

INSPECTION REPORT

TRANNACK COMMUNITY PRIMARY SCHOOL

Helston

LEA area: Cornwall

Unique reference number: 111825

Headteacher: Mr D Finney

Reporting inspector: Mrs S Whitehead
23024

Dates of inspection: 29 April – 1 May 2002

Inspection number: 195253

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Trannack
Helston
Cornwall

Postcode: TR13 0DQ

Telephone number: 01326 572100

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Appropriate authority: The governing body

Name of chair of governors: Mr R Osborne

Date of previous inspection: 01/07/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23024	Mrs S Whitehead	Registered inspector	Foundation Stage Equal opportunities Mathematics Information and communication technology Geography History Music Religious education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
8986	Mr P Andrew	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23056	Ms T Manzi	Team inspector	Special educational needs English Science Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trannack Community Primary is much smaller than most schools. There are 39 pupils on roll aged four to ten years and there are five more boys than girls. There is considerable mobility of pupils particularly in Years 3 – 6. Many pupils admitted to the school after the usual age of entry have special educational needs because the school has a good reputation in the area for its provision for these pupils. Currently, there are no pupils in Year 6. The school is housed in a combination of temporary classrooms and the original Victorian building. Two classes are accommodated within the school building and they contain mixed year group classes. Pupils are divided into three smaller working groups for most of the curriculum. The school also accommodates a pre-school group. Pupils are admitted from a wide rural area and many come from farming and naval families. Children's attainment on initial entry varies but is generally in line with national expectations. However, because of the mobility of pupils, the attainment of pupils within most year groups has been below average over recent years. Very few pupils are entitled to free school meals which is well below the national average. Thirty per cent of pupils have special educational needs and two pupils have statements of special educational needs; this is above the national average. No pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

The school provides a good quality of education for its pupils. It has many good and very good features. The school's care and support for pupils are very good and pupils moving into the school are assessed very well, enabling them to settle quickly. The headteacher is well established in his post and there is a shared commitment within the school to continue to raise pupils' standards of attainment. Standards in English, mathematics and science are improving although the results of the national tests for boys do not reflect this because of the high proportion of boys having special educational needs. The school provides satisfactory teaching for pupils in Years 1 and 2 and good in Years 3 – 5. Present standards are in line with national expectations in most subjects in Years 2 and 5, the oldest pupils in each key stage. Standards for children in the Foundation Stage are in line with or above expectations for their age in most areas of learning, except for creative development where they are not high enough. The overall good quality of teaching makes a considerable contribution to pupils' achievements. Pupils respond well to the expectations and encouragement of teachers. The school is expensive to maintain, but it provides good value for money.

What the school does well

- The quality of teaching is good in Years 3 – 5 and in mathematics and science throughout the school.
- The leadership and management of the school by the headteacher and key staff are good.
- Procedures for assessing pupils' attainment and progress are very good.
- The school has very effective links with parents.
- The school supports pupils with special educational needs well.
- The provision for pupils' spiritual, moral, social and cultural development is good and support for pupils' personal development is very good.

What could be improved

- The curriculum for Foundation Stage children.
- The structure and organisation of the governing body and its involvement in school development planning.
- Longer-term financial planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997, good progress has been made in rectifying the key issues identified at that time. The quality of teaching has improved although overall standards are similar to those previously seen because of the increased special educational needs of pupils and the high rate of mobility, particularly in Years 3 – 5. However, the rate of pupils' progress has improved and the achievements currently made by pupils are generally good in Years 3 – 5 and in mathematics and science throughout the school. Good improvements have been made to meet National Curriculum requirements in the production of policies and schemes of work for all subjects. Very good progress has been made with assessment arrangements and the individual education plans for pupils with special educational needs have improved. The monitoring of teaching and learning is now good. Several areas of the school's work, previously judged as satisfactory are now good or better, such as the leadership and management of the school, partnership with parents, support for pupils and the provision for pupils' spiritual, moral, social and cultural education. Insufficient progress has been made with school development planning linked to long-term financial planning.

STANDARDS

Results of the national tests do not give an accurate picture of pupils' achievements because of the very small numbers in each year group, the variations between years and the short time that some pupils have spent in the school; therefore, they are not included in the report. Standards remain similar to those seen during the previous inspection because, in recent years, there has been a higher proportion of pupils with special educational needs in the school, many joining the school other than at initial entry. This has depressed overall standards, although pupils' rates of progress have improved. However, girls outperform boys and attain standards which are at least in line with the national average whereas boys attain lower standards because of the higher proportion of boys having special educational needs. The last cohort of Year 6 pupils in 2001 had a high proportion of pupils with special educational needs. They attained the standards predicted by the school. Therefore, the achievements of these pupils were at least satisfactory for their capabilities. The results of national tests at the end of Year 2 in 2001 were above the national average in reading and writing, although their achievements were not good enough in mathematics and science because of some disruption to learning caused by changes of teachers for these subjects. Present standards are above average in science in Year 2, average in English and below average in mathematics, because of the special educational needs of pupils in this subject. Pupils make good progress in mathematics and science and satisfactory progress in English. Pupils in Year 5 attain expected standards in all three subjects and make good progress in mathematics and science and satisfactory progress in English. Standards in religious education are in line with the expectations of the locally agreed syllabus in Year 2 and Year 5. In information and communication technology (ICT), standards in Year 2 and Year 5 are in line with national expectations.

Children in the Foundation Stage are making satisfactory progress in communication, language and literacy and they meet national expectations for their age. They make good progress in mathematical development and the scientific aspect of knowledge and understanding of the world and exceed national expectations for their age. Children's personal, social and emotional development exceeds national expectations and they make satisfactory progress. Children are given insufficient opportunities for physical and creative development and, although standards in physical development are in line with expectations for the ages of the children, those in creative development are below expectations.

Pupils having special educational needs make good progress towards the targets set in their individual education plans. This is because of the good support that they receive from teachers and classroom assistants, and the school's positive educational inclusion practices.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and maintain their concentration.
Behaviour, in and out of classrooms	Good; pupils generally behave well in classes and around the school.
Personal development and relationships	Good; pupils relate well to adults and to each other.
Attendance	Satisfactory; in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Satisfactory	Satisfactory	Good

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

Good, very good and occasionally excellent teaching was seen throughout the school and particularly in the specialist teaching of mathematics and science. Generally, pupils were managed well and good use was made of classroom assistants to support pupils' learning. The quality of teaching is having a significant impact on the rate of learning in lessons, particularly in many subjects in Years 3 – 5 and in mathematics and science throughout the school where pupils make good progress. The needs of the different ages and abilities of pupils are well catered for in the teaching of literacy, numeracy and science throughout the school. Challenging learning opportunities are provided for higher attaining pupils, particularly in mathematics and science. The work is not always well matched to the needs of the children in the Foundation Stage because the planning is not always closely linked to the nationally recommended curriculum for children of this age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory for Years 1 – 5, but unsatisfactorily planned for some areas of learning in the Foundation Stage.
Provision for pupils with special educational needs	Good; these pupils are well supported with their work and achievable targets are set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; moral and social development are effectively fostered through the school's caring ethos.
How well the school cares for its pupils	Very good; the school has very effective procedures for promoting good behaviour and assessing pupils' progress.

There are effective strategies for teaching literacy and numeracy skills and the school provides a good range of extra-curricular activities. Parents make a good contribution to children's learning and the school's links with parents are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; there is a good capacity to raise standards and further improve the school.
How well the governors fulfil their responsibilities	Statutory responsibilities are satisfactorily fulfilled but governors are not sufficiently aware of the school's strengths and weaknesses. They are not sufficiently involved with strategic planning.
The school's evaluation of its performance	Good; the school analyses its results and is further developing systems to evaluate its work.
The strategic use of resources	Good use is made of human resources, grants are used appropriately and learning resources are used effectively.

The headteacher and staff work well as a team. Governors are supportive but there are no formal systems for long-term financial planning. The school seeks best value for money. There is a very good number of teachers and support staff. The school buildings have many shortcomings. They are old and the temporary classrooms are nearing the end of their life. However, the staff make the best use of them. The grounds are delightful and thoughtfully developed for the use of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They would feel comfortable approaching the school with any problems or suggestions. • The school works closely with parents. • The school provides an interesting range of extra-curricular activities. • The quality of teaching is good. • They are kept well informed about their children's progress. 	<ul style="list-style-type: none"> • Homework is not sufficiently valued or marked.

Inspectors endorse parents' positive views. During the inspection, homework was set appropriately. Samples of homework, seen by the inspectors, were marked satisfactorily.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school, at the age of four, baseline assessment results over the last three years show that attainment is broadly average for the ages of the children. However, there is a high level of mobility among pupils and many pupils admitted to the school after initial entry have special educational needs; therefore, the attainment of pupils in several year groups is below average. The achievements of present Year 2 pupils show that they have made at least satisfactory progress overall during the Foundation Stage and Years 1 and 2. The present children in the Foundation Stage attain standards which are above expectations for their ages in personal, social and emotional development, mathematical development and the scientific aspect of knowledge and understanding of the world. They attain expected standards in communication, language and literacy and physical development but standards are below expectations in creative development.
2. By the age of seven, pupils' standards of attainment are above average in science, average in English but below average in mathematics. Results of the national tests do not give an accurate picture of pupils' achievements because of the very small numbers in each year group and the variations between years. However, the results of national tests for pupils in Year 2, over the last three years, show that standards are rising in reading and writing.
3. The results of the 2001 tests for Year 6 pupils were well below average in science and very low in mathematics and English. However, one third of this cohort of pupils had statements of special educational needs and another third had special educational needs. Therefore, the achievements of these pupils were at least satisfactory for their capabilities. The school's results over the last five years have declined in line with the increased number of pupils with special educational needs. Present standards for pupils in Year 5, the oldest pupils, are in line with the national average in English, mathematics and science.
4. Standards in other subjects are in line with national expectations in Years 1 – 5. The rate of pupils' progress has improved since the previous inspection. It is now generally good in Years 3 – 5 and satisfactory in Years R – 2. However, pupils make good progress in mathematics and science throughout the school. Progress was previously judged as satisfactory throughout the school.
5. In the Foundation Stage, the attainment of the present cohort of children is often above expectations. They made satisfactory progress in most areas of learning in the lessons seen and overall progress in the Foundation Stage is satisfactory. Children are on target to attain standards which are in line with national expectations for their age in communication, language and literacy, but above these in mathematical development, the scientific aspect of knowledge and understanding of the world and personal, social and emotional development. Standards in physical development are in line with national expectations but those in creative development are below expectations because children are not given sufficient opportunities to develop these. Their progress in physical and creative development is unsatisfactory because the planned curriculum does not provide sufficient emphasis on these areas.

6. Standards of pupils in Year 2 are average in speaking and listening, reading, writing and spelling. Most pupils are attaining nationally expected levels and there is evidence of the higher Level 3 work, especially in reading. In mathematics, standards are below average overall. However, this is because there is a high proportion of pupils with special educational needs which hamper their rate of learning in this subject. More able pupils make fast mental calculations and display a good range of strategies for solving mathematical problems at the higher Level 3. The good standards in mathematics by more able pupils are attained because of the specialist teaching throughout the school and the good and sometimes very good quality of teaching that the pupils receive. In science, pupils in Year 2 attain above the expected standard for their age in spite of the high proportion with special educational needs. Very good specialist teaching was seen across the school and excellent teaching for the younger pupils which accounts for the high standards seen in lessons. Pupils' work shows good knowledge of circuits and they understand the need for safety with electricity. Standards in religious education are in line with the expectations of the locally agreed syllabus and pupils' literacy skills make a good contribution to these standards. In information and communication technology (ICT), pupils' standards are in line with national expectations. In other subjects, standards are in line with national expectations and pupils make satisfactory progress.
7. In Year 5, standards seen during the inspection were average in English, mathematics and science overall. Pupils' reading skills are progressing well and standards in speaking and listening are above national expectations. Pupils' standard of writing is below average because spelling and punctuation require improvements. In mathematics, pupils' mental processes are improving at a good rate. They are using these processes in their strategies for solving problems and confidently applying these in different situations. In science, pupils show appropriate knowledge of questioning, predicting and testing and use these skills well. Standards in ICT are in line with national expectations; in religious education they are in line with the expectations of the locally agreed syllabus. Pupils' literacy skills are used to enhance their work in history and geography; standards in these subjects are in line with national expectations. Pupils' achievements in design and technology, art and design, music and physical education are in line with their capabilities and they attain standards which are in line with national expectations. The achievements of pupils in Years 3 and 4 are at least in line with their capabilities and the more able pupils in these years achieve well in English, mathematics and science and satisfactorily in other subjects.
8. As a result of the good educational inclusion provision, pupils with special educational needs receive effective support in lessons, both through individual or group work, that allows them to make good progress. This is an improvement from the previous inspection when progress was judged as satisfactory. The achievements of pupils with special educational needs are good compared to their prior attainment due to the planning of work that is well matched to their needs in the core subjects of English, mathematics and science. The generally good quality of teaching in these subjects aids their progress. The support of teachers' assistants is of good quality and they provide good support for pupils' learning.
9. The school does not officially identify talented and gifted pupils although individual teachers are aware of more able pupils in their classes and match work to their needs in the core subjects in order to raise standards. Girls outperform boys in the national tests in English, mathematics and science and generally attain at least national standards although boys' attainment overall is below these. The gap between the attainment of girls and boys is much larger than that found nationally because there is a higher proportion of boys with special educational needs.

10. Since the previous inspection, overall, standards have been maintained for Year 2 pupils in English and mathematics and have improved in science. Standards in Year 5 remain broadly in line with previous findings in these subjects. In other subjects, standards have been maintained.

Pupils' attitudes, values and personal development

11. The school is a well-ordered community, friendly and welcoming. The behaviour of the pupils and their good relationships with each other and adults provide a good base for raising standards of attainment. These relationships involving children, staff, parents and the sparse local community provide a firm foundation for the full development of the children in all aspects of their education. This is similar to the findings of the previous inspection.
12. The pupils' attitudes to school life are good overall. This positive attitude is well illustrated by the very low incidence of late arrival and secondly that the school has won for the second year running the Yellow Pages Recycling Competition and thus a prize of £500. In addition, a pupil at the school won the prize from the local council for the best individual effort. There is a great enthusiasm for the school camping trips and the wide range of extra-curricular activities. In lessons, pupils' natural curiosity and keenness to succeed are successfully engaged by the skills of the teachers. Most pupils are attentive, enjoy participating, are prepared to work hard and proud to show off what they have learnt. For instance in a Year 2 science lesson, pupils were delighted when they were told about the lesson and responded with 'Oh good we like science'.
13. In answer to the parents' questionnaire, there was one hundred per cent agreement that behaviour in the school is good. This view was confirmed during the inspection and no evidence was found of any oppressive behaviour. Pupils know the school rules well and think they are fair. Nearly all lessons are orderly, with an atmosphere conducive to learning. However, some classes have a few pupils who can be very challenging to the teachers. These pupils often have very short attention spans and lack skills in self-control. Usually, as a result of skilful teaching, any inappropriate behaviour is handled well with minimum disruption to the lesson. Pupils move around the school in an orderly way. Behaviour during assembly is very good, with pupils listening well and showing correct respect during prayers. Dining is a social and civilised occasion with low noise levels that allow easy conversation. Table manners are generally good. The playground has a friendly and happy atmosphere free from any signs of oppressive behaviour. This reflects the school's objectives for educational inclusion. Pupils expressed confidence in the staff's ability to sort out satisfactorily any bullying or name-calling incidents. No pupils have been excluded from the school but the positive inclusion policy has resulted in pupils being admitted, and successfully integrated into school life, who have been excluded from other schools.
14. Relationships are good and pupils make good progress in the development of their personal qualities. Pupils are happy and get on well with each other and the adults in the school. They are polite and courteous. They show initiative, for instance, in finding a chair for a visitor. Pupils collaborate well in pairs and groups and are keen to help each other. Most pupils understand the impact of their actions on others. They are generally prepared to listen to others' views without interrupting. Children in the Foundation Stage understand the importance of sharing and taking turns. For example, they wait patiently for their turn to buy goods during a mathematics lesson. The older pupils are sensible and responsible. They are keen to help with giving out equipment and willing to take on responsibilities such as preparations for assemblies and helping younger pupils with

their reading. They appreciate their teachers and take homework seriously. The pupils have a very well developed sense of personal responsibility and this leads them to respect the feelings and values of all in the school community. It is this acceptance of responsibility, particularly by the junior pupils, that ensures this school, with its wide range of ages in each class, works so well as a learning community. The respect for the feelings and values of others ensures that all in the school are properly included in the school community.

15. Attendance at 93.9 per cent is in line with the national average. There is no unauthorised absence and punctuality is good. Registers are marked promptly at the start of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

16. The good quality of the teaching overall is a strength of the school. This has been improved since the previous inspection when it was judged as satisfactory. The small amount of unsatisfactory teaching has been eradicated and the domination of the younger class of pupils by Year 2 pupils has been eliminated by the separate teaching of these pupils in many subjects. However, teaching in the Foundation Stage has declined to satisfactory from the judgement of good made during the previous inspection.
17. The quality of teaching in the lessons seen was good overall. It was good or better in half of the lessons, sometimes very good and occasionally excellent. Teaching in the Foundation Stage and Years 1 and 2 was satisfactory overall and in Years 3 – 5 it was good overall. Throughout the school, the teaching of literacy skills was usually satisfactory and sometimes good, and the teaching of numeracy skills was good overall. Examples of very good teaching were seen throughout the school in science and mathematics lessons. The teaching of pupils with special educational needs was good both by teachers and classroom assistants during individual or group work. The good quality of teaching is having a significant impact on the rate of learning within lessons. This is partly because the school is very small and the specialist teaching, where teachers teach one subject across the whole school, means that the teachers know their pupils very well. As a result, the teachers develop very good relationships with their pupils and plan work to match their needs. In the best lessons, learning is made fun; pupils gain confidence and are willing to try. Pupils with special educational needs are included in all classroom activities.
18. The specialist teaching in mathematics and science is having a significant impact on raising standards in these subjects. The very good overall and sometimes excellent teaching of science has resulted in standards which are above national expectations in Years R, 1 and 2 and at least expected standards in Years 3 – 5. The good and very good teaching usually resulted in good rates of learning although some pupils who have special educational needs took longer to acquire new skills and understand new concepts. The specialist teaching in history and music is providing continuity in pupils' learning throughout the school. The consistent teaching of writing, throughout the school, has resulted in improvements in pupils' standards of attainment as shown by the improved results of national tests for Year 2 pupils.
19. In the good lessons, the quality of planning was satisfactory and the work set was well matched to the abilities of the pupils. Clear learning objectives were identified, which were shared with pupils. Teachers focused on their objectives and assessed pupils' learning through careful questioning to ensure that objectives had been met. An

example of this was seen in a Years 3 – 5 mathematics lesson when the teacher allowed pupils to make mistakes, realise this and then modify their strategies in order to solve problems. Work in literacy and numeracy was generally well matched to meet the needs of pupils with special educational needs. Language activities for the lower attaining pupils and those with special educational needs was very effectively led by classroom assistants. Teachers' subject knowledge was good and their explanations were clear enabling pupils to gain new knowledge. Teachers managed pupils' behaviour well and monitored their work closely ensuring that tasks were completed. This was particularly noticeable in the science and mathematics lessons in Years 3 – 5, where extremely effective management resulted in very good standards of behaviour in the lessons seen. The teaching was usually lively resulting in an excitement for learning. This was particularly evident in a Years 3 – 5 design and technology lesson, when pupils were motivated by the task of making a strong structure and a cheer was raised when the first group achieved the task. Teachers used time effectively during lessons and an interesting range of activities was supported by the good use of resources and visual aids. Day-to-day assessment was used well, particularly for pupils in Years R and 1, where classroom assistants helped with the recording of their achievements.

20. In the satisfactory lessons, the quality of planning was sometimes unsatisfactory. The work planned did not take enough account of the different ages and abilities of the pupils. In these lessons, educational inclusion was not so well planned and managed. Sometimes the content of the lesson was not sufficiently stimulating and the overuse of worksheets resulted in pupils recording similar work and not taking enough responsibility for their own learning.
21. Teaching for children in the Foundation Stage, in the areas of learning relating to English, mathematics and science, was characterised by the good management of children and the good use of classroom assistants to support children's learning. For example, reception children bought goods from the classroom assistants in a mathematics lesson while older pupils continued their learning with the teacher. Teaching was good in mathematical development and the scientific element of knowledge and understanding of the world. In communication, language and literacy and personal, social and emotional development it was satisfactory. However, the curriculum was unsatisfactory for creative and physical development overall. Insufficient opportunities were planned for children to develop their skills in these areas of learning and children spent too much time undertaking similar activities to their Year 1 classmates. Planning was not always appropriately focused on the recommended curriculum for the Foundation Stage.
22. The school has a suitable homework policy based upon government guidelines, and this was consistently implemented during the inspection and suitably linked to pupils' learning in lessons. A few parents stated in the parents' questionnaire that they were not satisfied with the amount of homework received by their children, and the value of homework was queried at the meeting for parents. However, when inspectors looked at a sample of the work set for pupils they found that the homework policy has been consistently implemented.
23. Most pupils were keen to learn during lessons and, when motivated by interesting activities and their teachers' encouragement, they concentrated well on their work. Pupils in Years 1 and 3 particularly, worked at a good rate and maintained concentration on their work. The pupils with special educational needs worked at an appropriate rate because they were monitored well and received constant reminders and encouragement to maintain their concentration. Teachers' assistants made a good

contribution to pupils' learning in classes and often provided very good support for pupils with special educational needs in small groups or individually. Pupils are beginning to gain an understanding of their own learning and the improvements which need to be made, particularly in the core subjects. Pupils' group targets are displayed in classes and achievements recorded.

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

24. The curriculum for most pupils is broad and balanced but, for the youngest children in the Foundation Stage, it takes insufficient account of the recommendations for the development of their creative and physical skills. The outside area is not planned to be used every day and consequently the children do not have frequent opportunities to use this area to enhance their learning. There are too few role-play opportunities planned to develop the children's imagination and their social development.
25. Children start school in a mixed age class and although the class is generally organised well to meet the needs of most pupils, the needs of the youngest children are not always met. They benefit from the religious education lessons and from the good example provided by their older classmates and their teachers. However, there are times when work is not matched to their needs and they spend too long sitting and listening rather than taking part in activities.
26. Throughout the rest of the school, the curriculum is satisfactory. The key issue identified in the last report, which required the development of whole-school policies and schemes of work for all subjects, has been addressed. Now, the continuity of the curriculum is ensured in mathematics, science, history, music and creative writing by specialist teaching. Teachers teach these subjects to all pupils in the school. The National Literacy and Numeracy Strategies have been successfully adopted and effectively taught. All National Curriculum subjects are given sufficient time. Often good links are built between subjects so that time is used efficiently, for instance between literacy, religious education and science. Good arrangements have been made so that the pupils in these mixed-age classes do not repeat work at the same level. There is a two-year rolling programme of topics. For instance in a science lesson, reception children and the Years 1 and 2 pupils all studied the same topic of light. Whilst the older pupils investigated the best material to block light the younger children made shadow puppets. They then learned where to hold them so that the puppet would appear on the screen, that is, in front of the light. When these young children study light in the future they will do so in greater depth. The school recognises that it needs to provide more formal personal, social and health education (PHSE) lessons. It has identified 'citizenship' as a priority within the development plan. Generally the school analyses the strengths and weaknesses in its provision and takes steps to improve standards of pupils' work. For instance, it has recently introduced lessons to improve the presentation of pupils' work. This is proving effective. Pupils with special educational needs are given equal access to the curriculum as they stay in class where teachers plan for their needs. Teachers' assistants often take note of their achievements and difficulties. Pupils have the correct amount of help as specified in their statements of special educational needs.
27. The curriculum is enriched by a good range of extra-curricular activities, such as football, which is organised by the parents. Before school starts in the morning, every computer is used by the pupils who come in early to do this. All pupils are taken on educational visits which enhance their learning. For example, the youngest pupils

visited an exhibition at the Tate Gallery in St. Ives and have visited local churches. The older pupils have visited Truro's museum and have made terracotta pots as a result. They also have the opportunity to 'sleep over' or camp in the school grounds. These 'sleep-overs' are used as a reward for good work or behaviour. Pupils are well motivated by this reward system and most benefit from this experience, which helps to develop their independence and social skills.

28. Links with pre-school organisations, local secondary schools and the local community are good. One pre-school group uses the school hall regularly. The local secondary schools provide good information and visits before the pupils leave the primary school. Staff from one secondary school regularly visit to work with the computers. The recently formed Helston and Lizard Primary/Secondary Partnership has greatly improved liaison between all schools in the area and pupils are better informed when they transfer to their next school. This small school is very much at the centre of the community. Local farmers loan their fields for parking during school events. Community service workers help to maintain the school grounds and a local businessman sponsored the football team by buying the school kit.

Provision for pupils' spiritual, moral, social and cultural education

29. The school makes good provision for the pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection when this aspect was satisfactory. Pupils with special educational needs are very successfully integrated into class and are appropriately included in any additional activities provided by the school. The small school family atmosphere and good relationships with adults are particularly helpful for pupils who have emotional difficulties.
30. Strengths are:
- There is a strong sense of respect for each pupil and their values and beliefs throughout the school.
 - Pupils are given many opportunities where they are amazed at the wonder of the world, both in collective worship and in lessons.
 - Teachers set a very good example of care and concern.
 - Pupils are given targets for improvement and consequently try to do their best.
 - Pupils are given responsibilities and therefore gain in self-confidence and respect others.
31. The provision for pupils' spiritual development is good. Well-planned daily assemblies give pupils an opportunity for prayer and reflection. A sense of calm and peace is created and pupils join in prayers respectfully. Assembly themes encourage pupils to think carefully about other people's feelings and values. For instance one pupil said 'even the smallest thing can be precious'. Then several pupils described their precious items and gave reasons why they were special. For instance, 'it is the only thing that I can remember my granddad by'. Although not always planned, there are very special moments in some lessons that often result from the quality of teaching. Generally teachers listen respectfully to their pupils and encourage them to think for themselves by asking such questions as 'why' and 'how'. Throughout the school, religious education and PHSE lessons give the pupils regular opportunities to consider the importance of respect and relationships. They therefore gain a better understanding of human feelings and emotions. The class teacher understood that the oldest boys were frustrated in a design and technology lesson. They had not been the best at solving a problem. The headteacher informally came into class and helped to re-establish their self-confidence. During discussion time seated in a circle, the older pupils discussed

their feelings about the teacher's marking of homework. Girls were more ready to talk about this than boys. No pressure was placed upon pupils to speak but all pupils demonstrated their understanding that each person is special and may feel and react differently.

32. Good provision is made for pupils' moral development. Opportunities are provided in assemblies, PHSE and religious education lessons to hear about and discuss moral issues. Teachers are good role models and encourage pupils in their relationships with one another and with adults. Good behaviour in the school is promoted through very good links with parents and the very good informal systems which exist. The school is small and a good family atmosphere is created where all care for each other. This was demonstrated in the reading session where older pupils shared books with the youngest children. The oldest pupils were patient and helped their partner overcome difficulties. Pupils also relate well to the school system for giving rewards. They are pleased to receive these. The oldest pupils work very hard so that they can qualify to take part in the 'sleep overs' in the school. Each term the older pupils can qualify to stay in school overnight and enjoy the company of their friends.
33. The provision for pupils' social development is good, especially for such a small school. All pupils are encouraged to work together in lessons, and to share ideas and tasks when working. At lunchtime and playtime, pupils play well together. Pupils are given choices, for instance where to sit at lunchtime. This helps to promote a happy relaxed atmosphere. They are pleased and proud to stand up in assembly when their behaviour has improved, they have been kind or have improved their academic performance. Other pupils take delight in their friends' achievements. Pupils are given a range of responsibilities both in classrooms and around the school. The school enters pupils for local competitions so that they meet others and learn how to mix. Further provision is made to develop pupils' social skills through school visits, extra-curricular activities and competitive sport. Pupils are generally friendly and confident individuals.
34. Good provision is made for pupils' cultural development. They are given opportunities to appreciate their own cultural heritage, for example, through the texts used in literacy and their studies in history, geography, music and art and design. Visits are made to various places of worship and visitors come into school, such as a local clergyman who regularly takes assemblies. The richness of other cultures is enjoyed by meeting visitors to school, such as Japanese students. The music and history teacher comes from Hong Kong. Other faiths such as Sikhism are studied within religious education lessons and, in geography, pupils study life in an Indian village. Displays around the school value items from other countries, such as a costume from India and items brought back by a pupil from a holiday in South Africa. The school accepts that in art and design insufficient emphasis is placed upon the work of famous artists from around the world. However, the youngest pupils recently visited St Ives to study the sculptures by a famous British artist, Barbara Hepworth. Generally pupils are confident, friendly and trusting individuals who are willing to accept and appreciate the good qualities in people throughout the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a safe, secure and positive environment in which all the pupils can develop to their full potential. In this small school the headteacher and staff have a very good understanding of the pupils in their care and this care is diligently exercised for the wellbeing of everyone. The overall feeling of a friendly family school reinforces the protection given to the pupils.

36. The procedures for child protection are good and fully understood by the staff. There is a named member of staff responsible for the systems and any necessary action. The programmes for the routine health safety checks have been satisfactorily completed. A number of pupils, across all age groups, were asked about procedures in the event of a fire alarm being sounded and all were fully conversant with the correct drill.
37. The procedures for the monitoring of academic performance and personal development are very good. The progress made by the pupils is very well documented and the understanding the teachers have of their pupils very well supports these formal procedures.
38. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. The headteacher strongly promotes the principles of self-discipline that are well understood in this school community. The consistent manner in which procedures are followed by all the staff leads to the good behaviour of pupils.
39. The procedures for monitoring and promoting attendance are good. The staff are closely in touch with parents and thus absence is effectively monitored.
40. The care and welfare of the pupils in all aspects of their school life is a major strength of the school. Thus a very good framework for the pupils' academic and personal development is created.
41. Procedures for assessing pupils' attainment and progress are very good. The school is now organised so that teachers teach several subjects to all pupils. Thus they get to know their pupils very well. Teachers use ongoing assessments of pupils' strengths and weaknesses to modify lessons. They are given sufficient time to analyse these records and to plan work to meet their pupils' needs. The classroom assistants help with assessments and so a good record is kept of what pupils understand and where they need to improve. Good knowledge of the pupils is used to set group targets. Pupils know their targets well and are pleased when they achieve them. Individual educational plans (IEPs) for pupils with special educational needs are mostly specific, realistic and measurable. Thus pupils, parents and teachers can have a real sense of achievement when they are met. Occasionally, the group targets do not take sufficient account of IEPs so that it appears that the pupils with special educational needs are failing. The school, however, is generally very good at building pupils' self-confidence and aims to make sure that individual targets and group targets are compatible. The key issue from the last inspection relating to special educational needs has been rectified.
42. Many pupils transfer into the school part way through their school career. Usually assessment documents are sent from the previous school in good time so that this school can prepare to meet these pupils' needs. Many of these pupils have special educational needs but the school is good at settling them into the family atmosphere and giving them the confidence to try to do their best. Parents are kept well informed about their children's progress both formally and informally. School reports are detailed and show what pupils can do.
43. The subject co-ordinators analyse test results to see where the pupils are doing well and where they need extra help. Pupils are tested at the end of topics to judge if they have learned enough. Extra emphasis has been placed upon developing pupils' writing skills. The headteacher also examines results of both optional and statutory tests.

These results are used to set challenging targets for the school. The headteacher has high expectations of his pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents have a very positive perception of, and are very involved with, the school. This positive perception and close involvement together with their support of the headteacher and staff reinforce the school's support for education of the pupils.
45. The school has very effective links with the parents. This is an improvement from the previous inspection. These links are developed through the school newsletter published each week, the parents' and teachers' association, the meetings every alternate term to discuss progress, the parent governors and through the easy and informal access the parents have to the teachers. In addition, all the families are well known to all the staff. These extensive links with the parents result in a very good involvement with the work of the school, for example twelve parents support work in the classroom or in extra-curricular activities; and nine 'friends' actively support the school. The discussion at the meeting with parents very much emphasised the involvement of the parents with the school. It should be noted that proportionally there was a high attendance at the meeting.
46. The quality of information provided by the school concerning the pupils' attainment and progress is very good. This finding is supported by the parents' comments at the meeting of parents and in the answers to the parents' questionnaire, with 96 per cent agreement. The annual reports to parents are well written with clear indications of the levels of attainment reached and of pupils' personal development. The reports give an indication of the targets for the next school year. There is provision for the parents to discuss the report with the teachers if they wish.
47. The parents make a very good contribution to the pupils' learning both at home and at school. There is very good support in the classroom and with extra-curricular activities, for example with swimming, which is held on 30 weeks in the school year.
48. Parents are very happy with the provision made for pupils with special educational needs. They are invited to attend annual reviews of their children's progress. They are aware of their children's targets. Formal procedures are followed to keep parents informed but also parents are able to speak to the special educational needs co-ordinator (SENCO) and teachers on an informal basis. For instance, after school, one pupil brought his mother into school to proudly talk to the SENCO about what he had achieved that day.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall the leadership and management of the school are good. This is an improvement from the previous inspection when the judgement was satisfactory. The headteacher is given good support from the staff. He uses the school's resources creatively to maximise their effectiveness. For instance, teachers' skills are used for teaching small working groups and to use their specialist knowledge effectively.
50. The headteacher has a very strong commitment towards including all pupils and valuing their individual contribution to the school. He has successfully encouraged all staff to be committed towards this aim. Staff give the headteacher good support as he

gives a clear lead towards meeting the school's aims, which are to value all pupils and encourage them to achieve their best whilst being happy and secure. In order to do this, he allocates all staff a generous amount of time outside of class to monitor the quality of teaching and the standards achieved in their subjects. They are also given sufficient funds in order to buy suitable resources. The key issue from the last inspection which related to monitoring the quality of teaching and learning has been addressed. The headteacher monitors the quality of teaching and learning regularly and provides effective feedback for teachers. The school's adviser is involved in monitoring teaching and provides useful written reports. The issue relating to the management of special educational needs has been addressed well. Staff are keen to raise standards in their subjects and they attend relevant courses and work with staff in other local schools in order to improve their expertise. Their appraisal and systems for performance management are up to date.

51. The governing body continues to support the school and several governors visit regularly and undertake responsibility for various subjects. They fulfil their statutory responsibilities but are yet to hold the school fully to account for its results and their role is not fully developed. They are not sufficiently involved in creating and monitoring the school development plan. This plan is difficult to monitor as it is short term and criteria for success are not always clear. There is no long-term plan linked to financial planning. Teachers' curriculum action plans, however, are clear and show strengths and weaknesses. They identify suitable priorities and suggest strategies for improvement but this is not so for all aspects of the school's work. Without a comprehensive, costed, long-term plan it is difficult for the governors to gain an objective overview of the whole school. The governors are conscientious and attend meetings regularly. Statutory committees have been set up but other committees, such as finance, have not been established in order that governors may use their particular skills and improve their expertise. They are not able to discuss issues in committee prior to the full governing body meetings in order to be more effective and efficient.
52. There is a staff handbook which clearly states the duties of the teachers. The last teacher to join the school was given a five-day induction programme in the term prior to joining the school. This is a good procedure in a small school.
53. The school makes good use of new technology both in the administration and in the support of teaching. All teachers have been equipped with laptop computers. This technology is extensively and effectively used. Specific grants are used effectively for the designated purposes and the control systems are satisfactorily maintained.
54. There is a very good match of teachers and support staff to the demands of the curriculum. The classes and teaching groups are very small and the teaching assistants are effectively involved in all the work. There is good provision for non-contact time and the teachers use this time effectively.
55. The classrooms and school office are in a temporary building separate from the old school that contains the hall, serving area, storeroom and library. The accommodation has many shortcomings and is due for replacement shortly. The staff manage the use of the limited accommodation as effectively as possible. The size of the hall limits the physical education curriculum, especially for the older pupils. The library is removed from the classrooms, which limits its use as younger pupils particularly have to be accompanied to use it. However, the outside facilities are very good, including a sports field and extensive wildlife area. The facilities for the reception children in the playground are limited.

56. The learning resources in all areas are satisfactory. However the ratio of pupils to computers at 4:1 is very good. The computers are used extensively before school, as pupils are encouraged to arrive early to use the computers; during the inspection on a wet day the computers were extensively used in the lunch break.
57. The strategic use of resources and special funding is satisfactory overall and is well controlled. However the fact that there is no three-year costed plan is a limiting factor. The principles of best value are being satisfactorily used as management tools by the school staff. However, governors have a limited understanding of these principles. The school consults well with a wide variety of sources, for example local education authority (LEA) advisors, parents, staff, pupils and schools in the cluster group. The school is very prepared to accept challenges, particularly in its admissions policy.
58. Overall the staffing, accommodation and learning resources are satisfactory for the delivery of the curriculum. However, this overall judgement takes into account that the staffing and outside accommodation are very good, the learning resources satisfactory but the building accommodation is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the quality of education provided and the standards achieved by pupils, the governors, headteacher and staff should:
 - (1) improve the curriculum for children in the Foundation Stage so that the early learning goals are incorporated into teachers' planning for all lessons and outdoor activities are a regular feature;
(paragraphs 5, 16, 21, 24, 25, 54, 59, 64, 66, 67, 68, 69)
 - (2) develop the role of governors in the strategic planning of the school so that they:-
 - a) contribute fully to the school development plan and are formally involved in monitoring its progress and evaluating its effectiveness;
 - b) consider developing a committee structure in order to improve governors' expertise in specific areas so that the full governing body may be more efficient and effective;
(paragraph 50)
 - (3) develop longer-term financial planning linked to the priorities of the school development plan.
(paragraphs 50, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	7	11	0	0	0
Percentage	4	14	32	50	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 more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12

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	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	7.0

Unauthorised absence

	%
School data	0.5

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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	31
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	9.17
Average class size	11

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	69

FTE means full-time equivalent.

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

FTE means full-time equivalent.

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.

Financial information

Financial year	2001
	£
Total income	166,965
Total expenditure	154,098
Expenditure per pupil	3,584
Balance brought forward from previous year	50,706
Balance carried forward to next year	56,407

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	31
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	19	12	0	0
My child is making good progress in school.	46	42	8	0	4
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	50	31	12	0	8
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	73	23	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	62	31	0	0	8
The school works closely with parents.	77	19	0	0	4
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	54	27	12	0	8
The school provides an interesting range of activities outside lessons.	65	35	0	0	0

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

60. There are currently eight children in the Foundation Stage and they are taught in a mixed-age class, mainly with Year 1 pupils and occasionally with Year 2 pupils also. Six of these children were admitted at the beginning of the current term and have had a short time in school. Standards overall are similar to those seen at the time of the last inspection overall although there are variations in the different areas of learning. The quality of teaching overall is satisfactory and has declined from the good judgement made during the previous inspection. The planned curriculum does not always follow the recommended curriculum for children of this age and is often based on the National Curriculum activities planned for pupils in Year 1. However, work in the areas of learning related to the core subjects of English, mathematics and science is appropriately planned and children's achievements are better in these areas.
61. Children are assessed after entry to the school. Overall, standards when they start school are in line with those expected nationally although there are wide variations in ability within the small number in each year group.

Personal, social and emotional development

62. Provision for personal, social and emotional development of the children is satisfactory. The quality of teaching is satisfactory and this results in the standards on entry, which are above expectations for the ages of the children, being maintained. Children settle well into school and make satisfactory progress. They have very positive attitudes to learning and join in all activities with enthusiasm. They develop independence and the ability to co-operate well with each other and wait patiently for their turn to take part in activities such as playing with cars on the road mat. Children concentrate on tasks for a good amount of time. They are confident when working and playing with each other and with the older pupils in the mixed-age class. The adults working in the class provide good role models, treating each other and the children with respect and care. Their support enables the children to develop self-esteem and sensitivity to the needs of others. This is demonstrated through the good relationships and management in lessons as well as the general good role models provided by all staff in all aspects of school life.

Communication, language and literacy

63. Children's learning in this area is satisfactory and most children reach the relevant early learning goals by the end of the reception year. The quality of the teaching is satisfactory overall and this results in satisfactory achievements by children. In staff-led sessions most children listen intently, answer questions and offer comments about what they have noticed, for instance pointing out the pictures on a big poster telling the story of 'The dragon who came to dinner'. They listen carefully to stories and to each other and enjoy performing to the older members of their class, such as singing the alphabet rhyme. They also listen carefully as an audience, when the older children re-tell a story to them. Children with special educational needs are included in all activities and are given good support to help them listen and learn. The teacher provides many opportunities for children to listen to and comment upon stories. During the inspection, however, too few opportunities were given for children to recite nursery rhymes or to take part in role-play situations where children can chat amongst themselves imaginatively and learn from each other. Generally the staff value the children's

comments; they listen to them and respond appropriately. This often helps the children extend their vocabulary by following their teacher's example.

64. The teaching of reading is well managed. Standards in reading are very close to those expected for children of this age. Although most of the reception children have only been in school for two weeks, they obviously enjoy reading. They have their favourite books and join in with repetitive phrases. They understand that books are read from the front to the back and carefully examine the pictures. For instance, when reading a story about a chameleon, one child commented 'look he's changed'. The children's progress is satisfactory and sometimes good. For example, the one child who has been in school for two terms reads several words confidently. Most children now recognise a few initial sounds in words. Teachers use big books to attract the children's interest and help them to read because they can see the print in whole-class sessions. Appropriate books are used for group sessions. Overall the National Literacy Strategy is well modified and used to meet these children's needs in this mixed age class. The class is well organised and children's achievements are systematically recorded. The teacher and the classroom assistants use skilled questioning to direct children's attention to important facts without destroying the enjoyment of the story. They provide a variety of books, both non-fiction and fiction to keep children interested. The children take books home and the very good communication between parents and staff helps the children to improve their reading skills.
65. The standard of children's writing is appropriate for their age. They make satisfactory progress. They recognise and try to write their name and often make good attempts at writing. Gradually their writing includes recognisable letters and words. Children's handwriting skills are refined and soon the children recognise the difference between capitals and lower case letters. The teaching of writing is systematic and structured but does not always meet the needs of these young children. There are too few opportunities for children to play write, such as trying to write shopping lists for a pretend shop, notes for a role-play office or creative stories resulting from being in the 'three bears house' or another imaginative situation.

Mathematical development

66. Children make good progress in this area of learning and attain standards which are above expectations for their age. They all count to ten, most to twenty and some beyond this. They are confident with mental addition to five. More able children work with numbers to twenty and recognise coins to the value of 50 pence. They use these accurately when 'shopping' with the classroom assistants. All make a good attempt at writing numbers up to ten. They know the names of simple two-dimensional shapes such as square, circle and triangle.
67. The good quality of the specialist teaching and the effective use of adult support within the mixed-age class enables the reception children to have a high level of support targeted to their specific needs and this contributes to their good progress. However, insufficient use is made of planned outdoor activities to support learning and number rhymes and songs are not a regular feature of lessons.

Knowledge and understanding of the world

68. Starting from a broadly average basis, children make good progress in response to good and sometimes excellent specialist teaching of the scientific aspect of this area of learning. This results in children making excellent progress in these lessons. The work is very well matched to the children's needs; they are active and creative. For instance,

in a lesson on light and shadows in a mixed-age class, the youngest children made shadow puppets. This activity used and developed many skills. They enjoyed it and learned that their paper shadow puppets blocked light. They learned by doing rather than sitting and listening. They also benefited from older pupils reporting on their work to the whole class. The school has a very well developed natural environmental area. The children use this area frequently to understand and enjoy the natural world. They learn about stories from the Bible, understand the main features of these and talk about them. Their knowledge of the local area is enhanced by visits such as a trip to St Ives on the train. They name features such as lighthouses and know about various forms of transport. They learn about the differences in shopping from the past compared to today. However, the activities in the historical and religious education based elements are not always based on the needs of the children and sometimes drawing and copying activities form part of the lessons. These do not extend children's learning sufficiently and they sometimes become restless. Children make satisfactory progress overall in this area of learning.

Physical development

69. The children's physical development is appropriate for their age. The time in the school hall is used to encourage the children to climb with confidence. The children understand the safety rules which are stressed by their teacher. Both boys and girls are encouraged to be equally adventurous. They use their arms to help them to balance and make various shapes such as curling into a ball or making wide shapes. In physical education lessons, the children follow instructions well and they dress and undress themselves reasonably independently. However, the needs of these children are not fully taken into account in planning. During the inspection, the children did not use the wheeled toys provided by the school and use of the outside area was not planned on a daily basis. In class the children's fine movements are satisfactory. Generally they hold pencils correctly but find it difficult to use scissors. No opportunities for rolling and squeezing clay or play-dough were observed. Although the specific physical development lesson in the hall was satisfactory, the overall teaching of this area of learning is unsatisfactory as too few opportunities are provided for the children. Thus they do not make sufficient progress.

Creative development

70. Standards in children's development in this area are below expectations for their age. The majority of children are unlikely to meet the early learning goals by the end of the Foundation Stage. The children are given too few opportunities to experiment and use their imagination in art and design, music, dance and imaginative role play. No artistic activities were seen during the inspection. This is timetabled for one afternoon per week, whereas the nationally recommended curriculum for these children suggests that artistic, creative activities should be available throughout each day. As a result of the lack of many opportunities to develop their skills the children are not producing work of a sufficiently high standard. They mix colours, make collages using different materials and print but their paintings are not expressive. They do not use a wide range of media to express their ideas. Children make a good attempt at playing rising and falling notes on a glockenspiel but are not given opportunities to experiment with percussion instruments or sing a range of songs on a regular basis. The teaching of this area is therefore unsatisfactory.

ENGLISH

71. Overall standards of English across the school, observed during the inspection, were in line with the national average. This is the same as during the last inspection. The National Literacy Strategy is providing an effective structure to lessons. The trend in the national test results for Year 2 pupils over the last five years is upwards. This year, however, the Year 2 tests results are likely to match the national average. There is a high proportion of pupils with special educational needs in this year group who may just attain the expected level. The number of pupils in this group is small and so the scores of one or two children make a significant difference to overall results. In Year 6, the trend over the last five years shows falling standards in comparison with the national average. Test results, however, vary greatly from year to year. This is partly due to the fact that several pupils transfer into the school part way through their school career. Often these pupils have special educational needs. Whilst the school makes good provision for these pupils many have little time to catch up and improve their work. Overall, girls outperform boys and generally attain at least the national average but boys' attainment is below this. There are currently no Year 6 pupils in the school and the oldest pupils, Year 5, have only been at this school for a relatively short time. Samples of their work suggest that the standards are improving and that their written work is now close to average. Targets have been set for all pupils. Pupils know their targets and are trying hard to meet them. One Year 2 pupil happily exclaimed at the end of a lesson 'I've met my target!'
72. Pupils have speaking and listening skills which are appropriate for their age in Years 1 and 2. Most pupils listen carefully to their teachers and to each other. This was evident in a literacy lesson when the pupils listened intently for the teacher's deliberate mistake. They were very pleased to note that she had said 'The shop was all shut' when it should have been, 'The shops were all shut'. They also listen carefully to sounds in words. When pupils with special educational needs find it difficult to listen they are well supported by classroom assistants. Thus they are included in all activities. By Year 5, pupils are enthusiastic when contributing to discussions in class. Their speaking and listening skills are good. The few Year 5 pupils have a good vocabulary and express themselves well. They show great interest in their work and ask their teacher interesting, thoughtful questions. Sometimes in this mixed-age class the younger pupils misinterpret their teacher's questions. They listen intently to the teacher's explanation and soon arrive at the correct answer. For instance, after some thought, they were able explain the message in a story, 'It started as a little lie but it grew and grew'. Pupils make satisfactory progress in this aspect of the curriculum.
73. By the end of Year 2, pupils make satisfactory progress. The overall reading standards are average but there is a wide range. Half of the pupils have completed the reading scheme and are now reading 'free choice' books. Several pupils have their favourite books and read them several times. They read with good expression, even at the first reading, and can re-tell the story in their own words. One pupil explained the meaning of the word 'expensive'. There are several children in this Year 2 group who have special educational needs. Their books are well matched to their knowledge and skills and they read most words accurately but without expression. They have several strategies to help them read, such as sounds in words and knowledge of a few words but they sometimes become hesitant as they are unsure which strategy to use. These pupils, however, are making good progress and are expected to gain just average results in their tests later this year. Most pupils like to read and read at home where their parents support them well. By the end of Year 5, pupils have their preferred authors and give reasons why they like certain books. They re-tell stories well and are able to give reasons why they have chosen their books. They are confident readers and

enjoy reading. All pupils gain from weekly sessions where older and younger pupils share books together. A pleasant family atmosphere is created where the enjoyment of books is fostered. Pupils also read frequently to their teachers.

74. Overall in Year 2, the standard of pupils' writing is average. A third of these pupils, however, are working at above average levels. Their handwriting is neat and many pupils join their letters. Their work is well presented. Most pupils consistently use full stops and several use a good range of punctuation correctly. Most spell simple words correctly and the more able pupils spell difficult words, such as 'realised', correctly. Stories are generally correctly sequenced and show improved description. Pupils use words such as, 'grey is like the rough and stormy sea'. By Year 5, pupils use their good ideas to describe their thoughts vividly, for instance they write 'I see a world of enchantment' but their presentation skills and lack of punctuation and spelling skills means that currently their written work is below average. However, half of these pupils have special educational needs. They are currently making rapid progress and the good support that they receive means that they are likely to achieve at least average standards by the end of Year 6. These pupils have been set challenging writing targets and the school has identified writing and presentation as an area of weakness. There is now one presentation lesson each week. The high priority placed on improving this aspect of English is proving very effective especially for the younger pupils.
75. The teaching of English is satisfactory across the school and occasionally it is good. The National Literacy Strategy is understood well by teachers. Some teachers are so confident with this that they modify lessons to meet the mixed age classes' specific needs. They are flexible and respond to ongoing assessment well. For instance, when one teacher realised that the younger pupils were becoming confused she gave them further explanations and more time. This meant that other planned activities were cut out of this lesson to be done another day. Good teaching is characterised by good subject knowledge and good planning. Pupils know what they are expected to learn and they focus upon the aim of the lesson. At the end of the lesson pupils report on what they have learned. Teaching is purposeful and often brisk which keeps the pupils alert and aware of what needs to be learnt. They are challenged. Individual pupils are targeted for questions so that all are attentive and ready to respond. Teachers' questioning skills are well developed and they are generally sensitive as to when to intervene to help pupils make progress. They are responsive to pupils' ideas and use their misunderstandings to develop the thinking of the class. Classes are well organised to meet the needs of several age groups in one class. Classroom assistants are used well so that they make assessments to help teachers plan future work. Most teachers mark pupils' work well stating where pupils have done well and how they can improve. Pupils with special educational needs are given good support and the good relationships developed between staff and pupils are particularly helpful for pupils with emotional and behavioural difficulties. Sometimes the 'plenary' or ending of the lesson is not used sufficiently to give pupils the chance to explain what they have learned. Sometimes teachers' explanations of 'phonics' sounds in words can be confusing. Satisfactory use is made of ICT to support pupils' learning.
76. The management and co-ordination of English are good. As a result teachers have been well trained and most have a good understanding of the National Literacy Strategy. They find time to extend pupils' writing skills well. Good links are made with other subjects such as art and design, history and science so that time is used effectively. The co-ordinator is aware of the strengths and weaknesses within the school and is given sufficient time to monitor standards and the quality of teaching. Test results have been analysed and appropriate steps have been taken to remedy weaknesses.

MATHEMATICS

77. The good quality of the teaching enables pupils to make good progress in the Foundation Stage and in Years 1 and 2. By the age of seven, pupils' attainment is in line with their capabilities. During Years 3 – 5, pupils build on the progress made in the early years and good progress is maintained. Pupils in Years 3, 4 and 5 attain the expected standards for their age overall although the more able pupils attain levels higher than the expected standard. The attainment of pupils in Year 2 is below average because of the high proportion of pupils having special educational needs, which hamper their mathematical achievements. However, their achievements are in line with their capabilities. The standards attained by pupils are similar to those seen during the previous inspection. However, there has been an improvement in the rate of progress. It was previously judged sound but is now good. Standards remain similar because, in recent years, there has been a higher proportion of pupils with special educational needs in the school, many joining the school other than at initial entry, and this has depressed overall standards, although pupils' achievements have improved.
78. The national test results for pupils in Year 2 show that standards over the last four years vary from above to well below the national average depending on the number of pupils having special educational needs in each cohort. However, the 2001 national test results were not high enough because of the disruption caused by changes of teachers for the subject. This has been rectified and the quality of specialist teaching is now good, resulting in good progress by pupils. Their achievements are particularly good in the speed of their mental calculations and pupils' ability to apply these strategies to number problems. Pupils have a good knowledge of money and recognise the attributes of coins up to two pounds. They work confidently in multiples of 10p and the more able in multiples of 20p. The results of the national tests for Year 6 pupils vary year upon year because of the small number of pupils. They are sometimes in line with, but generally well below, the national average and the results of similar schools. This is mainly because of the high proportion of pupils having special educational needs and the high turnover of pupils. In the 2001 cohort of pupils, 40 per cent had statements of special educational needs and therefore did not attain the nationally expected standard. In all, 80 per cent of the pupils in the cohort had special educational needs and therefore their results were very low compared to the national average. The present Year 5 pupils are making good progress with the application of number operations and are increasing their use of a range of mental strategies. Their skill in mental calculations is good and they use their knowledge of small numbers to solve problems using larger numbers. Pupils' work shows that their knowledge and understanding of all aspects of mathematics is in line with the level expected for their age. They are on target to attain nationally expected standards by the end of Year 6. In Years 3 and 4, pupils add and subtract mentally with confidence and use a good range of strategies. The more able pupils in these years attain above average standards in their number skills.
79. The quality of teaching and learning was good overall in the lessons seen and very good in Years 3 – 5. The good teaching is the most important contribution to pupils' learning. The specialist teaching of the subject results in good progression of skills throughout the school. The teacher worked hard at motivating the pupils and provided interesting activities for the pupils. The mental starter to the lessons was brisk and varied and lessons were well structured, maintaining a good pace to pupils' learning. The activities motivated the pupils with their learning, for example younger pupils enjoyed guessing which coins were hidden in the bag and asked appropriate questions to help them to identify the coins. Pupils were gathered together at the end of lessons

so that the teacher could check their learning and understanding. The teacher questioned pupils well and showed that she knew the level of learning for each pupil. Individual questions were directed at pupils to extend them to the next stage of learning. The work set was well matched to the abilities of the pupils, for example Year 2 pupils were given the task of applying their knowledge of counting in tens and twenties to money problems. These pupils were very keen to use their skills and completed the task quickly. The teacher increased the difficulty of the task for more able pupils and they consequently made very good progress during the lesson. The teacher used classroom assistants and voluntary helpers well, particularly to support the learning of pupils having special educational needs or those having difficulty with their work. For example, a parent supported her child with his learning in a quiet and unobtrusive way; thus enabling him to complete tasks more easily and the parent was able to continue this support with homework. The teacher and assistants worked well together and the teacher monitored the work of all pupils carefully to check their understanding. Individual feedback was given to pupils and this improved pupils' understanding of their own learning. However, the marking in pupils' books of past work did not contain many comments about pupils' work or suggest improvements to be made. Good relationships were a feature of all lessons and the firm management of pupils resulted in good behaviour. Pupils' attitudes to learning were very positive. They listened attentively to their teacher, were keen to undertake the tasks set and many of them persevered when the task challenged them. Pupils having special educational needs persevered with tasks as a result of constant encouragement and help by the teacher and classroom assistants. Appropriate homework was set for pupils in Years 3 – 5, which related to pupils' learning in lessons.

80. The leadership of the subject is good overall. The co-ordinator has good subject knowledge and is a very good practitioner. The specialist teaching of the subject has resulted in the teacher having a very good understanding of standards throughout the school and knowledge of any weaknesses in pupils' learning. Test results have been analysed and weaknesses in pupils' learning identified. Assessments are regularly undertaken and classroom assistants are involved in the process. The procedures are very good. The small classes enable the teacher to know the pupils very well and day-to-day assessment is effective. The National Numeracy Strategy has been effectively implemented. ICT is used appropriately to support learning, particularly the collection and use of data. All staff have had recent training on the use of ICT to support pupils' learning in mathematics.

SCIENCE

81. Overall standards in science were below average in last year's teacher assessments and tests taken at the end of Year 2 and Year 6. The trend for improvement for the oldest pupils is below the national trend. Inspection evidence shows that the standards of pupils' attainment are improving due to the very good specialist teaching which now takes place across the school. Lessons observed and samples of pupils' work show that standards of attainment for pupils in Year 2 are above average and the work of the oldest pupils is likely to be in line with the national average when they leave the school next year. Pupils with special educational needs are making good progress. This is a good improvement since last year. This is an improvement from the findings of the previous inspection when standards were judged as average for the oldest pupils in Years 2 and 6.
82. Throughout the school pupils are making good progress. This is particularly in the aspect of science which develops pupils' questioning skills. The pupils make educated guesses as to what might happen in their experiments. They then undertake the tests

and comment on why they were right or wrong. Throughout the school the pupils cover all aspects of the curriculum, at their own level of understanding, and take delight in questioning and learning more. For instance, the youngest pupils observed closely and noted that when light was blocked it created shadows. Year 2 pupils tested materials well to find out which blocked the light most effectively. Year 5 pupils worked hard to create a 'fair test' to check which substances, such as salt, flour and chalk, dissolved. Older pupils know that liquids take the shape of their container.

83. Teaching of this subject is very good. The teacher has very good subject knowledge and questions children very well. She teaches science across the school. Work is well matched to pupils' individual needs and questions challenge them to think and learn more. Relationships are very good so that the pupils have the confidence to try and learn from their mistakes. Generally classroom assistants are used well but sometimes these assistants need extra help in order to help them answer pupils' questions correctly.
84. The management of this subject is good. The curriculum has been analysed and revised and now it is now organised so that pupils may re-visit areas of learning and build upon what they have already learned. The curriculum is broad and balanced and assessment is very good because the teacher knows her pupils well as she teaches across the school. Work is planned well to meet their needs. As a result the pupils enjoy their lessons and work hard.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

85. Due to timetable arrangements only one lesson was observed during the inspection. This was a design and technology lesson for the pupils in Years 3 – 5. Judgements have been made by examining samples of pupils' work and by talking to the co-ordinator for both subjects.
86. By the end of Year 2 and Year 5, the pupils attain standards in both subjects which meet national expectations. They make satisfactory progress in art and design which is illustrated in their sketch books. In these books, the pupils plan their work using pencil and occasionally experiment with charcoal and chalk. In Years 1 and 2, the pupils mix colours, paint using these, print using two colours and make collages using various materials, such as pearls, in their underwater paintings. All pupils' work is displayed showing that it is valued. Display techniques across the school, however, do not always show pupils' work to best advantage and do not invite them to look closely in order to answer questions.
87. In design and technology, the younger pupils make satisfactory clown shapes with moving arms and legs. The limbs are joined with split pins but all clowns look very similar suggesting that the pupils have not been encouraged to use their creativity. However, in a science lesson, the youngest children made shadow puppets which were very different and showed their own ideas and their ability to join materials. This activity also illustrated that they find it difficult to cut detailed shapes.
88. By the time that the pupils leave the school they have painted pictures to illustrate their stories about an imaginary world. These paintings illustrate the theme of the stories well. Their design and technology skills were very well developed in a very good lesson when they were given the challenge to support a dictionary twenty centimetres above the desk using a maximum of four sheets of A4 paper. The pupils worked very well together, having chosen their own partners. They discussed possibilities and knew that their supporting structure needed to be strong. After being given a new challenge, to

beat what they had done before, the pupils rose to this challenge. One group of girls managed to support four dictionaries by making the paper structure wider and by distributing the weight of the books. The standard of this work was good. All pupils cheered when they were told that they were going to have their design and technology lesson. They obviously enjoy working together to solve problems.

89. The teaching of design and technology in the one lesson observed was very good. The teacher has a very good subject knowledge and the older pupils therefore use the full design process. They plan their work bearing in mind the use of the model or product, for instance moving toys. Pupils learn skills such as paint mixing and pneumatics and they evaluate the success of their work. For instance, one pupil noted that 'the eyes are not going well as they are not sticking'.
90. The co-ordinator for these subjects is knowledgeable and is very aware of the strengths and weaknesses across the school. For instance, in art and design there is little work inspired by the work of famous artists and the pupils' finishing skills in their design and technology project, making money holders, could be improved. The co-ordinator works very hard but has several other subjects to monitor and develop and, therefore, the leadership of the subjects is satisfactory. She has, however, a good plan to improve both subjects and is given sufficient time to monitor standards.

GEOGRAPHY AND HISTORY

91. These subjects are taught as topics within rolling programmes throughout the school. These arrangements provide appropriate coverage of the National Curriculum. Standards are in line with national expectations for the ages of the pupils throughout the school. Although there is a high proportion of pupils having special educational needs in some year groups, pupils have sufficient knowledge, skills and understanding to meet these expectations. However, the work planned is not always well matched to the needs and abilities of all pupils in the mixed age classes and, therefore, more able pupils particularly are not always sufficiently challenged by the work. Overall, standards are similar to those seen during the previous inspection, which were in line with expectations in both subjects. Only two history lessons and one geography lesson were observed during the week of the inspection. However, judgements were made using evidence from the scrutiny of pupils' work, teachers' planning and discussions with pupils and teachers.
92. Pupils in Year 2 have satisfactorily completed maps of the world showing the countries of origin of named fruits, following a visit to the local supermarket. During a recent visit to St Ives on the train, pupils noted many geographical features such as harbours, seaside and lighthouses and talked about these, showing satisfactory understanding, during a lesson. Their study of countries, such as Bangladesh, show that they have an appropriate understanding for their age of the weather patterns and the way of life for the local people. In history, pupils demonstrate a suitable knowledge of 'our toys' from the past and they have researched the toys played with by their parents. They compare the shops and shopping of present day to that in Grandma's day and show an appropriate understanding of the differences in lifestyles and the goods used in both eras. Pupils in Year 5 have a reasonable understanding of life in a village in India. They make suitable geographical comparisons between this village and the local village of Porthleven. Pupils have undertaken their own surveys of Porthleven by talking to residents about the village and gaining good first-hand knowledge. In history, pupils' work on Ancient Egypt is varied and includes many aspects of life at that time. The present topic of 'invaders and settlers of Britain' is currently based on the Romans. Pupils are gaining a good understanding of the composition and function of the Roman

army. Pupils in Years 1, 3 and 4 have completed similar work in both subjects, but sometimes with less recording, as older pupils in the mixed-age classes and their attainment is in line with expectations for their age. Overall, pupils make satisfactory progress in both subjects. Pupils with special educational needs make similar progress to their peers.

93. The quality of teaching and learning was satisfactory in the lessons seen. Pupils' recorded work indicates that previous teaching and learning has been of a similar standard. The lessons were well prepared with a reasonable balance between exposition by the teacher, contributions from pupils and activity. Good use was made of learning resources; for example a video recording had previously been used to initiate discussion about the Roman army. The teachers' subject knowledge was secure and the history teacher's enthusiasm for the subject enlivened her teaching. A good feature of the teaching is the many visits used to enhance pupils' learning. Many opportunities are taken to visit museums, such as Truro and Flambards for history, and interesting geographical locations. Good use was made of ICT to support learning, for example the use of the Internet to research the Elgin Marbles. The main weakness of teaching is that pupils mainly undertake the same work. In history, for example, Year 2 pupils became restless during a lesson about shopping because the activity did not provide enough challenge for them. Also, in geography, pupils were given worksheet activities after an exciting visit and the opportunity to further stimulate pupils' interest was lost. There were common good features to the teaching such as good relationships and good use of resources.
94. The co-ordinators are enthusiasts for their subjects and have been given time to monitor planning or standards in classes. The specialist teaching of history throughout the school helps to ensure continuity of the subject. The leadership and management of the subjects are good overall. The curriculum is organised through rolling programmes but these do not contain sufficient detail to guide teachers' planning for different year groups in the mixed-age classes and the learning objectives for different ages and abilities of pupils are not always identified.

INFORMATION AND COMMUNICATION TECHNOLOGY

95. Standards at the end of Year 2 and Year 5 are in line with national expectations. This is similar to the findings of the previous inspection. Standards have been maintained because pupils have frequent access to computers. They use them before school and often during break times and they are keen to spend time researching projects. There is a favourable ratio of computers to pupils of 1:4. Also, teachers have had training, which has improved their subject knowledge and expertise, and further training is planned. Appropriate software has been purchased which enables full coverage of the programmes of study required by the National Curriculum. There is enthusiasm shown for this subject both by staff and pupils.
96. Pupils' achievements overall by the end of Year 2 are satisfactory because they have had frequent experiences during their time in school to cover the full requirements of the National Curriculum. Pupils' keyboard skills are good and they have had many opportunities to record work through wordprocessing. They have produced a variety of pieces of work, including poems, showing that they are familiar with basic commands. They use graphics to good effect to illustrate their work. Pupils have had the opportunity of programming a floor robot and they recently recorded a set of instructions for the teacher, to move him around the classroom.
97. In Years 3 – 5, pupils' achievements are satisfactory compared with their capabilities.

They use wordprocessing skills well to record their stories and use 'clipart' to illustrate these. They are confident enough to change the colour and size of fonts. Pupils collect data and make graphs, for example to show the length of shadows at different times of the day. Pupils enjoyed collecting data about Beanie Babies and they sorted the information by age, owner and birthday. They research satisfactorily using the Internet and know how to copy, drag and paste when collecting information about yellow-jacket wasps. The evidence from talking to pupils and recorded work shows that pupils' skills are progressing at a satisfactory rate and, therefore, the current pupils, including those with special educational needs, are on track to at least attain the expected standards for their age by the end of Year 6.

98. No direct teaching was seen during the inspection. However, the small amount of use of computers was good. Evidence from pupils' work, discussions and displays shows that the quality of teaching and learning is at least satisfactory. The training received by teachers has increased their confidence and there are plans to continue this training to a higher level of competence. Teachers plan the use of ICT satisfactorily to support work in other subjects, for example pupils used the Internet to research structures during a design and technology lesson.
99. The subject has high priority in the school improvement plan. This has resulted in good improvements in equipment and teacher training. The co-ordinator provides good subject leadership. He has good subject knowledge and is continuing to improve his personal skills. He has taught the subject throughout the school and ensures that all pupils receive their entitlement to the range of activities required by the National Curriculum. He has a good understanding of standards throughout the school. The curriculum is appropriately planned using national guidelines.

MUSIC

100. Standards in Year 2 and Year 5 are in line with national expectations. The standard of music has been maintained since the last inspection. However, singing standards have improved and are now securely in line with expectations for the ages of the pupils; they were previously judged as 'less well developed'. The improvement in singing is due to the enthusiastic specialist teaching and the many opportunities for singing in lessons, assemblies and concerts. However, the work of pupils in mixed-age classes is not always sufficiently planned at different levels to take account of the different ages and abilities of the pupils. Younger pupils sometimes attain standards in line with those of the older pupils in the classes and, therefore, above national expectations for their age.
101. Pupils in Year 2 sing confidently, tunefully and with enjoyment. They show security with their knowledge of pitch and play ascending and descending notes. Year 1 pupils are also secure with pitch and play rising and falling notes on a glockenspiel. They hear the differences in notes played by other pupils. Pupils in Year 5 repeat clapped rhythms with accuracy. They retain rhythms well and clap quite complicated rhythms with several repeats. Pupils in Years 3 and 4 match the standard of older pupils and some more able pupils attain higher than expected standards, for example a Year 3 pupil accurately identified a seven beat pattern from 'Unsquare Dance' by Dave Brubeck. Pupils in Years 3 – 5 achieved well during the lesson seen and clapped the repeated seven beat pattern to the recorded music well by the end of the lesson. These pupils sang tunefully during assemblies.
102. Only two lessons were seen during the inspection and the quality of teaching and learning was satisfactory overall in both lessons. The teacher had good subject knowledge, sang confidently for the pupils and demonstrated tasks well. In the lesson

for pupils in Years 3, 4 and 5, the tasks were well planned to become progressively more difficult. The teacher sensibly modified the task set for Year 1 pupils when it was too difficult for them to play rising and falling notes and sing these at the same time. The pace of the lessons was lively and the activities were interesting for the pupils. This resulted in an enthusiasm for learning by most pupils who concentrated well. Pupils were mainly keen to answer questions and take part in all activities. However, a few of the older pupils displayed silly behaviour and the teacher's strategies for managing the behaviour of a pupil with special educational needs were not always successful, leading to some interruptions to the lesson. There is a good range of activities to enhance pupils' learning. Pupils may take part in a recorder club every week and some pupils have piano lessons, which are paid for by parents. Concerts take place at the end of each term and all pupils participate, including solo items by pupils learning to play instruments. The pupils take part in ambitious productions for the size of the school, such as 'Cats' and 'The Wizard of Oz'. The teacher makes good use of ICT to support learning, using CDs, electronic keyboards and CD-Roms. Audio and video recordings are made of pupils' performances.

103. The leadership of the subject is good. The co-ordinator is very enthusiastic and through her specialist teaching across the school, knows the standards attained by pupils. The school is appropriately using the nationally recommended scheme of work for the subject and this is planned through rolling programmes.

PHYSICAL EDUCATION

104. Due to timetable arrangements only two lessons were observed. The judgement that attainment and progress are satisfactory across the school results from this limited evidence.
105. Year 2 pupils climb large apparatus adventurously, with control and confidence. They make different shapes and jump using twists and turns. They use their arms to balance and are very steady on the narrow side of the bench. They use the small hall space well. After school these young pupils were noted to use wheeled vehicles very competently. They rode fast with good control. By Year 5, pupils understand the rules of hockey and the need to warm up and cool down. They know that exercise affects the body. They explain the correct hold for hockey sticks and work well together. Their striking skills are accurate and they dribble and control the ball appropriately. Boys and girls are included in physical activities and pupils with special educational needs also take part. According to the school most pupils swim very well.
106. Teaching of gymnastics for the younger pupils is satisfactory and the teaching of games for the older pupils is good. Good teaching is characterised by enthusiasm for the subject which is shared with pupils and the teachers' good subject knowledge of different techniques. The best teaching also gives the pupils the chance to examine and improve their performance. Both boys and girls are equally included in activities. No teaching was unsatisfactory but one lesson lacked enthusiasm from the teacher and the pupils did not demonstrate to each other to show what they had learned or could do. Thus pupils did not have a good example to learn from.
107. Co-ordination of this subject is satisfactory as the person responsible teaches games throughout the school, is enthusiastic and has a good understanding of the standards of pupils' skills. He is pleased to use pupils' expertise to help and encourage others. For instance one pupil's skill in cricket has been used to encourage and help others. Pupils do very well in local competitions. The curriculum has been adapted to allow all pupils frequent opportunities to have swimming lessons. Parents are keen that their children

are competent swimmers as they live close to the sea.

108. Resources for this subject are satisfactory but the school hall is too small to accommodate the oldest pupils for using large apparatus. When the youngest children used the hall they were very cramped for space. The school has checked with the LEA that safety requirements are met. The youngest pupils climb very high and the equipment is very close to stored lunchtime chairs.

RELIGIOUS EDUCATION

109. Standards have been maintained since the previous inspection and they remain in line with the expectations of the locally agreed syllabus throughout the school. Pupils' achievements are satisfactory and there is suitable coverage of the subject using guidance based on the locally agreed syllabus. The resources for the subject have improved and are now satisfactory; they were judged as limited during the previous inspection.
110. Only one lesson was seen across the school and, therefore, pupils' achievements were judged by talking to them and looking at samples of their work. Pupils in Years 1 and 2 achieved satisfactorily and they displayed appropriate knowledge of the stories of Jesus and the Bible. Year 1 pupils retold the main points of the story of Zacchaeus well and knew the order of the events. Pupils know about several Christian festivals such as Harvest and Christmas. They also know about Hindu festivals and customs and their recorded work shows an appropriate understanding of Hindu artefacts and customs. The achievements of pupils in Years 3 – 5 are satisfactory. Their work shows a satisfactory knowledge of Christianity and Judaism. They have studied the similarities of these two religions. More able pupils in Year 4 express their feelings well in recorded work, writing about 'when I felt proud' and 'when I felt ashamed'. Other pupils wrote about the beauty of the world and the spirit of God. This work makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Although the below average literacy skills of pupils with special educational needs limited their recorded work, their expression of feelings and the sensitivity of their work were in line with expectations for their age.
111. The quality of teaching was satisfactory in the one lesson seen for reception and Year 1 pupils. The teacher told the story in an interesting way and ensured that pupils understood the vocabulary used. Although general learning objectives were planned for the lesson, these were not specific enough for the different age groups and abilities of the pupils. The tasks were clearly explained although the tasks themselves were of a 'cut and stick' nature and did not add significantly to pupils' knowledge or understanding of the story. However, the pupils listened intently to the story and showed great sensitivity for their age, concentrating well despite the distractions of a pupil with special educational needs who had difficulty with concentrating on the story. Pupils showed that their learning was satisfactory; they retold the story accurately and named the main events and characters. The teacher's strategies for the management of pupils were good, resulting in good standards of behaviour. Satisfactory literacy links were evident in pupils' recorded work, and pupils' speaking and listening skills were enhanced by question and answer sessions. The subject contributes well to the development of pupils' literacy skills. A good range of visits and visitors enhances pupils' learning, for example visits to Truro Cathedral, the local church and an LEA adviser who spoke to pupils about Judaism.
112. The co-ordinator is enthusiastic about the subject and she has compiled an action plan to guide future developments. There has not been an opportunity to monitor the quality

of teaching and learning and the curriculum, although this is planned for the future. The overall leadership of the subject is satisfactory. The school has rightly placed its main emphasis on a spoken rather than a written approach to the subject, particularly for younger and less able pupils. This approach allows all pupils to have equal opportunities within the subject.