

INSPECTION REPORT

ST ERTH COMMUNITY PRIMARY SCHOOL

St Erth, Hayle

LEA area: Cornwall

Unique reference number: 111850

Headteacher: Mr K Dibley

Reporting inspector: Mr G Nunn
1185

Dates of inspection: 1st – 4th May 2001

Inspection number: 194732

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Lane
St Erth
Hayle
Cornwall

Postcode: TR27 6HN

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Appropriate authority: The governing body

Name of chair of governors: Mrs R Lee

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	Mr G Nunn	Registered inspector	Mathematics Science Information and communication technology Design and technology History Geography Special educational needs Equality of opportunity	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
8992	Mr J Vischer	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
1198	Mrs S Brown	Team inspector	Foundation Stage English as an additional language English Art and design Music Physical education Religious education	Quality and range of opportunities for learning

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

HOW GOOD THE SCHOOL IS

This smaller than average size primary school is situated in the village of St Erth, near Hayle in Cornwall. The school currently has 90 pupils on roll, aged between four and eleven years, organised into four classes. At the time of the inspection, eleven pupils were in the Foundation Stage (Year R). The number on roll has risen slightly since the last inspection. The school attracts pupils from the village of St Erth as well as from the surrounding smaller communities. The social composition of the school is mixed. School assessments indicate that the range of abilities is wide on entry and that the attainment of pupils starting at the school is below average when compared with children of a similar age nationally. Nineteen pupils are entitled to a free school meal which is similar to the national average. Twenty-two pupils have special educational needs which is below the national average. A high proportion of pupils begin or leave the school at ages other than four or eleven. In fact, nearly half the number of pupils currently at the school did not start at the age of four but arrived at some later point in time. The attainment on entry of many of these pupils is below average.

St Erth Primary School provides a sound quality of education for its pupils. It is an improving school and has made satisfactory progress since it was last inspected, notably in the older years of Key Stage 1. Pupils in Key Stage 1, in particular, make good progress in many subject areas. The satisfactory progress being made by the school is largely as a result of the commitment shown by the headteacher, governors and staff to ensure that pupils' standards are raised. The quality of teaching is continually improving. There are good systems in place to support the care and welfare of pupils. Pupils' attitudes to their work are good. The school provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership and management for the school.
- Pupils make good progress in many subjects in Key Stage 1.
- The school has established good links with its parents and the community.
- Pupils have good, positive attitudes to their work and behave well.
- Provision for pupils' personal development is good and they are well cared for.
- It makes good provision for pupils with special educational needs.

What could be improved

- The standards pupils attain in writing by the end of both key stages.
- In music, pupils' levels of attainment by the end of both Key Stage 1 and Key Stage 2, as well as the amount of progress they make in Key Stage 2.
- The assessment and recording of pupils' progress.
- The current system for monitoring both pupils' work and the quality of teaching they receive.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1997, the school has made satisfactory progress in addressing the weaknesses identified at that time. The standards attained by children under five have improved and the standards of pupils in Key Stage 1 have been raised significantly, as has the amount of progress they make. This is due largely to the greatly improved quality of teaching. The management of the whole curriculum has been improved with schemes of

work being established in all subject areas except music. Some work still remains to be done in developing the role of the subject co-ordinator, particularly in their role as subject leaders and managers. Satisfactory steps have been taken to develop systems to assess and record pupils' progress, although further work still needs to be done. Pupils' standards in writing have improved, but as yet, are still not high enough. The management and leadership of the school have also improved. The school aims now fully promote academic achievement across the curriculum and the statutory shortfalls identified in the previous report have been addressed. Some work still remains to be done in establishing more rigorous strategies for monitoring the effectiveness of teaching and curriculum development.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E*	D	C	well above average A above average B average C below average D well below average E very low E*
mathematics	D	E*	E	D	
science	C	E*	C	B	

The table shows that when compared with all schools, pupils' standards at the age of eleven are about average in science, below average in English and well below average in mathematics. When compared to schools with pupils from similar backgrounds, results are below average in mathematics, average in English and above average in science.

National Curriculum tests in 2000 for seven-year-olds show that pupils' standards in this school are below the national average in mathematics and well below the national average in reading and writing. When compared to schools with pupils from similar backgrounds, results are average in mathematics, below average in reading but very low in writing.

Inspection findings show that children in the Foundation Stage make satisfactory progress during their time in the Reception class. However, as most pupils will only spend one term in the Foundation Stage, they are unlikely to attain the expected standard by the time they reach Year 1.

In Key Stage 1, pupils make good progress in all the subjects they study with the exception of music and the writing element of English. In these areas, their progress is satisfactory. As a result, most pupils, by the age of seven, attain nationally expected levels for pupils of that age in all subjects except music and writing. In these they do not attain the nationally expected levels. Satisfactory standards are also attained in religious education. The good progress pupils make in many subjects is largely as a result of the good teaching they receive and the well-structured programme of work which they study.

Inspection findings also show that pupils' levels of attainment in the current Year 6 are below nationally expected levels in all subjects. Pupils' standards are also below average in religious education. The low standards being attained are largely due to the fact that a third of these pupils in Years 5 and 6 have special educational needs. In addition, nearly half the

pupils have joined the school in the last three years. As a result, the levels that many pupils attain are below nationally expected levels even though, given their prior attainment levels, the progress they make is satisfactory in all subjects except music, in which progress is unsatisfactory. Pupils' low levels of attainment in music and the writing element of English are of particular concern.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a positive attitude to school and take an active part in the life of the school community.
Behaviour, in and out of classrooms	Pupils behave sensibly, are responsive and concentrate well in lessons.
Personal development and relationships	Provision for pupils' personal development is good. Relationships between staff and pupils and between pupils are very good.
Attendance	Attendance levels are unsatisfactory, but there are very few unauthorised absences.

Pupils' positive attitudes and good behaviour help them to make satisfactory and often good progress in their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory

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

In 97 per cent of lessons, the quality of teaching is at least satisfactory. In 33 per cent of these lessons it is good, being very good in a further 13 per cent. In three per cent of lessons the quality of teaching is unsatisfactory. The quality of teaching is better overall in Key Stage 1 and in Years 3 and 4 than it is in Years 5 and 6. English and mathematics are taught well as are the skills of literacy and numeracy. The school has been successful in the introduction of both the literacy and numeracy strategies. When teaching is good, it has a direct impact on the good progress pupils make. Teachers' planning for lessons is good and in successful lessons, pupils are challenged by the work set, behave well and work at a brisk pace. Resources are used well to help pupils with their learning. Where lessons are less successful, teachers' expectations of what pupils are required to complete are not as good and the work is not well matched to pupils' prior attainment levels. The needs of most pupils, including those with special educational needs, are well catered for.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory. Provision for music and aspects of physical education are unsatisfactory.
Provision for pupils with special educational needs	Good. As a result of the good individual education plans and good support these pupils receive, particularly from the learning support assistants, they make at least satisfactory and often good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for their social development is very good and for their moral development it is good. The provision made for pupils' cultural and spiritual development is satisfactory.
How well the school cares for its pupils	The school provides a good measure of care and support for all its pupils. The school works well in partnership with its parents. A small number of parents contribute very well to the life and work of the school.

Parents are well informed about their children's progress and have regular opportunities, both formal and informal, to visit the school if they have concerns or worries. The school has established good procedures for dealing with pupils with special educational needs. All pupils are well looked after.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher provides good leadership. He is well supported by his staff. A review of subject leaders' responsibilities is necessary to improve the curriculum further and monitor pupils' standards of attainment.
How well the governors fulfil their responsibilities	Governors work closely with the headteacher and have an appropriate committee structure in place to support the development of the school. They fulfil their responsibilities.
The school's evaluation of its performance	The school has begun to put in place satisfactory systems to evaluate its performance and is committed to use these to raise standards.
The strategic use of resources	Financial planning is good and targeted to achieve the school's educational aims. Appropriate use has been made of specific grants.

The school's accommodation is barely satisfactory. Most classrooms are of an adequate size, although two are particularly small and so restrict pupils' opportunities in the practical and investigative aspects of mathematics, science, art and design and design and technology. The lack of adequate hall facilities means that pupils' progress in gymnastics, in

particular, is impaired. In addition, there is a lack of a secure outdoor play area and appropriate resources for the youngest pupils. Good staffing levels help pupils' learning. The school is well led and managed and the principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress at school. • The school expects their children to work hard and achieve his or her best. • The school is helping their children to become mature and responsible. • Behaviour is good. • The school is well led and managed. • The teaching is good. 	<ul style="list-style-type: none"> • The information they receive about how their child is getting on. • Closer links being established with parents. • The reception they receive when approaching the school with questions or problems. • The range of activities provided outside of lessons.

The above views are taken from the parents' meeting, attended by eight parents, and 48 responses to the parents' questionnaire.

The inspection team agree with parents' positive views, although they find that most pupils make satisfactory progress in Key Stage 2. In addition, the quality of teaching is satisfactory. They agree that the school is well led and managed and that it is helping pupils to become mature and responsible. Inspectors consider that the information parents receive about how their child is getting on is good and that good links have been established with parents. Parents are sympathetically received when approaching the school with problems or questions. Inspectors also find that the range of activities provided outside of lessons is also good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2000 National Curriculum test results for eleven-year-olds show that the proportion of pupils who attain national standards (Level 4) in English is below the proportion that do so nationally. In mathematics, the school's results are well below the national proportions, but similar to them in science. Similarly, the proportion who exceed the national average and attain the higher Level 5 is below the national proportion in science and well below the proportions that attain Level 5 nationally in English and mathematics. When the school's results are compared to schools with pupils from similar backgrounds, they are below average in mathematics, average in English and above average in science. Trends over the last three years show that pupils' overall standards are rising in mathematics and science, but have remained largely stable in English. Inspection findings show that whilst pupils' standards are still below average in all three subjects, and particularly low in the writing element of English, the school has taken considerable steps in its efforts to raise standards. Most notable of these has been the successful introduction of the National Literacy and Numeracy Strategies. However, standards still remain low in Year 6 as a result of two significant factors. Firstly, approximately one-third of the pupils have special educational needs. In addition, nearly half the pupils in that year group have joined the school in the last three years. As a result of this disruption in pupils' learning and the high number of pupils with special educational needs, a significant proportion of pupils are not attaining the national standards in English, mathematics and science. It is these two factors that also cause the apparent fall in standards since the last inspection when, at that time, standards in English, mathematics and science were similar to national standards. Indeed at that time also, the proportion of pupils in Year 6 with special educational needs was much lower than it currently is.
2. The National Curriculum test results for seven-year-olds in 2000 show that in reading the proportion of pupils attaining national standards (Level 2) is below the national proportion and well below that proportion in writing. Similarly, the proportion exceeding national standards and attaining the higher Level 3 is well below national proportions in both subjects. Whilst in mathematics, all pupils attain the national standard, no pupils exceed it. Teacher assessments in science show similar levels of attainment to those in mathematics. Again, no pupils attain standards that are above national standards. When this school's results are compared to schools with pupils from similar backgrounds they are below average in reading, average in mathematics, but very low in writing. Over the last three years, and since the previous inspection, standards in reading have fallen slightly, they have risen slightly overall in mathematics, but have fallen in writing. The school rightly recognised that such low standards were not good enough. As a result, advice was sought from the local education authority who has made a significant input into helping the school. In addition, since then, the National Literacy and Numeracy Strategies have been implemented successfully and teaching personnel have changed. As a result of these factors and a significant improvement in the quality of teaching, particularly since the last inspection, standards have begun to rise. Indeed, inspection findings show that pupils' standards are now in line with national standards in mathematics, reading and science, and whilst they are still below national standards in writing, they are, nevertheless, rising. In addition, a much higher proportion of pupils are working at levels above the national standard than were doing so last year.

3. The attainment of children on entry to the school in the Foundation Stage shows a broad spread of ability. However, their overall attainment is below average when compared to pupils of that age nationally. In this school, nearly half the pupils did not begin school in the Foundation Stage but have transferred from other schools at some point between the ages of four and eleven. An analysis of their levels of attainment when starting at the school shows that over two-thirds have levels of attainment in English and mathematics that are below those expected of pupils of similar ages across the country. Children in the Reception class, in the Foundation Stage of their education, make satisfactory progress in their learning. However, because over three-quarters of these pupils only spend one term in the Foundation Stage, they do not, in that short space of time, attain the standards expected of pupils of that age when they enter Year 1. In communication, language and literacy, children begin to listen well and many speak clearly. They begin to handle books competently and some are beginning to write their own names and recognise a few simple words. In the mathematical areas of their work they are beginning to understand numbers and how many each figure represents, at least up to five. Children's knowledge of the world increases steadily and they begin to understand about places other than St Erth. They are introduced to the computer and in their creative development, begin to use a range of media, including paint. Opportunities for their physical development are more limited for, although they handle construction toys carefully, the lack of an indoor area for early gymnastics and games activities limits their progress in this area. The lack of large outdoor play equipment has a similar effect on their progress. Satisfactory and sometimes good teaching, together with a caring working environment in which these young children learn to live and work together, ensures that they settle quickly into school life and have a sound start to their education.
4. Pupils in Year 2 at the end of Key Stage 1 are attaining average standards in English, mathematics and science. Attainment is improving in comparison with the results of last year as a higher proportion of pupils are working at the higher Level 3, which is above the national standard. Virtually all pupils read accurately, with developing expression, an awareness of punctuation and an understanding of what they read. Writing skills of pupils are below average and there is little high attainment. Spelling is improving as is handwriting, with letters being reasonably well formed. In addition, some pupils are beginning to use joined writing by the end of Year 2. Listening is generally good and pupils are becoming more confident speakers. Pupils' mathematical knowledge is similar to the national average with some pupils exceeding that average. The majority of pupils accurately add and subtract numbers to 50. They are becoming confident with simple multiplication or division. They know a range of two-dimensional shapes. Pupils' literacy and numeracy skills are now developing well. Literacy is used satisfactorily to support learning in other subjects and there is some planned use of numeracy. In science, pupils' attainment is about average by the end of Year 2, although a significant proportion are working at the higher Level 3 which is above the national standard. Pupils have a broad knowledge across all areas of science. They observe carefully and use descriptive vocabulary to good effect.
5. Pupils in Year 6 have attainment levels that are below average in English, mathematics and science. Pupils read with accuracy, but their understanding of what they read is more limited. Pupils write using the correct punctuation and know how to spell most commonly used words. Their written work displays the use of some complex sentences. Handwriting is barely satisfactory and the presentation of work can, on occasions, be untidy. Pupils' listening skills are satisfactory and their speaking skills are improving, although pupils often lack confidence in extended discussions. Pupils' literacy skills in Key Stage 2 are improving and are beginning to be used satisfactorily to support learning in other subjects. In many respects, pupils' mathematical

knowledge is about average. Pupils have secure number skills and they solve number problems accurately using the four rules of number. They draw and interpret simple block graphs and pictograms with reasonable accuracy. Higher attaining pupils interpret simple line graphs accurately and work competently in numbers to two decimal places. Their main weakness is their speed of working, largely as a result of a significant number having special educational needs, and this is likely to result in lower scores in the National Curriculum tests. Pupils' knowledge of science is below average. Scientific skills are being developed and used in a range of investigations, which promotes the learning of scientific knowledge. They have a sound understanding of electricity, solids, liquids and gases as well as forces and living things. However, again their speed of working and below average literacy skills are likely to result in lower scores in National Curriculum tests.

6. In Key Stage 1, pupils, including those with special educational needs, make good progress in their learning in reading, speaking and listening, mathematics and science. In addition, good progress is also made in all the other subjects pupils study with the exception of writing and music, in which their progress is satisfactory. The good progress being made in many areas of the curriculum is due to the high proportion of good, and on occasions, very good teaching they receive, particularly in Year 2. Furthermore, the work is well planned and structured for the pupils so that their gains in knowledge and skills are progressively developed. The lack of such detailed planning is the major factor for pupils' satisfactory, rather than good, progress in music. In writing, a greater emphasis on encouraging high quality writing as well as the amount and range of writing pupils are asked to do, is required. The good progress pupils make in most subjects results in them attaining levels that are in line with nationally expected levels in those subjects. Only in writing and music do they not attain the nationally expected levels for seven-year-old pupils.
7. In Key Stage 2, pupils, including those with special educational needs, make satisfactory progress overall in all subjects except music in which their progress is unsatisfactory. However, pupils' levels of attainment by the end of the key stage are below nationally expected levels in all National Curriculum subjects, as well as being low in religious education. The low levels they attain in writing and music are of particular concern. The overall low levels being attained are due to the high proportion of pupils with special educational needs in the current Year 6. Also, nearly half the pupils in that year group have only been in the school for less than three years. In addition, in Years 5 and 6, much of the teaching they receive is satisfactory as opposed to the mainly good teaching they receive in Years 1 to 4. All these factors added together result in pupils making satisfactory progress, given their prior attainment levels, and in attaining below average levels. In some subjects, the reasons for below average levels being attained are attributed to other factors. For example, in physical education where the lack of a hall for gymnastics and a lack of opportunity to partake in swimming means that pupils' overall levels of attainment by the end of Year 6 are below nationally expected levels, in spite of satisfactory progress being made in the other elements of physical education. Similarly, in music, where the lack of a scheme of work, as well as limited opportunities for composing and appraising music, means that pupils' progress in this key stage is unsatisfactory and the standards they reach are too low.
8. Higher attaining pupils are satisfactorily catered for by the school and the amount of progress made by this group of pupils is similar to other pupils given their prior attainment levels. In many lessons, work is set that is well matched to their needs, challenges them and enables them to make good progress. This is particularly so in English and mathematics and in Years 1 to 4. It is less evident in Years 5 and 6 where they, along with their peers, make satisfactory rather than good progress.

9. Good thought has been given to providing for pupils with special educational needs, particularly the high numbers at Key Stage 2. As a result, throughout the school, these pupils are well supported. Good thought has also been given to providing for their needs, particularly in literacy and numeracy. In these subjects and often in science, work is well planned for them and this helps pupils to make at least satisfactory progress and achieve well for their abilities although by the time they leave the school, they do not yet reach average standards. There is no significant difference in the amount of progress made by boys and girls. A survey of parents conducted prior to the inspection showed that 98 per cent of those who responded agreed that their children were making good progress with 96 per cent agreeing that the school expected their children to work hard and achieve their best. Inspection findings agree with parents' views regarding Years 1 to 4 but find that pupils' progress in Years 5 and 6 is satisfactory.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good across all year groups. They take pride in being members of a caring school community that values the whole person and not simply their academic capabilities. This is reflected in the very recent intake of Reception children who are settling in well. Pupils are happy to start work at the beginning of the day. For example, in the Year 3/4 class they read very quietly prior to the start of lessons during the registration period. In many lessons, pupils work steadily with good levels of concentration and become very involved in activities. For example, in part of a Year 2 history lesson, pupils could not get their hands up quickly enough, even though the session was quite challenging. Pupils apply themselves to the task even when instructions are not clear. Boys and girls organise themselves well, are confident and are comfortable with school routines. They know about the range of activities that are provided by the school, such as extra music, and look forward to representing the school in community events. They talk with interest about their work. Pupils take their responsibilities, such as register monitor or bell ringer, seriously.
11. Pupils' behaviour in and around the school and in lessons is good. As they process to and from assemblies, or queue up to wait their turn at lunchtimes, they show good standards of self-control. Behaviour during the short school assemblies, in the restricted space of the entrance hall, is very good. In the classroom, they behave sensibly. For example, they are attentive and responsive to teachers' questions even when their replies are wide of the mark. In the playground, behaviour is good. Pupils play well together and respect each other's space. When the bell is rung at the end of playtime, pupils stop immediately and then, when their year group is called, walk over sensibly to their classrooms. In lessons, both boys and girls are patient and behave well. There were no exclusions last year and there were no incidents of bullying or oppressive behaviour noted during the inspection.
12. Relationships are very positive between pupils and between staff and pupils. They are offered good role models by all staff in developing relationships and showing respect for one another's work. At the end of a Year 5/6 English lesson, the enthusiastic teacher praised the stories written and read out by several pupils in the feedback session. As a result of these positive relationships, pupils are not only self-confident but are ready to show initiative and are keen to take on the responsibilities that the school offers them. For example, the dinner duties, which involve considerable cleaning-up and shifting of furniture due to the lack of a school hall, are carried out willingly and efficiently by a rotated group of older boys and girls.

13. Levels of attendance are well below the national average which mars an otherwise good record of positive attitudes, good behaviour and strong relationships. The main reason for this high level of authorised absences is the taking of holidays during term time in spite of the best efforts of the school to try and suggest alternatives. However, unauthorised absences are negligible which reflects the more positive picture painted above. Most pupils come to school on time and registers are taken quickly and efficiently in all classes at the start of both the morning and afternoon sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Across the school, the quality of teaching, including that of children in the Foundation Stage, is at least satisfactory in 97 per cent of lessons. Of these lessons, the quality of teaching is good in 33 per cent and very good in a further 13 per cent. In three per cent of lessons the quality of teaching is unsatisfactory. The quality of teaching in the Foundation Stage is never less than satisfactory and is often good. Good and very good teaching continues throughout Key Stage 1 and Years 3 and 4. In Years 5 and 6, a higher proportion of satisfactory rather than good teaching is found in these year groups compared with that found elsewhere in the school. It is also in these year groups that the unsatisfactory teaching occurs. This variation in teaching quality has a direct impact on pupils' learning. Pupils in the Foundation Stage and in Years 1 to 4 make good progress in learning. The amount of progress levels out in Years 5 and 6 and whilst the progress in their learning in these year groups is not unsatisfactory overall, it is not as good as the progress in learning made by pupils elsewhere in the school.
15. The quality of teaching has improved considerably since the previous inspection. At that time, 73 per cent was considered to be satisfactory or better. This has now risen to 97 per cent. Of particular note is the improvement in teaching in Key Stage 1 where, in 1997, the quality of teaching was satisfactory or better in just over half of the lessons only. This has now risen to all lessons. This increase in the quality of teaching, particularly in Key Stage 1, is as a result of good teacher planning, a well structured curriculum being put into place and pupils being sufficiently well challenged by the work they are required to do. The introduction of the National Literacy and Numeracy Strategies in recent years has also given teachers a good framework for planning and more precise direction in the delivery of lessons. All these factors have made a contribution to the improvement in the quality of teaching and this in turn has had a favourable impact on the amount of progress pupils make in their learning. The teaching of literacy is variable and ranges from satisfactory on a few occasions to good on most others. Particularly good practice was observed in Years 1 to 4. The National Literacy Strategy has been slowly implemented but one or two areas require further development. For example, time is not particularly well managed in Years 5 and 6 or work set at a sufficiently challenging level. In the best practice, teaching is lively and exciting with good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons make good progress.
16. The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging questioning at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work set. As a result, most pupils make good progress in their learning of mathematical skills and concepts.

17. The high proportions of good and very good teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a good Year 3 literacy lesson where pupils were initially required to remember the sequence of events in the story 'Stranded' by Andrew Collett. The teacher's short, sharp questioning not only motivated her pupils but also quickly reminded them of the content of the story. During this time also, the teacher introduced the objective of the lesson to her pupils so all were left in no doubt as to what was going to be required of them. The good discussion continued as the main focus of the lesson was developed. Pupils' thoughts were focused on two of the story's characters and the feeling of fear they experienced in the story. Pupils were asked to recall incidents in the plot that showed the two characters' feelings. A graph was constructed showing the levels of fear and the number of incidents when this happened. This good strategy was particularly helpful for pupils with special educational needs who were able to see pictorially just what the teacher was asking them to identify. The teacher's good level of questioning meant the lesson proceeded at a brisk pace and pupils made good progress in their learning regarding collecting evidence from the text about the characters' feelings.
18. Such good lessons are well structured, proceed at a brisk pace and the work set is well matched to pupils' prior attainment levels. This was particularly noticeable in a very good Year 2 mathematics lesson, where following a brisk, 'quick fire' mental arithmetic session on place value in hundreds, tens and units, pupils were introduced to the main activity of identifying right angles. Following clear, concise teaching and demonstration of the properties of a right angle, the pupils were divided into three groups based on their prior attainment levels. The higher attaining group worked on their commercially published mathematics book on tasks related to right angles. The average ability group worked in pairs playing a 'right angle' game whilst the least able group, most ably supported by the classroom assistant, explored the location of right angles within the classroom. All pupils had plastic right angle triangles to use to check whether the angle they had identified was in fact a right angle or not. The lesson finished with a very good plenary session in which pupils explained to others just what they had been doing. This served to reinforce their learning about right angles. As a result of this very good teaching, all pupils made very good progress in the development of their knowledge of the properties of right angles. A notable feature of this, and many other lessons, was the very good support that both pupils and teachers receive from the classroom support assistants. They make a most effective contribution in many lessons and, as a result, the quality of pupils' learning is greatly enhanced.
19. Other characteristics of good lessons are where teachers manage their pupils well, expecting and getting good behaviour as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a good Year 1 literacy lesson where the story 'Pirate Adventure' was used well as a resource to enhance pupils' learning of the sequencing of events in a story. Pupils were very well managed and behaved particularly well as a number of Foundation Stage pupils were in the same class, having only recently started at the school. The teacher and her assistants most ably managed all groups of pupils and ensured that all, whatever their prior levels of ability, made good progress during the course of the lesson.
20. Where teaching is less successful or unsatisfactory, lessons are not so well managed. In addition, the pace of the lesson is slow and the work given to pupils is not well matched to their prior attainment levels. This was most evident in a Year 6 science lesson where an overlong introduction and over complicated use of resources meant

that pupils had to wait a considerable time before getting on with the main activity. When this happened, the task, to construct a simple electrical circuit, was far too easy for most pupils in the class. Whilst pupils did not become disruptive, many were not challenged by the task and, as a result, little progress in their learning took place.

21. Teachers have a good knowledge and understanding of most of the subjects they teach. However, some teachers' knowledge of music, design and technology and information and communication technology is more limited. The school is well aware of this and in the case of information and communication technology, has taken good steps to address this with the co-ordinator for the subject leading his colleagues through a well-planned in-service training programme.
22. Teachers' planning of pupils' work is good and on most occasions identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required during the lesson. These are used well by teachers to enhance pupils' learning and the amount of progress they make.
23. The quality and use of day-to-day assessment are sound. Most teachers are skilled in using questions to check and challenge pupils' thinking and understanding and most are adept at asking good follow-up questions to pupils' initial responses. Good use is made of plenary sessions at the end of many lessons in order to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding. In subjects other than English and mathematics, teachers' recording of their pupils' attainments and the subsequent use of them to plan the next pieces of work for their pupils, is limited and, as a result, is unsatisfactory. Furthermore, the marking of pupils' work is variable, ranging from unsatisfactory, where work is poorly marked, to very good, where pupils are given a clear indication of how well they have done and what they need to do to continue to improve.
24. Pupils with special educational needs are fully integrated into classroom activities. They are given tasks appropriate to their learning needs. Where relevant, these relate directly to the pupils' good individual education plans. Teachers give good support to their learning needs and extra effective support is often given by learning support assistants. Teachers effectively monitor the progress made by special educational needs pupils. They are well supported in this by a good special educational needs co-ordinator. Very occasionally, in some classrooms, these pupils' needs are not sufficiently catered for. This is usually where there is insufficient recognition of some of these pupils' limited attention spans. Overall, these pupils are well taught and in the best cases, make good progress in lessons at a level commensurate with their prior attainment levels.
25. In a survey carried out prior to the inspection, a small group of parents were concerned about the work their children were required to do at home. The inspection team, however, feels that the work pupils are required to do at home is, in most cases, appropriate and related to work that is ongoing in classrooms. They also find that greater consistency in the giving of homework is required so that both pupils and parents are well aware of the school's requirements in this area.

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

26. Many of the weaknesses in the curriculum found at the previous inspection have been addressed and the strengths have been maintained. The quality and range of learning opportunities in the Reception year have improved greatly and the curriculum for the

Foundation Stage is now satisfactory. This was a major weakness in the previous report. The new Foundation Stage curriculum has been implemented and is continuing to be developed. Learning opportunities across the areas of learning for children of this age are broad and balanced except for physical development and aspects of creative development. Planning for the Foundation Stage is good, reflecting the areas of learning. Strengths are to be found in communication, language and literacy, for example with a good emphasis on learning opportunities that enhance skills in developing letter sounds for reading and early writing. In mathematics, the activities give particular support to the development of number recognition and calculation. Deficiencies remain in the outdoor curriculum. The lack of outdoor provision and resources means that children do not have sufficient opportunities for imaginative play outdoors or to use large equipment such as tricycles or 'push' and 'pull' toys. In particular, there are insufficient opportunities for children's physical development. In creative development, not enough emphasis is placed on developing opportunities for children to express their ideas through musical instruments.

27. The curriculum at both key stages is satisfactory, being broad, balanced and relevant. However, there are some important shortcomings. Physical education does not comply with statutory requirements because gymnastics and swimming are not being taught. However, there are good reasons why this is so. There is no school hall or appropriate resources for gymnastics to be taught. The distance to the nearest swimming baths, excessive time taken out of the curriculum and costs incurred in order to provide swimming means that this can no longer be sustained. These shortcomings seriously restrict pupils' learning in physical education. However, the school is optimistic that the new pool, due to open shortly in the locality, will enable swimming to be reinstated before the end of this term for the oldest pupils.
28. In other subjects, the curriculum provides opportunities for all pupils to learn effectively, although small classrooms and the limited space available does limit some aspects of investigative work, for example, in mathematics and science. The curriculum for religious education meets the requirements set out in the locally agreed syllabus. A review of time allocation means that subject time allocation is now balanced with English, mathematics and science receiving full attention and there is sufficient time for other subjects to be covered satisfactorily through an appropriate two year rolling programme. Schemes of work are in place for each subject of the National Curriculum except music, following the new national guidance in areas other than literacy, numeracy and religious education. Policies and schemes of work provide sound guidance to help teachers with their planning. Long-, medium- and short-term planning is good. Teachers follow a similar format and planning is carefully matched to national guidelines. However, there is no planning evident for music, which is unsatisfactory. The planning provided by the visiting specialist who takes each class for one lesson is insufficient, lacking the detail of exactly what pupils will be required to learn and close attention to the Programmes of Study. There is effective use of modern technology to support pupils' learning in many areas of the curriculum; for example it was used effectively in religious education when Year 2 pupils sent e-mails to find out more about Hinduism. Equality of access and opportunities for all pupils are good and reflect the aims of the school.
29. The school has successfully implemented the National Literacy and Numeracy Strategies and this has led to a more balanced curriculum. Planning for the literacy hour is satisfactory overall. Planning for numeracy is good. Skills and concepts learned in literacy and numeracy are built upon effectively through the links made with other subjects of the curriculum.

30. A programme for personal, social and health education is in place which includes provision for 'circle time' in all classes. Sex and drugs education is taught effectively through science and personal, social and health education provision. This includes a 'health week' during the summer term when the school nurse is involved and health issues, including sex education for the oldest pupils, are addressed across the school.
31. The provision for pupils with special educational needs is good. Clear procedures are in place and the Code of Practice on identification and assessment of pupils is closely followed. Pupils have full access to all the school's activities. Overall, planning in the school is good and this means that pupils' needs are met well in most lessons. Individual education plans are completed for those pupils on Stage 2 and above of the register. The plans are well thought out and give clear guidance to all those who work with special educational needs pupils in order to help them plan appropriate activities, particularly in English and mathematics. In literacy and numeracy lessons, activities are planned for and taught to groups of similar prior attainment levels, with individual work set on occasions, thus meeting pupils' needs well. Planning is used effectively by teachers and support assistants who provide in-class support. Pupils with special educational needs make similar progress to other pupils in their class as a result. There are currently no statemented pupils.
32. The curriculum is enhanced through visits and the contribution of visitors to school. Most pupils in Years 5/6 attend a residential course which provides learning opportunities in environmental education and in outdoor adventurous activities, contributing well to pupils' personal development. Other visits include those to the Barbara Hepworth Sculpture Museum, the Tate Modern Gallery, local churches and the local environment. Visitors to the school include craftspersons such as a woodcarver, glassblower and illustrator, local residents and the minister. The school is well supported on occasions by the Women's Institute, for example in helping to make costumes for school performances. There have also been visiting theatre groups, puppet shows and visits to the Minack Open Air Theatre. These all make a valuable contribution to pupils' learning. There is not sufficient use made of visits and visitors to develop pupils' awareness of the rich diversity of multicultural Britain. Pupils do not, for example, visit places of worship other than Christian churches.
33. The school has good links with the local secondary school and other primary schools in the cluster. They share resources and work together for in-service training on occasions. They support each other well.
34. The school has good links with the community. The church provides a valuable resource for religious education and the minister leads assemblies on occasions. The school has helped in the revival of the St Erth Feast and plays a major role in the celebrations. Good support from parents, grandparents and members of the Women's Institute, as well as good links with outside agencies such as the police, coastguard, lifeguard and Royal National Lifeboat Institute, enrich opportunities for pupils' learning through their strong links with the school.
35. Provision for pupils' personal development is good overall. This ranges from very good social development and good moral development to satisfactory spiritual and cultural development.
36. Some opportunities for spiritual development in lessons are offered. For example, in a Year R/1 lesson, the teacher felt inspired to recount an anecdote to the class which

prompted genuine delight amongst some of the pupils. However, opportunities are missed on several occasions. Nevertheless, there is a general air of enthusiasm which permeates through the school, positively affecting pupils' sense of meaning in life, the degree of their self-esteem and the quality of relationships.

37. The provision for moral development in the school is good. The school has created a positive behaviour policy that balances the need for discipline and the need for support. This regulates personal behaviour, is consistently applied across the school and incorporates the active intervention of the headteacher. It is also appreciated by parents. In lessons, opportunities for moral development are pursued. For example, during a quick-response part of a Year 3/4 mathematics lesson, pupils were repeatedly asked, so that they could learn from the mistake, to own up to writing down an incorrect answer on their individual white-boards before rubbing them out and copying down the right answer. Older pupils readily accept without fuss the extra duty of certain responsibilities created by the size of the school, such as the cleaning up of the two classrooms used for lunches, in order to help the school prosper.
38. Provision for social development in the school is very good. This small school has a family atmosphere which fosters a sense of community. For example, the school has received pupils who have been excluded from other schools and yet has no record of exclusions of its own. One pupil reported to an inspector, without prompting, 'This school is so much nicer than my last school – I feel I know everybody!' Several pupils have either brothers or sisters, or both, in the school. Older pupils are expected to help younger pupils, especially new Reception class children, on such occasions as wet-play. In the playground, two Year 6 girls were seen happily leading a large group of Year R/1 pupils in the 'Farmer's Den', which had been entirely their own idea.
39. Provision for cultural development is satisfactory. The school has good links with the local culture but weaker links with the multicultural diversity of the broader society. The intake of the school being all white and the geographical location of the school being some distance from the more cosmopolitan areas of the British Isles means that opportunities for multicultural experience are necessarily limited. However, the school makes considerable efforts to build in such opportunities to the curriculum. For example, in a Year 5/6 English lesson, the writing exercise revolved around an Indian family and incorporated several Indian words such as 'dhoti' for an Indian garment, which were explained to pupils. Pupils are therefore aware of cultural variety. The school plays an increasingly important part in the life of the local community. For example, the school has been a principal player in the revival of the St Erth Feast Day by demonstrating a willingness to be involved in organising and participating in the event, especially with the musical parade. There are close links with the local Women's Institute, the Methodist church and the Parish. The annual Sports Day is open to the community and incorporates a Pasty Lunch and Cornish Cream Teas. These events reinforce the sense of community that permeates the school and offers pupils encouragement to take an active part in society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes good care of its pupils. All pupils are encouraged to behave well by a simple and straightforward policy. This is consistently applied and thoroughly understood by all members of staff. This approach is further supported by class rules displayed in every class. Similarly, procedures for monitoring and eliminating oppressive behaviour are good. Staff are supported by the headteacher who takes a pro-active role with the pupils concerned. Procedures for child protection are well known by all staff. The monitoring of settling in for new pupils is well practised and outcomes are relayed to parents in the school report.

41. There are good procedures for monitoring attendance which are straightforward. The school has targeted punctuality and developed good communication with parents and guardians. This has been largely responsible for reducing the numbers of pupils arriving late. The headteacher backs up day-to-day monitoring by teachers and has good links to the Education Welfare Officer. However, there is no provision to promote higher levels of attendance.
42. First Aid, child protection and health and safety procedures are up-to-date and well known by staff. All incidents are recorded. Procedures for moving around the school are well thought through and safe. All staff are aware of safe classroom practice. In the playground, routines for going into school are well practised and secure. The downstairs disabled toilets are suitably used as an ad-hoc injury room and all staff make good use of a well-established walkie-talkie system to relay important messages from playground to classroom or staffroom. The school is kept secure with self-locking doors and a buzzer-entry system. There is no caretaker but the school is clean and the fabric of the school is regularly monitored by staff and governors. Minor repairs are carried out by staff or a local handyman.
43. The systems for assessing children's work and progress in the Foundation Stage are good overall and have improved greatly since the previous inspection. The school's procedures for early identification of pupils with special educational needs enable such children to be targeted at an early stage. Regular observations of all pupils are undertaken by staff and carefully recorded. The procedures for assessing pupils' attainment and progress are satisfactory due to the arrangements in place for English, mathematics and science. There is good use made of testing, such as regular reading tests. Assessment procedures for other subjects of the curriculum have not been developed. This is unsatisfactory. Pupils are assessed on entry to the Reception year using the local authority's early assessment procedures. In addition to the National Curriculum tests in English and mathematics and teacher assessments in these subjects and science at the end of Key Stage 1, pupils are assessed at the end of years 3, 4 and 5 in English and mathematics using optional national tests. Pupils are tested in reading yearly. In some cases, systems are recent and have not had time to be fully embedded, such as the monitoring system introduced by the headteacher.
44. The use of assessment information to help teachers plan the next work for their pupils is unsatisfactory. Although some analysis of information, including National Curriculum test data is undertaken, which enables the school to compare the performance of boys and girls, the use of information is not consistent. An example of this is the way in which the school uses additional literacy support for the lower attaining pupils rather than pupils targeted as needing help from the test results.
45. The headteacher is aware that the use of assessment information to plan the curriculum is at an early stage of development in most subjects as is the development of target-setting from such information. There are no portfolios of assessed work to guide teacher assessment. The marking of pupils' work is a weakness as often it is superficial and this is not helpful, particularly for older pupils seeking to improve their work. There is little evidence of pupils' involvement in self-assessment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents expressed positive views about the school when responding to the questionnaire and at the parents' meeting. At the latter, parents were appreciative of the 'hands on approach' of the headteacher and in particular his presence in the playground at the beginning and end of the school day. They also appreciated the enthusiastic and

approachable teachers and the 'caring family atmosphere' of a school at the centre of the community. Inspectors support these views.

47. The school has effective links with parents and provides good quality information for them. Parents are given clear details about school issues and events by the headteacher's weekly newsletters that are simple and brief. Parents know to expect a weekly letter and due to this frequency, know they will be immediately relevant. Home-school diaries offer a useful channel of communication between parents and staff although these are mainly used for reading comments for younger pupils. Reports for parents are satisfactory. They cover what has been learned in good detail but at Key Stage 2, lack sufficient information on what the pupil has to do to continue to improve. Twice yearly parents' evenings are well attended and the school makes considerable efforts to contact those parents who can not attend. The school operates a very effective open-door policy. Parent governors have been making an increasingly important contribution to the flow of communication between school and other parents.
48. The impact of parents' involvement on the work of the school is satisfactory. There is a small body of very committed parents who make a very effective contribution. They come in to school to hear readers and help with the organisation of resources to help make lessons more effective. These parents also help bond the school to the local community through their involvement in helping to organise the school's part in local events. There are a few grandparents coming into school which adds an extra dimension for pupils and offers the opportunity for the retelling of valuable experiences. There is no formal Parents' Association but school events, such as the Christmas Fair, are held and are well supported. The school encourages parents to contribute to their children's learning at school and at home through encouraging them to help their children make use of the local library. The school also encourages parents by preparing them for next term's areas of work at the end of the preceding term. A curriculum information evening has been held to coincide with the governors' annual meeting for parents. However, this was not well attended. The school has been preparing a parent questionnaire on how to encourage greater parental involvement. The annual Sports Day is becoming a popular community event.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The previous inspection report found the leadership and management of the headteacher and governors to be good. However, it also found that strategies for monitoring the work of the school were inadequate, the school's aims did not promote academic development and certain statutory requirements were not being met. Since that time, satisfactory progress has been made. Strategies to monitor the school's work have been introduced although further work remains to be done. The school's aims have been appropriately renewed and statutory requirements, identified as missing at that time, have been addressed where they can be. However, the lack of a school hall still means that facilities for gymnastics are still inadequate and, with the additional factor that the pupils do not partake in swimming, means that the requirements of the full National Curriculum for physical education are not being met. As a result, governors are not fulfilling their statutory requirements in this area.
50. The school continues to be well led by the headteacher, indeed a high proportion of those parents who responded to the questionnaire about the school felt that the school was well led and managed. This good quality leadership and management has a positive effect on many aspects of school life. The headteacher provides good leadership and has a clear understanding of the strengths and weaknesses of the school. He works closely with his governors and members of staff to continue to raise

standards, improve the quality of teaching and give the school a clear purpose and direction. His clear vision for the future is evident in his determination to raise pupils' standards of attainment by focusing on several key strategies. For example, the need to continue to improve standards of numeracy by the successful implementation of the National Numeracy Strategy. In addition, he recognises the need to raise pupils' standards of writing, which was identified as an area of concern a year ago, and which has now been built into the school's development plan as a major priority. The good school development plan also identifies areas for development notably related to raising standards, developing an effective monitoring system in order to improve the quality of teaching and to continue to train staff and develop resources related to information and communication technology. It is a good plan in which costs and success criteria are clearly identified.

51. The staff are well supported by an able and caring headteacher who recognises the importance of developing a strong team identity. Under his leadership, teachers and support staff work together effectively.
52. The aims of the school, reviewed most recently in September 2000, are good, clearly defined and reflect a commitment to pupils attaining high academic standards and the development of a positive ethos where there are harmonious working relationships between staff and pupils. The aims of the school have underpinned much of its work and life. On occasions, however, they are not always reflected in practice. For example, the lack of a whole-school consistency in the marking of pupils' work and their standards of presentation means that the practice in these two areas is variable, ranging from good in some classes to unsatisfactory in others. As a result, the highest possible pupil standards are not, in some classes, being attained. Within school, all pupils are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in its aim of providing an atmosphere that helps pupils develop self-confidence and increase their self-esteem.
53. The governors, even though many are relatively new, have a sound understanding of the strengths and weaknesses of the school. A major factor underpinning governing body decisions is the provision of the best quality education for pupils and the need to raise educational standards. An appropriate structure of committees has been established to utilise governors' skills. There is a commitment to self-improvement and training, both as a whole governing body and through attendance at local authority courses. Governors' understanding of the community that the school serves is good and they are therefore well placed to act as a critical friend to the headteacher. They have raised their awareness of the school curriculum and teaching by making classroom visits on a regular basis. A good working relationship is developing between the governors and headteacher and accountability and financial monitoring roles are effective. However, they are not yet fully involved in shaping the school development plan or in evaluating the progress the school makes towards achieving its targets. Governors understand their strategic responsibilities but this aspect of their role is underdeveloped.
54. To assist its basic aim of raising standards, the school has collected a good range of data to enable it to monitor pupils' progress. The analysis is well managed by the headteacher who can provide detailed information on every year group of pupils in the school. The information is beginning to be used to provide realistic and challenging targets for the school, particularly in English and mathematics. This now needs to be extended in order to provide similarly realistic and challenging targets for individual pupils.
55. There are some structures and procedures in place to monitor standards and provision.

Overall, these procedures are satisfactory. The headteacher monitors teaching in classrooms and he also monitors pupils' learning by scrutinising teachers' planning and, on occasions, pupils' work in books. Members of the governing body also monitor work in the classroom. However, there is no structured plan to monitor the ongoing development of the school, where curriculum, teaching and other aspects of school life are regularly monitored over a two or three year period. In addition, the role of the subject co-ordinator, helping and advising colleagues as the need arises, needs to be reviewed. Greater clarity of this role in relation to the role of the headteacher is also needed.

56. The special educational needs co-ordinator, who is also the headteacher, carries out his responsibilities effectively. He maintains an accurate register and ensures that all pupils' individual education plans are regularly reviewed. Staff are aware of their responsibilities and have received guidance on the national Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are used well to provide very effective learning support assistants and appropriate resources. These are used well in order to achieve the school's priorities for special educational needs. This ensures that pupils with special educational needs make at least satisfactory and often good progress given their prior attainment levels.
57. Financial planning is well linked to development planning and there is a careful systematic process of budget monitoring. The experienced school secretary and bursar have established sound procedures and provide a detailed analysis of the school's financial position. They work closely with the headteacher, chair of finance and governing body to monitor expenditure on a monthly basis. Spending is targeted effectively. For instance, the priority given to the establishment of a fourth class is a structure well matched to the needs of pupils and the curriculum. All issues raised in the most recent auditor's report have been dealt with. The school makes good use of specific funds. The budgets are allocated well, for example for pupils with special educational needs. The governing body is aware of the principles of best value and the need to consult widely when considering major spending decisions.
58. The use of information and communication technology by management and teaching staff is good. School policies and information to parents are word processed and of a good standard. School budget administration is computerised. All teaching staff have received various levels of school-based information and communication technology training which is to continue later in the year. Lap top computers have been purchased to assist staff in the development of their information and communication technology skills.
59. The school has a generous number of teachers and has recruited more support staff than is usual. This investment represents good value for money because they make a positive contribution to the quality of teaching and learning. As a result, pupils, particularly in the Foundation Stage, Key Stage 1 and Years 3 and 4, learn well and make good progress. Teachers are appropriately qualified to teach the National Curriculum, religious education and children in the Foundation Stage. Teachers' own knowledge and understanding of the subject they teach are satisfactory, although in some subject areas such as music, information and communication technology and design and technology, further training will enable the curriculum expectations to be fully met. There is a staff spirit of teamwork and the ability and commitment amongst the staff to improve pupils' standards. A system of performance management has been introduced into the school and a good policy is in place for this area of the school's work.

60. The school's accommodation is barely adequate. The lack of a school hall means that pupils' progress and standards in the gymnastics element of physical education are severely hampered. Furthermore, two of the classrooms are particularly small and considerably restrict pupils' learning in the practical and investigative aspects of science and mathematics as well as restricting the practical subjects of art and design and design and technology. Although the school has considerable grounds, the lack of a secure outdoor play area, with appropriate resources, for children in the Foundation Stage means that aspects of their physical development are limited and this is unsatisfactory. Learning resources overall are satisfactory. In some subjects such as mathematics, they are good, whilst in others such as music, they are unsatisfactory. The quality of displays, evident in many areas of the school, significantly enhances pupils' learning environment.
61. Inspection evidence confirms that pupils receive a sound education at the school and that they make satisfactory progress overall with good progress being made in some areas. The quality of teaching is satisfactory overall and is good in the lower part of the school. The leadership and management provided by the headteacher are good. An effective working relationship exists between the governing body, headteacher, parents and the wider community. The school has above average income and provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority should:-
1. Raise pupils' standards in writing throughout the school by:
 - a. improving the quality of pupils' writing as well as the amount and range of work pupils are expected to produce;
 - b. improving pupils' spelling;
 - c. improving the standards of pupils' handwriting and presentation skills;
 - d. developing further their research and study skills. (Paragraphs 2, 4, 5, 6, 7, 50, 76, 79)
 2. Raise pupils' standards in music as well as the amount of progress they make in this subject in Key Stage 2 by:
 - a. developing a scheme of work for the subject in order to guarantee a planned progression in pupils' learning throughout their time at school;
 - b. developing a system of weekly plans that outline the knowledge and skills pupils will be required to learn on a short-term basis;
 - c. introducing a system to assess and record pupils' progress in the subject;
 - d. providing in-service training for teachers in order to raise their levels of knowledge and expertise. (Paragraphs 6, 7, 28, 60, 132, 133, 137, 138)
 3. Develop the current systems used to assess and record pupils' progress, particularly in subjects other than English and mathematics, by:
 - a. indicating more clearly the levels of attainment being reached by pupils at a particular point in time;
 - b. improving the quality and consistency of the marking of pupils' work so that it gives them a clear indication of what they need to do to continue to improve;

- c. making use of the assessment carried out in order to set pupils' targets and to enable teachers to plan more accurately the next work they want their pupils to do. (Paragraphs 23, 43, 44, 45, 50, 52, 81, 98, 105, 111, 118, 124, 131, 138, 143, 150)
4. Review the current approach to the monitoring of pupils' work and the quality of teaching by:
 - a. developing a more structured approach to enable subject co-ordinators to be able to check the rate of pupils' learning in their subject and to provide support for other teachers;
 - b. reviewing the roles and responsibilities of the school's senior managers with regard to the monitoring of teaching and other aspects of school life. (Paragraphs 49, 50, 53, 55, 81, 91, 98, 105, 111, 118, 124, 131, 138, 143, 150)

In addition to the issues above, the following should be considered for inclusion in the action plan:-

- ◆ Seeking a solution to the problems associated with the teaching of gymnastics and swimming in order to fulfil the governors' statutory responsibilities regarding the curriculum. (Paragraphs 7, 27, 49, 60, 139, 140)
- ◆ To seek ways to promote improvement in attendance levels. (Paragraphs 13, 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	33	51	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	8
	Girls	2	2	3
	Total	9	7	11
Percentage of pupils at NC level 2 or above	School	82 (94)	64 (63)	100 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	2	3	2
	Total	9	11	10
Percentage of pupils at NC level 2 or above	School	82 (81)	100 (94)	91 (50)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	7	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	6
	Girls	7	6	7
	Total	10	8	13
Percentage of pupils at NC level 4 or above	School	71 (27)	57 (20)	93 (40)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	4
	Girls	6	6	6
	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	64 (27)	57 (53)	71 (53)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	90
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	16.9
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	95

Financial information

Financial year	1999/2000
	£
Total income	185,172
Total expenditure	191,572
Expenditure per pupil	2,038
Balance brought forward from previous year	29,169
Balance carried forward to next year	23,169

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	25	13	0	0
My child is making good progress in school.	46	52	2	0	0
Behaviour in the school is good.	44	50	4	0	2
My child gets the right amount of work to do at home.	27	65	4	4	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	50	40	6	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	14	13	0	0
The school expects my child to work hard and achieve his or her best.	61	35	2	0	2
The school works closely with parents.	46	42	8	4	0
The school is well led and managed.	71	25	0	2	2
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	37	48	11	0	4

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

63. The poor provision made for the youngest children in the Reception class seen during the previous inspection has improved in a number of ways. Provision is now satisfactory in most respects, with planning accurately matched to the Early Learning Goals for children in the Foundation Stage. An appropriate early assessment system is used effectively to group children and aid planning. Adult helpers are better informed about learning objectives and the Early Learning Goals to be achieved. They continue to give good support and have a marked effect on improving pupils' educational provision. Opportunities for gross motor development remain limited. The lack of a school hall and absence of any outdoor or indoor resources for the youngest children adversely affects progress in the physical area of development. Some aspects of creative development are neglected although improvements have been made in the structuring of imaginative play.
64. Children are admitted to the Reception class in the term in which they are five. They settle quickly into school having had some opportunity to visit prior to starting school. Early assessment information using the local authority's baseline screening indicates that children's skills and knowledge vary widely. Early indications for children who began school the day before the start of the inspection show that there are fewer higher attainers and many have below average skills and knowledge on entry compared to children in other primary schools. Most children have not had any previous experience of nursery or playgroup. In the present mixed Reception/Year 1 class, there are eleven children in the Reception year, nine of whom have been in school for just one day. At the time of the inspection, eight children were under the age of five. Good support for the younger children is provided by the teacher, nursery nurse and additional classroom assistant, as well as voluntary support from parents and a grandparent. This helps children to settle and is one of the reasons why children make satisfactory progress in most areas of learning. In spite of the satisfactory progress, most children are unlikely to achieve the Early Learning Goals because of the short time, one term, they will spend in the Reception class.
65. Teaching is satisfactory and sometimes good, leading to satisfactory progress being made by pupils towards attaining the Early Learning Goals. Weaknesses in the curriculum are the provision for physical development and aspects of the creative areas of learning, for example music. Staff have a sound understanding of the Early Learning Goals. Planning is now effective providing appropriate experiences. Personal and social skills are well promoted. The adults provide a good role model for children to follow. In spite of the very short time in school, most children are happy, settle quickly to activities and are beginning to respond to the routines in school.

Personal, social and emotional development

66. The teaching ensures that children quickly become familiar with school and classroom routines. They make good progress in this area of learning. They are confident when using equipment and facilities such as the 'café' area and role-play clothes. They are learning to share and take turns. Those children who have been in the Reception for longer, do this well and show a good level of independence, for example when tidying resources or changing for dance. Children behave well and show respect for the equipment, including handling books carefully. New arrivals are not yet confident when speaking to visitors or others in the class.

Communication, language and literacy

67. By the time children leave the Reception class, most are unlikely to have achieved the expected levels in this area. However, those who have experienced the full year in Reception are likely to attain the Early Learning Goals and the highest attainer will exceed these. The older children in the Foundation Stage confidently engage in conversation. For example, one boy explained about visiting a grand prix and his intentions to get the autographs of famous people like David Coulthard. He spoke fluently and imaginatively. However, the recent arrivals in school lack such confidence. Children listen carefully to stories, although they take time to settle. Adults work hard and effectively to establish early routines of listening to the teacher, putting up hands in order to speak, and children are quick to answer to the well-framed question. They respond enthusiastically to the story of 'Sonny's Wonderful Wellies' and are able to retell the story confidently. Those children who have been in school all year have begun to read and the able reader is confident and fluent. The majority can recognise initial letters and sounds and can write their names. The oldest children in the Foundation Stage perform these skills well, knowing most of their letter sounds and a good number of words. Books are taken home regularly and parents contribute to the home/school reading diary. Satisfactory progress is made in learning to write. Currently, most are copying under the teacher's writing and letter formation and size has improved steadily for children who have been in school for the full year. Higher attaining pupils are encouraged to write independently and most do so, showing good pencil control.

Mathematical development

68. By the end of the Reception year, most children are unlikely to achieve the expected levels, although a minority will achieve and even exceed the Early Learning Goals. The new children are learning to count and many count to ten confidently. They use mathematical language such as 'first', 'second' and 'third' when using construction kits and train sets or sorting objects. They have some understanding of before and after, and higher attainers give the next number after or before. Lower attainers are working to learn numbers one to five, but have limited understanding. For example, when using a magnetic fishing game, one boy is unable to count the three fish he has caught. He quickly loses interest and moves on to something else. However, progress in learning is satisfactory due to the good level of support provided by all adults, including voluntary helpers working with small groups and at times individual children, ensuring appropriate activities and keeping them motivated and actively engaged. Older children know the days of the week. They construct repeat patterns and print patterns of two colours and understand mathematical language such as 'long/longer', 'short/shorter'. They recognise basic shapes such as square, rectangle, circle and triangle and are beginning to record their addition of numbers, although numbers are sometimes reversed.

Knowledge and understanding of the world

69. Although children make satisfactory progress, many are unlikely to achieve the levels expected of children at the end of the Foundation Stage. However, the teaching provides a broad range of interesting experiences. For example, in a lesson about family trees, most children understood they were a year older when they had a birthday each year. They were unsure how to tell which adults were older, suggesting 'because you're taller/shorter'. The oldest children knew that grandparents were older than parents and have some understanding of the language of time, 'before', 'after', 'now', developing their understanding of the passage of time. Children develop early geographical skills as they walk about the school grounds, learning about features of their local environment.

They know that plants and trees are living but stones are not and make simple suggestions for caring for the environment. Children are learning to control the mouse and develop early keyboard awareness in order to write their name using the computer.

70. They compare old toys with new and make simple drawings of these such as 'old bear'. Children learn about simple life cycles, planting sunflower seeds and observing changes taking place. Older children know plants need water, soil and light to grow. They explore the senses, talking about how things feel and taste, looking at objects, drawing carefully and listening to different sounds. Good use is made of visits and visitors. For example, the policeman, blacksmith, builder and woodcarver have visited the class at various times. Children have visited the local toyshop when comparing old and new toys. They visit their local church and theatre, the riverbank and park and enjoy making puppets when a puppet workshop is held in school. All of these contribute effectively to pupils' knowledge and understanding of the world.

Physical development

71. Most children show appropriate control over their bodies, but the short time in the Reception class for most children, together with the lack of opportunity to use climbing apparatus and other equipment for gross motor development, means that very few children will achieve the expected level by the end of the Foundation Stage. They know how to get changed for physical development and do so without fuss. They use the very limited space available confidently in dance lessons, for example in one lesson, they moved like different animals, creeping like cats, prowling like a lion and stomping and swaying like elephants. They showed increasing control as they practised these movements and the teacher used the opportunity effectively to extend literacy skills by introducing the children to the vocabulary of their movement. They listen and respond to instructions in most cases, and the oldest children do this well. The teacher has appropriate expectations and identified examples of good practice to demonstrate to the class. This helps other children to improve their performance. A good range of activities is provided to help children develop skills when cutting and sticking, modelling, painting and writing. These skills are developing satisfactorily, but most children will not achieve the expected level before they join Year 1. Older children are likely to achieve the expected levels.

Creative development

72. Most pupils are unlikely to achieve the Early Learning Goal by the end of the Foundation Stage, particularly in their ability to express ideas through the use of musical instruments, a weakness identified at the time of the last inspection. Currently, the planning for music within this area is unsatisfactory. There are too few opportunities for children to explore instruments and to express themselves creatively through a wide range of musical activities. In other aspects of creative development, the children are provided with a wide range of experiences which interest them such as painting, drawing, exploring sand, water and malleable materials, and as a result, children make satisfactory gains in learning. They make simple puppets and draw sculptures from observation following a visit to the Barbara Hepworth Museum. They explore changes in materials, weave with wool and paper, print patterns and use fruits and vegetables to dye paper. Following a visit from the local woodcarver and the visit to the sculpture museum, children worked together to create a class sculpture from natural materials. They explained colour and texture in this work and gained a rich experience watching a craftsman at work. With the exception of the unsatisfactory music, children make satisfactory progress in other aspects of creative development because planning provides appropriate experiences and this, together with the good level of support, helps

pupils to achieve successfully.

73. Whilst classroom accommodation is adequate, shortcomings in terms of access to good quality outdoor provision and a school hall inhibits progress children make. There is a satisfactory range of resources, including books, to enable an appropriate curriculum to be delivered.

ENGLISH

74. Pupils' performance in the end of Key Stage 2 National Curriculum tests in 2000 was below the national average, although when compared to schools with pupils from similar backgrounds it was average. The percentage of pupils reaching the level expected of most eleven-year-olds was below the national average and at the higher level was well below the national average. Standards in 2000 were lower than at the previous inspection when they were similar to the national average. Factors possibly contributing to these standards include a high level of movement in and out of the school in Key Stage 2, together with a higher proportion of pupils with special educational needs, particularly in Years 5 and 6. Trends over time show that reading standards are about the same, but standards in writing have deteriorated. Girls outperform boys in English tests in both reading and writing.
75. In the end of Key Stage 1 tests in 2000, pupils' performance in reading was below the national. At the higher level, pupils' performance was below the national average. In writing, pupils' performance was very low compared with the national average at the expected level for seven-year-olds and below the national average at the higher level. When compared to similar schools, pupils' performance was below average and very low in writing. There is no significant difference in writing between boys and girls, but girls outperform boys in reading at Key Stage 1 in tests.
76. Inspection findings show that the standards achieved by the pupils currently in Year 6 are below average in reading and writing, but average in speaking and listening. In Year 2, standards are average in reading and speaking and listening, but below average in writing. The improving standards in Key Stage 1, and the lower class of Key Stage 2, are due largely to the better teaching and improved provision for children in the Foundation Stage. It is also due to the successful implementation of the literacy strategy, good support pupils receive from classroom assistants and voluntary help, as well as improved planning. Nevertheless, these standards are not high enough, particularly in writing which is the main area of weakness in the school. This is a concern as writing was also identified as the weaker area in the previous inspection. In Years 5 and 6, expectations are not high enough, particularly for the oldest pupils who do not always produce enough writing or write for a sufficiently wide range of purposes. Although teaching is satisfactory, it is rarely sufficiently demanding to challenge higher attaining pupils. Marking is inconsistent and does not help pupils to improve their work.
77. When pupils start in Year 1, many will not have reached the standards expected nationally due to limited time in the Foundation Stage. Pupils in Key Stage 1 make good progress in speaking, listening and reading and satisfactory progress in writing. In Key Stage 2, pupils make satisfactory progress. Pupils with special educational needs make similar progress to their peers because of the well targeted resources, intervention by support staff and the clearly identified targets set within individual education plans, which ensure that work is suitably matched to pupils' needs. Within the speaking and listening aspects of English, pupils in Key Stage 1 listen attentively to their teachers and to each other. Higher attaining pupils are articulate, offering clear explanations and responses to questions and speaking with clarity and awareness of

the listener. Most pupils are keen to respond to questions and engage in discussions. Teachers provide good opportunities for this through effective questioning. As a result, pupils gain confidence when speaking aloud to adults or to their peers. By the end of Key Stage 2, pupils have a satisfactory range of vocabulary but whilst they have the skills required in many cases to engage in more extended conversations, there are too few opportunities for them to do so. Too many pupils are passive in lessons because the teaching style does not promote enough pupil participation. Nevertheless, pupils in Key Stage 2 make satisfactory progress in these skills of speaking and listening.

78. In reading, higher attaining pupils at the end of Key Stage 1 read with fluency and expression. They have a good understanding of their reading and make effective use of punctuation to make sense of what they read. They are able to predict what might happen next and discuss their reading articulately. Average readers lack expression and fluency, but make satisfactory use of phonic skills to help build unknown words. Lower attaining readers are hesitant and require considerable support from adults to help them use phonic clues. By the end of the key stage, most pupils understand terms such as 'author' and 'illustrator'. Pupils read regularly to their teachers and to other adults as well as in groups and as a class in literacy hours. Books are taken home daily and some parents comment in the home/school diary. Teachers maintain their own reading records, but these are of limited use. By the end of Key Stage 2, higher attaining readers read fluently and with good expression and understanding of what they read. They read regularly at home and enjoy reading. They are able to discuss character and plot. Some lower attaining pupils do not enjoy reading. Skills of inference and deduction are lacking except amongst the more able readers. A significant proportion of average and lower attaining pupils have weak skills in reading comprehension, work-building skills are poor and reading is hesitant. They do not always understand what they have read. Some struggle to read the shared text in literacy hours. Most pupils know how to use dictionaries. Few pupils belong to a public library, although all borrow from the school library. Few pupils select non-fiction books and research and personal study skills are not developed sufficiently.
79. At the end of both key stages, pupils' attainment in writing is below the standards of most seven- and eleven-year-olds. Most pupils at the end of Key Stage 1 write for a reasonable range of purposes including stories, poetry, character profiles and simple book reviews. Writing is often a series of linked sentences with simple punctuation used with reasonable accuracy, but is rarely extended and often pupils do not write enough. Weaknesses in spelling hinder writing progress for some pupils and limit their choice of more interesting vocabulary. Higher attaining pupils express their ideas clearly and attempt to spell more complex vocabulary and write at the expected length. Most pupils' handwriting is legible but often untidy with hesitant attempts to join. Letter formation is often uneven except for the work of higher attaining pupils. By the end of Key Stage 2, few pupils write at length and in lessons, many do not write enough in the time allowed. The range and purpose for writing are fairly limited. Weaknesses remain in spelling skills for a significant proportion of pupils. Skills in punctuation are extended and include speech marks and question marks with some use of paragraphs by higher attaining pupils. There are weaknesses in handwriting and presentation skills for a significant number of pupils, with many still not joining their letters. Evidence of extended writing in other areas of the curriculum is limited.
80. The quality of teaching is satisfactory overall, but is better in Year 2 and in Years 3 and 4. No unsatisfactory teaching was observed but the quality of teaching in Years 5 and 6 is not as good as elsewhere. In the good teaching, teachers have secure subject knowledge and are clear about what it is they want pupils to learn. As a result, pupils know what is expected and respond accordingly. Skilful intervention by teachers and

support staff helps to move learning on well. In a good Year 3/4 lesson, for example, following a brisk introduction to the story 'stranded' in which learning objectives were shared with pupils, the teacher focused on the feelings of characters in the story and pupils referred to the text to justify their answers. Pupils completed a graph to show levels of fear and the number of different incidents in the plot. Pupils were well motivated by the introduction and good links were made to mathematics in this lesson. In a follow-on lesson, pupils wrote an account in the first person of a shark attack. Higher attainers wrote enthusiastically but in this lesson the pace dipped because the introduction was too long and higher attainers had to wait to start their writing until all groups has been told what to do. Although pupils write in drafting books in some classes, skills in re-drafting work are not sufficiently developed and focus more on correcting spellings. Although work is marked regularly, the quality of marking is inconsistent. The best practice provides constructive comments, but there is little evidence of marking informing pupils about what they need to do to improve their work, or of any target setting for individual pupils.

81. The co-ordinator is providing sound management for the subject, but the role has not been developed to enable her to monitor work in books, standards attained or the progress being made. Although some monitoring of the literacy hour has been undertaken, this has been to check on the implementation of the strategy in the main. Assessment strategies are in place in English, but the use of assessment information to inform planning and set targets is at an early stage of development as is the tracking of individual pupil's progress.
82. Resources for English are satisfactory and enable the successful delivery of the literacy hour. The range and quality of books is adequate, given the small numbers in the school, with a reasonable provision of non-fiction material, although literature from other cultures is more limited. Library provision is adequate, but the nature of the area means that its use for private study and research is restricted. Pupils' skills in the use of the library are weak in Key Stage 1. Older pupils in Key Stage 2 understand how to locate books using the cataloguing system. Information and communication technology is used well to support pupils' learning in English.
83. Learning is also enhanced by the good use of visits and visitors to the school, such as the school visit to the Minack Open Air Theatre and the puppet workshop held in school. The school drama club makes an effective contribution to the curriculum.

MATHEMATICS

84. The Year 2000 National Curriculum test results for eleven-year-olds show that the proportion of pupils that both attain and exceed national standards is well below the proportion that do so nationally. When compared with results of schools with pupils from similar backgrounds, this school's results are below average. Trends over the last three years show that pupils' overall standards are rising in mathematics. Inspection findings show that whilst pupils' standards are still below average, the school has taken many steps in the attempt to raise standards. The most notable of these has been the successful introduction of the National Numeracy Strategy. Nevertheless, the standards of the current Year 6 are still low. This is largely due to the high proportion of pupils with special educational needs that are in that year group and also the fact that nearly half the year group, many of whom have special educational needs, have joined the school in the last three years. As a result of this disruption to their learning and the high special educational needs figure, a significant proportion of the Year 6 pupils are not attaining national standards in this subject. These two factors also cause the apparent fall in mathematics' standards since the last inspection when pupils' standards

were judged to be in line with national standards. At that time, the number of pupils with special educational needs was lower than it currently is.

85. National Curriculum test results in 2000 for seven-year-olds show that standards are again below national standards both in terms of the proportion of pupils attaining and exceeding the national standard. However, when this school's results are compared with the results of schools with pupils from similar backgrounds, they are about average. Trends over the last three years show that pupils' overall standards are steadily rising. Inspection findings show that pupils' standards are now in line with national standards and that a higher proportion have standards that exceed national standards than did so in 2000. This is a similar picture to the findings of the last inspection.
86. The rising standards in Key Stage 1 are due to several factors. Firstly, the introduction of the National Numeracy Strategy which has given considerable structure to the pupils' mathematics curriculum and secondly, the high proportion of good teaching that pupils in Key Stage 1 receive. Indeed, it is these two factors and the good quality teaching in particular, that enable all pupils, including those with special educational needs in Years 1 and 2, to make good progress in their learning. Consequently, by the age of seven, most pupils understand place value in sums up to 100 and in many pupils' cases, notably higher attaining pupils, beyond that. They know the difference between odd and even and, as was seen in discussions with them, are able to mentally calculate sums involving money and measurement. They can recognise common two- and three-dimensional shapes and know the number of sides each has. They are beginning to recognise right angles and are familiar with the construction of block graphs and pictograms, often presenting their work in this area by using a computer.
87. During their time in Key Stage 2, all pupils, including those with special educational needs, make satisfactory progress. However, within this overall pattern there are variations. Pupils make better progress in Years 3 and 4 where they receive a higher proportion of good teaching than they do in Years 5 and 6 where most of the teaching is of a satisfactory nature. As a result of this and the fact that a high proportion of pupils in Year 6 have special educational needs, pupils' standards are below average by the age of eleven. By that age, whilst many pupils have an understanding of place value up to 100 and can multiply and divide numbers by 10 or 100, many are not confident in this area. Similarly, their ability to calculate decimals and recognise the similarities between fractions and percentages is not at a level comparable with most eleven-year-olds. Their ability to find perimeters of shapes and calculate areas is also at a level below that expected nationally. They are competent in the use of databases and many are able to construct a database from collected information as well as analyse the results.
88. Right across the school, most pupils enjoy mathematics and have positive attitudes to the subject. The first session of many lessons begins with a sharp mental arithmetic session which quickly fires pupils' imagination and enthusiasm for the session. Pupils also enjoy the numerous mathematical games and activities organised for them. They willingly share apparatus and take turns fairly when playing the games. Much of this enjoyment and enthusiasm is the result of the good teaching that many pupils receive when their teachers, by their own enthusiasm, good organisation and ability to match the activities well to pupils' prior attainment levels, easily motivate their pupils' willingness to learn.
89. Where teaching is good, notably in Years 1 to 4, many of these factors are evident. In addition, work is well planned, lessons proceed at a brisk pace and much work is completed. Other adults in the class are knowledgeable and well organised to help

groups of pupils understand what is being taught. A particularly good example of high quality teaching was seen in a Year 2 lesson where pupils, following their successful lesson on right angles and directions, were being taught the concepts of position and locating positions. The teacher in the opening part of the lesson, by careful questioning, quickly helped her pupils recall what they had learnt in the previous lesson. Squared paper and counters were available for all pupils to be able to follow the teacher's instructions and find their way to various locations on the paper. The pupils, moving into a larger area outside the classroom, took turns to guide each other to various 'treasures' in the room. Work matched to pupils' prior attainment levels was then most appropriately set for each group. The lesson concluded with each group carefully recounting what they had found out. Much work was completed during the lesson and, as a result of good organisation, carefully structured work and the appropriate use of good quality resources, all pupils enjoyed the lesson and made good progress in their learning.

90. On occasions, this high quality of teaching is not maintained and, whilst lessons are not unsatisfactory, the pace of the lesson is not as brisk and the tasks not so well matched to pupils' prior attainment levels. As a result, pupils' attention is not so easily maintained and the amount of progress in learning that they make is not as great. In addition, whilst teachers assess their pupils' work, insufficient use is made of those assessments to plan the next work for pupils to do. Similarly, the quality of marking lacks consistency across the school. Where it is good, it clearly identifies for pupils, aspects of their work that they need to address in order to improve. More consistency is also needed in the giving of homework.
91. The National Numeracy Strategy forms the basis of the school's mathematics curriculum. This is now largely in place and helps to provide for a planned progression in pupils' learning. The subject is ably led by the mathematics co-ordinator who is also the headteacher. He rightly recognises the need to monitor more closely pupils' ongoing work as well as the quality of teaching they receive, in order to ensure that the highest possible standards are being attained. Mathematics' resources are good and often used well by teachers to support pupils' learning. Whilst the accommodation is satisfactory overall, two classrooms in particular are small and this adversely affects pupils' learning, particularly in the more practical and investigative aspects of the subject.

SCIENCE

92. The proportions of pupils both attaining and exceeding national standards in the 2000 National Curriculum tests are similar to the proportions that do so nationally. When compared with results of schools with pupils from similar backgrounds, this school's results are above average. These standards are similar to those found at the time of the previous inspection. An analysis of the school's results over the last three years shows that standards in science are rising overall. Inspection findings show that the standards being attained by the present Year 6 are below national standards and have fallen since last year. The main reasons for this are that in the current Year 6 there are a significantly higher proportion of pupils with special educational needs, approximately one third, than in last year's Year 6. In addition, nearly half the pupils in that year group have joined the school during the last three years, many of them arriving with special educational needs.
93. In 2000, teacher assessments show that the proportion of pupils attaining the national standards for seven-year-olds is similar to national proportions. However, the proportion exceeding the national standard is below the proportion that do so nationally.

Again, this is a similar picture to the last inspection's findings. Also, trends over the last three years indicate that pupils' standards are rising. Inspection findings show that whilst pupils' standards are in line with national standards, a higher proportion are likely to exceed national standards this year than did so last year.

94. The rising standards in Key Stage 1 are largely due to the high proportion of good teaching pupils receive in Years 1 and 2. This has a significant impact on the amount of progress in their learning that they make and, as a result, on the standards they attain. Good progress in learning is maintained by all groups of pupils, including those with special educational needs in both Year 1 and Year 2. In Year 1, pupils discover the properties of various materials, such as rubber, wood, plastic and glass. They experiment with these different materials to discover such things as whether they will bend, absorb water or break. They look at materials used to build houses and discover which are weatherproof. Pupils of this age also learn about the forces of 'pull' and 'push' and have a basic knowledge of the concept of friction. Much work is completed on growing and living things and they know that plants need water and light to grow. This is successfully built on in Year 2 so that by the age of seven, most pupils are able to predict the effect of friction in moving items such as plasticine and sponges. They understand the concept of germination and are able to carry out experiments in controlled circumstances to be able to note, over a period of time, the various growth patterns of seeds, which have been denied water or light. In their study of materials, they understand the concept of change, that by heating or cooling some materials change altogether. They heated chocolate to change it from a solid to a liquid and then cooled it again to see if became a solid. This good progress in pupils' learning over the two years ensures that most pupils attain national standards by the age of seven and that many exceed these.
95. During Key Stage 2, all pupils, including those with special educational needs, make satisfactory progress. There are, however, significant variations within this overall pattern. Better progress is made by pupils in Years 3 and 4 than in Years 5 and 6. This is largely the result of the better teaching pupils receive in Years 3 and 4, much of which is good, than in Years 5 and 6 where the teaching is satisfactory overall, but is unsatisfactory on some occasions. As a result of this and the fact that a high proportion of pupils in Year 6 have special educational needs, pupils' standards, by the age of eleven, are below national standards. By that age, higher attaining pupils have a good idea of the differences in the properties of various materials, are aware of solids, liquids and gases and can apply that knowledge to the water cycle. They understand the scientific terms of condensation and evaporation. Whilst pupils of average and below average attainment levels have covered similar work, their knowledge and understanding of these processes and concepts is less secure. A similar pattern is evident in the work covered on balanced diets and the experiments carried out on measuring pulse rates before and after various activities. Pupils in both key stages have positive attitudes to their learning in science. They talk well about the work they have done and how they look forward to experimental and investigative tasks. They work well together, taking turns and sharing apparatus. Well planned lessons, highly structured with work that challenges pupils' thinking, help to motivate and enthuse pupils and instil in them a keenness and willingness to learn.
96. Such enthusiasm was evident in a good Year 2 science lesson where pupils were quickly motivated by good teacher questioning which quickly helped them to recall the

previous lesson. A good discussion followed on the classification of food types into meat, fruit and dairy produce. Pupils were then organised into groups based on their prior attainment levels in order to classify various food types onto a Venn diagram. The lower attaining pupils were helped well by the learning support assistant. Pupils in all groups worked well in pairs helping each other with the classifications. The higher attaining pupils were well challenged by good questions from the class teacher about why particular foods were good for them. During the plenary session, pupils were keen to discuss and tell other groups just what they had found out. The good teaching in this lesson motivated pupils, ensured they made good progress in their learning and was typical of the overall good teaching found in Key Stage 1. In addition, the use of appropriate scientific vocabulary further enhanced pupils' literacy skills.

97. This good teaching continues in Key Stage 2 in Years 3 and 4 but is satisfactory in Years 5 and 6 and on occasions is unsatisfactory. Where teaching is unsatisfactory, pupils are insufficiently challenged by the work set, lessons are typified by overlong introductions and the pace of the lesson is too slow. This was seen in an unsatisfactory Year 6 lesson where pupils were asked to make simple electrical circuits following a lengthy introduction and explanation. Nearly all pupils were able to do this prior to the lesson and many became uninterested during the long opening session. In this lesson, too little work was completed and pupils' progress in their learning was unsatisfactory.
98. The school has an appropriate scheme of work in place, an improvement on the last inspection, but recognises that it needs to be amended to take into account work covered by pupils in other subjects. The science policy needs to be updated. Resources for the subject are adequate and in most cases are well used by teachers to support pupils' learning. Good links have also been established with the local secondary school and a 'science day' has been created for Years 5 and 6. This not only helps to reinforce their scientific knowledge but also gives them an insight into life in the next stage of their education. Information and communication technology is also used well to enhance pupils' scientific learning. The subject is well led by the headteacher who is also the science co-ordinator. He rightly recognises the need to monitor more closely the work pupils produce and the quality of teaching they receive. Also that systems to assess pupils' attainment and record their progress need to be further developed in order to enable teachers to more effectively plan the next work they want their pupils to do. The school's accommodation for science is barely adequate with two classrooms being particularly small and thus restricting the opportunities for experimental and investigative work. This has a detrimental impact on pupils' progress in this aspect of the subject.

ART AND DESIGN

99. Standards achieved in art and design during the previous inspection were judged to be in line with the nationally expected level for pupils of this age at the end of each key stage. Teaching was satisfactory and pupils made satisfactory progress.
100. During the inspection, only one lesson in a Year 3/4 class was observed due to timetabling arrangements. This observation, together with a scrutiny of planning and pupils' work and discussions with pupils shows that attainment at the end of Key Stage 1 is similar to the nationally expected level of seven-year-olds. It is below the nationally expected level at the end of Key Stage 2. This is largely a reflection of the high incidence of pupils' mobility, the high proportion of pupils identified as having special educational needs, the lack of detail in the scheme of work and limited staff expertise in the subject. Pupils in Key Stage 2 make satisfactory if uneven progress overall given their prior attainment levels.

101. Key Stage 1 pupils reach average standards overall and skill development is progressing well. Sketchbooks are used effectively as art diaries to record work and enable the teachers to assess progress. Pupils in Year 1 make accurate observational drawings of sculptures following a visit to the Barbara Hepworth Museum of sculpture and work well together on their class sculpture in natural materials. As part of their history topic, they make good drawings of old toys such as 'Old Bear'. Pupils make moving dragons using split pins, which also links with work in design and technology. They paint pictures of their choice and print repeat patterns, linking with mathematics. Pupils in Year 2 build on these skills of painting by further exploring pattern and printing, such as leaf prints. They mix shades of autumn colours and practise shading with paint and crayon. Good use is made of sketchbooks to practise their skills. Pupils have some opportunities in Key Stage 1 to explore the properties of clay and create collages from various materials, but these are limited, as is work with fabric.
102. In Key Stage 2, pupils use sketchbooks effectively to practise skills in observational drawing. This enables them to make progress in the use of line and form. In Years 3/4, they practise drawing features of the face and portraits. The use of sketchbooks to experiment and explore techniques is more limited. Skills in pattern and design are extended when pupils take rubbings of different textures such as bark and grid designs in the playground. They then group them according to their pattern and texture. Pupils enjoy investigating patterns by arranging coloured, shaped paper in a number of ways. In Years 5/6, pupils work hard to create interesting pencil drawings of still life arrangements, exploring shading techniques further. Although slab and coil clay pots are made, moulding skills are not systematically acquired and developed throughout the school. However, close links are made with design and technology as pupils plan and label their designs and evaluate the finished product. Skills in evaluating work are not well developed and few pupils are able to suggest ways to improve their work.
103. There is limited use made of computers in art and design and also limited evidence of investigation and response to the work of artists and craftspeople.
104. Inspection findings indicate that teaching is satisfactory in both key stages and from the progress made by some pupils in Key Stage 1, teaching is often good. Pupils enjoy art and design because they are well motivated by the tasks set in most cases. The support given by classroom assistants and voluntary helpers enables them to achieve the tasks they are set. In the best practise, work is carefully planned and teachers use their expertise to help pupils to develop skills and produce work of a good standard. They have good subject knowledge and this enables them to provide activities which challenge all pupils and allow pupils to be creative in expressing their own ideas. In other satisfactory teaching, a suitable range of art and design activities is provided to give pupils a reasonable breadth of experience of two- and occasionally three-dimensional artwork and to develop their skills in using a variety of materials and techniques, such as printing and painting. All these aspects of teaching support pupils' learning. Sometimes teaching is too superficial and there is insufficient opportunity for pupils to experiment and investigate. Some skills are not developed systematically, such as modelling with clay. Where subject knowledge is less secure, teachers do not provide enough opportunities for pupils to develop their own creativity and imaginative ideas. Pupils with special educational needs are given the support necessary and make similar progress to their peers.
105. Since the previous inspection, the school has introduced the national guidelines for art as its scheme of work, but this still lacks the detail which would help to provide a more structured approach to teaching and learning. As the curriculum is strongly focused on two-dimensional art, pupils have limited opportunities to develop their skills, knowledge

and understanding in three-dimensional work. At present, there is no formal strategy for assessing pupils' work and assessment information is not used to guide teaching. The role of the co-ordinator is underdeveloped. This lack of guidance and monitoring means that there is no overview of art throughout the school. Good use is made of visits to museums, such as the sculpture museum and the Tate Modern Gallery. Visitors to school such as a woodcarver, glassblower and an illustrator, enrich the curriculum offered to pupils. The cramped classrooms and some small areas of the school restrict the opportunities for artwork.

DESIGN AND TECHNOLOGY

106. As a result of timetabling arrangements, there were no opportunities to observe the teaching of design and technology. Secure judgements are made therefore based on a scrutiny of pupils' work, displays of work, planning documents, discussions with teachers and informal discussions with pupils.
107. The previous inspection made no judgement on pupils' attainment levels at the end of Key Stage 1 and found that levels at the end of Key Stage 2 were similar to those attained by eleven-year-olds nationally. In addition, the school had no scheme of work. Since that time, satisfactory progress has been made. A scheme of work is in place in order to ensure that there is progression in the development of pupils' design and technology skills.
108. Whilst in Key Stage 1, all pupils, including those with special educational needs, make good progress. This means that by the end of their time in Key Stage 1, the levels they attain are similar to those attained by seven-year-olds nationally. In Year 1, pupils' design and making skills are developed well as seen in their 'push' and 'pull' toys. They were required to say what they would like to make, what they wanted it to look like and list the materials they needed to use. This pattern is developed in Year 2 where they had to design and make a winding mechanism related to Christmas and then evaluate their work to outline what changes they would make in order to improve their finished article. Similar patterns were followed in their designing and making of a hospital trolley to go with work on Florence Nightingale and a box to carry glasses as part of their Global-eye project. The good progress these pupils make is directly related to the good quality of teaching they receive in Key Stage 1 which enables them to attain nationally expected levels by the end of Year 2.
109. In Key Stage 2, pupils' progress is again linked to the quality of teaching they receive. In Years 3 and 4 it is evident that the good teaching pupils receive ensures that all of them, including pupils with special educational needs, make at least satisfactory and often good progress. They use a design brief and have a set of criteria by which to evaluate their findings. This was clearly seen in their systematic approach to making a model lighthouse. In Years 5 and 6, pupils make satisfactory progress and this is related to the satisfactory quality of teaching they receive. They design and make secret boxes and have recently completed boxes with book cover designs containing 'pop-up' figures using an offset cam device. The satisfactory teaching, together with a high proportion of special educational needs pupils in Years 5 and 6, as well as the large turnover of pupils in those year groups, means that by the end of Key Stage 2, pupils' levels of attainment are below those expected of eleven-year-olds nationally.
110. Pupils in both key stages enjoy the subject. They are keen to talk about, for example the way they had to work closely together in designing and making their lighthouses in Year 3, which materials to choose and how it was all going to fit together. Good teaching found in Key Stage 1 and the lower part of Key Stage 2, clearly enthuses and motivates

pupils and inspires in them a willingness to learn and succeed. This is particularly evident in Years 1 to 4 where pupils talk about how hard some of the work is and how much they are expected to do. Years 5 and 6 pupils are less enthusiastic and less well motivated by the work they are given and most have satisfactory attitudes to the subject. The quality of teaching in Years 5 and 6 is satisfactory.

111. The school's policy for the subject is in place and has been modified in the light of Curriculum 2000. The scheme of work follows national guidelines and although some modifications are planned, is used well by teachers to plan work for their pupils. The subject's resources are adequate although the quantity and quality of some 'hard' resources needs to be upgraded. Teachers make good use of resources to enhance their pupils' learning in the subject. Good use is made of the resources available at the design and making centre at Pool if the school does not have its own supply. The management of the subject is satisfactory. The co-ordinator rightly recognises the need to complete the adaptation of the scheme of work and to implement a more structured approach to the assessment and recording of pupils' progress in the subject, which is at present unsatisfactory. His role needs to be extended to enable him to monitor more closely the standards pupils are attaining and the amount of progress they make.

GEOGRAPHY

112. As a result of timetabling arrangements, there were only limited opportunities to observe the teaching of this subject. The following judgements are based on a scrutiny of pupils' work, displays of work, planning documents, discussions with teachers as well as informal discussions with pupils.
113. At the time of the previous inspection, no judgement was able to be made about pupils' attainment levels at Key Stage 1, whilst those at the end of Key Stage 2 were judged to be in line with nationally expected levels. The co-ordination of the subject was weak, as was planning, the school having no scheme of work. Since that time, satisfactory progress has been made. A scheme of work, based on national guidelines, is in place and some improvements, though not all, have been made in the co-ordination of the subject.
114. During Key Stage 1, all pupils, including those with special educational needs, make good progress in the subject so that by the end of Year 2 the levels they attain are similar to those expected of seven-year-olds nationally. In Year 1, pupils' map reading skills are developed through drawing simple sketchmaps of their journey from home to school. They study the use of land and buildings in St Erth and use 'Billy Bear' and his travels to explore various other locations in the British Isles. This local knowledge is built on in Year 2 to cover other parts of the world through their 'Global-eye' study with pupils getting an understanding of life in areas of Africa. Map reading skills increase as pupils are introduced to maps of Britain, Europe, Africa and the world. The key factor in ensuring that Key Stage 1 pupils make good progress is the good quality of teaching they receive in Years 1 and 2. As a result, pupils by the age of seven are attaining the levels expected nationally of seven-year-olds.
115. In Key Stage 2, pupils' progress is again linked to the quality of teaching they receive. In Years 3 and 4, good teaching overall ensures that all pupils, including those with special educational needs, make at least satisfactory and often good progress. They develop further their knowledge of countries, continents, oceans and rivers and know how to use maps and atlases to discuss various locations. They learn about the world's natural hazards such as deserts, earthquakes, droughts and storms. Mapping and map reading skills are well developed. In Years 5 and 6, pupils' progress is satisfactory

again being related to the satisfactory quality of teaching they receive. They study the local village of St Erth and carry out interviews with local people covering such things as traffic flow, parking and pollution. The satisfactory teaching, together with the high proportion of pupils with special educational needs in Years 5 and 6, as well as the large turnover of pupils, means that by the end of Key Stage 2, pupils' levels of attainment are below those expected of eleven-year-olds nationally.

116. Pupils enjoy geography. They talk eagerly about, for example, their 'Global-Eye' project and how they are collecting and sending glasses to Africa. Their evident enthusiasm and a willingness to learn and participate is clearly the result of being well motivated by the quality of teaching they receive. Good teaching is evident in Years 1 to 4 and is characterised by good planning, high expectations of what can be achieved and how much work should be done, good use of atlases and maps to support pupils' learning and a good match of work to pupils' prior levels of attainment. Satisfactory teaching, largely found in Years 5 and 6, has many of these characteristics, although the amount of work demanded from these pupils is not as great. Also, the work set is not always matched to their prior attainment levels. Pupils are not as enthusiastic in Years 5 and 6 about geography as they are elsewhere in the school.
117. Pupils' learning is enhanced by the good use the school makes of visits and visitors. Key Stage 2 pupils visited the Eden Project and Years 5 and 6 take part in a school camp at Porthpeon Outdoor Centre. Similarly, a puppet show about recycling visits the school to help pupils' environmental awareness. All such opportunities assist pupils' understanding of many geographical concepts.
118. The subject is led by a recently appointed co-ordinator who has a good understanding of the needs of the subject. She rightly recognises the need to refine the scheme of work in the light of practice to see which elements are still necessary to upgrade the marking and assessment of pupils' work and to extend her role. This is in order that she has a better understanding of the standards of work pupils are producing and the amount of progress they are making.

HISTORY

119. Pupils' levels of attainment at the end of Key Stage 1 are similar to the levels expected nationally of seven-year-olds. By this age, pupils are able to distinguish between past and present and are beginning to develop a sense of chronology. They know about famous people in the past, such as Florence Nightingale, as well as famous events from the past such as the 'Great Fire of London'. During Key Stage 1, all pupils, including those with special educational needs, make good progress in the subject. In Year 1 for example, they learn to compare old and new through their study of toys in the past and of games played today and long ago. These basic chronological skills develop further in Year 2 where time lines are used to good effect. In addition, the developing use of evidence through artefacts, as well as secondary sources, is evident. This was particularly noticeable in their study of 'Who is this Woman?' which, following a series of clues, led pupils to Florence Nightingale. The good progress pupils make in Key Stage 1 is largely the result of the good teaching they receive.
120. By the age of eleven, pupils' levels of attainment are below those expected nationally of eleven-year-olds. This is largely due to the high proportion of pupils with special educational needs in Years 5 and 6 as well as to the fact that half of the current Year 6 pupils have been in the school for less than three years. As a result, whilst most pupils can talk satisfactorily about events from the past and suggest reasons for them, the low level literacy skills hamper the levels pupils attain in the subject. The progress made by

all pupils, including those with special educational needs, is satisfactory in Key Stage 2. Within this overall pattern there are variations. Pupils in Years 3 and 4 make better progress than those in Years 5 and 6 largely as a result of the good teaching pupils receive in Years 3 and 4, compared to the high proportion of satisfactory teaching in Years 5 and 6. Pupils in Years 3 and 4 develop their comparative skills well, for example, by contrasting life in Ancient Egypt with that of today. Similar skills are also developed in their study of life in World War II. Appropriate use is made in Years 5 and 6 of evidence to support their local study work on St Erth with good use being made of the 1841 and 1891 population census.

121. Where pupils make good progress, it is largely due to the good teaching they receive. This was seen in a good Year 3 lesson where pupils, following a brisk introduction reminding them about events in World War II, were, in groups, required to 'brainstorm' on a large piece of paper, their views as to what war meant to them. This form of organisation ensured that all pupils, whatever their prior attainment levels, were actively involved. Good use was made of the classroom support assistant who most ably supported some of the lower attaining pupils with their thinking and spelling. The class teacher's own very good knowledge of the subject ensured that he was able to easily motivate his pupils and set challenging tasks for them. He expected a lot from his pupils in a short space of time. The pupils responded eagerly and much work was completed. At the appropriate moment, the use of a letter from two adults who came to the school as evacuees from Shepherds Bush, London, in 1940, had a marked effect on pupils' understanding of what it must have been like to be an evacuee aged seven. Where teaching is not so good, pupils become less well motivated, are not so eager to work at such a good pace and are not challenged by the work. On these occasions the progress they make in their learning, though not unsatisfactory, is not as good as when the teaching is good.
122. The quality of teaching also has a noticeable effect on pupils' attitudes to the subject. Where teaching is good, they respond well, are keen to learn and thoroughly enjoy the subject. This is less so when teaching is satisfactory. The subject is managed by an able co-ordinator who has recently taken over the responsibility. She has a good understanding of the needs of both the subject and pupils. A review of her role is necessary to enable her to monitor more closely the work pupils are producing and the standards they are attaining.
123. The school makes good use of historical visits and of visitors to the school. In Year 6, good use is made of St Erth village and its development with visits to Truro museum enhancing learning in Years 3 and 4. Similarly, a visit from a 'granny' helped Year 1 pupils to understand about life when she was young. Opportunities such as these all help to reinforce pupils' knowledge and understanding of history. Resources for the subject are adequate although a school-based collection of artefacts is necessary.
124. Since the last inspection, the school has made satisfactory progress in the development of the subject. A scheme of work based on national guidelines has been put into place and teachers' planning is good. Some assessments of pupils' work have been initiated. However, more work remains to be done, particularly in adopting a consistent approach to marking so that pupils know what they need to do to continue to improve and teachers are able to plan what their pupils do next.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. The previous inspection found insufficient evidence to draw conclusions about pupils' levels of attainment. It did find that there was no scheme of work for the subject and no assessment strategies in place. Since that time, satisfactory progress has been made in that a scheme of work is now in place and some assessment systems have been introduced, although more work remains to be done in this area.
126. During their time in Key Stage 1 all pupils, including those with special educational needs, make good progress in their learning, so that by the end of Year 2, the levels pupils attain are in line with those attained by seven-year-olds nationally. In Year 1, pupils' basic word processing skills are developed. They learn the function of the shift and delete keys, the space bar, as well as how to use the mouse. In learning the use of these function keys, they also have concepts in other areas of the curriculum reinforced for example, in the use of 'Millies' Maths House' and 'Dive into Maths', all of which reinforce basic mathematical concepts. These early skills are well built on in Year 2 where pupils learn to use a database to sift, sort, select and classify information. They then create pictograms of such things as their favourite pets and foods. During this time in Year 2, they also learn to create, send and receive e-mail. Even though the control aspects in the subject are less well developed, pupils nevertheless make good progress overall in the subject so that by the end of Key Stage 1, their overall levels of attainment are similar to those expected of seven-year-olds nationally. Good teaching is the major factor that enables pupils to attain such levels and make good progress in their learning.
127. In Key Stage 2, pupils' progress is variable, ranging from good in the data logging and monitoring elements of the subject to unsatisfactory in the control elements. As a result, pupils' overall progress, including those pupils with special educational needs, is satisfactory, although they do not attain nationally expected levels by the end of the key stage. In addition, a high proportion of pupils have special educational needs, a factor which further hampers their progress. The good progress made in Key Stage 1 is well built on in data logging and monitoring. In Years 3 and 4, pupils continue to develop their work on e-mail. They write good stories and are able to combine text. Their work on databases is extended and branching databases are introduced. In Years 5 and 6, spreadsheets are introduced and the subject is used to develop graphical modelling and the further analysis of data. Large databases are searched and the resultant information is used to help pupils with their interpretation skills. Pupils are taught to ask the 'correct' questions and what constitutes a 'correct' question as opposed to an 'incorrect' question. The use of a laptop, LCD projector and screen, shows pupils how multi-media presentations are made. This good progress based on good coverage of the national guidelines for the subject means that in this element, pupils' levels of attainment are in line with national levels. However, the lack of opportunity to develop the control aspects of the subject means that overall, pupils' levels of attainment are below nationally expected levels for eleven-year-old pupils.
128. Pupils in both key stages are enthusiastic about the subject and fully enjoy learning about it. They are keen to talk about the work they have done, particularly the work on e-mail in Year 2. They share resources well and are happy to take turns in using the computer. This enthusiasm and enjoyment is largely the result of the good and satisfactory teaching pupils receive.
129. In Key Stage 1, the quality of teaching is good, motivates pupils and ensures that they make good progress in the subject. Lessons are well planned and good use is made of the available resources to support pupils' learning. This was seen in a very good

Year 2 lesson where they were taught well about databases by the use of a computer linked to an LCD projector. This transferred the screen image onto a large screen so that all pupils could see without having to crowd round a small computer screen. The lesson proceeded at a brisk pace and work was very well matched to pupils' prior attainment levels. Pupils were highly motivated by the 'Information Magic Program' and made very good progress in their learning about the use and accessibility of databases.

130. The quality of teaching in Key Stage 2 is satisfactory. Again, good use is made of resources and the subject motivates pupils well. On occasions, overlong introductions and demonstrations can demotivate pupils who are keen to tackle the more practical aspects of the lesson. Teachers' own knowledge and understanding is variable ranging from very good in the case of the subject co-ordinator to satisfactory in the case of some of his colleagues. The school has recognised this and set in place a good system of in-service training, carried out by the co-ordinator, in order to raise teachers' levels of knowledge and confidence.
131. The school has a good policy document for the subject and an appropriate scheme of work based on national guidelines. This helps teachers plan pupils' work and ensure that there is good progression in the development of pupils' information and communication technology skills. The subject's resources are satisfactory although more are needed to assist the development of the control aspect of the subject. Steps are being taken to centralise the existing systems in order to provide more opportunities for groups of pupils to work on computers at the same time. The subject is well led by an able subject co-ordinator. He supports his colleagues very well. His role needs to be developed in order to enable him to be able to more closely monitor the quality of teaching and the standards pupils attain. The completion and implementation of a satisfactory system to assess and record pupils' progress is, as he rightly sees, a matter of urgency.

MUSIC

132. In the previous inspection, standards in singing were considered to be in line with nationally expected levels at Key Stage 1. No judgement was made on composing and performing. At the end of Key Stage 2, standards were below those expected nationally. Inspection findings are similar to those reported at the previous inspection. The levels pupils attain in singing and in listening and appraising are in line with the expected levels for seven-year-olds. At the end of Key Stage 2, pupils' attainment is below the level expected for eleven-year-olds. All pupils participate fully in lessons. They make satisfactory progress in Key Stage 1 including pupils having special educational needs. All classes have a weekly lesson with a visiting specialist music teacher concentrating mainly on singing and performance, such as the St Erth's Feast and Christmas performance in the Autumn terms. The focus therefore is mainly on singing and performance. Opportunities for composition are very limited. At other times, such as in assemblies, pupils sing with the support of compact discs. Most teachers lack confidence and expertise to teach music. As a result, they take little part in music lessons led by the specialist teacher.
133. All pupils in Key Stage 1 participate fully in lessons. They make satisfactory progress, including those pupils with special educational needs, so that by the end of Key Stage 1, most pupils sing tunefully and enthusiastically. They have an awareness of rhythm and a satisfactory repertoire of songs and rhymes. Opportunities for pupils to handle a range of percussion instruments and develop skills in the use of percussion are limited and skills are underdeveloped. They enjoy listening to music on occasions and respond positively.

134. Progress in Key Stage 2, including the progress made by pupils with special educational needs, is satisfactory. By the end of Key Stage 2, pupils have extended their repertoire of songs, although not to any great extent. Most pupils sing in tune with satisfactory pace and rhythm in the lesson taken by the specialist teacher and in assemblies. However, too few opportunities to develop skills using percussion and the very limited range of resources further inhibit progression in these skills. Pupils' knowledge about music and composition is below the expected level for pupils of this age. Their knowledge of the elements of music and their understanding of musical terms such as 'timbre' and 'texture' are also limited. Pupils' ability to improvise and create simple compositions is not systematically developed as they progress through the school. A few pupils benefit from the voluntary teaching of a parent who provides very good support, teaching woodwind, brass and piano. These pupils are developing good sight reading skills and perform with increasing accuracy, working well together and enjoying their music. A recently introduced recorder group is at a very early stage of development.
135. The quality of teaching and learning in lessons taken by the music specialist is satisfactory overall but limited in its scope. The lack of a music policy and scheme of work means that coverage of the Programmes of Study is not comprehensive and, as a result, skills, knowledge and understanding are not systematically developed, particularly in Key Stage 2, in composition, listening and appraising. Teachers lack knowledge and expertise but miss valuable opportunities to acquire knowledge and develop confidence in performance, because they do not remain in lessons taken by the music specialist. The pace of lessons and progress made is sometimes disrupted in Key Stage 2 by incidental talk by pupils. Skills acquired in the weekly lesson are not built upon sufficiently by class teachers who rely almost totally on the specialist support.
136. In a good lesson seen in Key Stage 1, pupils listened to Prokofiev's 'Peter and the Wolf'. They listened attentively and with enjoyment because the teacher presented the story well and drew attention to the characters in the story and the instruments representing them. In this lesson, pupils made good progress in learning because they were well motivated. They extended their musical vocabulary and their awareness of the different moods of music. In Key Stage 2, pupils listened with interest as the teacher explained a brief history of dance crazes in America linking this to their topic of World War II. Pupils learnt about Glen Miller, listened to extracts of his music and sang an accompaniment to 'In the Mood'. Although singing skills were taught satisfactorily, the behaviour of a few pupils affected the pace and the progress being made. The lack of a rigorous approach to teaching and to the management of pupils resulted in below average standards in this lesson.
137. There is currently no permanent co-ordinator for music. The subject lacks clear guidance and leadership. This is unsatisfactory. Although the music specialist plans an outline of his lessons for the afternoon he is in school, there is no close monitoring of the quality of teaching or the progress pupils make. There are no formal assessment procedures and assessment information is not used to guide teachers' planning.
138. There are very limited resources and the lack of a school hall limits pupils' range of experiences. The music specialist has played a major role in influencing pupils' performance. In particular, the school's participation in the St Erth Feast involves a large proportion of the pupils singing to the public in the open air. Similar performances, such as the Eclipse Musical and Maritime Festivals, involved a choir and were well supported by parents and staff. Pupils also perform in school for Christmas concerts and summer fayres and on occasions, with the local cluster of schools.

PHYSICAL EDUCATION

139. Since the previous inspection, when pupils' levels of attainment in physical education were considered to be in line with the nationally expected levels at both key stages except in gymnastics, swimming no longer takes place in Key Stage 2. As a result, whilst attainment at Key Stage 1 has been maintained, attainment at the end of Key Stage 2 falls below the expected level for eleven-year-olds largely as a result of gymnastics and swimming not being taught. Statutory requirements for physical education are not therefore being met. The school is unable to teach gymnastics due to the lack of hall provision and suitable apparatus. Swimming is no longer taught due to the excessive time spent in travelling to the pool and the difficulties associated with funding the swimming provision.
140. The school is optimistic that the swimming provision will soon be restored with the opening of a new pool nearby. It hopes that the current Year 6 pupils may have temporary provision for swimming before the end of this term. In the lessons seen in other aspects of physical education, pupils' levels of attainment were at least in line with nationally expected levels. All pupils participate fully in lessons and all, including those pupils with special educational needs, make satisfactory progress. Work seen in such lessons related to dance and games.
141. Pupils in Year 1 bend, stretch and march on the spot. They produce a range of movements to represent different animals, moving with appropriate control and co-ordination. By the end of the key stage, pupils move at different speeds and in different directions. They cope well with the limited space available, showing an awareness of space and other pupils. At Key Stage 2, pupils in Years 3/4 move sensibly in the cramped space to perform their dance. They make large-scale movements to music. Pupils in Years 5/6 build on skills in striking and fielding in outdoor games. They work in pairs practising throwing and catching. Then again in pairs, they practise skills in batting and bowling. The majority demonstrate satisfactory throwing and catching skills. They are less competent in some cases, when bowling to a spot, and when batting. As a result of practise and carefully taught skills, a good proportion improve in both accuracy and technique. Pupils in Key Stage 2 have some opportunity to develop their outdoor adventure skills effectively during residential visits, for example to the Scilly Isles, and also when using the school grounds for orienteering. However, these skills are not developed consistently throughout Key Stage 2.
142. In the lessons seen, the overall quality of teaching and learning was satisfactory at both key stages and in dance it was good. Teachers plan lessons carefully, give clear instructions and teach enthusiastically. This enables pupils, including those with special educational needs, to make satisfactory progress with good progress in dance skills. In a Year 5/6 lesson, although pupils made satisfactory gains in learning, there were missed opportunities to challenge higher attaining pupils with more demanding work. As a result, a minority of pupils underachieved at times. Sometimes lesson 'warm-ups' are superficial and do not focus on muscles to be used in the lesson. Lessons sometimes end too abruptly without any opportunity for pupils to cool down after exercise. Teachers provide help and support to pupils in all aspects of their work, and emphasise the need for safety. Most pupils, as a result, show positive attitudes, behave well and work well both independently or with a partner.
143. The national guidelines for physical education have been adapted to provide a framework for planning. The co-ordinator provides sound support to colleagues, but

has no monitoring role currently. A shortcoming identified at the time of the previous inspection in the use of assessment information to identify pupils' current attainment and help plan future work has not been addressed. Good links are made to subjects such as literacy and numeracy as pupils acquire subject specific language, and use their skills in counting and measuring in games for example. An appropriate range of extra-curricular activities enhances pupils' personal development and contributes effectively to the curriculum. Older pupils have the opportunity for a residential experience in the summer term when outdoor adventurous activities are undertaken. Teachers make the best use of the limited space available and the outside area, but the full requirements of the National Curriculum cannot be met.

RELIGIOUS EDUCATION

144. Attainment in religious education is in line with the requirements of the locally agreed syllabus at the end of Key Stage 1. All pupils in Key Stage 1, including those with special educational needs, make good progress. This is largely due to the high proportion of good teaching they receive. However, by the time they leave the school at eleven, pupils' attainment is below the standards set out in the agreed syllabus. This is largely as a result of the high level of pupil mobility and the high proportion of pupils with special educational needs in Key Stage 2. In addition, the higher proportion of good teaching found in Key Stage 1 ensures pupils cover a good amount of work by the end of the key stage. The good progress pupils make in Years 1 and 2 continues in Years 3 and 4. However, progress in Years 5 and 6 becomes satisfactory in line with the satisfactory quality of the teaching they receive. Recorded work is more limited in the older Years 5 and 6. In addition, it is not organised systematically in books as in the other year groups. Consequently, pupils' standards by the age of eleven are insufficiently high.
145. By the age of seven, pupils have a sound knowledge and understanding of Christianity and aspects of Hinduism outlined in the agreed syllabus. Year 1 pupils explore and compare festivals in the Christian and Hindi faiths. They understand the significance of special times such as Christmas and the importance of special people in their lives. They know that the Bible is a special book for Christians. In Year 2, pupils build on this knowledge, considering special times such as Harvest. They think about things they are thankful for and the importance of saying thank you. Pupils in the school visit the church for the Harvest Service and distribute Harvest gifts to Senior Citizens in the local community. They consider rules for safety and compare rules in the Christian faith such as the fourth commandment, with similar Hindu rules of truth and love. In seeking greater information about Hinduism, pupils in Year 2 have contacted a Hindi friend of their teacher by e-mail, making good use of their information and communication technology skills. By the end of the key stage, pupils have a sound knowledge of religious stories from the Christian and Hindi faiths, including, for example, the nativity and Rama and Sita. They begin to understand the significance of important journeys made by Christians, know about some of the main festivals and celebrations in a variety of faiths.
146. In Years 3 and 4, pupils build soundly on their understanding of personality and how people help each other. They visit their local church and learn about artefacts, such as the chalice and patten, as well as the significant parts of the church, such as the altar. They extend their knowledge of celebrations as they learn about the Jewish New Year. Pupils know that Christians worship in church whilst Jewish people pray in the synagogue. They explore the artefacts and symbols associated with Christianity and Judaism and know that the Torah is important for Jewish people. Knowledge of religious stories is extended through stories such as Ruth and Naomi and the story of Saul.

147. In Years 5 and 6, the progression in pupils' learning is more limited and the study of the work of the church is not extended. Work is not recorded systematically in books and written work is sparse. There are some examples of good work such as that which involved pupils maintaining a diary for Holy Week as if they were at the scene. In addition, pupils have some awareness of the Ten Commandments and write their own set of rules in this style. Stories such as Jonah build satisfactorily on pupils' knowledge of religious stories. However, pupils lack confidence in discussing issues because of the gaps in their knowledge and understanding.
148. Teachers plan appropriately from the locally agreed syllabus. Most teachers have secure subject knowledge but expectations of what pupils can understand are not always high enough to challenge the thinking of higher attaining pupils in particular. Sometimes explanations are superficial as seen in a Year 5/6 lesson about leaders. Missed opportunities to focus in depth on the qualities of a leader meant that pupils' understanding of the difference between leaders and followers was limited. The leisurely pace at which some lessons proceed is not demanding enough particularly for higher attaining pupils. The limited recording of work for the oldest pupils does not enable pupils to extend other skills, such as literacy skills, nor does it enable the teacher to assess what the pupils have learnt.
149. The curriculum is soundly based on the locally agreed syllabus. It provides a secure range of opportunities to learn about Christianity and other world religions such as Hinduism, Judaism and Sikhism. Good links with the local community and visits to local churches help to enrich pupils' experiences in aspects of Christianity. It would contribute to learning about world religions if opportunities were provided for visits to other places of worship, and visitors from other faiths contributed to pupils' experiences.
150. The subject is soundly managed by the co-ordinator who has developed an appropriate range of resources which make a good contribution to pupils' learning. However, there is little opportunity for her to monitor the provision or progress pupils make. This aspect of the role has not been sufficiently developed. At present, no formal assessment system is in place to help with the planning of pupils' future work. The work undertaken effectively supports all aspects of pupils' spiritual, moral, social and cultural development.