are well supported by classroom assistants and other adults. In a group writing activity the assistant's positive attitude gave children the confidence to respond and her enthusiasm ensured that all children were interested and involved. She gave the children the confidence in their early attempts at writing a sentence building on their previous knowledge of phonics. Children appreciate that writing is 'speaking written down' and attempt to write letters to 'Dear Little Pig'. However the writing skills of many children are under-developed and still at the emergent stage of development.

Mathematical Development.

49. The teaching in this area of learning is good and children make good progress. Attainment is below that expected of five-year-olds. In the nursery, some children are able to identify and correctly count numbers up to six on a dice. However, many do not recognise numbers readily or sequence them correctly. More able children can match the number of moves on a map of a field with support from the teacher. Much of the provision for early learning in mathematics is concerned with developing an awareness of number through sorting and matching and structured group games. Basic counting is reinforced regularly in all classes. Children sing number songs, say number rhymes and take part in counting games. More able reception children can recognise numbers up to 20 and can count on and back from 20, but many are still struggling to match written numbers to pictures depicting that number as dots. Children practice positional language of one more and one less and can guess how many objects are left when matching numbers to objects. Children's mathematical development is further supported by sand and water play. Resources and activities are accurately chosen to suit the children's ages and stages of development.

Knowledge and Understanding of the World.

50. The good teaching in the nursery and reception classes provides a rich environment in which creativity and expressiveness are valued. The nursery provides suitable activities which necessitates learning to use a suitable range of tools. The recent celebration of the Chinese New Year provided opportunities for children to develop an understanding about the culture of other people. The computer is always switched on in the classroom with suitable programs for the children to use. They are able to control the mouse with reasonable accuracy, move pictures around the screen confidently and print out their drawings. In one lesson observed, children were engrossed in a Bible story about the 'Lost Sheep' and with good teacher support were able to think about what it would be like to be missed in the classroom. Scrutiny of work shows that children have looked at changes to liquids after stirring, whisking and shaking milk shakes, and observed and recorded through simple drawings a daily weather chart. Children making biscuits in the nursery with real ingredients know that the mixture needs to be cooked before they can eat it. They remember the sequence of activities that they used to make the biscuits. They are well supported by the classroom assistants who use language well to ensure children understand how many eggs will be used in the mixture. Good progress is made in this area of learning.

Creative Development.

51. Good teaching in the foundation stage means that children make good progress in this area of learning. Children have many opportunities to develop their creative drawing skills. They also enjoy painting, gluing and joining to create pictures and collages such as the Noah's Ark display in the school. A wide range of activities is offered including resources from different cultures, which stimulates different ways of thinking. Children have opportunities to sing nursery rhymes and to play circle games regularly. Good provision of resources help children to move into role-play mode, which they do with enjoyment and eagerness. They examine different musical instruments, take turns, and can control sounds when following symbols representing loud and quiet while singing songs such as 'Horsy Horsy'. In the nursery children can 'pass a clap', or a shaker around the circle listening attentively and confidently play percussion instruments with a degree of control, following directions of the teacher and a child.

Physical Development.

52. Children make good progress in this area of learning because of good teaching. They are in line to meet the early learning goals by the time they enter Year 1. Children in the nursery are well supported as they learn to move with confidence in safety as they climb apparatus and the slide in the secure outdoor area. They learn to use scissors and pencils with growing control for example, when cutting out tractor shapes. A good range of quality outdoor toys provides the children with appropriate opportunities to pedal and steer vehicles and work in co-operation with one another. This new area has only been operational for two weeks and staff now need to develop further the activities to give children time to explore and refine their movements. The nursery has a suitable range of small world toys and construction sets, which the children use to create trucks and cars working collaboratively on the floor. Children show increasing control over their clothes and fastenings when ready to go outside, receiving the appropriate amount of support from nursery staff. The good teaching seen in a lesson in the hall enabled children to learn how to move in safety and gave them confidence and time to make good progress.

ENGLISH

53. Standards have improved faster than the national trend in English since the last inspection in 1997. However, they are still below the national average throughout the school. In Year 6, there are a significant number of pupils who do not achieve level 3 and, therefore, do not take the national tests. The school does have a higher proportion than average of pupils with special educational needs and statements, but the pupils with hearing impairment do not affect the school's test results in English, because they are working on a different curriculum and take a different test. The teachers at the top of the school have a very clear idea of the standards pupils need to achieve and assessment data is used well to set realistic targets. There is a real drive to raise standards by teachers and pupils. Many pupils achieve well, as they start from a very low base and reach the expected standard by the end of Year 6. A few reach the higher level 5.
54. Throughout the school pupils display very limited oral skills and this has a significant negative impact on their learning across the curriculum, especially writing. In a science lesson in Year 2, pupils were investigating how far a toy car travels but could not explain what they were doing. Listening skills are promoted well in some classes, but this is not consistent through the school. It is very good in Year 6. There is insufficient emphasis placed on developing speaking skills by providing planned opportunities for pupils to enunciate clearly, use complete sentences rather than words and phrases, and for ensuring that pupils can be heard by their peers.
55. Standards in reading are below those expected for many pupils in the school. The more able pupils in each class read at the expected level. However, there are many pupils, especially in the younger classes who are not making sufficient progress in reading. Reading skills are taught within the guided reading session but there are insufficient opportunities for pupils, especially those below level 3, to practise their skills. The teaching of reading is well managed for the older pupils. Targets are set, clear records are kept and pupils read from a range of genres. The teaching of

reading is very good in Year 6. Reading conferencing takes place every day, homework is used very effectively and pupils are developing good skills in inference and deduction and using the text to justify their opinions. Pupils with special educational needs make good progress against their prior learning and have a very positive attitude. Pupils say that they enjoy reading and recall the books they have read. They use simple dictionaries competently and know how to find information in non-fiction books using the contents and index pages.

56. Standards in writing are below the national average. The more able pupils in each class are achieving the expected standards, but there are a significant number of pupils, especially in the younger classes, who are not experiencing success in writing. Pupils' poor communication skills are sometimes not recognised and insufficient opportunities are provided for them to verbalise their ideas before committing them to paper. A good example of this was seen in Year 5 when pupils worked in pairs to rehearse their persuasive writing. A very good example of guided writing was seen when a teaching assistant worked with a lower ability group, while the more able pupils wrote independently. Younger pupils are not provided with sufficient visual clues. Words and phrases are not attractively displayed to support pupils' learning, neither is specific vocabulary provided for the piece of writing being attempted. Throughout the school, but especially for the younger pupils, there is an overuse of worksheets, which limits the opportunities for pupils to write in sentences. Many pupils in Years 2, 3 and 4 do not consistently use full stops and capital letters correctly. However, in history lessons pupils in Years 3 and 4 write to a higher standard than in their literacy books. Pupils with special educational needs make good progress due to the effective support they receive from teaching assistants. The teaching of writing in Year 6 is consistently very good and pupils make very good progress in their last year in school. There is an appropriate emphasis on phonics and the learning of high frequency words, in the younger classes, but many pupils do not use their knowledge in their writing. Spelling is well managed for the older pupils. Spelling tasks are based on prior learning and the 'Look, Write, Cover, Check' approach is used consistently. Homework is used effectively to promote pupils' learning. Pupils work quietly and with concentration during registration, learning their spellings. Handwriting is taught using a commercial scheme but it is not a high priority, especially in the early years. There are many pupils in Years 3, 4 and 5 who do not join their letters together. Handwriting opportunities are planned systematically for the oldest pupils. They have handwriting books that they work in at school and at home. By the end of Year 6 most pupils are writing in joined script.
57. The quality of teaching is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. The main weaknesses in the teaching for younger pupils are that tasks are not sufficiently matched to prior learning. Data from the 'Early Years Screening' programme indicates that many pupils in Year 1 need this intervention. Teachers do not adjust their planning sufficiently as a result of assessment and do not re-cap and teach in different styles to ensure learning is consolidated. The pace of many lessons is too slow and pupils' interest is not captured and sustained. The lack of 'scaffolding' (using writing frames, prompts and visual clues), together with the overuse of worksheets, results in many pupils not achieving the learning objectives of lessons. The strength of the good teaching for older pupils is the variety of teaching strategies that are used so that pupils are interested and sustain concentration. A very good example of guided writing was seen in Year 3, when pupils wrote a recipe for a Cornish pasty. In a lesson in Year 4, class drama was used very effectively and pupils were transfixed as the teacher mimed adjectives. Although pupils' communication skills were much lower than the expected standard, the lesson made a good contribution to extending vocabulary and enabled pupils to use adjectives in complete sentences. Teaching in Year 6 is consistently very good. The strengths of the very good teaching are the high expectations for speaking and listening which are re-iterated at the beginning of each lesson, the very detailed planning which ensures that lessons move at a brisk pace and the accurate match of work to pupils' prior learning. Pupils are given good support in their learning. As a result of very good teaching, the oldest pupils are enthusiastic and work with concentration to achieve their best standard. Literacy is used satisfactorily across the curriculum and makes a satisfactory contribution to pupils' cultural development through history and geography. Pupils are developing appropriate word processing skills, which they use in literacy. Insufficient use is made of pupils'

literacy skills across the curriculum, as there is an over-reliance on worksheets to record pupils' response to their learning. This inhibits the use of extended writing to answer questions and stifles the development of literary styles. This problem is more marked at Key Stage 1 than at Key Stage 2.

58. The two co-ordinators manage literacy effectively with support from the deputy headteacher. Planning is monitored and various elements of the literacy hour, for example, plenary sessions have been monitored throughout the school. Some of the teachers of the younger pupils attended the 'Development of Early Writing' course, while some of the teachers of older pupils have attended the 'Grammar for Writing' course. The school's aim is to have all teachers attend these courses and put the ideas into practice by the end of the year. There is clear evidence of training being incorporated into practice in the classes for the older pupils. The co-ordinators plan to monitor pupils' work against set targets and will be given time to monitor teaching and learning next term. There are good assessment procedures in place, but they are relatively new and not yet used well by all teachers. The school has invested in good resources since the introduction of the National Literacy Strategy. Although some good use is made of information and communications technology to support learning in the subject, there are insufficient opportunities for pupils to draft their work directly onto computers, especially at Key Stage 1. Some good practice was observed at Key Stage 2, where pupils were beginning to draft stories using interesting adjectives directly onto laptop computers.

MATHEMATICS

59. Standards are below average at both key stages. This indicates a similar picture to that identified in the last inspection.
60. Pupils' use of mental mathematics at Key Stage 1 is below the national average overall. In Year 1, some pupils are able to count up to 20 objects and match numbers with number words. Where this occurs pupils listen carefully, remain focused and are eager to answer questions. Where it does not occur, response is not as positive and pupils achieve less well. Lower attaining pupils recognise the numbers up to 10 and generally know number bonds. Pupils in Year 2 have a satisfactory knowledge of the five times table but their ability to use rapid mental calculations is below that expected of pupils of this age. For example, in a lesson in Year 2, pupils were counting on in twos and fives. About half the class were not taking part in calling out numbers. When asked later to count in fives, several could not and stumbled over answers to questions such as 5x5 and 8x5. Higher attaining pupils in Year 2 are able to divide groups of up to 20 objects into 2 sets using counters to help them. Average and lower attaining pupils require considerable support from teachers and class assistants to perform the same task. Pupils generally understand 2- and 3-dimensional shapes and the higher ability pupils attempt money problems, making patterns and time using a clock face. However, there is a lack of suitable differentiation and an over emphasis in the use of worksheets. This reduces opportunities for mathematical discussion and diminishes understanding. Pupils have too few opportunities to pose their own problems or to solve questions using their own methods. They have poorly developed mathematical language and find it very difficult to explain why their answer is correct. Standards in using and applying mathematics are well below average. Pupils are able to sort objects according to several criteria, but their recording of this information is untidy and they have had insufficient opportunities to use information and communication technology to record their findings. Standards in pupils' handling of data are therefore below average.
61. Standards observed in Key Stage 2 are also below average but attainment varies considerably throughout the key stage. In Year 3, for example, pupils were making at least satisfactory progress in their lesson on revising equivalent fractions. The majority of pupils were able to draw on squared paper alternative area coverage and all pupils, including those with special educational needs, are given good support and are achieving well. In the middle of the key stage where the

key objective was multiplying numbers by 20 and then 30 and splitting numbers to help multiplying, the less able and average pupils made little or no progress in their learning. Generally pupils' low basic skills were slowing down their progress. This resulted in attainment being below that expected at the end of the key stage. In upper Key Stage 2, pupils generally were able to find the difference between numbers by adopting different strategies. They were able to read scales with a degree of accuracy and extract and interpret data from tables and charts. This information was then used to solve problems related to the data available. However, standards in data handling are generally below average by the end of Year 6. Higher attaining pupils are developing their own strategies for solving problems and are using these strategies well in some subjects, as for example design and technology. They use measurement and calculations well to work out the preliminary designs for bedroom slippers, for example. Average pupils discuss their mathematical work and are beginning to explain their thinking, although their poor language skills inhibits their development in this aspect of the subject. Overall, pupils' use and application of mathematics is developing well, although it is still below average at the end of Year 6.

62. Teaching is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. A significant weakness of teaching is an over-emphasis on the use of worksheets, which is general across both key stages. This limits effective differentiation, which in turn reduces mathematical discussion and does not respond to the needs and ability of all pupils. It limits opportunities for promoting writing skills and minimises independent learning. Where teaching is effective, work is well differentiated, the management of behaviour good, and pace is brisk. In these lessons, pupils respond well. They are enthusiastic, have positive attitudes to their learning, concentrate hard and remain focused. This has a positive effect on the progress pupils make in their learning. Where introductions are too long and the pace of lessons is slow, even the most enthusiastic of learners become restless and lose concentration. As a result, most pupils make insufficient progress in their learning. Teachers' planning is effective and they work together to ensure equality of learning opportunities. However, occasionally the insecure management of pupils' behaviour in a few classes inhibits the effective delivery of the curriculum. The school has implemented the National Numeracy Strategy and this is improving the quality of teaching and learning. Each lesson sets out clearly what are the intended outcomes of the lesson and this is consistently shared with pupils. However, when tasks are not matched effectively to the abilities of pupils, progress in lessons is slow. Assessment opportunities are identified and used well to identify standards, but they now need time to use the assessment to inform future planning and teaching to secure appropriate learning. Although teachers generally make good use of resources, insufficient use is made of information and communication technology to support learning in the subject, especially at Key Stage 1.
63. The leadership and management are satisfactory. The co-ordinators are aware of the need to raise standards and are already considering a variety of strategies to improve performance as a matter of some urgency. They work well together and are suitably placed in each key stage to monitor and evaluate the overall picture in order to improve the current situation. The headteacher and staff are aware of the current weaknesses of the school's provision for mathematics, but there is a positive shared commitment to raising standards. The identification of the cause of the current weaknesses, the determination to improve, the consideration of strategies, the resources available and the overall good attitudes, behaviour and relationships puts the school in a strong position to improve this area.

SCIENCE

64. Standards have been improving steadily in both key stages since the previous inspection, despite a decline in results at the end of Key Stage 2 in 2001. Overall, in Key Stage 1, standards are now broadly in line with national expectations, although a minority show standards that are below. In Key Stage 2, standards are in line with national expectations. The school is effective in the inclusion of all pupils with special educational needs in science practical work, because of the good

level of support that is provided in lessons for these pupils. Provision for higher attaining pupils is less effective, however.

65. By the end of Key Stage 1, pupils are generally making good progress. Younger pupils are developing a satisfactory knowledge and understanding of the world around them. In their topic on sound, they listen to sounds carefully and record accurately how they think they are made. They investigate by observing various musical instruments and decide and record how they should be played, for example, by plucking, blowing or striking. They are beginning to understand life processes when they learn to recognise and compare the main external parts of human bodies and that humans and animals produce babies that grow into adults. Also when they learn that taking exercise and eating the right food keeps people healthy. They investigate their senses and carefully record how they help them become aware of the world around them. They begin to understand physical processes when they identify different light sources and celebrate light festivals, such as Divali. Older pupils build on knowledge already gained when they compile information to find out the favourite foods of the class and record this accurately in a block graph. They come to understand that healthy foods are necessary for a healthy life, when they create a food wheel and sort favourite foods into those needed for energy and growth. Also when they observe and record changes that occur in their bodies after exercise. They understand that both pushes and pulls are examples of forces when they investigate objects around them in the class and experiment to find out how they move. After observing mechanical toys and investigating how they move they devise a fair test to see how far they move and record their findings appropriately.
66. By the end of Key Stage 2, pupils make good progress and achieve well. Most pupils have a satisfactory knowledge of materials and their properties. Younger pupils enjoy using simple tests to find out information about familiar materials. They use scientific vocabulary confidently to describe their investigations and their results, for example, when they describe plastic as being, 'flexible, not transparent, not fragile and tough'. They show satisfactory levels of scientific understanding as they come to understand that materials have certain properties, when they mix and separate solids, working in small groups with materials such as paper clips, sand and rice. They understand that some solids can be mixed and it is possible to get the original materials back and thoughtfully describe ways that this can be done. Older pupils understand that sound is made when something vibrates and that sound needs air molecules to travel through. They describe how, if they vary one factor in an experiment to make sound, they can create a different sound. Other pupils make predictions, carry out a fair test and collect data well, when measuring air resistance with small and large parachutes. They use a forcemeter to predict and then measure what force will be needed to lift objects, concluding that both gravity and air resistance can slow objects down.
67. The quality of teaching and learning is good overall. At Key Stage 1 it is satisfactory overall and ranges from satisfactory to very good. In Key Stage 2, teaching is good overall and sometimes very good. This is because teachers have good subject knowledge and this gives them confidence when teaching this subject. They plan well together across the year groups and scrutiny of work shows very good coverage of national curriculum requirements. Resources are adequate and relevant. Teachers have a good understanding of investigative work and this is a strong feature of work in every year group. They have clear learning objectives that are thoroughly shared with pupils at the beginning of each lesson. This has a positive impact on pupils' understanding of their own learning. Each lesson is set in the context of current work, so that pupils are very clear as to what they are expected to learn and what they need to do in practical sessions. Plenary sessions are used appropriately for pupils to share their learning with others. The majority of teachers have well developed class management skills and keep pupils interested in their tasks and concentrating well throughout the lesson. Pupils are enabled to collaborate and co-operate well when carrying out investigations. Teachers focus carefully on appropriate terminology and on objectives, extending pupils' knowledge through challenging questioning and good demonstration. All these features have a very good impact on pupils' learning and, as a result, their attitudes and behaviour are usually at least good, often very good. Where teaching and learning is less effective, three strong issues emerge. Firstly, in some classes where the management of pupils' behaviour is less

well developed, some pupils go off task and interrupt their own learning and sometimes the learning of others. Secondly, thorough scrutiny of recorded work across the school shows this aspect is often a weakness. In many classes, in both key stages, written work is very limited by worksheets that demand little of the pupils. Sometimes the tasks set are quite inconsequential, such as colouring in pictures within given lines or copying the teacher's sentences as handwriting exercises. Skills in literacy are not being developed sufficiently well in many classes and work is often marred by poor presentation, spelling and punctuation errors. Lastly, scrutiny of pupils' work also shows that written follow-up tasks are pitched at too low a level to challenge and extend the learning of the able pupils that have been identified in the school. Evidence of good differentiation in tasks is very limited and most books showed identical tasks, without extension work, for all pupils in a class, whatever their ability.

68. Leadership and management of the subject are good. The new co-ordinator has a very good understanding of the strengths and weaknesses in the subject, due to the thorough monitoring of teaching and learning that he has undertaken. He identified, for example, that investigative science was underdeveloped and through staff training and the introduction of a new scheme of work, has effectively addressed this weakness. He is aware that provision for higher attaining pupils is an issue and this is a target in his current action plan. He is also aware that the use of literacy, numeracy and information and communication technology in science is underdeveloped and seeks to address this also. Appropriate assessment procedures have been introduced, which enable teachers to track pupils' progress throughout the school and set targets for improvement.

ART AND DESIGN

69. Standards are in line with those expected of pupils at the end of Year 2 and Year 6. Standards in design are sometimes above average. Pupils make good progress in lessons and achieve well. This is an improvement since the last inspection. The range and quality of artwork around the school is good, and provides a significant contribution to pupils' learning in many other subjects.
70. At Key Stage 1, pupils respond to ideas well, using a wide range of materials to draw, paint and create pictures. They learn through first-hand experiences. For example, pupils in Year 1 have designed and made multi-media art works using a collage approach that shows good awareness of colour and texture. In Year 2, they have used real photographs of their school environment to develop their observation skills. Pupils have good drawing skills. Pencil control is developing well, and they use shading effects well to enhance their pictures. Work in the school portfolio shows good improvement as pupils move through Years 1 and 2. For example, in the 'Art Day' folder, pupils across the school were involved in drawing portraits. There is clear improvement evident in the work across Years 1 and 2 as pupils worked hard to achieve accurate skin tones and features.
71. At Key Stage 2, pupils continue to achieve well and attain standards in line with those expected. Pupils begin to design images through initial sketches, drawings and models. The use of sketchbooks is developing well and there is clear evidence that pupils think carefully about how to improve their drawings. Younger pupils in Years 3 to 4 have made some good three-dimensional puppets, with accurate dimensions. They worked from observational sketches, creating fabric models and investigating visual and tactile qualities to find the best fabrics for their purpose. During one lesson, they were observed creating ideas for a collage. They put considerable effort into their creative work, exploring and amending ideas in the light of comments by others. They discussed their own thoughts and ideas carefully with the teacher, showing high levels of enthusiasm as they explored materials. They were able to concentrate sensibly on the similarities and differences between their preliminary designs, adapting them well. Older pupils in Years 5 and 6 undertake a range of abstract work, showing good use of colour. They have undertaken a study of different famous and local artists and have worked well in the style of African batik artists and the sculptress Barbara Hepworth. They explore local culture through arts festivals, visits and workshops. As part of a local initiative, pupils helped to create a 'Tudor Willow Ship', collecting the reeds, sketching desired outcomes and making decisions about pattern, shape and colour. All these activities have a very positive impact on pupils' cultural development and give them good insights in the cultural diversity found in the world around them.
72. The quality of teaching and learning is good. As a result, pupils enjoy the subject and are keen to do well. In lessons seen, activities were well planned and good demonstrations were given to focus pupils' attention. Resources were used to good effect. Some exciting opportunities are created overall, so that pupils can learn about different processes and cultures. This leads to good concentration and interest, which has a positive impact on the progress pupils make. The good use of classroom assistants is a positive feature of lessons and enables pupils to have additional support. Sometimes, the lack of different tasks for lower attaining pupils, and the lack of extension opportunities for more talented pupils, inhibits further progress for these particular groups.
73. The leadership of art is good and is helping to raise standards throughout the school. There is a clear vision for future development of the subject, and some exciting initiatives and strong cultural influences contribute effectively to pupils' personal development. The inclusive nature of the subject ensures that all pupils flourish and develop their own styles and ideas. Assessment is just beginning to have an impact on improving standards, however, there has been a lack of opportunity to monitor teaching and learning across the school. This has led to inconsistency in the provision and inhibits the systematic development of skills, knowledge and understanding of all aspects of the subject.

DESIGN AND TECHNOLOGY

74. Standards are in line with national expectations at both key stages. This is a very similar position to that found by the last inspection and standards have been maintained at a satisfactory level.
75. Pupils enter Year 1 with standards that are below those expected by the early learning goals for their creative development. They achieve well in relation to their prior attainment and by the end of Year 2 achieve standards that are broadly in line with national expectations for both designing and making. Younger pupils have designed homes, using a range of interesting materials. They can generate ideas and recognise the characteristics of familiar products. Most pupils use tools and materials effectively. Pupils are able to talk about their work confidently, although their vocabulary is limited. Older pupils in the key stage have investigated vehicles and from this have drawn up suitable plans. They use tools well to assemble, join and combine materials in a variety of ways to produce suitable models.
76. At Key Stage 2, standards are in line overall at the end of Year 6, although the quality of work in some projects is above national expectations. Generally, most pupils, including those with additional educational needs, are achieving well in relation to their prior attainment. Some individual pupils exhibit skills of a high order and produce well-finished work. For example, pupils in Year 6 have designed and made their own slippers. They produced good quality prototypes from their original designs and then made the finished products, using textiles and card. Several of the finished slippers were sewn together well and fitted the designers' feet. Younger pupils in the key stage plan their work appropriately, considering design points and the needs of the user. In one lesson in Year 3, for example, pupils were designing photograph frames. They considered how stable their ideas would be if made in card, and how the surface decoration would match photographs put in the frame. They also gave consideration to how durable the frame would be. Pupils are generally good at clarifying their ideas using pictures and diagrams, but their limited language skills means that they frequently have difficulty explaining what they are doing to others. Their written work is also below the expected standard. Pupils have appropriate opportunities to evaluate products. For example, pupils in Year 5 have looked at Victorian zoëtropes and examined their mechanisms. They have also produced satisfactory storybooks. Although some pupils in Years 5 and 6 have undertaken work with a visiting speaker using control technology, pupils have too few opportunities to develop their understanding of this aspect of the curriculum. As a result, standards in this area are below expectations.
77. The quality of teaching and learning is good overall. Pupils are making good progress in their acquisition of designing and making skills as they move through the school. The teaching of basic skills is good. Most teachers have good subject knowledge and this is used well to extend pupils' knowledge and understanding. Planning is generally effective, and pupils respond positively to the range of activities provided. In some lessons, pupils' excitement and enthusiasm is evident, as they explore and discuss their work with each other. Relationships between pupils and teachers and between pupils themselves are good, and this has a positive effect on the progress made in lessons. Teachers have effective systems for managing pupils' behaviour, and, as a result, pupils behave well in lessons and act very responsibly. Where teaching is less effective, planning does not identify clear learning objectives and as a consequence, pupils are not aware of what they have to do to improve their work. Assessment of pupils' work is largely subjective and does not provide teachers with sufficient information to adjust future planning or pupils with targets for further improvement. Insufficient use is made of information and communication technology to support learning in the subject, especially the use of control technology. Otherwise, generally good use is made of resources and support staff, which has a positive impact on the progress made in lessons.
78. The leadership and management of the subject is satisfactory overall. The recently appointed co-ordinator has carried out an extensive audit of resources and begun to assess the training needs of staff. The current scheme of work does not fully reflect the most recent curriculum order and the

subject policy is in need of revision. There have been few opportunities for the co-ordinator to monitor standards, which at present she does through discussions with staff. There have been no opportunities for her to monitor teaching and learning. This is a weakness, as she teaches in Key Stage 1 and has limited experience of Key Stage 2 work. However, standards have been maintained since the last inspection, and the new co-ordinator has drawn up a detailed action plan, which, if effectively implemented, will continue to improve the quality of education provided and help raise standards further.

GEOGRAPHY

79. By the end of Key Stage 1, standards are broadly in line with national expectations, although a significant minority of pupils show standards that are below. By the end of Key Stage 2, standards are in line with national expectations, although some pupils' recall of recent work covered is sometimes unsatisfactory. This is an improvement since the last inspection, when standards were found to be unsatisfactory. Good provision is made for pupils with special educational needs and they are well supported in lessons.
80. At Key Stage 1, younger pupils start to develop early fieldwork skills well. For example, they visited the school car park and observed the main ways in which parking is controlled and where things are located. They identified these correctly and discussed how the objects are used. They also used an aerial map of the car park effectively and recorded the movement of traffic on it. Pupils observe traffic movement on the main road outside the school and carefully record in drawing different types of transport. Older pupils use the story of Katie Morag as a focus for study of life on the island of Struay. They use maps of the island to accurately identify important features. Pupils learn how a map key works and create their own simple keys to identify where they are. They compare and contrast different locations well, for example when they identify differences between life on Struay and life in Camborne. Pupils use literacy skills appropriately when they imagine what life on the island is like and create individual stories to illustrate this. Other pupils begin to recognise how places are linked to others, as they follow the journey of Barnaby Bear around the world.
81. At Key Stage 2, younger pupils learn about the difficulties of life in the rainforest and make appropriate comparisons with their own lives in Camborne. Pupils understand that people can damage an environment. They thoughtfully record results of debate for the saving of the rainforest, taking into account the points of view of loggers, ranchers and Native Americans. They show satisfactory mapping skills when planning holidays at different locations. They identify and describe what places are like, record weather conditions and what they need to pack. Other pupils, when looking at village life in Kenya, use atlases appropriately to find out where the country is and to identify and record main physical features. The 'Africa Day', where they learn African songs and dances, try African crafts and sample African foods makes a good contribution to pupils' cultural development. Older pupils write enthusiastically to pupils on the isle of St Agnes to exchange information about both localities and build up a comparison of life in both areas. In their study of a local river, they thoughtfully compare the physical and human features of the environment, as the river flows to the coastal plain at its mouth. They use suitable geographical vocabulary to describe the changes that occur. Other pupils use a website and CD-ROM confidently to find out information in order to compare mountainous areas of the world, including the Lake District in England. They work from key questions, such as, 'what is the environment/weather like?' and 'how do people earn a living?' and use spreadsheets to record heights of mountains.
82. Teaching and learning are satisfactory overall in both key stages. Where teaching is good learning objectives are carefully shared with pupils and lessons are well set in the context of previous work. Work is suitably planned to motivate and interest the pupils and management of behaviour is good. Activities are very practical, with good opportunities for speaking and listening. Teachers

across the year groups plan well together to ensure good coverage of national curriculum requirements. Teachers use the locality around the school very well as a resource for learning and the new computer suite is being suitably incorporated into the program of work. Because this suite is so new, however, full impact on learning is not yet happening. Pupils, as a result of this good teaching are keen to participate and say they enjoy their work. Where teaching is less effective, follow-up recorded work lacks challenge and is often limited to worksheets that demand little of pupils. Scrutiny of written work also reveals that in the majority of classes, the same work is given to pupils of all abilities, with little extension work for the more able. The recorded work of pupils with special educational needs reveals that they are achieving well, due to the good support that they receive in lessons.

83. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and enthusiastic about his subject and has a good knowledge of the local area, which he readily shares. He has sought to systematically address the concerns raised at the time of the last inspection and has had success with this. A new scheme of work has been introduced and staff have been supported to improve their skills. Assessment is now in place to record pupils' progress through learning objectives planned for the lessons. Resources have been improved and are now sufficient. Monitoring of the subject, by the co-ordinator, to give a clear picture of strengths and weaknesses has not started. Although the co-ordinator talks regularly to teachers and through this informal discussion, has been able to draw up an action plan for improvement, this aspect is a weakness.

HISTORY

84. Pupils in both key stages show a satisfactory knowledge of the past and standards are in line with national expectations. Achievement is satisfactory in Key Stage 1 and good in Key Stage 2. This is a much better picture than the one presented at the time of the last inspection, as there have been a considerable number of improvements since then. Pupils with special educational needs are fully included and well supported in all work and make good progress.
85. Younger pupils in Key Stage 1 are beginning to gain a picture of what life was like in the past when they discuss and compare aspects of their own lives with that of their grandparents. One girl, for example, gave a vivid description of how her grandmother had to heat cold water on the stove to do her washing. In their topic on homes, they identify changes that have occurred over time in rooms such as the kitchen and begin to develop knowledge of words and phrases relating to the passing of time such as 'long ago' and 'in the past'. Older pupils develop a sense of chronology, when they sequence growth and change in their own lives and compare the differences between a new baby and a toddler brought into class by a mother. They are acquiring a satisfactory knowledge of people and events in the past when they sequence events leading up to the Great Fire of London and investigate reasons for the fire spreading so rapidly. When they develop a fact file of famous people, such as Florence Nightingale, they learn the importance of conditions at the time of the Crimean War, why people did things and why events happened.
86. Younger pupils in Key Stage 2 show a keen interest in learning about the life of the inventor Trevithick. They enjoy 'hot seating' activities to share their knowledge of the lives of Trevithick and his colleagues and the excitement generated by his inventions in transport, although their discussion lacks some depth and needs constant probing by the teacher to bring out the relevant issues. They find out about life at the time of the ancient Egyptians, when they use books well to research, for example, how papyrus was made and how the pyramids were built. They decipher carefully some hieroglyphs, using a key, then create an interesting cartouche of their own names using the hieroglyph alphabet. Pupils study the characteristics of life at the time of the Romans and hold a Roman Day and workshop. They dress in typical clothes of the period, create artefacts, such as a Roman soldier's wristband, and eat typical food of the time. These activities have a positive impact on their ability to empathise with life in the past. Older pupils undertake suitable

historical enquiry, when they investigate to find out how the area around Camborne has changed over a long period of time. They use old paintings, photographs and aerial photos of the area and draw thoughtful comparisons with features of the area today. They work enthusiastically with a potter at a local museum to create coiled pots and clay tiles in the style of the ancient Greeks and describe in their own writing the Battle of Marathon. They begin to understand the impact of changes in work patterns when copper mines were developed, after going into a mine and seeing for themselves, how difficult the work was. In their study of the ancient Aztecs, pupils in Year 6 show a good knowledge of how their cities were built, the gods and goddesses that were important to them, crop growing and sacrificial rituals. This has a positive impact on their spiritual and cultural development. They are less secure when trying to describe how people of today know these things and are not familiar with the term 'excavation'. They are enthusiastic when describing how they created symmetrical Aztec mosaic patterns and masks in art.

87. Teaching and learning is satisfactory in Key Stage 1 and good overall in Key Stage 2. Where it is good, pupils are excited by their history work and eager to participate in discussion and practical activities, such as the wealth of visits and visitors that are provided, particularly at Key Stage 2. They talk eagerly about special events, such as 'Trevithick Day' and Roman and Greek 'days', when they dress up and engage in role-play to portray life at that time. In these instances, work is well planned with tasks well matched to the needs of pupils of all abilities, including the more able and those pupils with special educational needs. Class management skills are good overall and, as a result pupils behave very well and concentrate on their tasks. In some classes, however, where teachers' class management skills are less secure some pupils become restless and distract each other. This has a negative impact on progress in these lessons. At both key stages, recorded work is often disappointing and opportunities to develop pupils' literacy skills are often missed, as in many classes pupils are provided with limiting worksheets that demand little of them. Sometimes, when pupils are provided with opportunities to record their own ideas and views, recorded work is good, but this is not generally the case.
88. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and knowledgeable about this subject and has sought to systematically address criticisms noted at the last inspection. There have been a number of improvements since then. He has introduced a new scheme of work, which he is aware is rather overloaded and in need of further refinement, but which has ensured satisfactory national curriculum coverage. Assessment is now in place and records of pupils' progress are kept in each year group. Resources have been improved. A weakness is the lack of monitoring by the co-ordinator to ensure that he has a good picture of strength and weaknesses in teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. Standards are below expectations throughout the school. This is because the new computer suite, with high quality resources, has only recently been established and because teachers' skills in the new curriculum topics are underdeveloped. However, provision for the subject has greatly improved since the last inspection, teacher training is being implemented and standards are rising.
90. At Key Stage 1, pupils are able to 'log on' to the new computers on the computer suite. They use a small range of word processing packages and tools and are learning how to present their writing on the computer. By the time they are in Year 2, pupils begin to organise their work so that information is communicated accurately. For example, during the inspection, pupils in Year 2 were observed making labels on the computer. They showed high levels of excitement and enthusiasm for the task and took delight in experimenting with size, colour and font to produce the desired outcome. All pupils in the year group were able to complete their own name label. However, their skills remain weak due to past lack of access to computers. They are beginning to catch up and make satisfactory gains in learning during their lessons, but there is too little opportunity for them to experiment for themselves, try out new ideas and develop skills independently. The lack of different and extended tasks for pupils of differing attainment, inhibits the development of higher

standards. They do not use information and communication technology enough to support other subjects. There are limited examples of pupils in Years 1 and 2 using art packages to paint and draw, but the rigour and pace of lessons is not sufficient to help them make further gains in the use of computers as a tool.

91. At Key Stage 2, standards are also below those expected, due to lack of consistent development of skills over time. This is now rightly being addressed and standards are improving. Pupils' achievement in lessons is generally satisfactory. They enjoy using computers and talk about their work with enthusiasm, although sometimes their limited language skills make it difficult for them to explain clearly what they are doing. Younger pupils in Years 3 and 4, are able to log on to word processing packages as they begin to organise text. Most pupils are able to follow a straightforward line of enquiry as they research the Internet as part of an information project on 'Churches'. However, they have not yet learned to be discriminating in the information they choose. Their research skills are weak, and they end up with too much irrelevant material. In another lesson they were sending emails as part of a geography project and showed good awareness of this form of communication. Older pupils in Years 5 and 6 are beginning to combine different forms of information. They have undertaken a study of mountain environments in geography, importing pictures to enhance their text. They are able to save and retrieve their own work, and amend it to improve readability and presentation. There are times when progress in lessons is good, particularly when they have good pace and teachers' skills are secure. At these times, pupils in Years 5 and 6 achieve standards in line with expectations as they use menus well to save and find information. However, because of past weaknesses in provision, there are also times when pupils' work is based on content taken from earlier stages of the scheme of work. This is because they do not have the necessary skills to undertake recommended work for their own year group.
92. The quality of teaching and learning are generally satisfactory, some with good teaching at Key Stage 2. Teachers are currently undergoing the New Opportunities Fund training, and thus, skills are improving. They plan to teach tasks that they, themselves, are confident with. This means that there are gaps in the taught curriculum and the development of pupils' skills is consequently limited. However, the new initiatives and the high quality computer suite, are all having a positive impact on the teaching of basic skills, particularly in handling and communicating information. Good use is made of support assistants to enable pupils to make appropriate gains in learning. However, teachers are often frustrated by slight technical faults and difficulties that cannot be quickly resolved. During the inspection, this happened on three separate occasions and had a negative impact on learning for all of the pupils in those classes. Teachers' lesson plans do not indicate sufficient opportunities for the lowest and highest attaining pupils to achieve at their own level. Hence, some pupils find tasks too difficult because their skills are underdeveloped, and others are coasting rather than extending their skills.
93. Leadership and management of the subject are very good and have a very positive impact on improving the provision and, therefore, on raising standards. The co-ordinator is a New Opportunities Fund trainer and as such, shares her skills and knowledge, supporting other staff very well. A good basic package of software has been introduced that enables almost all aspects of the curriculum to be taught. There is, however, too little evidence of the teaching of control and modelling across the school. Some exciting opportunities for this have been created by the links with the Education Action Zone, and older pupils have benefited from the good resources that this initiative provides. Only a small proportion of pupils have a computer at home, hence there are many with little out-of-school access. The lack of clubs to improve this is a weakness, particularly now that the new computer suite is fully operational and having a major and positive impact on the subject.

MUSIC

94. At both key stages, pupils of all abilities make satisfactory progress and reach standards that are similar to those expected for their ages. Standards of achievement have been maintained since the last inspection with a significant improvement in composing skills.
95. At Key Stage 1, pupils confidently sing a variety of songs and hymns with increasing control over rhythm and pitch. Pupils put expression into their singing, and use accompanying gestures to add emphasis to the words. They can clap rhythms fairly accurately and keep a steady beat when accompanying songs, for example 'One Little Raindrop'. They know and can correctly name percussion instruments and control the sounds they make. At Key Stage 2, pupils successfully build on previous work and they explore different ways in which a range of instruments might be played. Many pupils know how to produce a good vocal sound through correct breathing and control of the voice, and can sing in two and five parts with growing confidence. Pupils know that texture in music is created through layering of different sounds and understand how to create sounds to represent a picture or a poem, for example a town picture by Lowry. Good teaching in the department for hearing impairment enables all pupils to be fully involved. For example pupils can add percussion instruments to taped Star Wars music to create 'space effects'. They stop and start to a signal very accurately, and take part fully in a stirring performance. Towards the end of the key stage pupils are able to compose a melody to rhythms linked to a science project. They can clap the appropriate pattern to the words and successfully transfer this to tuned percussion instruments working collaboratively in groups.
96. The quality of teaching is satisfactory overall with some good features. Clear explanations help pupils of all abilities become aware of what is required of them. Pupils work well together, taking turns and making decisions. High expectations of behaviour and response are reflected in pupils' good attitudes and behaviour. Management of pupils and resources is good. The subject is further enhanced by the good quality tuned and un-tuned percussion instruments shared in the year groups. The use of information and communication technology to support the subject is in the early stage of development. There is a useful software package to support pupils' composition in the classroom.
97. Leadership in the subject is good. The co-ordinator has worked hard to produce a comprehensive scheme of work, linking national guidelines to a published scheme. This has been very successful in supporting staff in the delivery of the subject. There are no formal arrangements in place for recording assessment in the subject. However the co-ordinator has identified this as an area for staff training this term. With the help of the County Music Service, pupils are able to take instrumental lessons in brass, woodwind, keyboards and drums. Currently, 25 pupils are taught by the peripatetic staff. Pupils in the school have taken part in several music initiatives including working and playing with the Bournemouth Symphonietta, singing at local arts festivals as well as school productions. Visits from musical groups and ensembles enhance the contribution music makes to pupils' knowledge and understanding and also their cultural development.

PHYSICAL EDUCATION

98. Standards are in line with those expected by Year 2 and above those expected by Year 6. This indicates an improvement from the last inspection when standards were judged to be in line with national expectations at both key stages.
99. At Key Stage 1, pupils work well using gymnastic movements to warm up. They use space effectively and follow instructions carefully. They run and dodge and behave sensibly in avoiding other pupils during this activity. In the games lesson observed, pupils took turns using both underarm and overarm aiming beanbags into a hoop lying on the floor accurately. Most pupils achieved success in this activity and further opportunities were provided to extend these skills by throwing the beanbags and then a ball through an upright hoop. Again most pupils achieved success and attained the standards expected of pupils of this age. Pupils in Year 2 also attend

swimming lessons as part of the physical education programme and many are already displaying confidence in the water, whilst a few are beginning to develop stroke techniques well.

100. At Key Stage 2, pupils continue to develop their gymnastic techniques and produce good sequences of movement. Many pupils show precision and control and are beginning to understand the principles of good composition. Opportunity is provided in all lessons to evaluate their own performance and the performance of others. In the games sessions observed, the focus on passing, receiving and controlling a ball with a bat indicated improving skills. In these lessons pupils display a good awareness of space, when passing and receiving in pairs. In the swimming sessions, pupils develop their skills well. Their activity is concentrated and pupils make good progress. Standards are above average, and most pupils can swim at least 25 metres, unaided, using a variety of strokes. Pupils are provided with a good range of extra-curricular activities to extend and improve their skills in such sports as rugby, football, netball and cricket. Athletics are taught in the summer term and dance is taught throughout the year. In the dance lesson observed, pupils were performing an Asian dance, which contributed to their cultural understanding of non-European countries. Pupils in Year 5 are provided with the opportunity to experience other sports, such as canoeing and sailing in a residential visit, which contributes to moral and social development. Because of the effective way lessons are taught and their understanding of the teachers' expectations, pupils develop a positive attitude to this area of learning. They observe aspects of health and safety. They listen carefully to instructions and respond appropriately. Their behaviour, for the most part, is good or better and during the session at the swimming pool, was impeccable and this had a positive impact on pupils' progress. The effective teaching received and the positive attitudes adopted encourage the enjoyment of physical activity and develop and promote confidence in attitude and competence in skills.
101. Teaching is good at both key stages. Teachers have high expectations of both behaviour and skills development. Planning is good and pupils enjoy crisp, enjoyable and energetically challenging lessons, which proceed at a good pace. All the required disciplines are taught and pupils make good progress overall. There is a good range of extra-curricular activities and these enhance skill development appropriately. The enthusiastic approach adopted by teachers has a positive effect on standards. Pupils of all levels of attainment and from all groups thoroughly enjoy their physical activities. They take responsibility for setting up and returning equipment. Pupils and staff dress appropriately, are punctual for their lessons and pupils are aware of teachers' expectations in terms of managing their own behaviour.
102. The co-ordination of the subject is now good. Improvements have been made as a result of a more effective scheme of work, a reorganised swimming programme, better resources and staff who are now much more confident. Assessment needs further development and the monitoring and evaluation of teaching, learning and standards needs to be improved, so that the school is able to evaluate performance on a regular basis and offer support when and where required. Resources are good overall.

RELIGIOUS EDUCATION

103. Standards are in line with those expected in the locally agreed syllabus throughout the school. These standards have been maintained since the last inspection.
104. No lessons were seen in Key Stage 1 as none were timetabled during the inspection. However, analysis of teachers' planning and pupils' work indicates that teaching is satisfactory and sometimes good throughout the school. Younger pupils know that both Christians and Hindus each have a special book and know some of the stories, for example, Blind Bartimaeus from the Bible and the story of Ganesha from the Vedas. They consider the qualities of friendship, belonging to a group and happy and sad times. At Key Stage 2, older pupils study Christianity and Sikhism. They know about the life and work of St. Paul and the growth of the early church. They have sound

knowledge of Guru Nanak and the five 'K's. They compare the rules for living as Christians and Sikhs.

105. The quality of teaching and learning is satisfactory overall. Teaching in Year 6 is very good. The strengths of the very good teaching are the good subject knowledge of the teachers, which enables them to prepare stimulating challenging lessons. The very good relationships, which encourage pupils to think about difficult issues and the interesting tasks set, which enable pupils to use their literacy skills well. All pupils, including those with special needs, make satisfactory progress in religious education. Much of the work for the younger pupils is oral and good links are made with art, for example when Year 2 pupils made snakes and a plagues spinner when learning about the life and work of Moses. The subject makes a positive contribution to pupils' spiritual and cultural development.
106. Religious education is managed effectively. There are good resources, which are stored well and are accessible. All teachers have been encouraged to attend courses to enable them to teach major world religions. Attractive displays in classrooms and corridors help to reinforce pupils' learning. The co-ordinator is identifying assessment opportunities for each unit of work, which will form part of the school's assessment procedures.