

# INSPECTION REPORT

## **MOUSEHOLE COMMUNITY PRIMARY SCHOOL**

Mousehole, Penzance

LEA area: Cornwall

Unique reference number: 111796

Headteacher: Mrs R Ockwell

Reporting inspector: Hazel Callaghan  
22254

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> February 2002

Inspection number: 230312

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Foxes Lane Mousehole Cornwall
Postcode:	TR19 6QQ
Telephone number:	01736 731427
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Appropriate authority:	Governing body
Name of chair of governors:	Mr John Voogd
Dates of previous inspections:	9 <sup>th</sup> – 11 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Hazel Callaghan	Registered inspector	Science Information and communication technology Art and design Foundation Stage Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed
19639	Gill Anderson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31029	Peter Thrussell	Team inspector	Mathematics Design and technology Physical education Religious education Special educational needs	
3855	David Langton	Team inspector	English Geography History Music	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the centre of the village and draws its pupils from the village and the surrounding area. Children are admitted part-time in the term before their fourth birthday and attend full time from the term in which they are five. At the time of the inspection there were three nursery-aged children and 21 children in the reception group, of whom 11 were attending full time. Mousehole is smaller than most schools of its type, but it is a popular school and has maintained its roll at 105. The school's admission number is 12, but pupils have been admitted well above this number throughout the school and so the number of pupils in each year group varies considerably; between eight and 22 pupils in each year group. There are no pupils having English as an additional language and almost all pupils come from white European families. The proportion of families who claim free school meals is similar to the national average. There is an average proportion of pupils who have been identified as having special educational needs (23 per cent), of whom two pupils have a statement of educational need. Seven pupils have specific, moderate or severe learning difficulties, or speech and language difficulties. The headteacher has been in post for two and a half terms. During the inspection, two teachers were on maternity leave and two experienced teachers had been appointed to cover their absence. A village playgroup has been recently set up within the school grounds.

### **HOW GOOD THE SCHOOL IS**

Mousehole School provides a rich and stimulating curriculum, which, with its excellent links with the community, promotes pupils' interest in their learning well. The quality of teaching throughout the school is good, often very good, and pupils are keen to do their best. Weaknesses in curricular planning have, however, reduced the effectiveness of the teaching and of pupils' learning, so that pupils' achievement has been generally satisfactory in many areas of the curriculum. The new headteacher provides good leadership and, together with the support of the staff, she is promoting school improvement. The recently implemented financial management systems provide effective procedures for the monitoring and control of the budget. Overall the school provides satisfactory value for money.

#### **What the school does well**

- Standards in science are good through the school and pupils make good progress. Pupils' speaking and listening skills are also good and well promoted in all areas of learning.
- The quality of teaching is good and this promotes pupils' interest and enthusiasm for learning.
- The headteacher provides a clear educational direction for the school. She works effectively with staff to further improve the quality of education provided.
- The school promotes pupils' social development very well, so that relationships throughout the school are very good, and pupils show good levels of care for each other.
- Links with the local community are excellent and contribute significantly to the school's rich curriculum.
- The number and range of extra-curricular activities and clubs are very good, especially for a small school.

### What could be improved

- Overall curricular planning so that there is a clear structure for the systematic development of pupils' skills.
- Whole-school assessment procedures to monitor pupils' attainment and progress, and to support teachers' planning so they provide activities that match pupils' learning needs and build on their previous learning.
- The role of the subject co-ordinators so they are fully involved in monitoring teachers' planning, the quality of teaching and pupils' learning, enabling them to provide support for colleagues in order for standards to rise.
- The role of the governing body in ensuring that issues of health and safety are addressed.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1997. Standards in English, mathematics and science were maintained over the next three years, although pupils' levels of achievement fluctuated. Since the inspection, the accommodation was improved, providing a better learning environment. There was, however, insufficient progress made in addressing the main areas of concern from the previous report. The curriculum provided was broad and stimulated pupils' good attitudes to learning, but there was no clear overall plan through which pupils' knowledge and skills were systematically developed. Improvements are now being made to ensure that all required elements of the National Curriculum programmes of study are taught. After the previous inspection, co-ordinators were more involved in managing their subjects, but only the co-ordinators for English and mathematics were involved in monitoring the quality of education provided. The provision for information and communication technology was significantly improved and the investigative aspects of science have also improved. The teaching and learning in design and technology, and aspects of religious education are now unsatisfactory. Financial controls, until recently, were also unsatisfactory. Overall improvement since the previous inspection was unsatisfactory, but the momentum for change and improvement has increased since the arrival of the new headteacher. The absence of two co-ordinators on maternity leave is slowing the process, but the staff are working hard to address the weaknesses identified and improvement now is satisfactory.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	D	C
Mathematics	B	B	D	C
Science	B	A	B	A

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

*Note: Similar schools are those that have a similar proportion of pupils eligible for free school meals.*

The standards attained by pupils in English, mathematics and science are usually good and above those found nationally. Last year, however, a group of pupils did not achieve the standards that were expected of them in English and mathematics and this reduced the school's overall score. The school did not meet its targets for English and mathematics in 2001. Standards in science, however, were similar to the national average with an above average proportion attaining the higher standard of level 5. In comparison with similar schools, standards were average in English and mathematics and well above average in science. During the inspection, standards were judged as in line with those expected in English and mathematics and above average in science. Children enter the school with overall average attainment. In their speaking and listening skills and in their knowledge and understanding of the world, standards are good. They make steady progress in all areas of their learning so that most attain the standards expected of them at the end of reception class. At the age of seven, pupils' standards are often above those found nationally, but in the 2001 National Curriculum tests there was a high proportion of pupils who had recently entered the school, many of whom had special educational needs, and this reduced the overall scores, so that standards were well below average in reading, below average in writing and average in mathematics. During the inspection, standards were judged as in line with those expected in English and mathematics and above average in science. Standards in all other subjects are in line with those expected at the ages of seven and eleven, except in religious education and design and technology where standards are unsatisfactory at Year 6. Standards in physical education are good.

Over the last three years, although standards in Year 6 have often been above those found nationally, pupils have not always achieved as well as they should. Pupils' overall achievement in the junior classes was similar to that found nationally in 1999, below average in 2000 and well below average in 2001. Pupils' progress over time is not as effective as it should be as pupils' knowledge and skills have not been systematically developed through careful planning. Higher attaining pupils are not achieving as well as they could.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very good attitudes to their work They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Behaviour in lessons is good. Pupils are polite and respectful to adults and visitors. They work effectively on their own and in groups. They are a little boisterous at playtimes, but show good levels of care for each other.
Personal development and relationships	Relationships throughout the school are very good. Pupils are considerate of each other and show respect for each other's feelings and ideas. They are developing the skills of co-operation, collaboration and negotiation well.
Attendance	Pupils' attendance is above the national average, and they arrive punctually so lessons start promptly.

## TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is good. Pupils' learning is promoted by the teachers' good levels of subject knowledge, and their high expectations for pupils' good



behaviour and motivation. In the very best lessons observed, in the class of pupils in Years 1 and 2, the teacher motivates pupils' very good levels of interest and enthusiasm for learning, and a wide range of teaching methods were used to stimulate and consolidate pupils' understanding. Pupils of all ages are encouraged to use their imagination and to develop initiative in their learning. Teachers effectively monitor pupils' work and provide good levels of support and encouragement so they achieve well in most lessons. Pupils having special educational needs are well supported so they find success in their tasks. In some lessons, however, activities were not sufficiently planned to extend the knowledge and skills of the higher attaining pupils, to further challenge their understanding so they made effective progress. Pupils' literacy skills are well promoted in most subjects so that pupils' skills and knowledge are further developed. Pupils' numeracy skills are satisfactorily promoted. Information and communication technology is used effectively to support pupils' research skills and to present their work in a satisfactory range of techniques. Children in the reception class make good progress in developing their early literacy and numeracy skills and their learning is well promoted through an appropriate range of stimulating and fun activities provided by the experienced staff.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are provided with a rich variety of learning experiences that effectively stimulate their interest and enjoyment of learning. The activities are not, however, sufficiently well planned to provide a balanced curriculum. There is a lack of cohesion in the planning and insufficient attention has been given in the past to planning a progressive development of pupils' skills. The curriculum for design and technology does not meet statutory requirements.
Provision for pupils with special educational needs	Good. Pupils' needs are effectively identified and they are given good levels of support from teachers and learning support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' social development is very good. Their moral development and their awareness of the local culture are well promoted. The provision for pupils' spiritual development is satisfactory as is their awareness of the richness of other cultures in the world.
How well the school cares for its pupils	The pastoral care of pupils is good. Relationships through the school are very good and pupils feel secure and well cared for. Aspects of health and safety have not, however, been effectively addressed. Procedures for monitoring pupils' attainment and progress are satisfactory, but the information gained is not sufficiently used to improve curricular planning and to ensure pupils' activities build on their prior learning.

The school's partnership with parents is good and parents provide very good levels of support for the school and their children's learning. Links with the community are excellent. The breadth of learning opportunities provided by these links significantly enhances pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school. The staff are committed to improving the work of the school. Together they have started to develop a satisfactory structure for curricular planning.
How well the governors fulfil their responsibilities	The school benefits from the strong support and involvement of the governing body. Governors have not, however, sufficiently monitored the work of the school or sought ways to eliminate the possible dangers created by vehicles driving across the playground.
The school's evaluation of its performance	Standards in the National Curriculum tests are analysed and strategies for improvement are satisfactorily developed. The headteacher has started to track pupils' attainment and to monitor their achievement to ensure effective progress is being made. Co-ordinators are not as yet involved in monitoring standards within their subjects to ensure pupils' effective learning.
The strategic use of resources	The budget is now well managed and effectively monitored and controlled. The principles of best value are not fully understood and effectively applied. There are good levels of staff, but resources are unsatisfactory in several subjects. Accommodation is satisfactory overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents are very supportive of the school and feel teachers work hard.</li> <li>Parents feel that children work hard and are making good progress in their learning.</li> <li>Parents welcome the rich curriculum provided which stimulates pupils' interest in learning.</li> <li>Parents are pleased with the very close links that have been made between the school and the local community.</li> <li>Parents feel the school is successful in helping children become mature and self-confident.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents are concerned about the change of leadership of the school.</li> <li>Some parents feel that the school does not sufficiently work with parents and listen to their concerns.</li> <li>Some parents would like more information about how well their child is getting on</li> <li>Some parents would like to see more activities outside lessons.</li> </ul>

The inspection confirms all the positive views of parents, but does not agree with their concerns. The new headteacher has settled well and is providing good leadership for the staff so that together they are working effectively towards further school improvement. Many opportunities are provided to inform parents of pupils' progress and there is a good variety of strategies to inform parents of the work of the school. There is a very good range of activities out of lessons available for pupils in Years 3 to 6, especially for such a small school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The number of children admitted to the school each year is often small in comparison with most schools and so direct comparisons are difficult as each pupil's attainment makes quite an impact on the overall standards achieved by the school. Last year, for example, there were only seven pupils in Year 2. Several who had joined the school in the previous year had been identified as having special educational needs and this had a huge impact on the school's overall results. Data from the previous four years' National Curriculum tests showed that pupils performance in the reading tests was usually well above the national average, but in the 2001 tests, standards dropped to well below average because of the high proportion of pupils with special educational needs in the year group. Standards over the previous three years have been, however, at least in line with the national average and often above this in English, mathematics and science for pupils at ages seven and eleven, which is an improvement over those found at the previous inspection. Pupils make generally satisfactory progress through the school, but their achievement is inconsistent across subjects and from year to year. Pupils' learning is promoted by the good quality of teaching, but it is hindered by the lack of effective curricular planning, which does not ensure that all the required knowledge and skills are taught. Information on what pupils already know and can do is not sufficiently used in planning to ensure that activities build on pupils' previous learning so they make good progress. This weakness has a particular impact on the learning of potentially higher attaining pupils who are frequently not sufficiently challenged and their learning effectively extended.
2. Children enter the school with standards that are similar to those found nationally. There are variations in the range of attainment in each year group, but there is often a high proportion of children who have above average attainment in their communication skills, in their breadth of vocabulary and in their general knowledge of the world. The results of baseline assessment made soon after the children are admitted into the reception class often show above average attainment. Children make generally good progress in developing their speaking and listening skills, in their early writing skills and in their knowledge and understanding of the world. Children's progress in reading, mathematics and in their creative and physical development is satisfactory and most children attain the expected standards (the early learning goals) in all areas of learning. Many are confidently working towards the National Curriculum levels when they enter Year 1.
3. In the most recent National Curriculum tests, standards attained by pupils in Year 2 were lower than usual because of the reasons previously stated. Standards in reading were well below the national average; standards in writing were below average. Only in mathematics and science were standards broadly in line with those found nationally. All pupils attained the expected standard of level 2 in writing, mathematics and science, which put them in the top five per cent nationally, but too few attained the higher levels and this depressed the school's overall scores. In reading, the reverse was true. A well below average proportion of pupils attained the expected standard of level 2, but a higher proportion gained level 3. It was not enough, however, to improve the school's overall score. In comparison with schools that have pupils from similar socio-economic backgrounds, standards were better than when they were compared to those found nationally. They were below average in reading, average in writing and above average in mathematics. Standards in Year 2 have risen once more, and during the inspection, most pupils were already working at the expected standards in reading, writing and mathematics. There was a satisfactory proportion attaining the higher than expected standard of level 3. Standards of pupils' speaking and listening skills and standards in

science are above those expected. This represents satisfactory progress overall in reading, writing and mathematics and good progress in the development of pupils' speaking and listening and in the acquisition of pupils' knowledge and investigative skills in science.

4. In the 2001 National Curriculum tests, pupils in Year 6 attained standards that were below average in English and mathematics, but above average in science. The weakness in English was the pupils' standards in writing, which were below those expected and this reduced their overall standard. The standards in reading were above average. Standards had dropped in 2001 because a group of pupils had not achieved the levels of which they were capable. This was largely due to the change of teacher two weeks before the tests, which upset many of the pupils. When standards attained are compared with those of similar schools, attainment was average in English and mathematics and well above average in science. Pupils' achievement over time in English and mathematics was poor. When the standards of pupils in Year 6 were compared to those they attained in Year 2, their progress in learning was well below that found nationally. In the previous year, pupils' achievement since they were in Year 2, in English, mathematics and science, had been unsatisfactory even though their standards were above average. The school has started tracking pupils' attainment from Year 3 and sets targets for their attainment by the time they are in Year 6 that suitably match the capabilities of its pupils. The targets are based on pupils' predicted standards. School targets do not usually contain an additional element of challenge, as the number of pupils in each year group is small compared to other schools. Targets last year were not, however, met in either English and mathematics for the reasons previously stated, but steps are being taken to ensure that pupils make at least satisfactory progress so that future targets are effectively met.
5. During the inspection standards of pupils in Year 6 were seen to have risen. Pupils' attainments in speaking and listening, and in reading and science are above average. In mathematics, standards are satisfactory and in line with those expected. Standards in writing at eleven are still generally below those expected but are showing signs of improvement because of the effective teaching of the new headteacher and her support of colleagues as the English co-ordinator. Pupils continue to make good progress in developing their speaking and listening skills because of the good opportunities provided across the curriculum. Many opportunities are provided for pupils to participate in role-play activities, to make and perform plays for parents, and in assemblies, and to create documentaries in science. Pupils also made good progress in acquiring the appropriate range of knowledge and skills in science because of the good quality of teaching provided that stimulated pupils' interest and good learning. The weakness in pupils' investigative skills, identified in the previous inspection, has been addressed and pupils now have appropriate opportunities to carry out tests and investigate ideas and explore hypotheses.
6. There has been no significant difference in the attainment of boys and girls in English and science over the last five years. In mathematics, however, boys have generally attained higher standards than the girls at the age of eleven. Since teaching the oldest class the headteacher recognised that many of the girls were reluctant to participate in whole class discussions and slow to answer questions. She has focused on promoting their confidence and involvement, and during the inspection there was no apparent difference in the attainment of boys and girls. All pupils now participate equally in answering questions due to both class teachers focusing their questioning to boys and girls equally.
7. Pupils' knowledge and skills in information and communication technology have also improved since the previous inspection. The provision for pupils' learning has been improved and this is raising standards. Children in the reception class make a good start in developing computer skills, especially in manipulating the computer mouse to

move graphics, to complete games and make pictures. By Year 2, pupils have made good progress in using text and pictures to communicate ideas, achieving work that is often above the standard expected. Pupils in Years 3 to 6 have also made good progress in developing the appropriate range of knowledge and skills. Pupils in Year 4 are already attaining standards in their presentation of work through the merging of graphics and text that are above those expected. Eleven year old pupils have made good progress in their learning but they have come from a low base and they are now attaining standards that are mostly in line with those expected in most areas of the programmes of study required. None are, as yet, working at the higher standard of level 5. Their knowledge of using computer-generated equipment to measure and monitor outside forces is unsatisfactory because they do not have the equipment to use. Pupils' learning is effectively promoted through the use of information and communication technology to support other subjects.

8. The overall progress made by pupils with special educational needs is satisfactory. Where there are clear and manageable targets on individual education plans, pupils make good progress in meeting them. For some pupils, targets are too general, and relate more to their general lower ability in literacy and numeracy, rather than their particular special needs. Here progress is satisfactory and in line with other pupils.
9. Pupils make generally good progress in lessons and through units of work but their achievement is often no better than satisfactory. Insufficient attention has been given to planning a systematic development of pupils' skills in many subjects and this has hindered pupils' progress over time. This is particularly evident in design and technology and religious education where standards of pupils aged eleven are unsatisfactory. The use of specialist teachers has had a positive impact on pupils' learning, especially in physical education where pupils' standards are good at the age of eleven.

### **Pupils' attitudes, values and personal development**

10. The attitudes of pupils are very good, and remain a strength since the previous inspection. Pupils want to come to school and this is reflected in their enthusiasm to learn. There is generally a calm atmosphere in lessons, which is conducive to learning. Children in the reception class settle quickly into class routines and make very good progress in developing their personal and social skills. They have good attitudes to their tasks, and they work and play with the other children in the classroom in a calm and sensible manner. They show good levels of concentration and work in pairs and groups, as well as individually, sharing resources, toys and ideas sensibly, which has a positive impact on their learning. They follow instructions with care, and understand the need to be kind and fair. Children in the reception class clearly enjoyed an English lesson, developing confidence in their knowledge and in themselves. Through the school, pupils' levels of interest and involvement in their activities are very good, and this is continued into their after-school activities, contributing to good levels of learning. In physical education, for pupils in Years 1 and 2, lots of praise and encouragement clearly impacted on their learning and pupils wanted to do their best.
11. Pupils' behaviour is good, particularly in lessons, and parents recognise this. Some at the parents meeting held with the registered inspector before the inspection expressed concern over-boisterous play at break and lunchtimes and this was seen during the inspection, when over-enthusiasm whilst playing football was observed. In Years 5 and 6 in history, pupils were very attentive and their behaviour was mature, enabling them to learn well. In a science lesson in Year 6, pupils responded well to careful questioning from the teacher and as they formed groups, pupils quickly become purposeful and responsive, girls and boys working together effectively to plan their task. Higher attaining pupils were ready to support others in their groups by acting as scribe. There

is an absence of oppressive behaviour throughout the school. Parents say that bullying is dealt with swiftly and sensitively. There have been no exclusions during the previous year.

12. Pupils' personal development is good and their relationships are very good. These are clearly demonstrated in the 'buddy system' when older pupils show maturity and kindness when helping younger pupils with their reading, showing a good understanding of the impact of their actions on others. All pupils in the oldest class participate, even those who have difficulties in reading themselves. These pupils take real pride in helping the younger children and gain confidence in their own abilities. Pupils are good at taking initiative and personal responsibility and elect their own representatives to the school council that is entrusted with a budget to spend. Pupils show their appreciation of others and their achievements, and spontaneously applaud when appropriate. Parents report on the good family atmosphere in the school. There are good role models in the school, not only those of adults but also visiting secondary sports leaders, who come to the school well prepared and enthusiastic. They encourage positive relationships and contribute to the success of lessons. In science, pupils in Year 6, working on a script for a school documentary, showed good skills of co-operation, collaboration on what they would do, and negotiation on how they would do it.
13. Attendance is good, and higher than the national average, showing an improvement since the previous inspection. The official school data shows no unauthorised absence. Pupils are punctual for school and for lessons and parents confirm that their children enjoy coming to school.

#### **HOW WELL ARE PUPILS TAUGHT?**

14. The quality of teaching throughout the school is good and enables pupils to make good progress in lessons and through units of work. Teachers use a good range of teaching strategies to promote the pupils' interest and motivation so they attend well and try hard to do their best. The quality of teaching has been improved since the previous inspection when it was judged as satisfactory overall. It has improved in the junior classes where, previously, there was unsatisfactory teaching in geography, and information and communication technology. Weaknesses in the teaching of experimentation in science have been improved. In design and technology, some weaknesses remain, but this is due to shortcomings in the planning to ensure appropriate coverage of the National Curriculum programmes of study.
15. The quality of teaching in the reception class is good. The teacher is very experienced and has a good understanding of the needs of these young children. She successfully provides a stimulating learning environment and, together with the classroom assistant, provides good levels of support and encouragement for the children. They have a good working relationship and together promote high expectations for the children's good behaviour and good attitudes to work. Lessons are effectively planned to meet the learning needs of the majority of the class. Nursery-aged children settle quickly into class routines, and activities are satisfactorily provided to meet their needs. The classroom is rather small which restricts the opportunities for structured play and for making choices from a range of planned activities. They are given satisfactory opportunities, however, for developing their early literacy and numeracy skills and they gain considerably from the whole-class sessions. Reception-aged children are provided with activities that build successfully on their prior learning. The teacher has a good understanding of their strengths and weaknesses and teaching is usually well matched to their individual needs. The provision for children's knowledge and understanding of the world is good and stimulates children's curiosity and questions. Children's knowledge and understanding in information and communication technology

are also well promoted by the classroom assistant's support and the expertise of the information and communication technology support assistant. Higher attaining children are satisfactorily challenged, especially in the development of vocabulary and their speaking and listening skills. Their progress in reading is satisfactory but several could be attaining higher standards with more focused teaching and higher expectations for their capabilities. One child in the class who has specific learning needs is given good levels of support from the staff and voluntary helpers until the local education authority has identified his needs.

16. Throughout the rest of the school, teaching is good. In the lessons seen, 60 per cent were good and better. One excellent lesson was observed. No unsatisfactory teaching was observed. All the teachers have developed good relationships with their pupils, and teachers have high expectations for pupils' good behaviour and attention to which they respond well. In the very best lessons, the aim for pupils' learning is shared with them so they can focus on what they are to do. Imaginative activities and exciting tasks stimulate pupils' good levels of interest and motivation so they want to try hard. The pupils in Year 6, for example, worked hard in their groups to create their part for the science documentary on light. The activities effectively stimulated their desire to work co-operatively and to promote their skills of collaboration and negotiation. The creative use of puppets with pupils in Years 1 and 2 captures their good levels of attention and introduces new ideas in a delightful way. Lessons are usually well structured so that pupils' learning is developed effectively. Teachers use a good range of questions that probe pupils' understanding, and assess what they know. The pace in lessons is brisk, which ensures pupils' continued interest and good levels of concentration. Good subject expertise enables teachers to effectively explain new work and demonstrate new skills. Standards in physical education and in art and design benefit from the use of specialist teachers.
17. In many lessons, learning would be even better if the levels of activities better matched the range of ages and capabilities of the pupils in the class. Too often the higher attaining pupils are simply given more of the activities rather than different tasks that have been planned to challenge their thinking and to extend their knowledge and understanding. All permanent members of staff have been appropriately trained in the National Literacy Strategy and the National Numeracy Strategy, which are satisfactorily promoting pupils' knowledge, but the temporary teachers have not had the benefit of this training, which sometimes reduces the effectiveness of some lessons.
18. The teaching of pupils with special educational needs is good. Pupils are often encouraged and helped by learning support assistants who plan the activities with class teachers, and provide confident and competent support in lessons. In withdrawal groups, support programmes for literacy and numeracy are well taught.
19. All pupils' effective learning is promoted by the good quality of teaching, but it is hindered by the lack of effective curricular planning, which does not ensure that all the required knowledge and skills are taught. Teachers monitor the pupils' work in lessons to ensure they understand what to do, but information on what pupils already know and can do is not sufficiently used in planning to ensure that activities build on pupils' previous work so they make good progress. The potentially higher attaining pupils are frequently not sufficiently challenged and their learning effectively extended. Insufficient attention has been given to planning a systematic development of pupils' skills in many subjects and this has hindered pupils' progress over time. This is particularly evident in design and technology and religious education, where standards of pupils aged eleven are unsatisfactory.
20. The teaching of information and communication technology is good throughout the school. The learning support assistant who works with groups of pupils in the computer suite has good levels of knowledge and expertise, which she uses well to introduce

new ideas and skills; she gives good support for pupils in their tasks so they achieve success. Pupils' learning is effectively promoted through the use of information and communication technology to support other subjects, such as the use of the Internet and CD-ROMs to carry out research in history, to word process stories and poems in English, to develop weather maps in geography and to support activities in mathematics.

21. Teachers' marking is satisfactory, but inconsistent in its quality. In the most effective practice, teachers not only praise good work and effort, they explain what is good about the work so that pupils know how to achieve similar good standards. Targets for improvement are not sufficiently made so that pupils know how to improve. Teachers' expectations for pupils' care in their work, for their legible handwriting and good presentation is unsatisfactory, particularly in the oldest class. Homework appropriately reinforces pupils' basic skills and involves them in independent research. There have been a few problems in getting the correct balance for pupils in the oldest class, but this has now stabilised and is satisfactory. The increasing amount of work towards the end of Year 6 is relevant to their age and satisfactorily builds on activities in lessons.

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

22. The school provides a satisfactory curriculum overall, for pupils of all ages. The curriculum has greater breadth than is usually found and has improved since the previous inspection through the inclusion of French, drama and circle time, and the installation of a new suite of computers for information and communication technology. It is enhanced through a wide variety of clubs and out-of-school activities, the generous provision of arranged visits and visitors, and a very strong emphasis on the culture of the area. Creativity is a strength across the curriculum. There are weaknesses in the balance of the curriculum with too little time allocated to design and technology; shortcomings in curriculum planning, identified as a key issue in the previous inspection, remain. There is still a need for teachers to place greater emphasis on the progressive development of subject skills, to plan more opportunities for pupils' enquiry and investigation in mathematics, and to provide greater challenge for higher attaining pupils.
23. The quality and range of learning opportunities provided for children in the reception class are often good, but there are shortcomings in some areas. Tasks are successfully structured on the recommended 'stepping stones' for learning towards the expected standards referred to as the early learning goals. They are planned effectively to cover the six areas of learning for these young children and effectively stimulate their knowledge and interest in learning. Activities are well matched to the children's maturity and interests. The teacher provides a stimulating range of activities so that children learn through first-hand experience. There is a good focus on developing children's literacy skills, especially their love of stories and interest in words. Opportunities for children's independent learning are satisfactory, but insufficient opportunities are provided for children to plan their own activities from the range of tasks available. The small classroom restricts opportunities for children's structured play. The nursery-aged children do not have the freedom of an outside play area, which could provide activities more suited to this age group.
24. The curriculum meets all statutory requirements, except in design and technology where provision for investigating and experimenting through disassembly is lacking. The school follows the guidelines for religious education set out in the locally agreed syllabus. There are few policy documents for subjects and those that are in place are mostly out of date. Schemes of work have yet to be formalised, and there is a need for the development of a full curricular plan that provides an overview of what is being



taught, and when, in each subject by the subject co-ordinators. The previous inspection reported similar findings. The literacy and numeracy strategies have been implemented fully, and planning for literacy, numeracy and science has improved, but for all other subjects each teacher is left to do the planning for their own class, and this is not conducive to the progressive teaching of subject skills. The school is aware of this weakness, and is in the process of adopting the most recently recommended national schemes of work. There is no formal provision for pupils' personal, social and health education, but this is beginning to be provided through the newly introduced circle time. The introduction of a 'Wednesday Quiz' for homework is helping pupils to develop personal skills of independent enquiry. As each class has pupils from two different year groups, planning involves a two-year rolling programme to ensure continuity and progression, and no repetition. This is well considered where detailed planning is in place.

25. The provision for pupils with special educational needs is good. They are generally well supported in lessons, which allows them good access to the range of learning opportunities provided, for example, by being given tasks that have been adapted to their particular needs. Withdrawal groups provide well-planned support to help develop and improve literacy and numeracy skills.
26. Provision for teaching literacy skills is good: the National Literacy Strategy has been adopted, and all permanent teachers have received training. There is good awareness, and opportunities are taken in other subjects and areas to develop literacy skills. For example, in all classes, early morning work is set which may support handwriting, reading, vocabulary or spelling levels. During the inspection, in the class of pupils in Years 3 and 4, work set on comparative and superlative adjectives led easily and directly into the literacy hour, while pupils in Years 1 and 2 improved their writing skills. In other lessons, for example, during history in Years 3 and 4, and also Years 5 and 6, due attention was drawn to the importance of punctuation and grammar, reading for information, and in one case, writing from the viewpoint of a newspaper reporter. Parents and governors support reading, older pupils teach younger ones to read through the very successful 'buddy' system, and writing logs for older pupils, recently introduced, are helping to raise standards in writing. The National Numeracy Strategy has been satisfactorily introduced and pupils' numeracy skills are satisfactorily promoted with appropriate opportunities made in other subjects to use and further develop pupils' mathematical knowledge.
27. The range of extra-curricular activities and clubs, for all pupils, including those in Years 1 and 2, is very wide as is the programme of visits and visitors. Such provision is more extensive than usually provided by schools of a similar small size and has been improved since the previous inspection. A significant minority of parents indicated in the parents' questionnaire that the school did not provide an interesting range of activities outside of lessons. The inspection finds that this is not the case. Pupils have the opportunity to join choir, recorder, art and drama groups and a wide range of physical activities such as football, rounders, short tennis, cricket and towerball. It is understood that a football club for girls will be starting shortly. Teachers, support staff, governors and parents give generously of their time, and professional coaching expertise is also provided to good effect. The school has a good record of success in local sporting activities. Arrangements are made for pupils to visit local art exhibitions, concerts and the theatre. The whole school had recently been to see 'Harry Potter and the Philosopher's Stone'. The latest Christmas production performed before parents involved the whole school in songs and dances from Chinese, Indian, Spanish and other cultures. Visits from a local poet, artist, sculptor, potter and dancer who share their expertise with the pupils further enhance the quality of their curriculum and learning. Visits to places such as Truro museum, the harbour, Newlyn Art Gallery and the Eden Project, and an annual residential camp for pupils in Years 5 and 6 further enrich the curriculum provided. Five Year 11 students from the local secondary school

were observed during the week of the inspection helping to improve pupils' physical skills during physical education lessons.

28. The school does not have a policy or scheme of work for the personal, social and health education of the pupils. This is an area now being developed through the newly introduced circle time, which is timetabled for each class, and overseen by the headteacher. This is an improvement since the previous inspection. Satisfactory provision for sex education is made, with appropriate consultations, through the school nurse, and drugs awareness and personal safety are subjects covered by visits from the local police. Another innovation, 'Golden Rules', ensures that pupils understand the standards of behaviour and social skills expected within the school, and live by them. Pupils in Years 5 and 6 were observed discussing friendship, whether to reveal a secret, and acquiring skills and disciplines for speaking in an open forum. Since the previous inspection a school council has been formed with two representatives democratically elected from each class, and a head boy, head girl, house captains and prefects appointed. Pupils value these responsibilities, which support their personal development strongly, and they take them seriously. The council is currently considering whether its spending allowance is sufficient to provide a drinking fountain. Adults are good role models and give priority to developing pupils' self-esteem, widening their social interests, and developing a growing interest in learning.
29. Excellent links with the community promote and keep alive local cultural traditions and make the school a focal point in village life. This enriches the life of the whole community and ensures that pupils have a well-developed sense of citizenship. Pupils make and distribute fish biscuits on Tom Bawcock's Eve and help to ensure that this tradition, unique to their village, is celebrated annually. They contribute to the celebrations for Mazey Day and attend workshops, led by visiting artists, to which local people are invited to make boats from withies, celebrating their maritime traditions. A Christmas production is held in the village church, and pupils exhibit their art in the local fish shop. Local authors visit regularly to read books to the pupils. Through their teacher, Year 2 pupils have good contact with a school in the Gambia. Pupils in Years 2 and 3 produced the 'Wizard of Oz' at the theatre in the local town, which was a great success. Many parents and members of the local community make regular and very effective contributions to the life of the school, and promotion of learning.
30. There are good links with other schools, which have a direct impact on the quality of learning, particularly in physical education where secondary pupils contribute to teaching and come very well prepared. They are valued very much both by the school and pupils for the valuable contribution they make.
31. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. It is satisfactory for spiritual development, good for moral and cultural development, and now very good for social development. A key issue arising from the previous inspection, to provide more planned opportunities for pupils' spiritual development and to improve their awareness of multi-cultural issues, has been addressed. This represents good improvement overall since the previous inspection.
32. The previous inspection judged the school's provision for pupils' spiritual development as barely satisfactory. This has been improved through the development of assemblies, religious education lessons and especially through the introduction of circle time discussions. Pupils are provided with moments for reflection, for example, about their friend and their playground experiences at the end of an assembly. In circle time they discuss philosophical and spiritual matters such as where is heaven; what is good and bad. These planned occasions are used well to promote understanding of human values, emotions and feelings, and are contributing to the creation of an ethos within the school where all pupils can grow and flourish, respect others and be respected in return. In collective worship, pupils have opportunities for reflection during

the playing of music and in prayers, for example, to think about the good work they have seen, and to work harder for greater achievement. More opportunities for reflection are planned in future assemblies.

33. Provision for moral development is good. Adults are excellent role models and uphold the newly introduced and well displayed 'Golden Rules' such as 'Work hard; never give up' which encourage and promote a good learning ethos. Positive behaviour is rewarded through the merit system; pupils receive clear guidance on distinguishing between right and wrong, and respecting one another's point of view. Pupils understand school and class rules alike, and behaviour during the inspection was judged to be good. Moral issues are discussed in the newly introduced circle time. Moral awareness is reflected in displays – "I wish that there were no more wars...that all people in the world would share". Pupils collect for charities such as Cancer Research.
34. Provision for social development is very good, and this is a considerable improvement since the previous inspection. Relationships in the school between pupils, and between pupils and staff, are very good. Pupils are encouraged in lessons to work in pairs and small groups and the introduction of a 'buddy' system, where older pupils support younger ones, is having a very positive impact in developing good relationships, not only when older pupils help their younger 'buddies' with reading, but at playtimes and on other occasions around the school. For example, when the registered inspector first visited the school an older pupil was observed helping a younger one gain access to the headteacher. Pupils with special educational needs are well supported and treated respectfully by their peers. Pupils in Year 11 visit the school to work alongside much younger pupils in games sessions. Attendance at the many clubs and contact with other schools through sports fixtures, together with the opportunity for a residential week away, offer further opportunities to develop social skills. Pupils spoken to during the inspection were very much at ease in conversation with adults. Involvement with the elderly and village activities contribute strongly to social development. Qualities of friendship, happiness and forgiveness are emphasised in displays.
35. Provision for pupils' cultural development was criticised by the previous inspection as being unsatisfactory in making pupils aware of multi-cultural issues. Overall, inspection now judges the provision as good. Opportunities for pupils to learn about and experience local culture and heritage are very good. Participation in local events such as Tom Bawcock's Eve and Mazey Day and the Mousehole Carnival are strengths, both for the pupils and the community; each supports the other. Visits from local experts in art, sculpture, music, dance and potter, and visits to the theatre and cinema, museums, the Eden Project, and places of historical interest feature strongly in the pupils' school year. Pupils' multi-cultural awareness has been heightened recently with the Christmas production where pupils demonstrated songs and dances from six different cultures including Indian, African and Chinese. Years 1 and 2 pupils exchange letters with pupils in the East End of London as part of their geography studies and also with the Gambia from the village school in Brikama. The school celebrated the Chinese New Year with a disco for the children. There are still, however, insufficient opportunities made to prepare pupils for life in a multi-cultural society. There is little focus on other cultures around the school, for example, no displays and few books. Pupils have insufficient opportunity to meet with peoples of other cultures and religions or to discuss issues related to racial understanding.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. Teachers know individual pupils and their families well, and respond to them in a positive and supportive way. The school has continued to maintain the caring environment identified at the previous inspection. There were several incidents of particular care for individual pupils seen during the current inspection; for example, the

cook keeps a record of every child's birthday date and each child is then presented with a miniature birthday cake. Procedures for child protection are secure, as the headteacher is very experienced in handling such matters. Health and safety issues, identified in the last audit, have not yet been appropriately addressed, and remain a weakness. However, the headteacher is alert to these issues and is endeavouring to move them forward; the governing body has been made aware of them. The headteacher has been trained in risk assessment and is in the process of introducing new procedures. All staff have been trained in first aid.

37. The monitoring of pupils' personal development, and their personal support and guidance are satisfactory. Procedures for recording and monitoring pupils' attendance are unsatisfactory, as registers are not always taken in the afternoons.
38. Procedures for monitoring and promoting pupils' good behaviour are good and have been effectively maintained since the previous inspection. All staff have had training to use weekly circle times to promote personal and social development. Rewards and sanctions have been introduced to promote good behaviour and self-awareness. This has had a good impact on the behaviour of pupils throughout the school, but has not yet fully taken effect in the playground where behaviour at times is overly boisterous. Procedures for monitoring and eliminating oppressive behaviour are good and parents confirm that bullying is not a concern as any incidents are dealt with swiftly and effectively.
39. The school uses baseline assessments to identify pupils' attainment on entry to the school. The procedures for assessing attainment and progress are well established in English, mathematics and science. The results of national and optional end-of-year testing in English and mathematics, along with the recording of individual achievement against key learning objectives, provide a record of pupils' attainment and progress. However, in other subjects, especially where schemes of work have not been fully established and the development of subject skills not clearly identified, there are no formal procedures for assessing attainment and progress. Teachers do not have a clear view of what pupils know and can do and so activities do not always sufficiently build on pupils' prior learning.
40. The overall use of assessment to guide curricular planning is unsatisfactory, although a start has been made in analysing the formal assessments in English, mathematics and science. The information is being used satisfactorily to identify strengths and weaknesses, with a view to informing future planning for these subjects.
41. The school now has systems to track pupils' progress in English and mathematics from year to year as they move through the school. From this, it plans to set individual and group targets in order to provide a picture of what should be expected of pupils year by year. Test results are used to group pupils in literacy and numeracy, so that work can be set that is matched to pupils' abilities. However, much of the work currently set in lessons is similar for all abilities, expecting more to be completed by higher attaining pupils, rather than tasks that support the learning needs of different groups of pupils.
42. Pupils with special educational needs are identified early in their school life, and later as needs become apparent. Individual education plans are written by the special educational needs co-ordinator, following consultation with class teachers and teaching assistants, and generally provide targets that are realistic and manageable. Termly staff meetings are held to discuss and review the progress made against these targets, and to decide how future support can best be provided. For many pupils, support is given through Early Years Literacy and Additional Literacy Support, and Springboard mathematics support initiatives, designed for lower attaining pupils rather than those with special educational needs. Individual targets are not yet sufficiently shared with pupils. The school recognises that under the new Code of Practice pupils should be

more closely involved in target setting. Annual reviews of pupils with statements are carried out fully; these pupils receive their full allocated provision.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. Parents view Mousehole Primary as a good school. Most are proud of it and the education it provides. Some parents are concerned about the change in leadership. They do not feel sufficiently well informed about their children's progress and expressed concerns about how closely the school works with them. Inspection finds that the school is well managed and the staff are led well by the headteacher. Most pupils are confident, happy and working hard. The school works very hard to provide parents with information, and encourages an open door policy so that informal information is readily available about pupils' progress, as well as that given at the formal annual meeting. In October, all classes have an open morning so that parents can see for themselves how their child is settling in. Nearly a quarter of parents responding to the inspection questionnaire felt the school did not provide an interesting range of activities outside lessons, but the inspection finds there is a good range of extra-curricular activities and exceptional community links focused on the school, keeping alive traditions that might otherwise be lost to the community.
44. The school has good and effective links with parents and generally these have been maintained since the previous inspection. Parents of children with special educational needs are kept satisfactorily informed about the progress their children are making. They are not involved in the reviews of individual education plans, although there is an opportunity to discuss them at consultation meetings. Plans do not always set out ways in which parents can support and help their children. The quality of information provided for parents, particularly about pupils' progress, is good and has improved since the last inspection. Annual reports to parents are thought to be very personal and thorough, but still do not give sufficient information on what a pupil needs to do to improve. Parents are kept well informed about school activities through the weekly newsletters and class letters. Parents' opinions are sought about important issues and all families have a copy of the home/school agreement, which most parents have supported.
45. The impact of parents' involvement on the work of the school is very good; they make a very good contribution to the children's learning at school and at home. The questionnaire shows parents are divided about homework. Parents of younger pupils are very positive, whereas parents of older pupils have reservations about homework, and to some extent parents are adjusting to a changing culture in the school. The headteacher acknowledges that parents make a huge contribution to the work of the school and this ensures its central place in the life of the community, ensuring its vibrancy and the survival of its traditions. Parents who are artists come into the school and give freely of their time. Others support reading, preparation for the carnivals, and fundraising. The Friends of Mousehole School gives strong support socially and financially, and recently bought a new stage, which was used for the Christmas production.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. The leadership and management of the school have improved since the previous inspection when elements were considered as unsatisfactory. There was an acting headteacher at that time and the previous report said that the school had been working through a 'period of uncertainty'. A headteacher was appointed shortly after the inspection and was in post until the Easter before the current inspection. The current headteacher was then appointed and has been in post for two terms. The quality of

leadership in the school is now good. Management is satisfactory, overall, and showing steady improvement.

47. The current headteacher has a clear vision for the educational development of the school. She has overcome many difficulties to create a new and purposeful ethos for educational improvement whilst maintaining the many strengths of the school. She has correctly identified the main areas of weakness in the management systems within the school and is working effectively with staff to address them. Several of the areas for development identified in the current school development plan were areas of concern in the previous report. Insufficient progress had been made in producing policies for all subjects and in developing schemes of work that clearly identify how the skills that pupils need to acquire are to be taught. Curricular planning lacked detail about what was to be taught, or when, so that all the required elements of the National Curriculum were covered. These weaknesses are being addressed. There have been some delays in completing the task because two key members of staff are on maternity leave, but a satisfactory start has been made in curricular planning. Improvement since the previous inspection has been unsatisfactory in several important aspects. Under the new headteacher it is satisfactory.
48. Over the last four years, good progress has been made in raising standards in science and in teaching aspects of investigation. The provision for information and communication technology has been significantly improved throughout the school, and in geography it has been satisfactorily improved in the junior classes. Standards have fluctuated in English and mathematics at both seven and eleven, but standards have often been above those found nationally in Year 6. Pupils' achievement, however, is inconsistent in some subjects and for some pupils through the school. This is due, in part, to the lack of coherent curricular planning and, in part, to the lack of whole-school assessment procedures that provide data on pupils' attainment and progress. Some use of test data has been made to identify weaknesses in pupils' learning, and staff have focused on aspects that need to be improved. Data has not been used sufficiently in the past to track individual pupils' progress to ensure they are making appropriate progress in their own learning. Information from assessment is also not sufficiently used to ensure that the curriculum is designed to meet the learning needs of all pupils. In many lessons there is insufficient match of activities to the learning needs of all pupils. Higher attaining pupils, for example, are not sufficiently challenged in many lessons so their knowledge and understanding are further extended. This was also a concern in the previous report.
49. The school benefits from the strong support and involvement of the governing body. Many work regularly in the school and pupils' reading development is significantly enhanced by the regular input and support of an experienced governor. Governors work alongside the staff of the school to promote its many activities, but their monitoring of the key issues set out in the previous report has lacked rigour. They are aware of the areas that need to be improved and have started to be more active in their monitoring of the strengths and weaknesses of the school. They have always been very supportive of the rich curriculum provided by the staff and the school's strong links with the local community, which are being effectively maintained.
50. The management and control of finances have been recently improved and are now good. Several weaknesses in the past were not sufficiently identified by the governors but with the introduction of a new computerised accounting system, past difficulties in monitoring expenditure have been removed. The governors do not, as yet, have a long-term financial plan to guide their spending decisions but the school development plan has clear links to the budget so planned initiatives are costed. Governors and staff give due consideration to looking for value for money in their purchases for the school, but they are not fully aware of the principles of best value and are not fully implementing the different elements when evaluating the effectiveness of their spending on raising

standards. Governors are satisfactorily involved in monitoring new initiatives and developments. The school's introduction of the 'Golden Time' strategy to promote pupils' personal and social development, their good behaviour and attitudes to work, is to be reviewed. The impact of the new computer suite in raising standards in information and communication technology is also to be evaluated. The new school administrative assistant has settled in well and the day-to-day administration of the school office is smooth and efficient.

51. The role of subject co-ordinators was not sufficiently developed at the previous inspection and, although some improvements in their roles and responsibilities have been made, insufficient focus is placed on co-ordinators monitoring the quality of education provided, ensuring that all aspects of the National Curriculum are taught, and that pupils' knowledge and skills are systematically promoted. The co-ordinators for English and mathematics have monitored standards in their subjects and, with the support of the local education authority advisers, have monitored the quality of teaching so that standards have generally been improved. The management and co-ordination of English by the headteacher are good. She has clearly identified the areas of weakness in the provision and has already made effective improvements in the quality of teaching. Science and information and communication technology have also been well managed. Co-ordinators for the other subjects are enthusiastic and provide often good support for colleagues, but there has been insufficient progress made in the quality of planning or in monitoring the quality of provision. There is no co-ordinator for design and technology at present, which is having a detrimental effect on standards.
52. The leadership and management roles of the special educational needs co-ordinator are satisfactory. She has a sufficiently clear picture of the special needs within the school, and understands, under the new Code of Practice, the need to involve parents and children more closely in the provision made to meet special needs and the targets that are set.
53. The number of experienced teaching and learning support staff is better than in most schools, which enhances the pupils' learning opportunities. Staff work well together and the two temporary teachers have settled well into the life of the school, being well supported by their colleagues. The required procedures for performance management have been appropriately implemented and staff have a good commitment to attending training, which will support their own professional development. The pupils benefit from a good range of other staff that work part time in the school: the local potter comes regularly into school to work with pupils of all ages. French is taught each week to pupils in the three oldest classes and a good range of sports coaches is employed by the school to promote pupils' learning in a variety of games and swimming. The governors and headteacher believe in the value of providing a rich curriculum to stimulate pupils' learning, but it is at an additional cost to the school. This is a financial commitment that may need to be considered when the quality of learning resources is reviewed.
54. Resources to support pupils' learning are unsatisfactory in several subjects. Musical instruments are insufficient in number and range and those in the school are mostly old and in poor condition. The number and range of books in the school library are unsatisfactory and do not support the development of pupils' independent learning skills. Teachers use the local education authority library and museum services to supplement their own resources making them just sufficient in science, history and geography. The headteacher identified the poor range of books, particularly for the older boys, which was reducing their interest and motivation to read. This has been remedied to some extent by the purchase of books that match their capability, age and interest levels. Resources in information and communication technology have been significantly improved and the computer suite and improved staff expertise are having a good impact on pupils' learning. Standards have risen since the previous report, but

additional programs and equipment are required if pupils in Year 6 are to attain the standards expected across all aspects of the subject.

55. The school's accommodation is adequate to meet the needs of the curriculum, but the tarmac play areas do not provide areas that generate positive and constructive play. There is no outside teaching space for the children in the reception class and the classroom is rather small, which limits the opportunities for planned structured play activities. The school benefits from a large hall, which gives plenty of space for school assemblies and presentations, but it is too small for all the pupils in the oldest class to have games lessons and this has an impact on timetabling, as only half of the class can be taught at one time. The school field is of good size, but is a few minutes walk away, reducing the time available for games lessons. The school dining room provides an extra teaching area. A new school playgroup has been given the use of the dining room each morning and this is proving a success and is much appreciated by parents. Concerns expressed by parents about the safety of pupils in the playground during the day are also recognised by the inspection. Although there are gates across the drive, which are often closed, many vehicles drive across the playground during the school day. The governors have recognised this hazard to pupils' safety, but insufficient progress has been made in addressing the concern.
56. Taking all things into consideration, such as:
- children enter the school with attainment similar to that found nationally, with a good proportion of children having above average communication skills and general knowledge;
  - pupils make generally satisfactory progress from reception to Year 6 and most attain the standards expected at the age of eleven in English, mathematics and science with often a good proportion attaining the higher levels;
  - the quality of teaching is good throughout the school, but shortcomings in curricular planning and the effective use of assessment have hindered pupils' progress, so achievement is only satisfactory overall, and often inconsistent across subjects;



and comparing this with:

- the school's high unit costs;

the school is judged as providing satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to raise standards further the governors, headteacher and staff should:

1. Develop a comprehensive curricular plan that ensures coverage of the required National Curriculum programmes of study and provides a systematic development of pupils' knowledge and skills in all subjects.  
*(see paragraphs: 1,14,47)*
2. Raise standards in all subjects by providing activities that build successfully on pupils' prior learning and are well matched to pupils' needs by:
  - assessing pupils' attainment, knowledge and skills and using the information to identify what pupils need to learn in order to improve;
  - providing activities that extend the knowledge and challenge the understanding of the potentially higher attaining pupils.  
*(see paragraphs: 1,17,22,24,40,41,48,54,96,107)*
3. Further develop the role and responsibility of co-ordinators in raising standards through their involvement in:
  - monitoring teachers' planning to ensure that all required aspects are taught;
  - monitoring the quality of teaching and quality of pupils' learning to gain a good understanding of standards so that support and guidance are given where necessary.  
*(see paragraphs: 51,97,107,113,124,133)*
4. Address the concerns for pupils' safety on the playground by limiting vehicle access.  
*(see paragraphs: 36,55)*

**In addition to the key issues above, the following less important weaknesses need to be considered for inclusion in the action plan.**

- Raise teachers' expectations for the standards of pupils' handwriting and their care and presentation of their work, especially in Years 5 and 6.  
*(see paragraph 72)*
- Improve resources for learning in music, geography and history and the range of books available in the library.  
*(see paragraphs: 54,107,113,124)*

## **PART C: SCHOOL DATA AND INDICATORS**

## Summary of the sources of evidence for the inspection

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

26

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	15	6	0	0	0
Percentage	4	12	60	24	0	0	0

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

## Information about the school's pupils

### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	3	101
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	24

### 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	10
Pupils who left the school other than at the usual time of leaving	3

## Attendance

### Authorised absence

	%
School data	3.3
National comparative data	5.6

### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

The results of the 2001 National Curriculum tests for pupils in Year 2 are not included as there were fewer than ten pupils in the year group.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	5	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	15
Percentage of pupils at NC level 4 or above	School	63 (83)	69 (83)	94 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	15
Percentage of pupils at NC level 4 or above	School	63 (89)	69 (83)	92 (94)
	National	72 (70)	74 (72)	82 (79)

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

The number of boys and girls in each section has been removed as there are often less than ten in each subject.

### **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	96
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	22.7
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	46

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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
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	£
Total income	223,927
Total expenditure	238,822
Expenditure per pupil	2413
Balance brought forward from previous year	23,220
Balance carried forward to next year	8,325

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	108
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	37	10	0	0
My child is making good progress in school.	43	47	8	0	2
Behaviour in the school is good.	49	43	6	0	2
My child gets the right amount of work to do at home.	40	38	14	4	4
The teaching is good.	61	35	2	2	0
I am kept well informed about how my child is getting on.	30	48	12	10	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	2	6	0
The school expects my child to work hard and achieve his or her best.	54	40	2	2	2
The school works closely with parents.	43	29	18	10	0
The school is well led and managed.	37	37	12	10	4
The school is helping my child become mature and responsible.	44	48	4	2	2
The school provides an interesting range of activities outside lessons.	22	42	10	10	16

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. The provision for children in the Foundation Stage is good and has improved since the previous inspection when it was judged as satisfactory.
58. Children enter the school in the term before their fourth birthday. They work mornings only for two terms and attend full time from the term of their fifth birthday. On entry to the school most children show a range of knowledge and skills similar to that found nationally. In some year groups there is a good proportion of children with above average attainment, especially in their speaking and listening skills, and in their knowledge and understanding of the world. Many children start school already able to use pencils and tools with good levels of dexterity. Children make at least satisfactory progress in all aspects of their learning in the reception class. They settle to their tasks very well and quickly develop good attitudes to their work and play, which promote their further achievement. Most children attain the standards expected (the early learning goals) in communication, language and literacy, in mathematics, knowledge and understanding of the world and in their creative, physical and personal and social development. A good number of children are confidently working towards the National Curriculum levels when they enter Year 1.

#### **Personal, social and emotional development**

59. The children make satisfactory progress in their personal, social and emotional development. They make good progress in developing their social skills because of the good quality of teaching provided by the teacher and the very experienced classroom assistant. They have a very good working relationship and together create a happy atmosphere in the classroom so that children feel secure and well cared for. Children settle well into the reception class and quickly recognise the school routines, happily leaving their own classroom to visit the computer suite and the hall for physical education and assemblies. Teachers are skilled at building the children's self-esteem so they cheerfully tackle new activities and are eager to participate in whole-class discussions. The nursery-age children, who had only been in school a matter of weeks, worked confidently on their own and alongside the other children, showing good levels of confidence. All children respond well to the adults in the class and ask for assistance when they require it. They share resources and equipment sensibly. Children quickly recognise class routines and follow them well, moving from activity to activity and happily settling to the tasks provided. Teachers develop the children's awareness of the need to finish a task and to clear away afterwards, to which the children respond well. They develop improving levels of concentration and perseverance, especially when working with an adult. In their own activities, children make choices about what they want to do and most are able to select the resources they require. These early skills of independent learning are satisfactorily fostered, but the space available in the classroom is very restricted which limits the opportunities for independent play. There are insufficient opportunities provided for children to plan and organise their activities within a planned structure of tasks. One of the children has significant special educational needs and requires more help in his work than the rest of the class. The other children sensibly ignore his different behaviour and accept that he needs greater assistance. Most children in the reception class achieve the standards expected (the early learning goals) by the time they leave the reception class and many show good levels of confidence and social awareness.

### **Communication, language and literacy**

60. The teacher is very successful in developing the children's love of stories and interest in words. They make good progress in developing their speaking and listening skills and satisfactory progress in developing their early reading and writing skills so they attain the expected standards by the time they enter Year 1. Most children come to school with good communication skills and express their ideas and feelings freely. The nursery-aged children listen with good attention to the other children's news, and they take part in class discussions. Children confidently stand to tell the class about their new toys and items of interest brought from home, while the rest of the class listen with good levels of interest. The more mature children ask questions and draw parallels with their own experiences. The teacher effectively promotes children's vocabulary, modelling expressive turns of phrase and develops their interest in new words. Simple games using rhyming words amuse the children as the register is taken, and the weekly focus on a new sound develops the children's good recall of letter names and sounds. The teacher tells stories well, using expressive actions and voices to stimulate children's interest and wonder. During the inspection, the children sat in wrapt attention during a story, spell-bound by the world that the teacher created for them. Children confidently record their ideas and thoughts using letter strings and the beginnings of conventionally spelt words. They retell stories, remembering the main elements and use them in their play. The higher attaining children are well launched into reading and enjoying simple books for themselves, recognising a growing number of words, and in using letter sounds to help them read new words and to write their own news. Most children write their own names from memory and they recognise the letters in their name when seeing new words.

### **Mathematical development**

61. On entry to school most children recite numbers to ten, but they are not yet secure in recognising the written form or in ordering numbers correctly beyond five. They make satisfactory progress in developing their understanding of comparative value and simple addition and subtraction. Higher attaining children count accurately to 20 and are developing simple strategies to help them find out how many there are altogether in a group. Children are developing good understanding of positional language and correctly place items *in front* or *behind*, or next to other objects. The teacher uses fun investigations to help the children understand the concept of capacity, so they use terms, such as *half empty*, *full* and *nearly empty* correctly. They express their ideas about which containers are the biggest, using their observation of the comparative height and width to help them decide which one will hold the most. The quality of teaching in this area of learning is satisfactory and children make steady progress so that most attain the standards expected by the time they transfer to Year 1.

### **Knowledge and understanding of the world**

62. The quality of teaching used to promote children's knowledge and understanding of the world is good. Many children enter the school with good general knowledge. They are interested in the world around them and have a natural curiosity that is well promoted by the teacher. A good range of activities is used to stimulate children's questions and understanding. As part of the work on water, children have explored materials that are waterproof and they tested the texture and sensation of ice, learning new and exciting words to express their ideas. They considered how people in the past collected their water in the village, experiencing for themselves that water is heavy to carry up the hill from the local spring. The computers are used effectively to introduce the children to ways of recording the weather, developing their awareness of maps and symbols. They acquire good knowledge of a variety of programs, using them to communicate their ideas in pictures and designs. Programs that combine pictures and text are used well to consolidate children's simple writing skills and develop their understanding of how to use captions and labels. They use books to find out about animals, delighting in the

curious shape and behaviour of penguins. They use a variety of construction equipment and other materials to build their own models, learning about simple structures in their designs. Children make good progress in developing a wide range of knowledge so that most attain the standards expected.

### **Physical development**

63. Many children have had regular opportunities to use felt tipped pens and pencils before entering school and, with the assistance of the teacher and support staff, they quickly develop good levels of control when writing letters and numbers. They show good levels of dexterity when using scissors and cut around shapes with care. Children use a variety of tools satisfactorily in their play, and the 'cakes' made from modelling clay for an impromptu party, were carefully formed. The provision for children's physical development is satisfactory overall. Pupils have appropriate opportunities to develop their agility and control in the regular physical education lessons that provide appropriate opportunities for children to experience gymnastics, dance and games so that they develop a range of expressive movements and use the space around them when moving around the hall. They show satisfactory balance and control when expressing their ideas in dance. There are, however, few opportunities for children to develop their physical confidence and agility through adventurous play. There is no outside classroom area for them to use large construction equipment or climbing frames. In the summer months they make use of a local playground just down the lane, but it is not possible to plan regular opportunities for this aspect of their physical development. However, the quality of teaching is at least satisfactory in this area and most children have already attained the standards expected in their physical development.

### **Creative development**

64. Many opportunities are provided to stimulate children's creative development and to provide the stimulus for their creative expression. Children's creative expression is well promoted when using art programs on the computer in art sessions and in music and dance. In dance, for example, children's good imagination was stimulated as they tried to walk through thick sticky mud. Children's pictures are colourful and carefully drawn and their penguin pictures show careful observation and colour mixing. Their pictures of Father Christmas created a cheerful display, each having its own distinctive style and facial expression. The role-play area is changed regularly. It is effectively linked to aspects of children's learning and further develops their expressive language as well as stimulating their imagination. The 'igloo' built as part of the topic on cold climates was much enjoyed by the children, and the fishing boat, created as part of their topic on water, also stimulated children's ideas about being fishermen. Reception staff work satisfactorily with groups in the role-play areas, stimulating the children's creative language and ideas, but these opportunities are often brief. Time is not always set aside for each group of children to play with adults in these areas and so develop their vocabulary and language skills further. Overall, children's progress in creative development is satisfactory and children attain the standards expected.

## **ENGLISH**

65. In the national tests and assessments in 2001, pupils' overall standards of attainment at the age of seven were well below the national average in reading, and below average in writing. In comparison with similar schools, standards were below average in reading and in line with the average in writing. This represents a drop in standards to those attained in the previous three years and was due to the increased proportion of pupils in the year group having special educational needs. Over the last three years, boys and girls have exceeded the national average. During the current inspection, standards in reading and writing were in line with those expected. Standards in



speaking and listening are good and above average. This is an improvement since the previous inspection.

66. At the end of Year 6 in the national tests in 2001, the pupils' results were well below the national average. In comparison with similar schools, the pupils' standards were in line with the average. Standards in reading were good and above those found nationally, but in writing standards were well below the national average. These results are poorer than those found at the time of the previous inspection and were due to a significant proportion of pupils under-achieving in the tests. Over the last three years, the performance of boys and girls has exceeded the national average, with no significant differences. During the inspection, standards in the current Year 6 in speaking and listening and in reading were above those expected which is an improvement since the previous inspection. Writing, however, remains unsatisfactory.
67. Progress in developing pupils' literacy skills throughout the school is satisfactory overall. Pupils enter the school with often above average levels of attainment, especially in the speaking and listening skills and in their range of vocabulary. Many are very articulate. In the infant class, pupils in Years 1 and 2 make good progress in speaking and listening and generally satisfactory progress in reading and writing. In the junior classes, pupils in Years 3 to 6 continue to make good progress in speaking and listening, and good progress in developing their reading skills. Progress in writing is unsatisfactory. The school recognises this weakness and is taking positive steps to raise standards, which have yet to take full effect. Pupils with special educational needs across the school are well supported and these pupils make similar progress to their peers.
68. The pupils' speaking and listening skills are good across the school. From the children's earliest days in school, good opportunities are created for pupils to address one another in sharing time and in plenary sessions at the end of lessons. Teachers' good questioning stimulates pupils' effective communication skills. Pupils throughout the school are confident speakers; they form opinions and express a point of view thoughtfully, and engage adults and visitors in conversation easily. Drama is used well to promote pupils' confidence and poise when talking to an audience. During the inspection, two short plays on a Viking theme were performed to illustrate ideas of friendship. The pupils in Years 3 and 4, playing the parts of Vikings and Celts, delivered colourful insults to one another very clearly and positively! The newly formed school council provides a platform for a more formal forum for discussion.
69. Provision for the teaching of reading is good across the school, which results in pupils' enjoyment of reading and their steady progress. Pupils use different strategies to identify new words, such as breaking down into syllables, using their knowledge of phonics, and making use of picture clues. One pupil, for example, built the words 'customary' and 'campaign' correctly, identifying the number of syllables, though not knowing the term. Pupils in Year 2, who were heard to read by inspectors, knew and understood the terms 'author' and 'illustrator'. Higher attainers were familiar with an index in non-fiction books and knew that it was in alphabetical order. None understood the term 'blurb'. All discussed the plot and characters in their stories and made good use of punctuation to help with fluency, and expression. Most are heard to read by an adult at least once a week. Pupils continue to make effective progress in the junior classes, but there are some inconsistencies. Pupils in Year 4 are still unsure about the difference between fiction and non-fiction, but are confident with contents and index. By Year 6, pupils read fluently and with good expression. They predict outcomes in their stories and know how to access information from the library. Pupils of all abilities have developed strategies to support their reading. A pupil with special educational needs read correctly the word 'imbecile' that was in his book. He sounded out the syllables to help him decode the word. The school makes good provision for hearing of pupils read on a one-to-one basis and this has a positive effect on standards. Teachers,

classroom assistants, parents and governors all hear pupils read regularly. Older pupils act as reading 'buddies' for younger children. They are trained to provide good levels of support and this added attention each week is something that all the pupils enjoy.

70. The very good assessment procedures to monitor and record pupils' attainment and progress in reading ensure that pupils' achievement is monitored effectively. A 'Reading at Risk' register enables those falling behind in their reading to be identified and given further support, which is a strength of the school. A need to improve reading comprehension skills has been identified by the co-ordinator and this is a focus now for the teaching. Home/school reading diaries provide good links with parents, but they could be improved if the records were used more for analysis and to suggest ways of improving pupils' reading.
71. Pupils' writing at the end of Year 2 is satisfactory and they make satisfactory progress in Years 1 and 2. Opportunities to challenge and extend the potentially higher attaining pupils, however, are not always sufficient. In the 2001 national tests, no pupil achieved the higher level 3 in writing. Pupils in Year 1 carefully select vocabulary to make their writing more interesting, such as describing a church as 'dusty' and 'old'. Most pupils at the end of Year 2 write in sentences using capital letters and full stops correctly. Their spelling of basic words is generally satisfactory, but handwriting and general presentation are unsatisfactory. Pupils' skills are satisfactorily promoted across the curriculum. In a lesson in the class of Years 1 and 2, for example, pupils further developed their skills by retelling the story of Joseph from the Old Testament. Work was planned for all abilities. Higher attaining pupils are beginning to use a range of vocabulary to make their sentences more interesting. One wrote, "She had beautiful gold hair... with a white dress which glittered in the sunlight". These pupils are writing with a joined hand, with legible, uniform letters.
72. Writing standards in Years 3 to 6 are generally below those expected for their age, but are improving. Writing logs have been introduced into the class of Years 5 and 6 pupils, and are well used to develop writing skills. Across the school, pupils write in a variety of genres, including poetry, for a variety of reasons. Some is of a good quality, such as the prayer written by a pupil in Year 6 that said, "In moments of extreme despair, crouch and gradually rise – to clear the column in the air...". Alliteration is often well used, and pupils' well-considered choice of vocabulary, enhances their work. A poem written after a visit to the local harbour included the phrases "Greasy ropes lie on the sparkling sand", and "babbling children". In a lesson in the Years 5 and 6 class, pupils were observed re-drafting their writing and practising writing to a set time. Almost all pupils used paragraphs correctly and higher attainers were making good use of connectives. Pupils recognise that different frames of language are used in different circumstances such as the official language used by lawyers and public bodies. They recognise that imperative vocabulary, such as 'ensure', 'don't', 'aim to', 'always', is used in instructions and create their own texts satisfactorily, using bullet points to good effect. Pupils' handwriting is generally unsatisfactory, especially in the oldest class. Not all teachers use a joined up hand themselves when writing on the board, and they show a lack of awareness to this aspect of writing. Pupils' handwriting and presentation of work are generally unsatisfactory and lacking in care. Many pupils are still writing in pencil and printing rather than developing a legible joined script.
73. Teaching is good in most aspects of English but there are inconsistencies in the way in which writing and handwriting are taught. The lessons observed ranged from satisfactory to excellent, with no unsatisfactory lessons seen. All permanent teachers have received training for teaching the literacy hour, and this is helping to raise standards of pupils' reading and writing. Teachers' planning of the literacy hour is good, with clear learning objectives and good use made of plenary sessions. Provision for pupils with special educational needs is also good, enabling them to make good

progress towards their own personal targets. Features of the excellent lesson observed included the effective planning of tasks for pupils of four different ability groups, and individual planning for a pupil who has a statement of special educational needs. The lesson had a fast pace which kept the pupils interested. It was well structured and the teacher had high expectations for pupils' good work and involvement. The very effective use of the plenary session to reinforce learning, and the use of a puppet figure 'Maurice the Mole', all added to the very interesting lesson that led to pupils' very good learning. Pupils were asked to correct Maurice's mistakes, and enjoyed the humorous repartee between Maurice and their teacher. They were captivated and enthralled, totally focused throughout the lesson and, with the very good use and support of three other adults, all pupils made very good progress. Pupils *wanted* to please the teacher, and during the entire lesson not one word of censure was required. In less inspired lessons, insufficient attention to planning for all abilities, a lethargic pace, and modest expectations of task and conduct impaired pupils' progress. Homework is set appropriately but the quality of teachers' marking is very variable, often giving insufficient guidance and support for pupils' improvement.

74. The National Literacy Strategy has been implemented well and staff have received further training. This is helping to raise standards. The newly arranged timetable that ensures literacy lessons have the regular help from a learning support assistant contributes well to the quality of the pupils' learning. Teachers plan well, sharing lesson objectives, though these are not always displayed, and generally ensure that work is provided for pupils of all abilities. Good use is made of information and communication technology to support the subject through the word processing of work. The subject strongly supports pupils' social, moral and cultural development.
75. Leadership and management of the subject are good. The new co-ordinator is well qualified for the subject, has identified areas of weakness, such as spelling and writing in Years 3 to 6, and has taken steps to raise standards. Assessment in the subject is good, and very good for reading. Information from tests is used effectively to identify areas of weakness and to focus the teaching. Resources for the subject are satisfactory though a need has been identified for further 'big books' and for an appropriate level of reading material for higher attaining pupils. The reference library is accommodated in the same room as the computer suite and holds insufficient stock of good quality books, especially for history, geography, music, art and design, religious education, and for the study of other cultures, reducing the opportunities for pupils' individual research. The co-ordinator has produced an action plan for the subject and clearly knows how to take it forward. She has already been able to monitor the teaching of literacy across the school and has shared good practice with her colleagues. The potential for improvement in English is good.

## **MATHEMATICS**

76. Standards attained by pupils at both the ages of seven and eleven are broadly in line with national averages, and have been satisfactorily maintained since the previous inspection. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
77. With comparatively small numbers in each year group, the results from national testing fluctuate from year to year. However, the proportions of pupils attaining the expected levels have remained in line with or above the national average. The drop in standards in the most recent National Curriculum tests in Year 6 was due, largely, to changes in staffing just prior to testing. Test results also show that the proportions achieving the higher levels do not match national averages. There is some lack of challenge in the activities provided and low expectations in teaching, resulting in the needs of higher attaining pupils not being sufficiently recognised and planned for. Over the last four

years girls have not attained as well as the boys. The headteacher noticed that many girls did not participate fully in the question and answer sessions and now ensures the girls are fully involved. She expects them to take a full part in the lesson and has successfully developed their confidence in mathematics. During the inspection there was no significant difference in the standards of boys and girls.

78. By the age of seven, pupils work confidently in numbers up to 100. They double numbers, and use this and other strategies when carrying out addition and subtraction. They begin to use standard measures, for example metres and centimetres, and to select the appropriate measure for use, although there is little evidence of these measures being used in practical ways. Most know the names of common two and three-dimensional shapes, describe their properties and identify shapes from them. Subject vocabulary is soundly developed, and higher attaining pupils, particularly, talk about their work and can say why their answers are correct. The use of published worksheets and workbooks, where answers are often just filled in, does not sufficiently develop pupils' actual knowledge and understanding of mathematical concepts or help to develop their recording skills.
79. By the time they are eleven, most pupils have a reasonable grasp of addition, subtraction, multiplication and division, and start to show their workings in standard format. They have a sound knowledge of place value, and accurately multiply and divide numbers by 10 and 100, to two and three places of decimals. Pupils see the relationship between fractions, decimals and percentages satisfactorily. Most calculate the perimeter and area of rectangles correctly, but are unsure about applying this to compound shapes, where not all dimensions are given and some have to be calculated. They can identify more complex quadrilaterals by their properties. They are not particularly confident in talking about and explaining their work. Although most pupils have a satisfactory recall of tables, and add and subtract simple numbers in their head, their skills in mental agility are not sufficiently developed. The over-use of exercises from textbooks does not give sufficient opportunity for pupils to apply their knowledge in working out their own strategies for problem solving, so further developing their understanding of mathematics.
80. The overall quality of teaching and learning is good, with no lessons less than satisfactory. Lessons generally start with an appropriate mental mathematics session that helps to get pupils thinking quickly and effectively concentrating. This was successfully promoted in a lesson with Years 1 and 2 where pupils quickly recorded many facts about the number 30, and in a lesson with Years 5 and 6 where pupils recorded answers to questions on decimals, fractions and percentages. The use of individual whiteboards ensured that everyone was involved, and provided useful assessment opportunities for teachers. In other lessons, however, this session was either missed or was rather slow, and tended to set the pace for the rest of the lesson. In one lesson, pupils were not given a target for the amount of work that they had to complete, they were not sufficiently focused and their pace of working slowed. In more effective lessons, activities were planned for the range of ability within classes, enabling all to make good progress. In some lessons observed, however, and from an analysis of pupils' past work, pupils are not provided with work that effectively meets their learning needs. Potentially higher attaining pupils are just expected to complete more and their knowledge and understanding are not effectively extended. Sometimes work is inappropriately chosen from the commercial scheme, rather than building on what pupils already know and can do.
81. Pupils behave well in lessons and generally have positive attitudes to learning. This is because of good management by teachers, based on the very good relationships between staff and pupils. Good methods are used to stimulate pupils' interest and enthusiasm as well as knowledge. For example, in a lesson with Years 1 and 2, the puppet 'Maurice the Mole' introduced a 'shape hat' that he had made. Pupils put this on

and a two-dimensional shape was stuck to it. Pupils had to identify the shape by asking questions of the rest of the class, so effectively developing their knowledge and understanding of the properties of shape. In the most successful conclusions to lessons, time is given for pupils to discuss whether they had achieved the objective of the lesson so helping them to become more aware of their learning. Further opportunities for developing pupils' understanding of their progress are not created by teachers' marking. There are few comments that indicate to pupils how well they have learnt or what they need to do to improve.

82. Satisfactory use is made of mathematics in other subject areas. For example, in science, pupils measure the angle of light reflection. Information and communication technology is linked with mathematics for data handling and the use of simple spreadsheets. Pupils in Years 1 and 2 create a pictogram of how 'Charlie Chough,' the class toy, travelled in London, and pupils in Years 5 and 6 measured and compared the length of different parts of the body.
83. The school has satisfactorily introduced the National Numeracy Strategy, although temporary teachers are not always sufficiently aware of its structure and requirements. There has been some monitoring of the subject, at times assisted by the local education authority, with a view to improving the quality of teaching and raising standards. Assessment is carried out against the key objectives of the strategy, but there is little evidence yet of this being used to plan subsequent lessons. The results of national and optional end-of-year tests are starting to be analysed in order to identify strengths and weaknesses, and so inform future curriculum planning. It is also planned to use them to track individual progress and to set learning targets. Good support is provided for pupils with special educational needs through the 'Springboard' initiative and through the support given by teaching assistants within lessons, enabling all to be fully included and to make the same satisfactory progress as their peers. The numeracy targets on individual education plans, however, are sometimes too general, and indicate that some of these pupils are of lower ability rather than having special educational needs.
84. The leadership and management of the subject have been satisfactory. There is a current action plan for numeracy that reflects similar concerns as those that have come from this inspection. Weaknesses in the initial mental mathematics session have been identified. There is a mismatch between some of the work in the core scheme and that required in the National Numeracy Strategy, which has also been recognised by the headteacher. Procedures for assessment to monitor pupils' attainment have not been fully developed and information on what pupils know and can do is not sufficiently used to plan future work so that it matches their ability. Teachers tend to rely on the workbooks at the cost of providing activities that more effectively build on pupils' prior learning. Some monitoring of the quality of teaching has taken place, but more is required to ensure pupils are making effective progress in their learning.

## SCIENCE

85. In the 2001 National Curriculum teacher assessments all the pupils aged seven attained the standards that were expected. This meant that the school was in the top five per cent of schools nationally. There were, however, fewer pupils than was found nationally attaining above the expected standard and this reduced the school's overall score to being well below the national average and the average of similar schools. Pupils' performance at eleven was above that found nationally and well above that found in similar schools. Standards in science have improved since the previous inspection, especially in Year 6. They have been at least above average over the last three years. Standards have also improved in the pupils' skills of investigation and experimentation. This was a weakness and is now satisfactory overall with a good proportion of pupils beginning to work at the higher than expected levels in Year 2 and in Year 6.
86. During the inspection pupils aged seven and eleven were attaining standards in line with those expected and a good proportion were already working at standards above those expected in their knowledge of science and their application of their knowledge to solve problems. Pupils throughout the school were making good progress in their learning and many were achieving well. Science is taught by the same teacher throughout the school, and this is having a good impact on pupils' learning, as there is an effective progression of knowledge and skills from year to year.
87. A scrutiny of pupils' work showed that in Year 2 they are gaining a good understanding of how their senses work and of the elements of a healthy meal. They have had a good number of opportunities to learn through first-hand experience, which is consolidating their ideas and understanding. They have found out about the impact of exercise on the body, tested for the magnetic qualities of materials and visited the local playground to investigate the forces created when apparatus is pushed or pulled. These opportunities have given them a satisfactory range of knowledge and good understanding that they recorded effectively. At the age of seven, some pupils are already working above the levels expected for their age and have a good understanding of what makes a test fair. They gather information through observation and use simple tables to record their findings.
88. In Year 6, pupils are working confidently within the expected levels for their age. The style of teaching is effective in promoting pupils' good understanding of the knowledge they acquire and so they are able to explain effectively what they know. Pupils in Years 6 were preparing a documentary about light, which required them to have a secure understanding of the way light travels, the properties of reflection, how the eye works and how shadows are formed. They had satisfactory recall of the information they had acquired and the pupils worked very effectively in groups to develop their part of the script. Pupils worked very well collaboratively and they effectively negotiated what should be included, who would do what, and how it would be presented. A previous documentary on the solar system was very well presented and showed pupils' good understanding of an appropriate range of information. Previous work in pupils' books shows a secure understanding of the interdependence of creatures. They considered habitats, the impact of food chains and how plants and creatures are adapted for their needs. Pupils' individual research enabled them to satisfactorily find out about different creatures and plants, looking for their similarities and differences. The good range of teaching strategies enables pupils to make good progress in developing a satisfactory range of knowledge and skills. They have appropriate opportunities to develop their skills of investigation and develop their own simple tests to explore ideas set by the teacher.
89. The quality of teaching in science is good. Only two lessons were observed during the inspection. Both were assessment lessons, but the clear focus on consolidating pupils'

knowledge and understanding so they could use it, ensured that pupils continued to make good progress in their learning. The range of activities provided to support pupils' learning and to stimulate their interest and motivation is good. The teacher has secure subject knowledge and he shares his own interest and motivation with the pupils, inspiring their good attitudes and effort. He makes learning fun, which has a good impact on their learning and recall of information. Relationships are very good and the teacher's high expectations for pupils' good behaviour and attention ensure that pupils work hard.

90. Assessment of pupils' understanding is good. The teacher uses a variety of strategies to monitor pupils' understanding and progress in lessons and at the ends of units of work. In the class for Years 3 and 4, for example, the pupils were set a comprehensive test of their knowledge of circuits and on a range of information about conductivity and insulation. The pupils responded very well to the task. They were confident and rose to the challenge of answering questions in the 'quiz'. To further assess the pupils' understanding, the teacher provided four ready-prepared circuits and the pupils had to use their knowledge to assess which ones would work and those that would not, giving reasons why. They recorded their ideas satisfactorily, using correct symbols in their circuit diagrams.
91. The curriculum for science is appropriately broad and well balanced. It is based on the nationally recommended scheme of work and ensures pupils' effective learning. Pupils' literacy skills are well promoted in science, especially their speaking and listening skills. Pupils' writing skills are satisfactorily developed and pupils' research as part of homework promotes their reading and computing skills. Information and communication technology is not used sufficiently to record pupils' findings in the form of graphs and tables. Pupils' numeracy skills are appropriately used and further developed when taking measurements and drawing diagrams, such as those required to show the angle of reflection.
92. The management of the subject is good. Emphasis has been given to raising standards and developing pupils' investigative skills. The data from National Curriculum tests has been used to identify areas of weakness so that greater focus is given to these aspects of teaching.

## **ART AND DESIGN**

93. The range of learning opportunities is good. They broaden pupils' experiences and their enjoyment in the subject. Pupils benefit from working with a number of professional artists who effectively stimulate their ideas and improve their techniques and the quality of their work. The local potter, who works regularly with all pupils through the school, has had a significant impact on pupils' enjoyment of working with clay, and the displays around the school are of a good quality, showing pupils' technical skills and good finish. Pupils' annual participation in the local Mazey Day celebration also stimulates their knowledge and skills of creating large three-dimensional models made out of withies and tissue paper. These interesting activities all enhance pupils' learning, but they are not sufficiently planned within a scheme of work that ensures that pupils' knowledge and skills are progressively developed. Standards in art and design are consequently broadly in line with those expected at the ages of seven and eleven. The quality of clay work is better than expected, especially for pupils in the infants and lower junior classes, but pupils' drawing skills and their knowledge of using pencils to create shade and tone in their observational drawings is only just developing in Years 5 and 6.
94. Pupils' knowledge of the influence of famous painters, such as the French impressionists, on the development of art is satisfactory. Pupils in Years 1 and 2, for example, have studied some of the work of Van Gogh and explored his techniques when creating their own pictures. Pupils in the oldest class have worked with textiles to

create their own cushion covers and designed and made their own T-shirts, which they wore at a school fashion show.

95. Only one lesson took place during the inspection and so evidence of pupils' learning has been gathered from displays around the school, photographs of past work and from discussions with teachers and pupils. From the quality of pupils' work it is judged that teaching is satisfactory overall. The skilled input from local artists has been good. In the lesson observed, the teaching input was good, but the impact was diminished by groups of pupils going off for games practice through the session. Poor weather had prevented the class from going to the local field for games and so small groups used the hall for their lesson whilst the others had art. The sandwiched lessons created problems as pupils' attention was taken away from their task in art and the teacher then had to refocus them on their return from physical education. The lesson built satisfactorily on pupils' previous work on portraits and observational drawing. The teacher's good subject knowledge enabled her to give effective support so the techniques of colour mixing to match the tones required were steadily developed. They were beginning to use the technique of using rough paper to test their ideas, colour matching and textures, but several were still not used to this discipline and were hasty in their work, producing standards below those expected for their age. Much of the work on display, however, shows pupils' care and they have had appropriate opportunities of working as individuals and in groups. The dramatic model of a Harpy for the most recent Mazey Day celebration is testimony to pupils' effective teamwork and the teacher's clear vision for the task.
96. The curriculum for art and design is broad and satisfactorily balanced. Regular opportunities are provided for pupils to experience a range of work of artists from around the world. They have studied Aboriginal and African art and experimented with some of the ideas. Pupils in the junior classes have visited local art galleries and studied different styles. These rich learning opportunities have stimulated pupils' creative expression but insufficient time has been given to developing their own skills or enabling them to produce work of a high standard. Sketchbooks have not yet been introduced and the pupils have not been sufficiently encouraged to try out techniques and experiment with them before committing their ideas to paper. The new headteacher has good subject knowledge and a strong interest in the subject and she has introduced this style of working in the oldest class. There are no procedures for assessing pupils' attainment or monitoring their progress so that the curriculum may be adapted to their needs. Work does not build well enough on pupils' prior learning so they make effective progress.
97. The co-ordinator is very enthusiastic and has introduced a good range of experiences for pupils to enjoy and stimulate their creativity. The absence of a scheme of work for teachers to follow results in no clear structure for the progressive development of pupils' knowledge and skills, and no assurance that all the recommended elements are taught. The nationally recommended scheme of work has recently been adopted but has yet to be fully implemented. The co-ordinator monitors the range and standards of pupils' work on display and provides support for staff. She is not involved in monitoring the quality of teaching or coverage of the National Curriculum programmes of study and in these aspects the management of the subject is unsatisfactory.



## **DESIGN AND TECHNOLOGY**

98. For pupils aged seven, standards in design and technology are in line with national expectations. Standards for pupils aged eleven are below those expected. Pupils' progress across Years 1 and 2 is satisfactory, but it is unsatisfactory across Years 3, 4, 5 and 6.
99. Pupils in Years 1 and 2 have satisfactorily investigated fruit and planned and made their own fruit salad. They are currently designing and making a multi-coloured coat for Joseph. There was very little evidence of any planning for the subject in the junior classes that showed how all elements of the subject are to be developed. No design and technology has been taught in Years 5 and 6 so far this year. In the previous year, pupils carried out a market survey on T-shirt design and then created their own. They planned a skateboard park and made some chutney. However, none of these activities took full account of the National Curriculum requirements to investigate products, consider how they are made, and to design, make and evaluate their own. Teaching and learning in Years 3, 4, 5 and 6 are unsatisfactory.
100. The quality of teaching is good in the infant class. The lesson seen in Years 1 and 2 was very good. It was well planned and prepared, and enabled pupils to make good progress in developing joining skills, designing and pattern making, and cutting out the material for Joseph's coat. Very good links with other subjects made the activities relevant and purposeful, for example, the links with religious education and the story of Joseph, with information and communication technology and computer design, and with literacy and recording a flow-chart for making the coat. The range of interesting activities kept pupils' interest and concentration throughout the lesson. The class teacher offered very good support and guidance when required, but expected pupils to work independently, developing confidence in their own abilities. Teaching assistants supported pupils with special educational needs very well, and suitably adapted activities enabled them to be fully included in the lesson.
101. There is no co-ordinator or up-to-date policy for design and technology. A scheme of work has recently been introduced, taking account of national guidelines, to help ensure continuity and progression in learning, but whole-school planning for the subject is yet to reflect this fully. Without this planning, it has not been possible to consider how to assess pupils' progress. There is no monitoring for the subject, with a view to improving the quality of teaching and learning and raising standards. There are adequate resources although these are not used sufficiently. Improvement since the previous inspection, when co-ordination was ineffective and there was no policy or scheme of work to show how skills will develop, is unsatisfactory.

## **GEOGRAPHY**

102. During the inspection, no lessons took place. It was not possible to talk with the subject co-ordinator and so evidence for judgements is based on looking at pupils' work, displays, and teachers' planning, and from discussion with pupils and teachers. Standards of attainment achieved by pupils aged seven and eleven are similar to those expected. This represents satisfactory improvement overall since the previous inspection. There has been good improvement in the provision of geography in the junior classes where it was previously judged as unsatisfactory. A key issue arising from the previous inspection, to raise standards in Key Stage 2, has been met.
103. Pupils in Years 1 and 2 and in Years 3 to 6, including those with special educational needs, make satisfactory progress and acquire a satisfactory range of knowledge and skills. Pupils in the infant class have a satisfactory knowledge of a wide range of places both near and far. They have studied the Isle of Struay and considered the differences of living on an island compared to the mainland. They have a satisfactory

understanding of geographical vocabulary, such as *jetty*, *ferry*, *mainland*, and *island*. A local artist helped pupils to make a three-dimensional model of the island, appropriately labelled. They compare their own environment with other locations, such as Penzance, and record their ideas satisfactorily in 'My Book of Mousehole'. Pupils write about their likes and dislikes of their environment, and learn about human and physical features. In their study of London, pupils compared maps of their own village with that of inner-city street maps of the East End, marvelling at the density of housing. They have exchanged letters with other schools in the east end of London, and in the Gambia.

104. Older pupils in Years 3 and 4 have gained a satisfactory understanding of maps. In their study of maps of the south-west peninsula, they acquired a satisfactory understanding of scales. They successfully drew their own map of Mousehole, including a suitable key to identify features such as the car park, bird sanctuary and playground, as well as the harbour and quarry. Pupils in Year 6, in their study of rivers and the coastline, have satisfactorily extended their knowledge and understanding of geographical terms using vocabulary, such as *meander*, *deposition*, *current*, *confluence* and *vertical erosion*, correctly. Pupils understand the process of the water cycle. They talk confidently about the Severn Bore, and the Ironbridge and Shrewsbury area, which they studied, showing a satisfactory recall of the main features of each place. Their knowledge of maps and mapping has been satisfactorily developed in their study of Ordnance Survey maps and their symbols.
105. No examples of lessons were seen to give direct evidence of teaching and pupils' learning. Teachers' planning indicates an appropriate range of knowledge and skills is being taught. Evidence indicates that teaching can be no better than satisfactory, overall. During the inspection, pupils in the Years 1 and 2 class received a postcard from their puppet friend 'Charlie Chough' illustrating the sights of London; indicating an imaginative approach from the teacher. Units of work are taken from the latest nationally recommended scheme of work, but planning still does not always provide activities that effectively match the needs of pupils of all abilities, especially the higher attaining pupils. Pupils take little pride in the presentation of their work; handwriting is unsatisfactory overall.
106. There are strong cross-curricular links in the teaching of geography, particularly in Years 1 and 2. Design and technology, history and literacy were all part of their study of Katie Morag and her home on the Isle of Struay. Pupils in Year 1 also made good use of information and communication technology to record the week's weather with an appropriate weather map and weather symbols. Pupils' fieldwork skills are developed satisfactorily through trips to the beach, harbour and around the village. The oldest pupils also benefit from a residential trip. These arrangements enhance the quality of the pupils' learning. The subject contributes positively to pupils' literacy skills through writing and the acquisition of new vocabulary, and to their social and cultural development.
107. Leadership of the subject is unsatisfactory at present. The co-ordinator's file indicates that much needs to be done to ensure that the subject is effectively promoted and to provide an overall plan for the progressive teaching of geographical skills. There is no policy and no clear scheme of work. There are no procedures for the co-ordinator to have a clear recognition of the quality of teaching or of pupils' learning. There is no formal assessment of pupils' performance in the subject to ensure that they are making appropriate progress in their learning. Resources for the subject are unsatisfactory. There are insufficient good quality globes and wall maps.

## HISTORY

108. Standards of attainment in history are above those expected for pupils aged seven and satisfactory for those aged eleven. A similar judgement was made at the time of the last inspection, but standards achieved by seven year olds have improved slightly since. Most pupils, including those with special educational needs, are achieving at least satisfactorily and making good progress in lessons.
109. All pupils in Years 1 and 2 make good progress and achieve well. They have acquired a secure understanding of aspects of life in the past through their study of the Great Fire of London. Their understanding of the process of time and its effect on people's lives has been satisfactorily developed in their recording of a time line of events. They have good detailed knowledge of the events, and are aware that the fire started in Pudding Lane and ended at Pie Corner. Pupils show good detailed knowledge for their age. They know that the fire spread rapidly due to houses being constructed of wood; that people tried to shelter in churches as they were made of stone; that molten lead from church roofs flowed down the streets; and that we know much about the period from the diary writing of Samuel Pepys and John Evelyn. When asked about the causes of the fire one pupil suggested it was because of "people's greediness", showing a developing social awareness. This was fostered in their earlier work on Florence Nightingale. Pupils explained that she got bandages, blankets and medical supplies to Scutari "by writing letters to important people". Their knowledge of chronology and historical enquiry is good, and they have a good understanding of the differences between the past and now.
110. Pupils in the Years 3 and 4 class had been studying the Vikings and during the inspection they performed a play in assembly about the Viking invasion of Mousehole, which they had written earlier. This good link with local history gave pupils a personal interest in their activities. They have earlier made fact file booklets about the Vikings and about the gods Thor and Freya. Pupils in Years 5 and 6 develop independent research skills effectively in history, using a range of secondary resources to support their search for information. They use information and communication technology satisfactorily to research for information and to present it in a variety of ways. In their study of Ancient Egypt they have acquired a good knowledge of the discoveries of Howard Carter and present their knowledge in the form of a newspaper headline article referring to this 'amazing discovery' which is 'unleashed' on the world. They have studied World War II and pupils explained why Great Britain went to war with Germany. Pupils show good understanding of past events and historical enquiry, but are less secure in chronological understanding and their interpretation of historical events.
111. Teaching and learning are good throughout the school. Teachers stimulate pupils' enjoyment of their lessons and they respond well. Planning is generally good and is beginning to include provision for pupils of all abilities, although higher attaining pupils are sometimes insufficiently challenged. This was also a concern at the previous inspection. The characteristics of good teaching seen include confident subject knowledge, good pupil management and an imaginative approach to stimulate pupils. Pupils said that they enjoy the subject. In the lessons observed they showed good attitudes to their learning, but their written work and the quality of their presentation are unsatisfactory. Pupils' literacy skills are well promoted in their study of history, especially their reading and research skills. Appropriate homework is set, but marking is weak, and lacks suggestions for making improvements.
112. The curriculum for history is satisfactorily broad and enhanced by 'theme days' and visits to places of historic interest, which stimulate pupils' learning. The subject has a strong focus round the school, and displays, for example of Ancient Egypt and the Fire of London, are of high quality. Good use is made of information and communication technology to support the subject with some high quality work on the Egyptians

produced by pupils in Year 6 during the inspection. The subject strongly supports pupils' personal, social, moral and cultural development.

113. Leadership of the subject is unsatisfactory. At present there is no subject co-ordinator, no policy for the subject, and no formal scheme of work. There is a lack of formal assessment of the subject and teachers do not have a record of the pupils' attainment in terms of skills development. Consequently activities do not sufficiently build on pupils' previous learning. These weaknesses were identified by the previous inspection, and have not been addressed. The school is adopting the latest nationally recommended scheme of work, but there is no overview of this to ensure continuity and planning for the progressive teaching of historical skills. Resources are less than satisfactory, but the school makes good use of the services of Truro museum in obtaining good quality artefacts to stimulate pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. Standards have risen throughout the school since the previous inspection and pupils are attaining satisfactory standards at ages seven and eleven in most aspects of information and communication technology. The provision for information and communication technology is much improved. Resources are of a better quality and surpass the ratio recommended for the number pupils in the school. The new computer suite, with its networking and links to the Internet, has improved the curriculum. Teachers' expertise has also improved. The support of two experienced members of staff has greatly improved all teachers' confidence in teaching information and communication technology.
115. Children in the reception class make a good start in the learning and achieve well. They have developed good control when using the computer mouse, enabling them to move objects on the screen, select tools and create their own pictures. They use the keyboard to write their own names, labels and captions. Pupils continue to make good progress in the infant and junior classes. Standards in communicating ideas through text and graphics in Years 1 and 2, and in Years 3 and 4 are good. Pupils use simple word-processing tools, such as centring, and they change the colour, size and style of font to present their work. This strand of information and communication technology knowledge and skills is particularly well taught through the school and pupils are making good progress in their learning.
116. Pupils in the oldest class have also made good progress, but they were coming from a low base and had a lot to learn to attain expected standards. They do not yet have the overall breadth of experience to enable them to attain the expected standards in all aspects of the curriculum. Pupils in Year 6 create effective presentations, using text boxes to merge written information with pictures taken from graphics programs to present information to suit a variety of purposes and audiences. Many pupils have computers at home and have used the knowledge and skills learnt to help them complete their homework. Pupils aged eleven have not yet used a publishing program to develop their own multi-media presentations using sound, moving text or pictures. Several higher attaining pupils would benefit from the greater challenge, but it has not been introduced as yet. Pupils in the top class use spreadsheets to record information and set up simple databases. They use graphs to interpret the information collected, but are not yet able to make changes in order to explore questions. Pupils are not yet able to develop simple formulae within spreadsheets to work out repeated calculations.
117. The quality of teaching of information and communication technology is good. The pupils benefit from the expertise of the computer support assistant who works with groups in the computer suite. Class teachers discuss with her the tasks they want the pupils to carry out and the skills and knowledge that are to be taught. The learning assistant uses her good subject knowledge to introduce these tasks and she provides

good levels of support and encouragement. The small group teaching environment results in pupils receiving good levels of individual attention and their learning progresses at a good pace. They show good levels of attention and application to their tasks, which enhances their achievement. The pupils support one another and sometimes co-operate in pairs to complete an activity. The management of pupils' learning is satisfactory. Pupils have appropriate opportunities to use their computer skills in many areas of their learning, but the small group teaching system reduces the opportunities for pupils to have access to the computers.

118. The curriculum for information and communication technology is satisfactorily broad, but not, as yet, completely balanced, as not all the equipment for monitoring and measuring outside events has been purchased. The networking has been effective in enabling groups of pupils to work on the same task, but it has reduced the range of programs available. This is being rectified. There are fewer examples of programs that support pupils' work in history and geography and that give good opportunities of modelling through the use of simulations. Pupils in Years 3 and 4 are to be introduced to the process of e-mailing later this term and all pupils in the junior classes have had the opportunity of selecting, blocking, cutting and pasting information from the Internet as part of their research. Information and communication technology is used well to promote pupils' learning in literacy, but it is not yet fully utilised to support pupils' learning in mathematics and science. The nationally recommended scheme of work provides a good structure for teachers' planning, and the coverage of the National Curriculum programmes of study is moving quickly. There are still some small gaps in some strands of learning, but these are being addressed. The weekly 'quiz' provided for pupils in the oldest class by a classroom learning support assistant as part of their homework is created on the computer. It provides pupils with effective opportunities of developing their independent research skills using the books provided as well as the Internet and the school information CD-ROMs. Other staff use the computers effectively to create worksheets for their pupils and to present pupils' work.
119. The leadership of information and communication technology has been good. The provision for the subject has improved and staff are more confident in what they need to teach. There are not as yet procedures for assessing pupils' attainment and progress so that they are provided with tasks that meet their learning needs, but as most are taught by the same assistant and the groups provide opportunities for good individual support there has been no concern of lack of achievement. There is not, however, any monitoring of the quality of teaching by the co-ordinator at present, although there is a good record of all the work pupils have completed compiled. It provides good evidence of the quality of work but the examples are not annotated to explain the skills used or assessed against National Curriculum criteria so that teachers have a common understanding of pupils' attainment. The record of work has been compiled by the computer support assistant who also displays pupils' work in the computer suite and maintains the school website with some of the older pupils. She has a significant impact on the quality of provision in the school.

## **MUSIC**

120. There is insufficient evidence available to make any judgements about attainment of pupils at the age of seven, but by the time pupils leave the school at the age of eleven, the standards attained are broadly in line with those expected. Only one lesson was seen during the inspection and in the absence of the subject co-ordinator, who is on maternity leave, and the absence of formal relevant documentation, such as a policy and a scheme of work, judgements are based on that one lesson, observations of pupils' singing in assembly, discussions with pupils and teachers, and a video-tape of the Christmas concert. The satisfactory standards judged by the previous inspection appear to have been maintained.

121. The progress made by the older pupils, including those with special educational needs, is satisfactory. Pupils in the Years 5 and 6 class improve their skills of rhythmic tapping and singing following a programme in a commercial series linked to a study of the Vikings. They successfully beat out the rhythm to lines such as 'Telling sagas by the score'. They learn the symbols for rests of different lengths and understand that a pause is a one beat rest. Younger pupils have 'Starcatcher' music files, which show they have listened to Holst's 'Planets' suite. Singing in assemblies and by the pupils in Years 5 and 6 class is of a good standard. They sing strongly and clearly, holding on to notes and breathing appropriately. Pupils in Years 5 and 6 show a good understanding of pitch, and control of volume. The assembly singing of 'Peace, perfect peace' was a quiet and moving performance.
122. A range of visiting specialists who teach flute, clarinet and brass instruments enhances the quality of music. Six pupils learn instruments individually. Suitable arrangements are made to ensure that other work does not suffer due to their withdrawal from lessons. Pupils were observed learning the saxophone and clarinet, and are entered for national exams. Their good learning and expertise are demonstrated in concerts and assemblies. Classical music is played at the start and end of assemblies but more could be done to focus on the types of music played and on the composers. There is little evidence of music teaching or of pupils' learning in music around the school. The choir and recorder group are temporarily abandoned until the music co-ordinator returns.
123. It is not possible to make an overall judgement about teaching. In the one lesson observed the teaching was good. The teacher was well prepared for the lesson and planned well, with some provision for pupils of differing abilities, and improving the basic commercial plan with adaptations of her own. Pupil management was good and learning developed at a good pace, in clearly progressive stages, maintaining pupils' interest and enjoyment. Pupils were good listeners to excerpts from Sibelius's fifth symphony. They behaved well, and clearly enjoyed the lesson.
124. In the absence of the co-ordinator, leadership of the subject is less than satisfactory. The co-ordinator cannot have a secure appreciation of standards in the subject, as there is no assessment or recording of pupils' attainment, and no monitoring of teaching. Resources are unsatisfactory. Instruments are mostly old, poorly organised and insufficient. At the time of the previous inspection the school had the services of a music specialist. This is no longer the case. In the absence of the co-ordinator, music lessons for pupils aged seven to eleven are being taken by the same one member of staff. This is a temporary measure and a new initiative. The school is in process of adopting the latest nationally recommended scheme of work, but currently uses a commercial scheme, largely of tape recordings. The curriculum provided is broad and balanced and supports teachers in developing skills in composing and listening. The use of information and communication technology to support the subject is underdeveloped. Music successfully supports pupils' spiritual, social and multi-cultural awareness, as demonstrated in the pupils' Christmas production 'Christmas across the World'.

## PHYSICAL EDUCATION

125. Attainment at the ages of both seven and eleven is above that expected nationally. Boys and girls, including those with special educational needs, make good progress across the school. The good teaching throughout the school has had a positive impact on pupils' learning. There has been good improvement since the previous inspection when standards were satisfactory.
126. The elements of physical education seen during the inspection were dance and games, although a whole-school curriculum plan shows that, over a year, all elements of the National Curriculum are taught. By the age of seven, pupils develop good dance routines to music, showing good control and co-ordination of movement, with a regard to starting and ending performances. They see similarities between their own and others' performances, and begin to consider how they could improve their own. By the age of eleven, pupils develop good games skills, showing careful control over their movements, and a clear understanding of tactics when playing games. They understand the need for warm-up and cooling-down sessions, and the overall effect of exercise on the body. Throughout the school all pupils have the opportunity to learn to swim. By the age of eleven the majority of pupils swim the expected 25 metres, with many going on to develop and improve different strokes and to work on survival techniques.
127. Of the two lessons observed, one was good and the other very good. Both had due regard for health and safety. There were opportunities for pupils to evaluate others' performances in order to improve their own, as in the Years 1 and 2 lesson where groups performed to each other their interpretation of Saint-Saens' 'Aquarium'. The skills developed in these performances demonstrated the teacher's high expectations. In this lesson, very good support was given to a pupil with special educational needs, enabling him to be fully included in the lesson. Pupils worked very well together in their groups, complementing each other's movements to create very pleasing dance routines. In the very good lesson with pupils in Years 3 and 4, a strong feature was the well-planned and prepared support, under the guidance of the class teacher, given by five 'Sports Leaders', students from a local secondary school. They acted as excellent role models for pupils, helping to develop positive attitudes to physical education. In both lessons, management was good, particularly when pupils had to walk up a narrow road to the field. As a result of good relationships, based on praise and encouragement, pupils develop confidence in their own abilities. Pupils in the oldest class also have the benefit of good quality teaching from the sports coach who works with them each week. The school has enriched pupils' learning across the physical education curriculum through the support of outside coaches for a good number of sports and for swimming.
128. The subject is very enthusiastically led by a co-ordinator who has taken part in numerous training courses to develop her own expertise in the subject. National guidelines have recently been introduced, helping to ensure continuity and progression in learning. The school makes further very good provision, equally for boys and girls, through its extra-curricular activities and participation in competitive sport. For a small school, it has achieved considerable success in its games against other schools and in local tournaments, for example in football, towerball, netball and rounders. Every opportunity is taken to develop links with local sports, gymnastics, dance and swimming clubs, both to use their expertise in coaching pupils in school, and to seek further opportunities for pupils to develop their talents out of school. There are good resources for the subject, maintained through the school's participation in the 'Top Sports' initiative.

## RELIGIOUS EDUCATION

129. At the age of seven, standards are in line with the locally agreed syllabus. At the age of eleven they are below those expected, showing that standards have not been maintained since the previous inspection. Pupils make satisfactory progress across Years 1 and 2, but unsatisfactory progress across Years 3 to 6.
130. At the age of seven, pupils have a satisfactory knowledge of the Christian festivals of Christmas and Easter, and of the Hindu festival of Diwali. Some are able to recall in some detail the events and stories behind these festivals. They know the Old Testament of Joseph and of his rise to fame in Egypt. This is linked to their own life experiences by considering the themes of jealousy and forgiveness. They know something of churches, their features and special occasions, such as weddings and baptisms. At the age of eleven pupils have some knowledge of Christianity and Judaism, but overall a limited picture of these religions, their founders, beliefs, special buildings and festivals, and how these can begin to relate to their own understanding of life. There is very little recorded work in religious education in Year 6 to show that the subject is being consistently taught, and positive attitudes to the beliefs of others developed. Therefore teaching and learning overall in Years 3, 4, 5 and 6 are unsatisfactory.
131. Due to timetabling it was possible to see only one lesson in the class of pupils in Years 1 and 2; in this the teaching was satisfactory. Part of a video of 'Joseph and His Amazing Technicolour Dreamcoat' was used to introduce Joseph's forgiveness of his brothers. This was too complex for some pupils. With further input from the teacher and some questioning, pupils were able to give examples of forgiveness in their own lives and recall the story in their own writing. Appropriate support was provided for pupils with special educational needs, enabling them to be included in the lesson. The lesson was managed well and pupils maintained satisfactory interest and concentration throughout.
132. The teachers intend to cover all units of the locally agreed syllabus at an appropriate level. There is, however, no formal whole-school planning to ensure that all elements of knowledge and skills are taught. As a consequence, there is little against which to assess pupils' progress. There has been no monitoring of the subject with a view to improving the quality of teaching and learning and raising standards. There are sufficient resources for the subject and visits to the local church add to the curricular opportunities, for example when a mock baptism is performed.
133. The subject was led by an enthusiastic co-ordinator, but since she left the school the subject has gone into decline. Leadership and management of religious education are now unsatisfactory.