

INSPECTION REPORT

GERRANS PRIMARY SCHOOL

Portscatho - Truro

LEA area: Cornwall

Unique reference number: 111860

Headteacher: Mrs Jane Fletcher

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 22 – 25 April 2002

Inspection number: 194787

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 – 11 years
Gender of pupils:	Mixed
School address:	Tregassick Road Portscatho Truro Cornwall
Postcode:	TR2 5ED
Telephone number:	01872 580442
Fax number:	01872 580442
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Suki Sharp
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Kay Cornish	Registered inspector	Mathematics English Geography History Music Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11564	Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18498	Denise Morris	Team inspector	Science Information and communication technology Art and design Design and technology Religious education Foundation Stage of learning Special educational needs	Pupils attitudes, values and personal development How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gerrans Primary School is smaller than average and has 58 pupils aged from four to 11 years of almost equal number of boys and girls. Pupils are organised into three classes with an average class size of 19. No pupils are from homes with English as an additional language. There have been no exclusions. The number of children on the special educational needs register is 15, which at 26 per cent, is slightly above the national average. Three pupils have Statements of Special Educational Need which, at 5 per cent, is well above the national average. Five pupils have free school meals, or 9 per cent, and this is below the national average. The number of pupils joining and leaving other than at the usual time is more than normally expected. Attendance levels are good. Authorised absence is 5.2 per cent and unauthorised absence is 0.1 per cent, both less than the averages for England. There is a wide range of attainment on entry to the Reception Year. When children start school, assessments show that most are below the expected levels for the local education authority. A small proportion is above. The majority do not attain the Early Learning Goals by the beginning of Year 1, but a small minority do. Almost all children attend some form of pre-school before entry, with a number attending the playgroup held at Gerrans School. The school is in an area of great scenic beauty with strong community links.

HOW GOOD THE SCHOOL IS

Gerrans School is effective at providing an enriching education for its pupils most appropriate for their needs. Pupils make good progress in their learning. Standards of attainment have improved and, by the end of Year 6, most pupils reach standards that are in line with the national averages in English, mathematics and science, with good standards in speaking and listening, reading and number. By the same age, standards in other subjects are close to the expected levels nationally. They are above in art and design and physical education and well above in music. The provision for music is outstanding. Standards in religious education meet the requirements of the locally agreed syllabus. There have been staffing changes and reorganisation of classes, and a new headteacher was appointed in 1998. Standards have risen since the previous inspection. Many worthwhile initiatives have been implemented. Teaching is mainly good. Occasionally it is excellent. Excellent enrichment activities ensure that the school offers good educational inclusion. However, teaching and learning for children in the Reception Year are not as good as they should be. The school gives satisfactory value for money.

What the school does well

- Standards and achievements in speaking and listening, reading, number, art and design and physical education are above national levels and music is well above.
- Teaching at Years 3 to 6 is predominantly good with a significant proportion as better.
- The imaginative and dedicated headteacher gives good leadership.
- The very good relationships and social development, good attitudes of pupils and special educational needs provision are ensured through the good support given by all hard-working staff.
- The enrichment through extra-curricular provision and the accommodation are excellent.
- The governing body, led by an excellent Chair, has a very good understanding of the strengths and weaknesses of the school, and is good at fulfilling its responsibilities.
- The very good community links and good parental support make strong contributions to the school's ethos.

What could be improved

- Teaching and learning at the Foundation Stage.
- Standards in writing in Years 1 and 2.
- Better matching of pupils' tasks to their needs and age in the subjects of science, design and technology, and humanities (history and geography).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in June 1997, and significant changes. All the key issues from the previous inspection have been rectified. The National Strategies for Literacy and

Numeracy have been implemented successfully, but writing skills are still receiving extra focus. The organisation of classes has been adjusted in order to accommodate the imbalance of numbers in each cohort, and staff's strengths. Development of information and communication technology has been successful, due to leadership of a new teacher co-ordinator. Religious education now follows closely the Cornwall Agreed Syllabus. Roles of the co-ordinators of the planned curriculum are clearly defined and effective. The headteacher's and governors' impact on monitoring and evaluating the school's progress has improved. A strong input into staff development and performance management has strengthened all the staff's confidence and expertise. Parents are better informed about the curriculum through improved communication. A new assessment policy has had a good impact for tracking pupils' achievement and in analysing standards in English, mathematics and science.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

Small numbers in cohorts make comparisons between years unreliable. In 2001, Year 6 pupils' attainment was well below the national averages in English and mathematics. Despite all pupils reaching Level 4 in science, there were no higher Level 5 results and, therefore, the average for the school was well below the national average. The school's results were well below average for similar schools. There was a higher proportion of special educational needs pupils in the Year 6 age group. Trends over five years show that in Year 6, the performance in English was in line with the national average, but that mathematics and science fell below. Due to class reorganisation, new staff appointments and better teaching and learning, data shows that improving standards are moving upwards through Years 3 to 6. The current Year 6 has above average standards in English. In mathematics, standards are average, but are above in number work, investigation and application. Standards in science are average. In all other subjects, standards are close to the nationally expected levels, but are above in art and design and physical education, and well above in music. Pupils' attainment in religious education matches that required by the Cornwall Agreed Syllabus.

Current pupils in Year 2 have standards in English, mathematics and science which are close to the national averages, but writing attainment is below. Standards are above in reading, number work and art and design. Attainment in music is well above the expected levels in each year group. Attainment meets the requirements of the locally agreed syllabus for religious education. Assessment of entry to reception shows that most children are below the expected level and most do not attain the Early Learning Goals by the beginning of Year 1. Pupils with special educational needs make good progress towards their individual targets. Higher attaining pupils receive good challenges in literacy, numeracy, art and design, information and communication technology, music, physical education and religious education, but their targets in other subjects are not as successful and there is some underachievement. Pupils make good progress from the point of entry to the time they leave school in Year 6. Overall, standards are better than at the time of the previous inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school and show good levels of interest in their lessons. They settle quickly to their tasks and concentration is good. A high proportion of pupils is involved in the excellent range of extra-curricular

	activities that the school provides.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are responsive to adults and polite and courteous. No evidence was observed or found of any oppressive behaviour or bullying at the school.
Personal development and relationships	Pupils' personal development is good, due to the very good relationships and respect shown. Pupils are keen to take on responsibility, to use their initiative, and to help others.
Attendance	Attendance levels are good and pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Satisfactory	Good

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

Teaching has a strong impact on pupils' learning. Twenty-three lessons were observed. One lesson was excellent, five lessons were very good, and eight lessons were good. Four were satisfactory and five were unsatisfactory. This is a positive picture of teaching and an improvement from the previous inspection. The quality of teaching was satisfactory overall at Years 1 and 2, although good teaching was seen in Year 2. The quality of teaching during the inspection was good or better at Years 3 to 6. Occasionally, teaching at Years 3 to 6 was excellent. Teaching at reception was mainly unsatisfactory. Unsatisfactory features of teaching at Reception Year include insufficient use made of the national guidelines for the specific age group. There are not enough focused activities for children to practise new skills. Too few opportunities are given for children to think for themselves or express their own ideas, and they spend too long copying down sentences provided. Lessons lack challenge, variety and interest, and the pace is slow. However, the management of children's personal, social and emotional development at Reception is appropriate. Unsatisfactory features of teaching at other age groups include inappropriate matching of tasks to take account of ages and needs in mixed-age classes for subjects other than literacy, numeracy, art and design, music and physical education. Good teaching predominates, however, in Years 2 to 6, particularly in speaking, listening, reading, number, art and design, information and communication technology, music and physical education. Teaching in music by specialists and volunteers is outstanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and the quality and range of learning opportunities are good in Years 1 to 6. All pupils are fully included in an enriching range of educational experiences. Provision for extra-curricular activities is excellent. The quality and range of learning opportunities, except for personal, social, emotional and creative development, for children in the reception year are unsatisfactory.
Provision for pupils with special educational needs	Provision for special educational needs is good with very good features. Pupils have full and equal opportunities to experience all on offer at the school. They make good progress because of the good support available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The successful promotion of very good spiritual and social development and good moral and cultural development ensure all pupils are enriched significantly and they mature personally with good confidence. Their participation in the outstanding music provision greatly enhances their self-esteem.
How well the school	Pupils receive good support and guidance as they mature, resulting in

cares for its pupils	confident, open approaches. The positive and supportive environment ensures that the majority of pupils' learning is progressive. All staff work hard to maintain a safe, clean and happy environment. Procedures for assessing pupils' attainment and progress are good. The analysis of assessment information to guide the whole school is good.
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There are no pupils at the school for whom English is an additional language.

Parents consider that the school is very good. The school's partnership with parents is good. Parents are accurately informed about their children and the school. The school is a well-ordered and friendly community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is imaginative and dedicated and gives clear leadership. She has good support from her senior teacher and staff. The delegation of duties is clear and the performance management cycle for all staff is properly monitored. Co-ordinators' roles are developed well. New initiatives for managing the curriculum and reorganising classes are successful.
How well the governors fulfil their responsibilities	The excellent Chair of Governors gives loyal support and has been a steadying influence through the school's significant changes. Governors have a very good understanding of the strengths and needs of the school and are acutely concerned to keep the present three-class structure. All statutory requirements are met.
The school's evaluation of its performance	The school's improvement plan identifies clearly the priorities for development from a thorough evaluation of the school's strengths and needs. The school has already identified the need to support the Reception Year further and improve pupils' writing skills at Years 1 and 2.
The strategic use of resources	The school uses its budget prudently and there is a good financial policy and use of strategic funding so that extra support staff can help 'booster' groups. Governors are aware of this year's excess of expenditure over income and have plans to protect the contingency reserve. The accommodation and site are excellent and used very effectively to ensure the high standards in art and design, music and physical education are maintained. Learning resources for information and communication technology are greatly improved and beginning to help raise standards. Best value principles are applied regularly and the school gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy and eager to come to school. • Environment and accommodation are very good. • High standards and very good learning opportunities in music. • Links with other schools. • Improvement in behaviour. • New security system. • Teachers' thorough knowledge of, and genuine concern for, the children. 	<ul style="list-style-type: none"> • Need to improve the entrance facilities. • One parent wishes for more male role models in school. • Four parents were unsatisfied with extra-curricular provision.

Inspectors agree with all that pleases parents and with opinions about current improvements. They consider that planned alterations to the entrance would improve the administrative area and provide for a better library. Plans are well ahead for this. Volunteers who help with the wide range of extra-curricular activities, such as the school's squash club, provide frequent links with male role models. Inspectors consider that, taking into account the small number of teachers, the extra-curricular activities, which include visits out of school and visitors to the school, as well as lunchtime clubs, are excellent. There does not, therefore, seem to be a real problem with extra-curricular provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception class is below the expected level of the local education authority, although a small proportion meets or is above the expected levels. By the time pupils begin their formal schooling in Year 1, standards are still below the expected levels, due to insufficient progress in learning in the Reception Year.
2. The previous inspection in 1997 reported pupils' attainment in Year 2 as below the national averages in English and science. Attainment in mathematics was average in Year 2 and pupils reached the expected levels for other subjects. In Year 6, standards in English, mathematics and science were level with the national averages. In Year 2, pupils reached the expected levels for other subjects. Standards in other subjects in Year 6 were close to nationally expected levels, but were above for art and design and music. Throughout, standards in information technology and religious education were unsatisfactory.
3. In the 2001 National Curriculum assessments, Year 6 results in English and mathematics were well below the national averages. Despite all pupils reaching Level 4 in science, there were no higher Level 5 results and, therefore, the average for the school was well below the national average. According to free school meals taken up at the school, the school is placed in the national banding from 0% to 8%. This places the school's results well below the average for similar schools. Due to very small numbers of pupils in each year, comparisons of scores between each year are unreliable. However, trends over five years show that, in Year 6, the performance of pupils in English was in line with the national average, but that mathematics and science fell below. Girls outperformed boys in all core subjects.
4. Year 2 pupils in the 2001 National Curriculum assessments for reading and mathematics, attained well above average standards, due to half of the pupils reaching Level 3. Results in writing were well below. Teachers' assessments for science were well below. Trends over three years from 1999 to 2001 show that reading and mathematics results exceeded the national averages. Writing performance was very low. Boys performed better than girls in core subjects, which goes against national trends. This could be due to a change in class reorganisation and teachers' style. Compared with similar schools, those with up to 8% of pupils taking free school meals, reading was close to average; writing performance was very low; mathematics performance was well above average.
5. The school has identified the need to focus on improving writing and standards in mathematics, and has been mainly successful in mathematics. Targets for the current year aim for the average level for Year 6 pupils in English and mathematics and to improve writing.
6. Current pupils in Year 6 have above average standards in English with good features in reading and speaking and listening. From their below-average level at the beginning of Year 1 to the time they reach the end of Year 6, pupils' progress in learning is good. In mathematics, standards are average, but are above in number work, investigation and application, which is an improvement. Areas to develop in mathematics are to improve recording and presentation of reasoning when solving problems, and to practise multiplication tables. More practising of weight, volume, capacity and area is needed. In science, standards are average by Year 6. Standards in Year 6 in all other subjects are close to the nationally expected levels, but are above in art and design and physical education and well above in music. By the end of Year 6, standards in religious education match those required in the Cornwall Agreed Syllabus. There are improved standards in information and communication technology, art and design, music, physical education and religious education since the previous inspection.

7. In Year 2, current pupils attain above average standards in reading, but writing is below average. Areas for development in writing in Years 1 and 2 are to improve pupils' fluency in joining letters for handwriting, building syllables more confidently, greater use of picture dictionaries and extra practice in writing full, interesting sentences of their own in order to reflect their ideas and to improve the use of appropriate connectives. In mathematics, standards are average with strengths in knowledge of place value and work on money and use of coinage. Areas in need of development in mathematics are to increase the amount of time spent on the measurement of length, weight and capacity, as well as practising multiplication tables. Pupils reach the expected levels in all other subjects, but standards in art and design are above. Standards are well above in music. They meet the requirements of the Cornwall Agreed Syllabus in religious education. Since the previous inspection, improvements have been made in most subjects.
8. Both the National Strategies for Literacy and Numeracy have been implemented thoroughly and have helped to raise standards from the time of the previous inspection and from the beginning of Year 1. The good learning shown in these basic skills has ensured that standards for research, collating information and recording findings in other subjects, such as science, design and technology, humanities (history and geography) and information and communication technology, are strongly supported.
9. Pupils with special educational needs make good progress and most achieve standards close to national averages. Pupils' general progress is the result of the predominantly good teaching in the school and the support given from teaching assistants. Higher attaining pupils are mainly challenged well in literacy and numeracy, but their tasks in the subjects of science, design and technology and humanities are insufficiently matched to their needs and, therefore, there is some underachievement.
10. Excellent enrichment activities through extra-curricular opportunities, such as music, sport, art, visits and visitors to the school, have ensured higher standards in personal, social, spiritual and cultural development. In addition, they have ensured the very good educational inclusion currently operating at the school. The picture of standards is one of strong improvement and imaginative enrichment, overall.

Pupils' attitudes, values and personal development

11. The attitudes, behaviour and personal development of the pupils are good and have improved since the previous inspection. Pupils are keen and eager to come to school and enjoy all aspects of school life. The strengths in provision for personal development have strongly influenced children starting school, to show secure personal, emotional and social development. A recent questionnaire to parents, sent out by the school, received very positive replies about pupils' willingness to come to school. They show interest in school life and almost all of the pupils in Years 3 to 6 undertake at least one extra-curricular activity each week. In lessons, pupils answer questions eagerly, and join in well with discussions. They listen to each other's views, particularly during literacy lessons, and listen to adults with interest. For example, they listened very well to a visitor who talked in assembly about raising money for a children's charity by taking part in a cycle ride across Kenya. Pupils showed high levels of empathy as they questioned the visitor about the charity, and made plans to follow the ride.
12. Pupils behave well in and around the school. Almost all are polite to adults, holding doors open and answering politely when spoken to. No incidents of bullying are recorded and there is no evidence of any sexism or racism. Pupils have the opportunity to reflect on their own behaviour during assemblies and any anti-social incidents are thoroughly discussed in class, or in assembly. Pupils learn to be tolerant of other cultures and beliefs as they study different faiths during religious education lessons, and learn about life in other countries during humanities lessons. Pupils respect others in the class, and are helpful to younger pupils.

13. Mature and responsible attitudes are fostered through the simple behaviour strategies that have been established and through the 'monitor' system. Pupils in the older year groups become monitors and look after younger pupils, monitoring behaviour in the playground and helping to prepare resources, particularly for assemblies. All pupils quickly learn to take responsibility for their own belongings from the time they enter school. Many have responsibilities and commitments to clubs, particularly the choir or band. This helps to develop their personal skills and ensures that they are confident as they move around the school.
14. Relationships are very good and a strength of the school. Adults in school form good role models of co-operative working relationships. Staff treat pupils with respect and value all contributions in lessons. Pupils work well together in pairs or groups and there is much evidence of pupils relating positively to each other across the age ranges. The very good relationships contribute significantly to the sensitive ethos of care, support and welcome in the school.
15. Attendance is good. The unauthorised absence figure of 0.1 per cent, is better than the national average of 0.5 per cent. Pupils are generally keen to come to school, and parents recognise that regular attendance has a positive impact on their child's achievement.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching has a strong impact on pupils' learning. The quality of teaching during the inspection was good or better at Years 3 to 6. It was satisfactory overall at Years 1 and 2. Teaching in the reception year was mainly unsatisfactory. Occasionally, teaching at Years 3 to 6 was excellent. Twenty-three lessons were observed. One lesson was excellent, five lessons were very good and eight lessons were good. Four lessons were satisfactory and five were unsatisfactory. This is a positive picture and good improvement from the previous inspection.
17. Teaching, throughout Years 2 to 6 is predominantly good with some very good features. As a result, pupils' learning is consistently good and at times, very good. When teaching is excellent or very good, as in music, teachers' expertise is of a high standard and used significantly with other age groups. This is evident in the high quality of pupils' performances in the choir and the school's band. When teaching is good or better, there are high expectations of pupils' performances and good challenges given to interest and maintain pupils' concentration. Teachers deploy very effective methods to ensure the maintenance of high standards and they use a variety of approaches, such as pairing pupils for discussion, ensuring practical investigations in mathematics and science, and sharing whole-class findings so that all pupils learn equally how to draw conclusions and interpret data. Evidence shows how successful the investigation of pupils into the occupations of people living in Gerrans is through an analysis of the data found.
18. Displays are lively, colourful and interactive. Questions frequently initiate good responses. Throughout, the management of pupils' behaviour is good so that pupils have a high degree of self discipline. Co-operation and respect are strongly evident. Planning of most lessons is good and in subjects with higher than expected standards, planning is very good. Teaching assistants offer worthwhile support during lessons and when pupils are withdrawn for quiet sessions. Good assessment procedures are used constructively to plan further lessons and all teachers and assistants know their pupils thoroughly. However, there is unsatisfactory matching of tasks to pupils' ages and needs in science, design and technology and humanities (history and geography), resulting in some underachievement. Marking gives clear guidance for improvement.
19. When teaching is unsatisfactory in the Reception Year, the pace of lessons is slow and planning makes insufficient use of the national guidelines for the curriculum of the specific age group. There are not enough focused activities for children to practise skills introduced, so that children's learning is insecure. Too few opportunities are given for children to make independent choices, to think for themselves or express their own ideas, and spend too long copying down sentences

provided. The lessons lack challenge, variety and interest.

20. Teachers' knowledge of the National Strategies for Literacy and Numeracy is good and, in the main, there is good implementation of both strategies. The school has already identified from its analysis of test data, the weaknesses in writing and measuring. There are good links made between other subjects, particularly in science, art, design and technology, humanities and information and communication technology. As a result, literacy and numeracy skills are further strengthened through these links, as, for example, when pupils calculate in science, record geographical facts, or use the library to research topics, which aid pupils' learning.

21. Throughout each year group from Year 1 onwards, there is good teaching in speaking and listening, reading, number skills, art, music and physical education. The school makes positive efforts to make sure pupils who wish to participate in the excellent range of extra-curricular activities and rich learning opportunities, such as music, art and design and physical education, are allowed to do so. The enrichment programme strongly helps to raise standards and pupils' development. Teachers and all staff and volunteers work hard to provide a wide range of enrichment activities throughout the year. Homework is appropriately given and regular, although parents would prefer to see it collated in books for return to them, rather than in folders which are filed.
22. Since staff reorganisation over four years, good teaching has been fully established and has a substantial impact on standards, which are improving year-on-year as pupils move to the next class or year group. Both new and established staff work well as a team, offering very good support to each other and to pupils, resulting in improving learning and enthusiastic attitudes.

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

23. The quality and range of learning opportunities at the school are good. Learning opportunities are rich and varied. There has been good improvement in the curriculum on offer at the school since the time of the previous inspection. The curriculum is now broad, balanced and relevant, and fully meets the statutory requirements of the National Curriculum and the Cornwall Agreed Syllabus. Planning is based on a two-year cycle of topics, and teachers plan together to ensure pupils' progress of skills. Subject policies are now fully implemented and are updated regularly. The strategies for teaching literacy and numeracy have been implemented successfully and are helping to raise standards in these areas, apart from writing. However, the planning of the programmes for the Early Learning Goals in the Reception Year is too narrow. There are insufficient opportunities to broaden and develop specific skills, particularly in literacy and numeracy.
24. Provision for extra-curricular activities is excellent and is a real strength of the school. Many varied sporting activities are offered during lunchtime clubs, run by teachers, volunteers and governors. Music clubs and activities are a very positive feature of school life and the many peripatetic instrumental tuition sessions have resulted in a high quality band, which plays for school assemblies and in many local festivals. All of the pupils in Years 2 to 6 take part annually in the Truro music festival and this enrichment is of great benefit to pupils, socially and personally. Pupils benefit from the varied arts provision, through a rich range of visitors who help to develop pupils' artistic skills. The work with a local artist, Chris Insoll, and visits, including themed museum days in Truro, visits to the Minack Theatre, the Plymouth Dome and the China Clay Museum offer pupils good experiences. Pupils have worked with a puppeteer linked to conservation of the environment, undertaken workshops with a Polish dance group, walked the local village with a local historian, planted trees with the National Trust, and performed in the Cathedral. The wide variety of extra-curricular activities ensures that pupils are able to develop their own particular interests as they move through the school.
25. Provision for personal, social and health education is good. A recently introduced new scheme of work, in which the school focuses for a block of time on particular aspects of this area of learning, is helping to raise standards and develop pupils' awareness of issues linked to their personal well-being. For example, they have taken part recently in a scheme to promote healthy living, and have learned about safety in the home and community. Younger pupils have visited the fire station, while older pupils work closely with local youth community workers to develop their own sense of responsibility. Statutory requirements in relation to health, sex and drugs education are fully met. Governors are fully aware of curricular provision at the school when they monitor teaching and learning as part of their monitoring cycle, and take a full and active part in developments. Occasionally, there is a lack of planned, specific tasks for each year group in some subjects,

which inhibits the learning of different age and ability groups. For example, in science lessons, and in some foundation subjects such as humanities, all children in the class receive the same input, and undertake the same tasks, whatever year group they are in. This is a weakness in the curricular provision and it inhibits higher standards for some pupils who fail to understand what is expected of them.

26. Provision for pupils with special educational needs is good with very good features. Planning the curriculum for special educational needs is good overall Pupils' individual education plans are clear and detailed, with appropriately selected targets which are shared with parents and guardians. There are very good features for special educational needs. Procedures are fully in line with the new Code of Practice and high levels of current training for staff have ensured that pupils' needs are being fully met. All pupils have full access to the National Curriculum. Planning for the needs of higher attaining pupils for literacy and numeracy is good, and tasks are well matched for them. However, not enough different targets for these pupils are planned for in subjects other than literacy and numeracy, and this has a negative impact on the standards that they reach.
27. The previous inspection report praised the school's links with the community, and these links have been strengthened even further since that time. The current contribution of the community to pupils' learning is very good. The school has traditionally played an important part in the life of the community, and the school buildings are also used for meetings by the Parish Council, Carrick District Council, The Roseland Musical Society and Gerrans and Portscatho Old Cornwall Society. The school greatly values the regular and substantial voluntary commitment made by parents, governors, and members of the community who are involved with children's learning in the classroom, on educational visits, and with environmental, sporting, musical and other extra-curricular activities. Pupils achieve considerable success in music and sports competitions. Opportunities for pupils to take part in these activities help develop their self-esteem, and make a significant contribution to pupils' social and cultural development.
28. Many opportunities are also taken to celebrate cultural diversity, for example, pupils have pen-friends in a German school, and are taken on local historical walks in order that they can appreciate their own village, which is in an area of outstanding natural beauty. The village and its coastal environment are used for lessons in art and design, geography and religious education, as are many visits to places such as the Plymouth Dome, the Minack Theatre and Falmouth Art Gallery. Pupils are encouraged to take part in all curricular and extra-curricular activities and there is careful attention to avoid any stereotyping by gender. Boys and girls are given equal responsibility, for instance helping to clear tables at lunchtime and helping younger pupils in the playground and at lunchtime. Great care is also taken to offer pupils with special educational needs opportunities to play a part in representing the school in all its activities. The school has good links with the local churches, and members of the community are invited to join the yearly festivals, such as Christmas and Easter. The school also supports a variety of charities. Links with the pre-school and secondary phase college are good.
29. There are good links with partner institutions. The school is part of a local cluster of primary schools which holds regular liaison meetings and takes part in joint activities, either curricular or sporting. During the inspection, the school hosted a knockout football tournament, and pupils will shortly be sharing a visit to their annual school camp with pupils from other schools. The school believes this is good preparation for their transfer to Roseland School, as they will be getting to know other children who will be joining them there. The camp also helps pupils to look after themselves and their belongings. The many activities encourage pupils to help each other and work together as a team. Pupils spoken to during the inspection, said how much they were looking forward to the next stage in their education. Teachers from the comprehensive school visit throughout the year, and some are involved with projects. The school has good links with Poltair Sports College in St Austell. A Mother and Toddler group meets in the school, as does the local playgroup. All these links have a beneficial effect on pupils' learning and understanding of their place in the community and the wider world, and greatly ease transition into the next stage of their

education.

30. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Spiritual and social development are very good, whilst moral and cultural development are good. All aspects strongly cultivate pupils' personal development. In addition, excellent extra-curricular opportunities actively enrich and promote good personal development.
31. Procedures for developing pupils' spiritual awareness are very good. These are particularly reflected in very good quality acts of worship, in religious education, in art and design and music. Sufficient time is allowed for thoughtful, inner reflection, prayer and stillness when the help of a Deity is asked for. Pupils are given many opportunities throughout the school and in corporate worship to participate in significant human experiences, such as on the theme of sharing. As a result, pupils develop feelings of thankfulness, pity and sadness. In addition, displays of beautiful art, ceramics, wood sculpture and natural flora and fauna, encourage a sensitivity for beauty, awe and wonder. Music offers a strong contribution to spiritual awareness.
32. Provision for moral development is good. There is a clear code of behaviour. School and class rules are well known. Pupils are acutely aware of what is acceptable behaviour and what sanctions are imposed when anyone misbehaves. Pupils are encouraged to be honest, diligent and trustworthy, through the responsibilities of daily tasks. Moral issues are explored honestly through times when pupils are seated together in a circle, through assemblies, literature studied in English, and during religious education and humanities lessons. Awards are given weekly and these encourage good behaviour and effort.
33. Provision for pupils' social development is very good. The school's aims state the importance of developing pupils' responsibility and sense of community. Pupils are reminded of those less fortunate and make good efforts to fund-raise for them. Many pupils have a range of responsibilities and older pupils take turns at lunchtime duties, helping with physical education and music equipment, and with electronic aids during assemblies. The high standards of the school's contributions to local concerts and musical productions in the school, strongly promote a team spirit and pride in the school. This is evident when watching the concentration and team performance of the school's band and choir when performing for an audience. Similarly, in sports, very good social development is promoted in hosting a football tournament in school or when taking part on a residential trip with other schools' pupils. In all these activities, pupils learn strong independence and good co-operation.
34. The school works very hard to broaden pupils' cultural experiences and this aspect is good. Pupils learn of other countries and cultures through their humanities and religious education lessons. They learn of their local Cornish and British culture through the strong music tradition in the school, playing well-known Cornish tunes in the band. Pupils have caught the ferry to Falmouth to link up with the local artist, Chris Insoll, at his gallery and they have visited Truro Museum, Plymouth Dome, Wheal Martin and the Minack Theatre as part of experiencing their cultural heritage. Pupils have visited local castles and have been accompanied by a local historian on a trail of Gerrans village. They send and accept e-mails from past visitors from other ethnic origins around the world.
35. Overall, the breadth of provision for spiritual, moral, social and cultural development for pupils has a strong impact on the school's ethos, pupils' personal development and celebration of the cultural diversity of minority groups in the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Parents believe that Gerrans Primary School promotes good care of pupils. Inspectors support this view and evidence shows that this aspect has improved since the previous inspection. One of the stated aims of the school is to provide pupils with a stimulating and safe environment in which to

work, and pupils spoken to during the inspection said they felt secure and happy at school. Teaching staff have a good knowledge of their pupils, and this helps pupils in their personal development and academic performance. Pupils with special educational needs, either behaviour or academic related, are well supported in their work in the school and are helped to achieve the targets set in their individual education plans. Parents are also involved in these plans and said during the inspection how much they appreciate the progress their children make. They are particularly pleased that their children are included in all aspects of school life and feel this has great importance in improving the quality of life for their child. Classroom assistants provide good support in lessons.

37. Teachers and members of the governing body follow the Cornwall County Council procedures for health and safety. Regular risk assessments are carried out, and these are also carried out when pupils are away from the school. Fire extinguishers are regularly inspected, and regular fire drills take place. When spoken to during the inspection, pupils were able to say exactly what to do if the fire bell sounded. Very importantly they knew that under no circumstances were they to go back into school without being told to by the teacher. Access for pupils with disabilities is good, and there is also toilet provision for these pupils. The accident books for pupils and members of staff are kept up to date and there is good provision for first aid. The school and grounds are maintained to a very high standard, including the kitchen, where freshly cooked food is prepared for pupils daily. A local company has sponsored a drugs awareness day for up to 30 pupils to bring to their attention the dangers of drugs and tobacco. Years 5 and 6 pupils run a “healthy eating” tuck shop during break times.
38. The school has good procedures for child protection. The headteacher is the designated person responsible. All members of staff are aware of their responsibilities in this area, and appropriate support agencies regularly visit the school. There is good, comprehensive pastoral care provided by all staff who know individual pupils very well. The school places a high priority on welfare and support as a vital element in pupils’ learning, and parents at the meeting, and those spoken to during the inspection, said how much they valued this aspect of their children’s education.
39. Since the previous inspection, the school has adopted the SIMS computerised method of recording absence and this is a good improvement. Figures are monitored weekly by the school administrator, who can see at a glance regular patterns of absenteeism or late arrival. The educational welfare officer investigates long-term absence or persistent lateness. Parents spoken to at the meeting and during the inspection said they understood very well the rules for reporting absence, and also for applying for holidays taken in term time. Registers are not returned to a central place for safe keeping.
40. The previous report criticised the school for not updating the behaviour policy for a number of years and for not having a consistent approach to managing challenging behaviour. Inspection evidence shows that these facets of school life have been addressed very efficiently and are continually being updated. Letters received from parents, and talks to parents during the inspection told the inspection team that pupils’ behaviour has greatly improved within the last few years. All of the parents replying to the questionnaire thought that behaviour in school is good. The impact of the behaviour policy is apparent to all visitors to school who are treated with kindness and courtesy by pupils. Pupils are given many opportunities to consider how they treat others, themselves and the world during assemblies, and each class decides its own set of rules for how they will work together in the classroom. Younger children use circle times to sit together to discuss their problems and also to share information. The “golden tickets” awarded daily for good behaviour at lunchtime, house points for a mixture of appropriate activities, and informal praise given by teachers for good work or effort, are all behaviour strategies known to parents, pupils and teachers, and are effective in promoting good behaviour and relationships within the school. Any rare problems concerning bullying are dealt with immediately.
41. The school has good systems in place for assessing pupils’ attainment and progress. Younger

children in the Reception Year undertake the local authority's assessment when they start school and this helps to measure their progress as they move through the school. Teachers and other staff, make assessments of how well pupils achieve in lessons, and undertake clear evaluations at the end of each module of work. Individual termly numeracy and literacy assessments are measured against targets. A wide range of reading and spelling tests are implemented regularly and pupils undertake optional standardised tests, as well as the end of key stage tests in Years 2 and 6. Some effective behaviour systems have been set up, and individual pupils' behaviour and attitudes are recorded and monitored daily, helping to improve self-esteem. Subject co-ordinators monitor planning across the school to ensure that they know how well pupils are doing academically. Assessment arrangements conform fully with requirements.

42. Good use is made of the assessment information available to inform teachers' planning across the curriculum. Analysis of key stage test results has helped teachers to identify weaknesses in knowledge, so that they can address issues for the next year group. Monitoring by senior staff is used to make changes in practice where needed. This monitoring has identified the need to improve pupils' writing.
43. Monitoring of pupils' academic and personal development is good. Pupils' successes are valued and celebrated. Individual targets are regularly reviewed to ensure that consistent progress is made as pupils move through the school. Just occasionally, the lack of close match of pupils' targets to their needs in subjects already identified leads to underachievement. Full, personal records of achievement provide a good record of pupils' personal development as well as academic achievement by the end of Year 6.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has good links with parents, and this is a strength of the school. At the meeting before the inspection, parents mainly thought the school dealt well with suggestions or complaints and that staff always made time to see them. They also felt very strongly that the school had improved since the previous inspection. Some parents spoken to at a meeting during the inspection, said they brought their children a considerable distance to attend this school. They very much appreciated the two formal meetings each year to discuss pupils' progress, and the informal feedback given to them by class teachers at the beginning or end of the school day. Parents believe that during the last few years governors, the headteacher and staff have worked hard to engender good relationships and a working partnership with parents, and they believe these good relationships have a positive effect on pupils' learning. Parents are encouraged to play an active part in the life of the school and many do helping with academic, sporting and musical events. Governors are also very involved in helping pupils achieve musical and sporting success. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. Parents are involved in setting realistic and achievable targets for their children, and pupils' individual educational plans are informative and up to date. Inspectors' evidence during the inspection supports these views.
45. The quality of information provided for parents is good and well received. There are regular letters which are individually addressed to parents, and termly curriculum plans that inform them of work to be covered, both at the beginning and the end of school terms. Parents spoken to at the inspection particularly liked the end of term curriculum letters, as they had time to help their children with forthcoming projects. The school also provides information evenings for literacy, numeracy and sex education. The newly designed annual reports to parents on pupils' progress are comprehensive and include targets for improvement. The annual governors' report to parents provides a satisfactory range of additional information about the work of the school. The home/school agreement has recently been reviewed and the school also recently introduced an annual questionnaire for parents, to seek their views. Homework diaries go home, and parents can also use the diary to write to the class teacher. Parents of children starting in the Reception Year

are invited into school for an induction meeting and receive good information in a pack.

46. Parents and governors are encouraged to play an active part in the life of the school, and many do so by giving good support in class, listening to reading, helping with music lessons, swimming, squash, football, netball, cooking, and in a number of ways. The school feels that this very significant input by parents reinforces the importance of education in pupils' eyes. Twenty nine per cent of the parents replying to the questionnaire thought there were not enough after-school activities, but inspectors consider that the school very successfully provides a wide range of these activities. All parents are members of the Parent/Teacher Association, which has raised considerable sums of money. The association has recently provided the school with a CD/Cassette player with six sets of headphones, new shelving and boxes in the library, and made a contribution towards a new outside games table. Many social events are held, both in the school and in the village, to support activities in the school, such as the recent coffee morning at school when pupils in the band performed for parents and members of the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Since the previous inspection in 1997, there has been good improvement and some significant changes. Since the current headteacher, who was the former deputy, was formally appointed as headteacher in May 1998, the distribution of pupils has been reorganised within the three classes and a new full-time teacher appointed in Years 5 and 6. This has had a good impact in raising standards in teaching and learning.
48. The headteacher gives good educational leadership. The headteacher is imaginative and dedicated and offers a strong contribution to the high musical provision in the school. She has good support from staff and governors who help to consolidate good initiatives and to implement change. This ensures that all pupils have good opportunities to participate in a fully inclusive programme. Many worthwhile initiatives have been implemented in the most recent two years, and key issues from the previous inspection have been rectified. They include:
- National Strategies for Literacy and Numeracy have been implemented mainly successfully, resulting in improving literacy and numeracy standards. However, writing skills are receiving extra focus.
 - The organisation of classes has been adjusted in order to accommodate the imbalance of numbers in each cohort.
 - Development of information and communications technology has been successful due to leadership of a new teacher co-ordinator and standards have risen.
 - Religious education now has a better balance and planning closely follows the Cornwall Agreed Syllabus and standards have risen.
 - Roles of the co-ordinators of the planned curriculum are clearly defined and effective so that pupils' progress is monitored more closely.
 - The headteacher's and governors' impact on monitoring and evaluating the school's progress has improved.
 - A strong input into staff development and performance management has improved the confidence and expertise of all staff.
 - Parents are better informed about the curriculum through improved communication.
 - A new assessment policy has had a good impact for tracking pupils' achievement and in analysing data and the information used constructively to guide planning.
49. The headteacher is strongly committed to making good provision for pupils with special educational needs and has the good support of the governing body. The new policy has been established and appropriate staffing and funding made. A part-time teacher has responsibility for special educational needs and a governor and class assistants work closely with her. She ensures that the very good features of monitoring pupil's progress and advising staff and parents about pupils with special educational needs, are consistently maintained. The governors' annual report informs parents of how successful provision for special educational needs is in the school. The school is very positive in its approach to the inclusion of all pupils, irrespective of their needs. This results in an open acceptance of individuals.
50. The governing body is good in fulfilling its statutory duties and in shaping the direction of the school. The excellent and very supportive Chair of Governors gives loyal support and has been a steadying influence through the school's significant changes. Governors have good expertise and show obvious commitment to the school's aims and its development. There is shared, honourable intention for improvement and the capacity to succeed. The good ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed activities. Governors have a very good understanding of the strengths and weaknesses of the school and are acutely concerned to keep the present arrangement of the three-class structure continuing for as long as possible. Governors are appreciative of the good information provided by staff to help them to make informed decisions.

51. The delegation of staff to managerial responsibility is clear and well managed. Monitoring is good. The headteacher and co-ordinators monitor planning and the headteacher observes each teacher teaching at least once a term. Governors meet with co-ordinators termly to discuss monitoring and in turn, observe lessons, making recorded observations. Where needs are observed, as for example in the Reception Year, staff have received extra and helpful support from local education authority advisors and these visits are well minuted and regular. The school's development plan prioritises aspects of the school's progress carefully, identifying key personnel and costing appropriately. The school's development plan is regularly updated.
52. The number of staff is good to support pupils and the match of expertise to responsibilities is often very good. All teachers are qualified to teach the National Curriculum and there is very good use of teachers' expertise across the school, particularly for music, art and design and physical education. Teaching assistants work hard to gain relevant skills and offer good support in each age group. All adults work well as a team. The cycle of performance management is implemented to a high standard. The site manager keeps the school warm and clean to a high standard, and all support staff, including lunchtime supervisors, ensure very good support and safety for pupils.
53. The previous report praised the school site, and current inspection findings support this statement. The accommodation is excellent and the school makes good use of all available space to aid pupils' learning. Access for pupils with disabilities is good, including for pupils who need a wheelchair. Many new initiatives, such as the new information and communication technology area, are already making a good contribution to pupils' learning. Classrooms and outer work areas are light and airy, spotlessly clean, and enhanced by colourful displays of pupils' work. Extensive landscaped grounds surround the school, and the school often acts as host to visiting football and netball teams. There is a quiet room for pupils with special educational needs and a spacious hall. The accommodation has a very positive impact on the standards pupils attain, in particular in physical education and on their potential for learning in art and design, humanities and science.
54. Resources for learning are good, and teachers and parents believe that these are having a good impact on learning. Very good use is made of the local community for academic and sporting activities. Outside curriculum opportunities, for example, visits to places such as Falmouth Art Gallery, The Minack Theatre and the Fal River, plus the number of visitors talking to pupils about a wide range of subjects, make an important contribution to enhancing and enriching teaching and learning. Resources are easily accessible and are of good quality. There are some particularly good resources for music and to support children with special educational needs. A minor weakness is the lack of large wheeled toys for children in the Reception Year.
55. The school's financial management and daily administration are efficiently managed and unobtrusive, due to an industrious administrator and the regular services of one of the local education authority's accounting technicians. Daily routines are well established and calm. New technology is used effectively to inform parents, governors and teachers, and a governor has created a website in order to market the school's image.
56. The good financial policy shows clear financial delegation, and a register of pecuniary interests is annually maintained by the governing body. There is good monitoring and evaluating of the budget. For example, the recent negative budget is a result of protecting the three-class organisation and updating school procedures according to new national initiatives, such as information and communication technology. The governors are sharply aware of the need to drive funding upwards or reappraise the school's organisation should their attempts be unsuccessful. The use of strategic grants is good as, for example, in supporting additional staffing for 'booster' groups in order to help pupils succeed in their literacy and numeracy. In addition, parents and the community have supported the school strongly, financially. They have enabled the purchase of extra resourcing for information and communication technology, music and physical education.
57. The school uses the principles of 'best value' with serious intent. As a result, the effectiveness of

the school has improved and is now satisfactory with good features. Costs are managed appropriately for the size of the school. Leadership is good and there have been some good improvements made since the previous inspection. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to address effectively the issues of the report, the headteacher, staff and governing body, in conjunction with the local education authority, should:

(i) Improve standards in teaching and learning in the Reception Year by:

- Promoting a more appropriate Early Year's ethos at reception.
- Encouraging children to talk more about their experiences and to interact with peers in structured play situations.
- Encouraging more mark-making, children's own emergent writing and further writing skills.
- Developing curiosity about numbers around them and measuring.
- Helping children to use their initiatives, to investigate objects and technological toys, and to make independent choices for structured play.
- Helping children to improve their co-ordination, control, manipulation and movement in class and playground activities.

(Refer to paragraphs 1, 19, 23, 61, 63, 64, 65, 66)

(ii) Improve standards in writing at Years 1 and 2 by:

- Teaching joined handwriting.
- Teaching sufficient phonic skills
- Ensuring an enriched vocabulary
- Improving the style of sentence writing with appropriate connectives.
- Teaching of more picture dictionary skills.

(Refer to paragraphs 4, 5, 7, 42, 70, 71)

(iii) Ensure pupils' tasks in the subjects of science, design and technology and humanities (history and geography) are as closely matched to their needs and age-range as for literacy, numeracy and other subjects.

(Refer to paragraphs 18, 25, 26, 84, 85, 93, 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	8	4	5	0	0
Percentage	4	22	35	17	22	0	0

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

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)	58
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	15

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	19
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	2	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	83 (100)	67 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	67 (100)	67 (100)	67 (100)
	National	83 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	67 (88)	58 (75)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	58 (75)	83 (81)	75 (94)
	National	72 (70)	74 (72)	82 (79)

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

In order to ensure confidentiality, figures for boys and girls have been omitted due to the fact that numbers in each gender group are less than 11.

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	58
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)	3.4
Number of pupils per qualified teacher	17
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	113

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	182,152
Total expenditure	206,704
Expenditure per pupil	3,564
Balance brought forward from previous year	46,670
Balance carried forward to next year	22,118

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	59
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	42	50	8	0	0
Behaviour in the school is good.	33	67	0	0	0
My child gets the right amount of work to do at home.	21	75	4	0	0
The teaching is good.	42	58	0	0	0
I am kept well informed about how my child is getting on.	33	54	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	42	4	0	0
The school expects my child to work hard and achieve his or her best.	54	42	4	0	0
The school works closely with parents.	33	63	4	0	0
The school is well led and managed.	46	54	0	0	0
The school is helping my child become mature and responsible.	38	58	0	0	4
The school provides an interesting range of activities outside lessons.	17	50	29	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

59. The quality of education in the Foundation Stage of learning in the Reception Year is unsatisfactory. Not enough improvement has been made since the previous inspection, when teaching was unsatisfactory and when children did not make the progress of which they were capable.
60. Children currently enter the reception class in the term after their fourth birthday, joining other children and pupils in Year 1. They spend two terms in the class on a part-time basis, before joining full-time just before their fifth birthday. Many children have benefited from some pre-school experience prior to entry. At the time of the inspection, there were eight children in the Reception Year, three of whom were still part-time. The accommodation is very good and resources are good, although the best use is not always made of them to enhance learning. Procedures to help children and parents when children begin in Reception Year are good.
61. Children do not make enough progress in the Foundation Stage of learning in the Reception Year. On entry into school, at the age of four, standards overall are below average, although there are a few children who achieve broadly average standards, or just above average. Progress is limited during their time in this stage of learning and many have not achieved the Early Learning Goals for children of this age by the time they start Year 1. The curriculum is too narrow, with not enough opportunities created to broaden and develop specific skills, particularly in literacy and numeracy.

Personal, social and emotional development

62. Provision and teaching for children's personal, social and emotional development are satisfactory and children reach the Early Learning Goals by the time they begin Year 1. Staff know the children well and relationships with children and parents are good. The environment is appropriate for children of this age, with some effective play areas and good quality resources. Effective support is given to enable children to cope with their own personal needs at an early age. Positive help is being provided to enable children to manage their own behaviour, through good links with the behaviour support service. Children develop appropriate understanding of the rules of the classroom within a few weeks of starting school. Activities are provided to help children learn to play together and share their tasks. For example, a small group were observed listening to a musical tape of number rhymes during a numeracy lesson. They were able to organise themselves quickly and shared the experience in a friendly way. However, there are times when children do not have clear enough explanations about what is expected of them, and not enough time is allocated to interacting with children, observing their play, and valuing simple achievements.

Communication, language and literacy

63. Provision for communication, language and literacy is unsatisfactory. The quality of teaching in literacy lessons is not linked closely enough to the curriculum guidance for the Foundation Stage, or to the recommendations in the National Literacy Framework for children of this age. Too often, expectations of what children can do are not matched to their abilities. For example, in a literacy lesson during the inspection, the shared text was too difficult for children to read and they spent too long colouring a simple worksheet to further extend their skills. There was a lack of clear understanding of the language needs of children in this stage of learning and insufficient time allowed for children to develop their own emergent writing. Resources are often unclear and too difficult for children to read or see. All this inhibits their progress and reduces standards. Children enjoy looking at books, and there is a good commitment from parents to read with them regularly. This is helping them to improve their understanding of texts, but they do not make enough progress in reading or writing during the Reception Year so that most do not reach the Early Learning

Goals, although a small proportion do.

Mathematical development

64. Provision for mathematical development is unsatisfactory. Not enough opportunities are planned to allow children to learn about numbers, shapes, space and measures. Too often, they are involved in mechanical copying and writing numbers, rather than exploring relationships, developing curiosity about numbers, and their understanding through different activities, such as role play, rhymes, games and modelling. The unsatisfactory teaching is linked to the Year 1 approach and does not allow children in the Reception Year to learn through exploration and experimentation, or to have sufficient opportunities to practise, consolidate and use their number skills. Children spend too long working mechanically with numbers, and this narrow curriculum leads to unsatisfactory progress in overall mathematical understanding and skill. A few children count to 20, recognise numerals and show appropriate understanding of sequences. However, the lack of opportunity to practise and extend these skills is a weakness and many do not make sufficient progress to achieve the Early Learning Goals in this area.

Knowledge and understanding of the world

65. Provision and teaching for the development of children's knowledge and understanding of the world are unsatisfactory and most children do not meet the Early Learning Goals. Teaching is not focused well enough on extending children's enquiry skills. Not enough resources are used to stimulate interest and investigation. For example, in one lesson, children were trying to sequence holidays during the school year. The lack of visual stimulus and unclear explanations, led to confusion and children became passive observers. Too few opportunities are created for children to sort toys and objects or to talk about changes that occur over time, to gain a deeper understanding of the world or to design and make their own objects from their own ideas.

Physical development

66. Provision and teaching for the development of physical skills are unsatisfactory so that, by the beginning of Year 1, a significant majority have not reached the Early Learning Goals. Not enough opportunities are provided for children to practise and develop their skills. Too few examples were seen of children using small and large equipment, different sized pens, brushes and pencils, exploring with hands and fingers, and using simple tools. There are no large wheeled toys in this reception play area, and this inhibits opportunities for them to learn about safety, to control their bodies, solve simple problems and take turns with others. Children enjoy play activities. They run and jump around the playground with enthusiasm and benefit from the good facilities both inside and outside of the school for this area of learning. However, not enough is done to extend further these skills, and this leads to limited progress.

Creative development

67. Provision and teaching for creative development are satisfactory. Overall, a majority reach the Early Learning Goals in this aspect. Children enjoy making music and join in with enthusiasm as they sing songs and clap rhythms. They are able to distinguish between fast and slow tempo, recognising that the lullaby 'Rock-a-bye-baby' is a much slower tempo than 'The Grand Old Duke of York'. Appropriate practical activities enable children to move around in time to music. They have satisfactory knowledge of nursery and traditional rhymes and tap a beat successfully. They clap the syllables of their own names. They enjoy using play-dough to create sculptures, although sometimes not enough challenge is offered to extend skills in this area of learning further. For example, the lack of real examples of sculpture by artists, to foster understanding of what sculpture is, is a weakness that inhibits the development of ideas and imagination. This leads to insufficient learning by some children. The role-play area is an attractive asset to the reception unit and children enjoy using this facility.

ENGLISH

68. Current standards are different from the National Curriculum test results in Years 2 and 6 of 2001, due to less pupils at a special educational needs' level, the impact of new staff since the previous inspection, and the reorganisation of year groups into different classes. Current English standards in Year 2 are satisfactory, with some weaknesses in writing, but strengths in reading. In Year 6, pupils' attainment is above average, with good features in reading and speaking and listening. This shows good improvement since the previous inspection, when standards were unsatisfactory at Key Stage 1. In addition, a strong focus has been given to improving reading and spelling, which has been successful. From the below-average level at the beginning of Year 1, to the time pupils reach the end of Year 6, progress in learning is very good.
69. Speaking and listening skills are satisfactory in Years 1 and 2 and good in Years 3 to 6. By Year 2, pupils listen carefully to the teachers, adults and each other. Many appropriate opportunities are provided for pupils to develop clear enunciation and understanding of conversations as, for example, when they explain logically the sequence of a story's plot, or describe the differences in tempo between the lullaby 'Rock-a-bye-Baby' and the tune of 'The Grand Old Duke of York'. In Year 6, standards are above the expected levels in speaking and listening. Older pupils are articulate, confident speakers, whether in a small group or in front of a large audience in musical and dramatic performances. The majority of pupils in Years 3 to 6 discuss all areas of their learning with good vocabulary and fluency of ideas, showing good understanding during discussions.
70. Reading standards are above average in Years 2 and 6. Pupils read enthusiastically with good expression and full understanding of the printed word. In all year groups, the majority of pupils are able to discuss the plot, characterisation and features of narration in stories. Their prediction of events and awareness of recurrent themes by individual authors are very secure. In Year 6, pupils have good extended research skills, using the content and index pages of books confidently. They use dictionaries competently and know about the Dewey library classification and the layout of the school's library, although skills in using encyclopaedias are more insecure. Phonic skills are mainly good, but building syllables at Years 1 and 2 are less well developed. In Years 3 to 6, the secure higher reading skills of skimming and scanning help pupils in their research in other subjects, such as humanities.
71. In Years 1 and 2, writing is relatively weaker, is below the national average by the age of seven, and is an area for further development. There is insecurity in joining letters for handwriting, and in building syllables fluently to help memorise spellings. Insufficient use of picture dictionaries inhibits vocabulary enrichment. Pupils lack sufficient practice in writing full and interesting sentences of their own in order to reflect their ideas and to improve the use of appropriate connectives. By Year 6, writing standards are close to average with good features. In Year 6, pupils are fluent writers and write confidently with expressive style, vocabulary and good spelling. Presentation, handwriting and punctuation are satisfactory. Grammar is generally accurate and paragraphing is confident. The range of pupils' writing is wide and older pupils have a very good idea of how to write their own beginning and create imaginative and interesting stories.
72. Teaching in English is satisfactory in Year 1 and good at Years 2 to 6. In Years 1 and 2, the teaching of writing is not as strong as for reading. There is good implementation of the National Literacy Strategy. There is strong evidence from pupils' books and work on display that writing in all subjects enhances pupils' literacy skills. For example, in humanities, pupils make good written comparisons of current African homes in Kenya with those of England. Other aspects of good teaching include a good knowledge of the National Literacy Strategy and planning, which identifies targets that match pupils' ages and needs closely. Teachers expect high standards of listening and behaviour and there is good use of teaching assistants and resources to support group work in additional literacy sessions in Year 1 and upwards. Assessment and tracking of pupils' progress in learning is good. These good aspects have a strong impact on the very good learning by the time

pupils are about to leave in Year 6.

73. One result of the impact of good teaching is that all pupils show good attitudes to literacy. They listen carefully to teachers, wait to speak and consequently, the quality of discourse about a range of subjects is good. Most try hard to produce sufficient and good work and are helped by teachers' regular marking, which highlights areas for development. Most enjoy reading and have a positive attitude to books. Behaviour is predominantly good, due to the consistent application of the school's behaviour policy.
74. The management of English is good and has ensured that, overall, from a below-average point of entry to Year 1, to a satisfactory standard in writing which has good features in Year 6, plus good reading standards throughout, pupils' progress in learning is very good. Some current worthwhile initiatives are developing well, as, for example, the link between information and communication technology and English, the closer analysis being made of pupils' weaker features in writing, and the good improvement for managing spelling.
75. Visits to the school by theatre groups and a puppeteer, and visits out to the Minack Theatre and Truro's Hall for Cornwall, contribute significantly to pupils' learning in English, giving pupils good opportunities to extend their vocabulary, speak clearly, and write for different purposes. Interesting stories and beautiful books stimulate an alert awareness of the English language in all its richness and diversity. English provision at the school does much to enhance pupils' spiritual, moral, social and cultural development.

MATHEMATICS

76. At the time of the previous inspection, standards in mathematics were average at the end of Year 2 and Year 6, but higher attaining pupils were underachieving. Currently, pupils' average attainment has been maintained, with added strengths by the age of 11 in securely understanding the value of each digit in larger numbers, greater accuracy in problem-solving and investigating, secure knowledge of fractions, and confidence in the use of money. From their below-average standards on entry to Year 1, pupils have made good progress in learning by the end of Year 6 to reach average attainment with good features. Higher attaining pupils are successfully challenged and reach more advanced levels.
77. Results of the 2001 National Curriculum assessments in mathematics for pupils at the end of Year 2 were above average. They were high at Level 2, with a significant proportion attaining the higher Level 3. In Year 6, mathematics results for average points were well below the national average, due to a higher proportion of special educational needs pupils. However, care must be taken when comparing year groups because of small numbers within each year group and because the high proportion of pupils with special educational needs fluctuates from year to year.
78. Trends over three years at Year 2 show mathematics' results exceeding the national average with boys performing better than girls. At Years 3 to 6, trends over five years show that mathematics results fell below the national average, with girls outperforming boys. Standards have risen since then, due partly to reorganisation of year groups, new teacher appointments, and good support from teaching assistants. Currently, pupils in Years 3, 4, 5 and 6 have much improved standards in mathematics compared with 2001 and from on entry.
79. Currently, by the end of Year 2, pupils' recording of hundreds, tens and units is neat and accurate and their knowledge of the value of digits is good. This provides a good basis for pupils to apply their knowledge appropriately during investigations. There is good understanding of the patterns to be found on a 100-square. Work on money and use of coinage are good. Pupils add in tens correctly and understand fractions of numbers. They partition tens and units accurately. Most pupils recognise two and three-dimensional shapes competently. They recognise analogue time and draw simple graphs to illustrate data. Higher attaining pupils are highly challenged and pupils with special educational needs receive good support and achieve their individual targets. Areas in

need of development are to increase the amount of time spent on the measurement of length, weight, capacity and in practising multiplication tables.

80. By the end of Year 6, learning is good in number work. Pupils have a secure understanding of place value, prime and square numbers, and problem-solving is accurate and has improved. Pupils are competent at using all four operations up to thousands in an investigational context. Pupils understand decimals and conversion of decimals to fractions and percentages. Higher attaining pupils use negative numbers to plot two-dimensional shapes on all four quadrants. The use of measurement for length, shape and money is secure. Areas of development are to improve recording and presentation of reasoning when solving problems. Insufficient work is achieved in practising multiplication tables, and weight, volume, capacity and area.
81. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6, resulting in pupils' good learning, overall. Teachers motivate pupils well and ask searching questions in order to ascertain the levels of understanding before new concepts in mathematics are introduced. The management of behaviour is good. Pupils are given good encouragement to suggest answers, and they are confident to do so, even at the risk of being wrong. As a result, pupils' attitudes towards the subject are good and behaviour likewise. Relationships are very positive. There is good marking, which highlights pupils' strengths and clearly identifies what needs to be improved upon.
82. There is good management of the subject. The good assessment, recording and tracking of pupils' progress have enabled the school to focus on areas of need in order to provide extra support. The implementation of the National Numeracy Strategy has been good, resulting in more precise planning for lessons, with clear learning aims matching year groups and individual pupils' needs more closely. Monitoring of pupils' work has been thorough and enabled reorganisation of year groups and precise help given through booster groups. The full breadth of the subject is implemented well, although the depth of all aspects of the Programme of Study has not yet been applied in the areas already identified. Practical sessions for analysing data, as, for example, when researching the occupations of people living in Gerrans village, develop good social skills and relationships between pupils. Mathematics, as a subject, is developing well as can be seen in the strongly improved standards of Years 3, 4, 5 and 6.

SCIENCE

83. Standards in science are average by the time pupils reach the ages of seven and 11. This is an improvement since the previous inspection, when standards were below average at the end of Year 2. The curriculum has improved, and a new scheme of work, recently introduced, is helping to extend pupils' knowledge and widen their experiences. An experienced co-ordinator has been appointed and support for teachers has led to improved learning in lessons.
84. Younger pupils in the school, in Years 1 and 2, make satisfactory progress in science. They handle equipment with care and benefit from some real resources as they explore living things. They show appropriate understanding of the different parts of a plant, and by the time they are in Year 2, almost all can name and identify seeds and fruits, explaining how they develop. They use appropriate technical vocabulary to describe their explorations and know what the basic conditions for life are. They are beginning to use information and communication technology to display their findings, such as when they present on a bar chart, their investigations about the strength of magnets, or showing the amount of force needed by a catapult to increase the distance travelled. Pupils in Year 2 also show understanding of different materials and their properties as they explain which materials absorb water and which do not. They present their findings well and make effective use of resources in their work. In some lessons, there is too little evidence of different work for pupils in different year and ability groups. This inhibits higher attainment particularly, and a small minority of pupils in this key stage do not achieve well enough in science.
85. Older pupils in the school, in Years 3 to 6, continue to make satisfactory progress. They benefit from clear explanations and demonstrations. For example, in one lesson, pupils were trying to find out about their pulse rates. The teacher modelled the task carefully so that all pupils were able to

complete it sensibly. Pupils make good use of their literacy and numeracy skills to support scientific exploration, investigation and report writing. They design their own experiments. For example, in an experiment to filter dirty water to make it clean, pupils tried out several different methods before deciding which worked the best. They drew sensible conclusions about their results and displayed them clearly. Work is neat and well presented. Sometimes, as in Years 1 and 2, all pupils in the class undertake the same work, with too little emphasis placed on ensuring that lower attaining pupils understand the lesson, or that higher attaining pupils achieve well enough. This has an impact on standards at the end of Year 6.

86. The quality of teaching in science is satisfactory, with some good features. Lessons are well planned from the new scheme of work, but often lack clear explanations of what different groups of pupils will do. Lessons are effectively managed and appropriate use is made of resources to help motivate pupils. Some good practical experiments help pupils to understand scientific concepts, such as when pupils in Years 3 to 6 undertook an experiment to find out how the temperature of water affected the speed with which sugar dissolved. When teachers enable them to experiment for themselves and try out different temperatures, pupils draw accurate conclusions and make good gains in knowledge. Where learning is best, teachers make effective use of questioning to extend pupils' thinking, and set hypotheses for them to find answers for themselves. At these times, pupils rise to the challenge and show high levels of enjoyment as they seek answers to questions and develop their scientific thinking.
87. Leadership of the subject has improved since the previous inspection, although it remains satisfactory. The new scheme of work is too recent to have had a major impact as yet, but it is helping teachers to improve their own knowledge, and provides a range of activities to extend pupils' skills. A recent resource audit has led to new resources for the subject, and these are having a positive impact in lessons. Assessment of pupils' knowledge has improved and plans are rightly being monitored to ensure continuity across the school, and to inform about standards. Pupils particularly enjoy working with the environmental areas in the school and have benefited from some new CD-Roms to extend their understanding.

ART AND DESIGN

88. Standards in art and design are above average at the end of both Year 2 and Year 6. This is a good improvement since the previous inspection, when standards were satisfactory at the end of Year 2. The rate of progress increases throughout Years 3 to 6, due to good, and sometimes very good, teaching and exciting opportunities for pupils to develop their skills.
89. A scrutiny of pupils' work in their art folders and around the school, shows that pupils in Years 1 and 2 achieve well. They develop their skills through a broad range of activities and make effective use of a variety of processes. They have used water colours to create a colour-wash effect, mixed paint to find accurate colours for portraits, undertaken simple weaving techniques in Year 2, and experimented with collage materials.
90. In Years 3 to 6, pupils have benefited from working with a local artist to develop expertise in still-life drawings. Their work shows good improvement as they move through the year groups. By the time they reach Year 6, pupils make good use of colour, line and texture, and paint in different styles. Sketch books show good learning over time. There is good evidence of past work. For example, an exciting display of glazed earthenware pots, in the style of the artist Clarice Cliff, shows that pupils' observation skills are developing well. They have studied photographs carefully and tried to emulate the artist's work with some success. In one lesson, pupils were observed investigating differences between realistic and impressionist paintings. They observed the work of the artist Monet carefully, so that they could find out about his style. They talked carefully about his 'blue colours' and about the importance of colour-mixing to establish the mood and shade that they required. The good teaching and provision of resources led to high standards of success in

this lesson. Good use of information and communication technology, using Internet research about the artist as homework has a positive influence on pupils' personal responsibility and research skills..

91. The quality of teaching and learning in art and design are good. The rich range of art and design activities provided ensures that pupils enjoy lessons and do their best to succeed. Teachers use a very good range of resources, techniques and approaches, enabling pupils to improve their skills in a wide range of art and design activities. Lessons are well prepared and offer good demonstrations and the work of real artists, to stimulate thinking and develop pupils' skills. The good teaching is helping pupils to make good progress in drawing, perspective and use of colour. Good assessment of samples of pupils' work helps teachers to keep well informed about pupils' progress in learning.
92. Art and design is well led and organised. The good curriculum, with very good links to local art culture, is a real strength and helps to develop pupils' interest in the unique culture of Cornwall. The high quality art displays around the school provide a rich and stimulating backdrop to school life. The involvement of pupils in experimenting and working with local art and craft experts is helping to improve artistic and design skills, and raising standards in all aspects.

DESIGN AND TECHNOLOGY

93. Standards in design and technology meet expected levels and have been maintained since the previous inspection. Although no lessons were observed during the inspection, evidence from planning and pupils' past work shows that standards develop systematically as pupils move through the school, although tasks do not always match the different needs of pupils within year groups.
94. In Years 1 and 2, pupils use resources such as card, paper, wood and plastic, to create their models. They cut and join materials carefully as they make simple characters on sticks for a puppet play. They take care to ensure that their finished articles are well presented and show simple design briefs.
95. In Years 3 to 6, pupils make more complex models that help them to develop their planning and communicating skills. The results of a design project to make a fairground ride show that they have generated ideas from their own experiences. They have trialled different materials, shaped them carefully, and put components together, suggesting changes that might improve their model. Good communicative drawings and photographs show changes over time with evaluative comments about the workings and characteristics of gears and joints.
96. No teaching was observed during the inspection, but teachers' planned curriculum for design and technology is broad and balanced. Work is closely linked to design projects and good quality evidence is collected. Displays of pupils' work show that the subject is valued by all members of the school community. Literacy and numeracy skills are used well as pupils mark out and measure materials, and write evaluative comments about them. Resources are satisfactory overall, but there is little evidence that information and communication technology is used as a design aid.

HUMANITIES (GEOGRAPHY AND HISTORY)

97. Pupils' attainment in the subjects of geography and history (humanities) is close to the expected levels nationally in Years 2 and 6. These standards have been maintained from the previous inspection, with added strengths in map-making skills, knowledge of places, local studies, knowledge of changes over time, and of the social life of different eras in the United Kingdom and ancient civilisations.

98. Pupils make good progress in learning when carrying out a local enquiry and employing fieldwork techniques when studying an area. Pupils develop a secure understanding of the patterns produced by physical and human features within an environment. They make good comparisons between a home in Kenya, with that of England. Satisfactory learning takes place in the way people improve or damage the environment. In their studies of ancient Egypt and the River Nile, pupils show satisfactory understanding of the effect of water and weather on the landscape. By Year 6, pupils are able to collect evidence, evaluate, draw conclusions, sometimes recording their results in tabular format.

99. By the end of Year 2, pupils show a good understanding of the village plans of Gerrans, accurately recognising key symbols and features. They make useful comparisons between Gerrans' old school and the new one built in 1987. They have made accurate deductions from observations during their visit to the thousand-year-old church in the village. When researching the islands of the United Kingdom in a topic, they show good use and understanding of atlases, analysing correctly features on the Isles of Scilly and what they illustrate about the growth of settlements.
100. By Year 6, pupils have made good use of the local area and Ordnance Survey maps with differing scales. They make appropriate analyses of the development of settlements and are able to compare different settlements from a variety of regions around the world. In their studies of the ancient Egyptians and the Greeks, they use copies of original artefacts and drawings to deduce correctly the hierarchy of people's status and of their ancient rituals and religions. Studies of maps of the Roseland peninsula and its coastline at Portscatho reflect secure knowledge of the effect of changing patterns in occupations over fifty years. Pupils have made a useful comparison of farming eighty years ago, with medieval farming and modern farming. Pupils show a developing understanding of chronology and are fairly accurate in sequencing by age the different eras of the invaders of the United Kingdom over time. Their research skills help their standards in literacy, and the use of temperature gauges aid work in numeracy.
101. Although no teaching of humanities was observed at both key stages during the inspection, pupils' recorded evidence and recall show that teaching has been satisfactory. Evidence shows that teaching of skills has been effective and that pupils have made satisfactory progress in learning. Planning is based closely on the National Curriculum Programmes of Study for geography and history and coverage is broad and balanced.
102. Teachers encourage pupils to write in their own thoughts and to analyse carefully a variety of facts before reaching conclusions. In addition, pupils are given opportunities for individual research. There is good teaching of map skills throughout and good links are made with other subjects, such as art. Teachers make good use of information and communication technology for pupils to research evidence and exchange e-mails with people in different localities. The teaching of historical interpretation of evidence from a variety of resources is good. Resources are used effectively in humanities and include good use of local historical and geographical sites. A variety of artefacts and maps of varying scales help pupils to study efficiently.
103. A key area for development, however, is in the lesson planning and setting of tasks. Often, the tasks for pupils do not take sufficient account of the needs of individual pupils within two and three-year age groups. This leads to some underachievement by higher attaining pupils, who lack challenge. Pupils with special educational needs make good progress due to their good support.
104. Overall, humanities is effectively managed and provision is improving, with good aspects.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards in information and communication technology meet expected levels at the end of both Years 2 and 6. This represents good improvement since the previous inspection, when standards were low.
106. In Years 1 and 2, pupils use information and communication technology to organise information and present simple findings. For example, they use a word processor to write their own names and addresses, make simple lists and give valid instructions. Skills in using a mouse develop well. Higher attaining pupils in Year 2 change the font size, colour and style of text. All pupils are beginning to explore a variety of information and communication technology tools, such as camcorders, digital cameras, and adventure games. Not enough use is made of these tools, however, to present work in English and mathematics. Overall, achievement in the subject at

Years 1 and 2 is satisfactory.

107. In Years 3 to 6, pupils continue to make satisfactory progress, and sometimes they make good gains in learning. This is linked to expertise in teaching and to the new resources. Almost all pupils in Years 3 and 4 can name the parts of a computer and explain their purpose. They also use a range of tools and show appropriate awareness of the impact of technology on their work. As they move through the key stage, standards improve at a satisfactory rate. Pupils plan and create simple desktop publishing tasks, such as posters for the Harvest Festival or concerts, showing an awareness of the audience and of impact and organisation. They send e-mails and make their own greetings cards comprising text and pictures. There is evidence that pupils use information and communication technology to support literacy by presenting their poems and stories on computers. They present data in graph form in mathematics and science, and undertake some simple research from the Internet. Overall, however, not enough use is made of information and technology tools to support learning in other subjects. Progress across the school is satisfactory overall.
108. The quality of teaching and learning is satisfactory, due to increasing expertise as teachers undertake some in-depth training. This has led to the rise in standards since the previous inspection. Teachers' confidence is good. They ask clear questions of their pupils, keeping them on task. This is particularly evident in Years 3 to 6, where pupils are encouraged to follow straightforward lines of enquiry to achieve their outcomes. Monitoring of the subject and pupils' progress is good and tasks are closely matched to pupils' needs. Pupils' achievements are the result of good teaching and of the good new resources in the school. Pupils use systems carefully and benefit from some good discussions with staff. In Years 5 and 6, pupils also benefit from homework in which they are often asked to find out information for themselves. Pupils' attitudes to information and communication technology are enthusiastic and positive as a result of the impact of teaching.
109. The quality of leadership is good and has had a positive impact on the improvements noted in the subject. Good quality training has been established, which is ensuring that all teachers are skilled and confident in the use of the new resources. These are also having a positive effect on the standards that pupils achieve.

MUSIC

110. Provision for music is outstanding. There has been very good improvement in music since the previous inspection. Standards are now well above the expected levels nationally by the end of Year 2 and Year 6. Throughout the school, pupils' achievement is very good in all aspects of the curriculum for music. There is very good use of specialist music teachers and volunteers, which has a very good impact on pupils' learning. The equality of access and opportunity for all pupils to play in the school band, sing in the choir and perform solo or chorus in the school's concerts and musicals, is excellent.
111. Pupils sing sweetly and confidently in an expanding repertoire with very good rhythm, clear entry to each phrase and correct duration of notes. All pupils make very good use of dynamics to add texture to their singing together. Singing during collective worship and choir practice is confident, correctly pitched, with very clear diction, all in a challenging repertoire.
112. Rhythm work is successfully developed throughout all year groups, due to the teachers' good knowledge. Pupils imaginatively layer sound effects in rhythm work, using chime bars and a variety of tuned and untuned percussion instruments. They perform professionally together, easily and well practised, maintaining a good ostinato pattern in groups. Pupils have very good awareness when composing and performing, of dynamic effects produced through high and low notes, played as pianissimo and fortissimo, and in how to reach a crescendo. Pupils respond successfully to the rhythmic patterns of symbols and the majority have a very secure understanding of traditional notation on a staff. Pupils show good responses to rhythm and melodies when they sing and march to a traditional, national repertoire. They have very good

rhythmical responses to Afro-Caribbean music and have a sharp awareness of the musical traditions of other cultures.

113. Teaching is predominantly very good throughout. Occasionally it is excellent. Expertise amongst staff and volunteers is very good. Teachers ensure that pupils have a wide experience of all the elements of the national Programme of Study for music in performing, composing, listening and appraising, including singing. Teachers ensure that tasks match pupils' needs closely. Lessons are thoroughly prepared and pupils' efforts are praised well. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils, including those with special educational needs, gain confidence and make very good progress in learning throughout. Higher attaining pupils are challenged well, as is evidenced by the videos of past musicals and solo performances given by pupils.
114. There is very good management of time and behaviour during music, so that pupils have a variety of interesting tasks and maintain very good concentration for long periods. The impact of teaching on pupils' attitudes and behaviour is very good. Pupils respond in an alert manner when music is used because the choice of music is often very appropriate. They show good self-control when handling instruments carefully and in returning them to their storage. They are self-disciplined, co-operative, and are respectful of the adults and of the performances of other pupils.
115. The management of the subject is excellent. The scheme of work is broad and balanced and the planning ensures a clear progression of skills between year groups. The use of specialist teachers is a significant factor in the very good impact of music on the whole school. More than half the school perform in either the school's choir or band. A high proportion of pupils learn either the recorder, clarinet, flute, trumpet, French horn or euphonium, from Year 2 upwards. They participate in the music festival in Truro, through being a member of the choir or band. There is very good provision for individual and group work in music and excellent use is made of staff, governors or volunteer musical expertise for pupils to receive support when playing instruments. As a result, pupils reach such high standards when playing the traditional tunes of 'Helston', 'Men of Harlech' and 'Trelawny', that the audiences hold their breath in magical engagement.
116. All Christian festivals are augmented musically, as are school assemblies and school drama productions, for example, 'Daniel' and 'Jack the Giant Killer'. As a result, pupils' spiritual, moral, social and cultural development is much enhanced. Such lively musical provision ensures that music has a very high profile and contributes significantly to the link between the school and its community.

PHYSICAL EDUCATION

117. Provision for physical education is good and by the end of Years 2 and 6, pupils' standards are above the nationally expected levels. By the time pupils are in Year 6, they have made good progress in learning.
118. Swimming standards are good. All pupils attend the Polkyth Leisure Centre at St Austell for a six-week block of coaching in hourly sessions during the Spring term. Pupils make good progress in achievement in these weekly visits so that, by the end of Year 6, all pupils swim the requisite 25 metres. Older and more advanced pupils receive awards for life-survival skills.
119. Throughout all year groups, pupils show considerable co-ordination, control and balance. Pupils have a good awareness of space. They travel lightly in a variety of ways and they learn the sequence of a new team game quickly and correctly. Pupils are alert in performing for team games and they are quick, agile and well co-ordinated. This is evident during the whole-afternoon football tournament for all primary schools in the area, based at Gerrans' School during the inspection. Girls and boys played in the matches, performing equally well.

120. Pupils make good progress in ball skills, such as throwing, catching and controlling. This is evident in a lesson learning to play tennis on the school's playground, when control of the ball with a racquet was good. In addition, high standards are reached in playing the game of squash at the village's purpose-built squash court. Pupils from Year 6, receive regular coaching and supervision in a lunchtime club run by two adult volunteers. Pupils' ability to control a squash racquet and squash ball at such a young age is remarkable.
121. Although no dance and gymnastics lessons were observed during the inspection, due to the short timetable available, sufficient photographic evidence indicates that opportunities are regular and wide-ranging for these aspects of physical education. Records show that the school participates in local tournaments for athletics, netball and football. Certificates and trophies provide additional evidence of the pupils' successes. Such evidence provides teachers with good assessment opportunities.
122. Observations and evidence reflect good standards in teaching and good match of tasks to age-range. Strengths are in the very good expertise of teachers and in the organisation of activities, adapting methods to meet pupils' immediate needs and circumstantial changes. Teachers have good management strategies for engaging pupils' interests. Discipline is good. As a result, higher attaining pupils are well challenged well to lead and demonstrate. Pupils with special educational needs are confident in team games and swim with confident independence. Teachers give all pupils frequent opportunities to demonstrate and evaluate their own and the performances of others, in order to improve their techniques. Consequently, achievement by pupils is good. Teachers set a fine example in the way they dress for physical education lessons, often leading enthusiastically by demonstration, which ensures that pupils strive hard to improve on their personal best.
123. The management of the subject is good, resulting in good standards and pupils' attitudes. Across the school, pupils have high levels of enjoyment and enthusiasm for the subject. Pupils' responses are positive and confident. Behaviour is often good in physical education activities. All pupils work sensibly with a good awareness of safety routines, such as when they carry games equipment together. The combination of swimming, dance, games and athletics makes a significant impact on pupils' physical, social and moral development. In addition, a residential field trip to Delaware Camp, provides outdoor pursuits for pupils to share with children from other schools in the area. Gerrans' school hall and site are excellent and spacious. They include a full-sized netball pitch, and a large, flat adjoining sports field, in addition to good climbing and small resources. Such good facilities ensure that the subject has a high focus and is a venue for other schools to participate in good sports.

RELIGIOUS EDUCATION

124. Standards in religious education are in line with those identified in the Cornwall Agreed Syllabus for pupils at the end of Years 2 and 6 Pupils benefit from the structured approach that the syllabus has brought to the school, and good progress has been made in the subject since the time of the previous inspection, when provision and standards were weak.
125. In Years 1 and 2, pupils begin to learn about the Christian beliefs and values at an early age. By the time they reach Year 2, pupils display their understanding of Christianity through simple stories and drawings. They learn about the Christian calendar and the stories and life of Christ, showing good understanding and knowledge of the different features of Christmas, Easter and The Creation, in addition to the moral aspects of Christianity. Pupils make good achievement as they learn about the Sikh religion and can identify differences between Christianity and Sikhism. They learn to look after their school and help others.

126. Pupils' good progress is continued in Years 3 to 6 as they develop their knowledge and understanding by more in-depth study of Christianity, Sikhism and Hinduism. They can identify the most important symbols and beliefs of each religion. For example, in Year 5, pupils have undertaken an in-depth study of the life of Guru Nanak, creating their own biographies and showing clear understanding of the miracles of the Sikh religion. They use their literacy skills very well as they write detailed directories, descriptions and lists of events. Pupils in Year 6 show that they understand the differences in beliefs about life after death, and explain clearly some of the importance of symbolism. Through Years 3 to 6, pupils learn about moral and social issues linked to everyday life, and discuss their own feelings and beliefs sensitively. For example, in Years 3 and 4, pupils show empathy and understanding as they discuss the war in Israel considering their own feelings and those of others as they study photographs from newspapers. They show compassion and interest. Such achievement in learning contributes significantly towards pupils' spiritual, moral, social and cultural development.
127. The quality of teaching and learning in religious education is good. For example, in Years 5 and 6, pupils benefited from the good knowledge of, and questioning by the teacher as they focused on the story of St George and the Dragon for St George's Day. The teacher made sure that pupils could distinguish clearly between the factual element of the story and how the legend of St George established itself. The teacher took great care to ensure clear understanding at each stage of the story, so that pupils rose to the challenge and looked carefully at the validity of factual evidence. Religious education lessons are closely linked to the locally agreed syllabus, and this ensures that they are well planned and help pupils to learn about the major world religions in a sensitive way. Attitudes, such as care and respect for others, are promoted, both in lessons and throughout the school day. This enables pupils to develop positive attitudes towards others and an understanding of other faiths and cultures. Pupils develop empathy and awareness of the difficulties of others as they take part in discussions and review current world issues.
128. Management of the subject is good. Religious education is well planned and organised, and clear guidance is given to staff to enable the syllabus to be taught effectively. Some good extra-curricular opportunities, such as visits to the Cathedral in Truro, and developing a Sikh temple at the school, help to promote good understanding and knowledge. Assemblies are used well to further promote a wider awareness of life in a multi-faith society. Standards are rising, particularly in Years 3 to 6.