

# **INSPECTION REPORT**

## **ST AGNES PRIMARY SCHOOL**

St Agnes

LEA area: Cornwall

Unique reference number: 111869

Headteacher: Mr G Foxwell

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> May 2002

Inspection number: 195258

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

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Trelawney Road  
St Agnes  
Cornwall

Postcode: TR5 0LZ

Telephone number: 01872 552648

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Appropriate authority: The governing body

Name of chair of governors: Mrs B Oates

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Science Information and communication technology Foundation Stage	What sort of school is it?  How high are standards? (a) The school's results and pupils' achievements  How well are pupils taught?  How well is the school led and managed?  What should the school do to improve further?
12289	Sue Burgess	Lay inspector		How high are standards? (b) Pupils' attitudes, values and personal development  How well does the school work in partnership with parents?
1193	Gill Wiles	Team inspector	English Physical education Music Religious education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
22990	Chris Furniss	Team inspector	Mathematics History Geography Design and technology Art and design	How well does the school care for its pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Agnes Primary School is smaller than the average size and pupils are drawn from the small, coastal town of St Agnes and the surrounding area. Pupils' attainment on entry to the school overall is below average, which is a significant change since the last inspection when it was judged to be average. At the time of the inspection there were 197 pupils on roll. There are 37 pupils with special educational needs (19 per cent), which is broadly in line with the national average, of whom 11 (six per cent) are on stages three to five of the school's register of special educational needs. Seven pupils (four per cent) have a statement of special educational needs, which is above the national average. Pupils' special educational needs range from specific to profound learning difficulties, emotional and behavioural difficulties, visual, physical and autistic difficulties. There are about two per cent more girls than boys. A small minority of pupils are from other than white ethnic heritages, and no pupil speaks English as an additional language. There are 21 pupils (11 per cent) eligible for free school meals, which is broadly in line with the national average. The number of pupils who left or joined the school, other than at the usual time, was above average (15 per cent) in the last academic year.

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

The overall effectiveness of the school is good. From a low starting point, pupils attain at least satisfactory and often good standards by the time they leave the school, because of sound and often better teaching. The leadership and management of the school are good. The school provides good value for money.

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

- By the age of eleven, pupils achieve good standards in English, mathematics and science as a result of good quality teaching overall.
- The leadership and management of the headteacher, key staff and governors are good and they successfully promote good achievement and effective teaching and learning.
- The provision for pupils' moral, social and cultural development is good and this effectively encourages pupils' good attitudes and personal development across the school.
- The school has very effective links with parents and the community, which contribute positively to pupils' learning.

#### **What could be improved**

- Provision for, and standards in, information and communication technology.
- The management of behaviour of a minority of pupils in some classes.
- The under-achievement of higher attaining pupils in some classes.
- The school's procedures for monitoring and improving pupils' attendance.

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

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

The school was last inspected in June 1997. It has responded well to the previously identified key issues. Standards have been broadly maintained since the last inspection, with some improvements in overall standards achieved by pupils, the quality of teaching, and leadership and management. The school now successfully analyses pupils' test results to identify targets to raise standards. The role of subject co-ordinators has been enhanced, particularly for English, mathematics and science. There has been appropriate improvement in the management of special educational needs. Lunchtime supervision has improved with the appointment of additional staff.

## STANDARDS

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

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

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

Reception children achieve satisfactorily. By the time children end the Reception year, most are broadly achieving the standards expected for their age, although weaknesses remain in aspects of some children's personal and social development. Pupils' performance was below the national average in reading and writing and well below the national average in mathematics in the National Curriculum tests in 2001 for seven year olds. Standards are also below average in reading and writing, and well below in mathematics when compared with similar schools. Results for science, based upon teachers' assessments, show that pupils are achieving above the national average. There are significantly fewer pupils than nationally achieving the higher level 3 and the overall effect of this is to reduce the overall results in comparison with other schools. In the 2001 National Curriculum tests for eleven year olds, pupils' performance was above average in English, below the national average in mathematics, and well below average in science. When compared with similar schools, standards are well above average in English, below average in mathematics and well below in science. Although the number of pupils achieving the higher level (level 5) was above national levels in English, they were well below in mathematics and science. Again, the effect of this is to reduce the overall results in comparison with other schools. Variations in results from year to year are also due to differences in the overall levels of attainment of each year group, particularly in the proportion of higher attaining pupils and those with special educational needs. The number of pupils achieving at least the average national level for seven and eleven year olds has improved since 1997. It is above the national average in writing and mathematics for seven year olds and broadly in line with the average in reading. For eleven year olds, pupils are achieving at least the national average in English, mathematics and science. The school's analysis of National Curriculum test data also indicates that the school is performing better than similar schools in Cornwall. Trends over time indicate that since 1997, although standards for Year 2 pupils have been very variable, they show an improvement overall, with substantial improvements seen in reading and writing.

From a low starting point, pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of pupils aged nine to eleven, where the quality of teaching is consistently stronger.

Standards achieved by the end of Year 2 are above expectations in design and technology and in line with expectations in English, mathematics, science, information and communication technology (ICT), religious education, art and design, geography, history, music and physical education. Year 6 pupils achieve good standards in English, mathematics, science, art and design, design and technology, geography and history. Pupils achieve standards that are in line with expectations in ICT, religious education and physical education. It was not possible to make a judgement about standards overall in music for pupils in Year 6. Appropriate targets are set for year groups and individual pupils. However, behaviour management strategies are not always effective for pupils aged seven to nine, and this has a negative effect upon standards achieved. Higher attaining pupils,

although effectively identified, are not always effectively challenged, and this was more noticeable for pupils in the lower junior classes. There were no observable differences between the achievement of girls and boys observed during the inspection. Pupils aged five to seven with special educational needs make satisfactory progress and those aged nine to eleven make good progress and achieve well. The very small number of pupils from minority ethnic backgrounds are well supported and they make appropriate progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show genuine enthusiasm when coming to school, where they show interest and involvement in activities.
Behaviour, in and out of classrooms	Satisfactory. In some classes, a small number of disruptive pupils have a negative effect upon learning.
Personal development and relationships	Good. Pupils form constructive relationships with each other and with all adults in the school.
Attendance	Satisfactory. Attendance is broadly average. This is partly because of the number of holidays taken in term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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.*

The quality of teaching is satisfactory for children in the Reception class. Opportunities are often limited for children to develop independence in their learning. The quality of teaching is satisfactory overall for pupils aged five to seven. It is good overall for pupils aged seven to eleven, being particularly good for pupils aged nine to eleven. The quality of teaching and learning overall is good and has improved since the last inspection. For pupils aged five to seven, the quality of teaching is good in religious education and design and technology. It is satisfactory in English, mathematics, science, ICT, art and design, geography, history, music and physical education. For pupils aged seven to eleven, the quality of teaching is good in English, mathematics, science, religious education, art and design, design and technology and history. It is satisfactory in ICT, geography and physical education. The quality of teaching is consistently good or better for upper junior pupils. There was insufficient evidence to make an overall judgement about the quality of teaching in music for pupils aged seven to eleven. There were no unsatisfactory lessons observed. Literacy skills are taught well. Numeracy is also taught well overall, although there are insufficient regular opportunities for pupils to practice these skills in the infant classes. Long and medium-term planning is good; however, planning is insufficiently detailed for some groups of pupils, particularly the higher attaining pupils where there is sometimes a lack of work planned at a more challenging level, and this is more noticeable for pupils aged seven to nine. The quality of learning for higher attaining pupils is sometimes restricted by the over-use of worksheets. The management of pupils' behaviour is unduly variable throughout the school. As a result, the pace of learning slows, with some pupils becoming increasingly frustrated and relationships strained. The teaching of pupils with special educational needs is sound overall, and in some classes in both key stages it is good. Gifted and talented pupils identified in classes for the older pupils receive sufficiently challenging work. Pupils from minority ethnic backgrounds are well supported.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and meets statutory requirements. There is satisfactory provision for children in the Reception class.
Provision for pupils with special educational needs	Satisfactory overall, but teachers' planning and tasks do not always match the learning targets specified within pupils' individual educational plans.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Provision for pupils' spiritual development is satisfactory. Opportunities are often limited for reflection and prayer.
How well the school cares for its pupils	Satisfactory overall. Procedures for improving and monitoring attendance are unsatisfactory.

ICT is under-developed across the curriculum, partly due to unreliable equipment and lack of planning for ICT in other subjects. There are limited opportunities for children in the Reception class to develop independence in their learning. Procedures for monitoring pupils' personal development are good. The school has developed good procedures for assessing pupils' performance in English, mathematics and science. As yet, there are few formal systems for assessment in other subjects. The school has a good partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, together with the senior management team and subject co-ordinators, provides good leadership that gives a clear direction to the work of the school.
How well the governors fulfil their responsibilities	Good. The governors play a positive role in shaping the direction of the school and are aware of the school's strengths and weaknesses. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The school has a good view of teaching and its impact upon learning. It has analysed the strengths and weaknesses in data to improve standards, and is beginning to use the analysis well to set targets to improve pupils' performance.
The strategic use of resources	Good use is made of available resources.

The monitoring role of co-ordinators in some subjects is at an early stage of development. The school is well staffed and there is a good balance of experience and expertise. The accommodation is good and enables the curriculum to be taught effectively. Resources are good overall and used well. Standards in ICT are hindered by unreliable computers and the school is actively seeking to address this weakness. The school applies the principles of best value well and targets its spending to bring about improvements in standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The teaching is good.</li><li>• The school helps their children become mature and responsible.</li><li>• Parents feel comfortable about approaching the school with questions or a problem.</li><li>• Pupils like coming to school.</li><li>• Pupils make good progress in school.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities for pupils outside lessons.</li><li>• Behaviour in the school.</li><li>• The right amount of homework.</li></ul>

Inspectors agree with parents' positive views of the school. However, they share parents' concerns about the behaviour management of a few pupils in some classes. Inspectors judge that the quality and quantity of homework set are appropriate, particularly for older pupils. The range of activities outside school is good overall, although there are fewer activities available for younger pupils.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry is below that usually found at this age. Upon entry to the school there are noticeable weaknesses in children's personal and social development, and aspects of communication, language and literacy and mathematical development. Children achieve satisfactorily in the Reception class and broaden and consolidate their knowledge in all areas of learning. By the time children end the Reception year, most are broadly achieving the standards expected for their age, although weaknesses remain in aspects of some children's personal and social development. This sometimes has a negative effect upon children's future learning; for example, some children are often unclear about appropriate behaviour within a group, lack respect and awareness of the needs of others and are self-centred in their attitudes, and this weakness remains throughout the school.
2. Pupils' performance was below the national average in reading and writing and well below the national average in mathematics in the National Curriculum tests in 2001 for seven year olds. Standards are also below average in reading and writing, and well below in mathematics when compared with similar schools. Although the number of pupils achieving the expected level (level 2) is above the national average in reading, writing and mathematics, there are significantly fewer pupils than nationally achieving the higher level 3. There is evidence of underachievement by higher attaining pupils in some classes, particularly lower juniors and upper infants. The overall effect of this is to reduce the overall results in comparison with other schools, both nationally and with similar schools. Results for science, based upon teachers' assessments, show that pupils are achieving above the national average.
3. In the 2001 National Curriculum tests for eleven year olds, pupils' performance was above average in English, below the national average in mathematics, yet well below average in science. When compared with similar schools, standards are well above average in English, below average in mathematics and well below in science. Although the number of pupils achieving the higher level (level 5) was above national levels in English, they were well below in mathematics and science. Again, the overall effect of this is to reduce the overall results in comparison with other schools, both nationally and with similar schools.
4. The number of pupils achieving at least the average national level for seven and eleven year olds has improved since 1997. It is above the national average in writing and mathematics for seven year olds and broadly in line with the average in reading. For eleven year olds, pupils are achieving at least the national average in English, mathematics and science. The school's analysis of National Curriculum test data also indicates that the school is performing better than similar schools in Cornwall.
5. Trends over time indicate that since 1997, although standards for Year 2 pupils have been very variable, they show an improvement overall, with substantial improvements seen in reading and writing, mainly due to the introduction of the National Literacy Strategy and improvements in the quality of teaching. However, standards in writing fell significantly in 2000 before recovering in 2001. Trends over time for Year 6 pupils again indicate a very variable picture with overall standards improving in English and science, although science results fell considerably in 2001. Standards in mathematics are just below the national trend. These variations largely reflect differences in the make up of different year groups, notably the proportion of higher attaining pupils and those with special educational needs. Although there is a broadly average number of pupils with special educational needs, there is an above average number of pupils with a statement of special educational needs.

6. Over the three years 1999 to 2001, National Curriculum test results indicate that the performance of boys and girls has varied significantly from year to year, but the work of the present pupils indicates that boys and girls achieve equally well.
7. Inspection evidence indicates that, from a low starting point, pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of pupils aged nine to eleven, where the quality of teaching is consistently stronger. The good quality teaching and the attention given to identifying areas of weakness also contribute to these pupils' good achievements. Inspection evidence shows that high standards in reading and writing are being maintained for both boys and girls.
8. In English, standards achieved by seven year olds in the National Curriculum tests and tasks in 2001 and in comparison to similar schools, were below the national average. The current group of seven year olds are attaining standards similar to those expected nationally. There is a wide range of abilities within the group and the percentage of high attainers is not significantly different from the previous year. Differences between the 2001 National Curriculum test results and inspection findings relate to difference in the group of pupils.
9. Standards achieved by eleven year olds in English were above the national average and above those of similar schools in the national tests, which reflect the findings of the inspection for the current Year 6 pupils. Higher attaining pupils are achieving appropriately for their level of ability. Pupils have made good progress since they entered school. The results of the last inspection indicated that the attainment of both seven and eleven year olds was in line with national expectations. Since then, there has been an improvement in the attainment of eleven year olds, mainly due to better teaching.
10. In mathematics, standards achieved by pupils in Year 2 meet national expectations, and these standards have been maintained since the last inspection. However, work is often insufficiently targeted to the needs of all pupils. Pupils lack regular opportunities to develop their numeracy skills. Standards in the National Curriculum test results were lower in 2001 because insufficient numbers of pupils achieved the higher level 3 than nationally. Standards achieved by pupils in Year 6 are above national expectations and these standards have been maintained since the last inspection.
11. In science, standards achieved by pupils in Year 2 are in line with national expectations and for pupils in Year 6 they are above national expectations. Pupils develop a good interest in the world around them and extend their skills of scientific enquiry. Clear learning objectives and good levels of motivation, particularly for older pupils, mean that pupils acquire skills and subject knowledge at a good rate and most pupils express their knowledge well.
12. Standards achieved in ICT by Year 2 and Year 6 pupils are in line with national expectations. Standards are often hindered by lack of functioning equipment, although the school is well aware of the difficulties and is actively seeking to address them. The subject is often insufficiently developed in other subjects across the curriculum.
13. Standards achieved by the end of Year 2 are above expectations in design and technology and in line with expectations in religious education, art and design, geography, history, music and physical education. Year 6 pupils achieve good standards in art and design, design and technology, geography and history. Pupils achieve standards that are in line with expectations in religious education and physical education. It was not possible to make a judgement about standards overall in music for pupils in Year 6, as an insufficient range of lessons was observed.
14. Pupils aged five to seven with special educational needs make satisfactory progress and those aged nine to eleven make good progress and achieve well. Their needs are identified as

soon as possible after entry to the school so that they can be given appropriate individual education plans. Teachers and other adults give positive encouragement to pupils with special educational needs to promote their self-esteem, so that they play a full part in all aspects of school life. However, behaviour management strategies are not always effective for pupils aged seven to nine, and this has a negative effect upon pupils' learning.

15. Higher attaining pupils, although effectively identified, are not always sufficiently challenged, and this was more noticeable for pupils in the lower junior classes. The very small number of pupils from minority ethnic backgrounds are well supported and they make appropriate progress. The headteacher, staff and governors are aware of the school's strengths and weaknesses and set realistic targets for year groups and individual pupils, and progress towards achieving these targets is appropriate.

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

16. Pupils' attitudes to learning are generally positive and this is similar to the findings in the last inspection. However, there are some pupils throughout the school whose lack of self-discipline has an adverse effect on their attainment and progress and that of others. This small minority of pupils, mostly aged between five and nine, distracts others by immature comments and behaviour. Some teachers are more successful than others in promoting positive attitudes and enthusiasm from all in their class. Where teachers have high standards and expectations, pupils respond positively to them. Most pupils are interested in their work, enjoy reading and sustain their concentration during lessons. They are supportive of each other when working in groups and pairs, for example, when recording their own poems on a cassette or sharing experiences of train journeys. However, in some lessons, high noise levels and an unwillingness to settle down to work quickly in lessons show a lack of consideration for others.
17. Relationships between pupils and staff and between pupils themselves are good. Behaviour in class, in assemblies and around the school is generally satisfactory. There were no exclusions last year. However, the variable standard of behaviour in lessons reflects the inconsistent expectations of teachers. The atmosphere of circle time sessions in the hall is sometimes spoilt by a small minority of pupils and not all respect opportunities for listening and reflection in assemblies. Lunchtimes are orderly and pupils play amicably together at breaktimes, both out on the playground and in classrooms in wet weather. Behaviour at lunchtimes has improved since the last inspection partly because the school has considerably increased the number of midday supervisors, and partly because there is now a good range of outside activities.
18. Personal development is good and it is enhanced by the increasing responsibility that pupils take as they progress through the school. Pupils of all ages return registers to the office and others help to set out and clear away learning resources. Year 6 pupils act as volunteer librarians and set up the hall for assembly. Pupils' views are taken into account during assemblies and circle times and by the headteacher canvassing children's opinions, for example, about new play equipment. There is good support for the various extra-curricular clubs, which include football, netball, recorders, choir, badminton, Cornish dancing, rugby, cross-country and athletics. Pupils have helped to raise money for local charities such as the Sunrise Appeal, and their personal development is further strengthened by the school's central role in village life and enthusiastic involvement in local community events. Year 6 pupils enjoy a week's residential trip to a hotel or outdoor centre and this is successful in enhancing their personal development and learning.
19. Pupils with special educational needs have positive attitudes towards the school because they are considered as valuable members of the community. They enjoy their learning experiences and where the work is pitched at their level, they work hard to improve their skills.

With help, they concentrate well and persevere in the face of challenge, because they have good relationships with learning support assistants and most teachers. At times they have difficulty settling down in whole-class lessons and are not always able to behave appropriately. At such times, learning support assistants are not always used effectively to help individuals to take a positive role.

20. Attendance is satisfactory, at 93.8 per cent, but has declined since the last inspection. This is partly because of the number of holidays taken in term time. In the last complete reporting year, for instance, 808 school days were missed, representing over one third of the authorised absence. Most pupils are punctual when coming to school and lessons start on time. Registration sessions are orderly and efficient and provide a good start to lessons.

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

21. The quality of teaching and learning is satisfactory for children in the Reception class, and for pupils aged five to seven. It is good overall for pupils aged seven to eleven, being particularly good for pupils aged nine to eleven. There were no unsatisfactory lessons observed. The quality of teaching and learning overall is good and has improved since the last inspection.
22. The quality of teaching for Reception children is satisfactory in communication, language and literacy, mathematical development, personal and social development, creative development, physical development and knowledge and understanding of the world. Staff have a satisfactory knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The basic skills of literacy and numeracy are well taught. However, the quality of teaching and learning is sometimes hindered by insufficient additional support staff being available. Opportunities are sometimes missed to extend children's learning during role-play activities. The behaviour management of some children is not always effective and this has a negative effect upon their own and other children's learning.
23. There is an appropriate emphasis upon activities that will promote speaking and listening, for example, through the introduction to the literacy and numeracy sessions. However, opportunities provided for children to take responsibility for their own learning are more limited. There are few opportunities for children to select and talk about the activities that they have chosen for themselves; resources used are sometimes uninspiring. Children have regular use of the outdoor area to extend their learning, and this is successful.
24. For pupils aged five to seven, the quality of teaching is good in religious education and design and technology. It is satisfactory in English, mathematics, science, ICT, art and design, geography, history, music and physical education. The quality of teaching is consistently good or better for pupils in Year 1. For pupils aged seven to eleven, the quality of teaching is good in English, mathematics, science, religious education, art and design, design and technology and history. It is satisfactory in ICT, geography and physical education. The quality of teaching is consistently good or better for pupils in Years 5 and 6. There was insufficient evidence to make an overall judgement about the quality of teaching in music for pupils aged seven to eleven.
25. The teaching of the basic skills of literacy and numeracy is good for all pupils. The National Literacy and Numeracy Strategies' teaching objectives have been adopted as part of the school's planning; most lessons have an appropriate balance between the various elements. Reading and writing in literacy lessons build effectively on skills developed in speaking and listening. Good examples were seen of teachers reinforcing phonic and spelling skills. Numeracy is also taught well overall, although there are insufficient regular opportunities for pupils to practise these skills in the infant classes. Most sessions have an effective mental warm-up and an appropriate review of learning at the end, and this is particularly effective for

pupils aged nine to eleven. Pupils are beginning to apply their understanding of number satisfactorily, for example, in science.

26. Long and medium-term planning is carried out carefully; lessons are mostly planned with clear learning objectives and these objectives are often shared with pupils and referred to during lessons. However, the quality of short-term planning is sometimes inconsistent across the school and insufficiently identifies the role of learning support assistants in some classes. Planning is insufficiently detailed for some groups of pupils, and particularly the higher attaining pupils, where there is sometimes a lack of planned extension activities or work at a more challenging level, although this is more noticeable for pupils aged seven to nine.
27. The pace of lessons is mostly good. In the best lessons, teachers listen carefully to pupils' answers, giving praise and successfully adapting activities to follow themes that develop as the lesson progresses. This makes lessons more interesting for pupils; the enthusiasm of most pupils is a significant element in their quality of learning. However, teachers' expectations of the needs of higher attaining pupils are sometimes insufficiently high and this is particularly noticeable for pupils aged seven to nine. There is some over-use of worksheets and this sometimes restricts learning, particularly for the higher attainers. As a result, often these pupils do not achieve as highly as might be expected. Boys and girls are given equal opportunities within lessons.
28. The management of pupils is unduly variable throughout the school. Consistently good examples of behaviour management were observed in Years 1, 5 and 6. In these classes, expectations of pupils' behaviour are high and consistently applied in all lessons, despite the presence of some challenging pupils. Pupils are clear about acceptable boundaries, and relationships are warm and secure, yet non-negotiable. As a result, learning is usually effective and little time is wasted in maintaining order and discipline. In weaker lessons observed, expectations of pupils' behaviour are lower, behaviour management techniques are not consistently applied and much time is spent in lessons in negotiating with individual pupils, often at the expense of others. As a result, the pace of learning slows, pupils become increasingly frustrated and relationships strained. This was the main weakness in some lessons observed.
29. In the majority of lessons, teachers have high expectations of pupils' behaviour and this has a good impact upon the quality of pupils' learning. There is mutual respect between most pupils and teachers. The quality and use of ongoing assessment is mostly good and this has a positive impact upon pupils' learning. Teachers' assessments of pupils' needs is often effective and they seek to engage all pupils in lessons by perceptive questioning. The marking of written work is satisfactory overall, although there are some inconsistencies in the quality of marking throughout the school. Most teachers know pupils very well, know their capabilities and work hard to maximise them.
30. The use of ICT in lessons is satisfactory, although teachers' efforts are sometimes frustrated by non-functioning computers. The school is well aware of these deficiencies and is working hard in an attempt to resolve them. All classrooms have computers for pupils to use. ICT is beginning to be used as a tool to develop pupils' learning. However, skills in this subject are not always consistently planned for in other subjects across the curriculum.

31. Review sessions at the end of lessons are often good and they are used as opportunities for informal assessment. In the best teaching, pupils are reminded of what they have learned, and are praised when they provide evidence of what they know. Teachers usually modify subsequent lesson planning as a result of this type of assessment. Pupils and parents participate well in the home-school reading arrangements. Homework is regularly set and includes reading and spellings, as well as researching information about a current topic.
32. The teaching of pupils with special educational needs is sound overall, and in some classes in both key stages, it is good. Where lessons provide carefully structured learning opportunities and a stimulating programme in which they can succeed, pupils make good progress. In some lessons, where pupils' tasks are not specific to their needs, pupils' progress is sound. Staff have a clear awareness of the need for pupils to either retain or further develop their self-esteem and in well-organised lessons their interventions are sensitive and in the best lessons, rigorous. The majority of teachers use questioning effectively to include pupils with special educational needs so that they fully participate as class members. These pupils take a full part in the main activities in class lessons. They work with other pupils at a similar level and are given additional support wherever possible. Teaching assistants play a valuable role in this support, particularly in relation to teaching basic skills, and are mostly well briefed by teachers. Their help is generally well focused because they work with teachers to plan appropriate material, resources and activities for individuals or small groups. The gifted and talented pupils identified in classes for the older pupils receive sufficiently challenging work. Pupils from minority ethnic backgrounds are well supported.

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

33. The quality and range of learning opportunities for pupils are good overall and the appropriate statutory curriculum is in place. The curriculum for Reception children is satisfactory. For pupils aged five to eleven, planning incorporates the need for relevance, and the quality and range of learning experiences are good, because the school makes effective use of the surrounding locality and the skills of the people within it in a number of subjects, such as geography and history and in the strands relating to investigation in mathematics and science. The curriculum is appropriately broad and balanced, but there is a weakness in its breadth because ICT is not regularly used effectively as a tool for learning in all subjects across the curriculum.
34. The curriculum for Reception children is satisfactory and is appropriately linked to the Early Learning Goals for children of this age. However, children often lack the opportunity to plan and select activities and resources for themselves, and to discuss and review their choices. This restricts opportunities for children to extend their learning.
35. Teachers' planning procedures are thorough and planning is sufficiently detailed for each subject. Planning is linked to schemes of work and national guidelines, and has improved since the last inspection. Planning for religious education reflects the requirements of the locally agreed syllabus.
36. The curricular provision for pupils with special educational needs is satisfactory. The whole school shares a commitment to include all pupils in the daily life of the school as fully as possible and pupils with special educational needs are well known by all staff. Where teaching is well targeted to the needs of all pupils, they make good progress in their literacy and numeracy skills, and they gain sufficient confidence to work alongside their peers. However, planning to meet the needs of individual pupils identified as having special educational needs is not consistently included, and tasks do not always match the learning targets specified within their individual educational plans. The targets for learning are often



specific, but there are some that are too general, which do not provide a good basis for assessment and a systematic approach to learning.

37. The implementation of the National Literacy and Numeracy Strategies is good and pupils apply their literacy and numeracy skills appropriately across the curriculum in most classes. Equality and access to the curriculum are good, and there are no significant differences in the achievements between boys and girls. The gifted and talented pupils identified in classes for the older pupils receive sufficiently challenging work.
38. Provision for personal, social and health education is good with an effective use of other agencies to support the school's programme for sex education, health education and drugs and alcohol misuse. The school has made a good start to meet the requirements for citizenship. To support pupils' personal development, all staff have been trained for the teaching of 'circle time' and it is timetabled across the school. The implementation of this initiative varies in quality depending on the teacher's skills in creating a good atmosphere in which to work. Where this is successful, pupils' personal and social development is enhanced. Parents and some governors play an active role in enhancing learning opportunities in classes and they are well briefed by staff.
39. The contribution of the community to pupils' learning is very good. Pupils have the opportunity to visit places of interest in the community to extend their subject knowledge and understanding, such as in history, where pupils have studied St Agnes' harbour. Occasional visits and workshops run by members of the community occur, and the school has made positive contacts with authors of children's books to enrich the quality of writing. Cornish dancing, successfully taught in the school, enriches the curriculum for physical education as well as making a good contribution to pupils' cultural development. Pupils have extended their knowledge and understanding of places of worship successfully through their visits to local places of worship.
40. Relationships with nearby schools are very good. Constructive relationships with the local primary and high schools lead to good co-operation with curriculum expertise and resources, and there is an effective programme in place for pupils who are moving on to the next stage of learning. Links with the local playgroup have resulted in joint planning and organisation meetings. Inter-school sporting events are well established between local primary schools.
41. The contribution made by extra-curricular activities to pupils' learning is good. Provision is wide and mainly takes place in the first two terms of the school year. Most of the activities are provided for pupils aged seven and older, but there is some provision for younger pupils with a Nature Club. The recorder clubs and choir also enrich the music curriculum appropriately. A good variety of sporting clubs and teams and a residential visit promote achievement in physical education. Other activities, such as the drama group and the Christmas craft club, successfully support pupils' achievement in literacy and art and design.
42. The school's provision for pupils' spiritual, moral, social and cultural development is good overall and standards have been maintained since the last inspection. Provision for pupils' spiritual development is satisfactory. Respect for the beliefs and customs of others is well promoted through planned assemblies and there is a set of values based on fellowship and community which informs pupils' perspective on life and is evident in their confident enjoyment and participation of all the school has to offer. Feelings are explored during circle time, but there are inconsistencies of approach that do not encourage time for reflection. The element of reflection in assemblies in which pupils can develop an appreciation of the intangible is weak. In one class, pupils were amazed and concerned when they saw the roots of a pot-bound plant but on the whole, spiritual awareness does not permeate subjects of the curriculum except in religious education. Although the requirements for a daily act of collective worship are met, opportunities are often limited for reflection and prayer.

43. Provision for pupils' moral development is good. The culture of the school is to value and respect what each child has to offer and staff are usually sensitively aware of how to raise self-esteem, and teachers are quick to praise and reward pupils' hard work. Teachers provide many opportunities for pupils to explore and develop moral concepts and values through their discussions in religious education and literacy lessons, and provide an open learning environment that enables pupils to express their views confidently. Teachers provide good role models in the way they treat pupils politely and with respect. They are fair in their arbitration of disputes, expect pupils to take turns and share, and they mostly discourage discourteous behaviour to each other. Some weaknesses are evident in the expectations of some teachers in the promotion of appropriate behaviour and good learning attitudes. The school is concerned to provide a clear moral code as a basis for behaviour, but there are inconsistencies in the implementation of the school's behaviour policy.
44. Provision for pupils' social development is good. They are taught to work collaboratively with each other in small working groups in some lessons. Opportunities for pupils to exercise responsibility and encourage independence are provided through a number of initiatives that include older pupils sharing responsibilities that contribute to learning. They undertake daily librarian duties to facilitate the lending process in the library, and they contribute to the smooth running of assemblies by organising and using audio-visual equipment and arranging chairs for staff and visitors. They have oversight of care for resources, such as those for physical education. Staff provide positive experiences through team activities, residential experiences and school productions.
45. Provision for pupils' cultural development is good and pupils are provided with many opportunities to explore their own cultural values through the effective links with the local community and its traditions. They develop partnerships with outside agencies to extend pupils' cultural awareness in aspects of the curriculum; for example, older pupils are encouraged to write to authors and poets. Good opportunities are provided for them to participate in cultural events, such as the Celtic Dance Festival. The traditions of diverse cultures are explored through the study of other faiths in religious education, festivals of other faiths and detailed study of other localities such as the Indus Valley in geography. The school has good and developing links with two schools in Peru, which also contribute well to pupils' cultural development.

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

46. There is a welcoming, friendly atmosphere in the school with good relationships between pupils and staff and, generally, between pupils themselves. All staff work well as a team and provide good role models.
47. Pupils are well supervised throughout the day. Class teachers accompany their pupils to the school gate at the end of the day. Any child not collected as expected is brought back into school. Lunchtime arrangements have improved since the last inspection and there are now six supervisors on duty. When practical help is needed, such as when pupils require first aid, it is given calmly and quickly.
48. Child protection arrangements are appropriate and follow recently revised local education authority guidelines. The headteacher, as the designated responsible person, has received recent training, which is shared with the rest of the staff. Health and safety procedures do not at present include sufficiently frequent checks by the relevant committee of the governing body, but there are plans to remedy this. Formal risk assessment takes place annually. Although the school pond is secured by a locked gate, it is possible for pupils to climb over it. Following the recent installation of closed circuit television cameras, the school is considering ways to make further necessary security improvements.

49. The school's management of behaviour, now based on positive discipline, is not as successful as it was at the time of the last inspection, when it was judged to be very good. The expectations of some teachers are not high enough to manage inattention, distracting noise levels and unacceptable behaviour by a small minority of pupils. However, flexible strategies devised with the help of the Emotional and Behavioural Difficulties Advisory Service have proved successful in improving the behaviour and attitudes of some pupils with identified specific difficulties. Although in the past there have been isolated instances of both bullying and racism among pupils, the school dealt with these to the satisfaction of all concerned and there has been no recurrence.
50. Pupils' personal development is monitored effectively through formal and informal measures, including personal targets displayed in classrooms. All classes have a regular circle time, in which pupils are encouraged to discuss their feelings and concerns in an open and secure environment, but this is not always managed successfully because of the behavioural difficulties of some pupils.
51. Measures to monitor and promote attendance and punctuality are unsatisfactory. Despite the fact that attendance has fallen since the last inspection and is now below the national average, there is no system for rewarding or promoting good attendance. There is no separate record of holidays taken in term time, even though these account for one third of the authorised absences. The education welfare officer offers support in individual cases of poor attendance, but does not visit the school on a regular basis.
52. The overall quality of assessment of pupils' achievements and the monitoring of pupils' academic progress have improved since the last inspection and are good, especially in the core subjects of English, mathematics and science. All pupils are given targets for improvement, based on National Curriculum expectations. Information is given to parents and teachers monitor how well pupils are achieving the targets set. Each pupil's progress is tracked through assessment upon entry to school and regular tests, so that a prediction of likely achievement can be made and targets set both to keep them on track and to boost them.
53. Good support is provided for pupils with special educational needs by members of staff, because they assess their needs on a day-by-day basis and share information with each other, but there are some weaknesses in the accuracy of pupils' assessments. The assessment of pupils' achievements often lack specific targets and objectives to inform future planning. Regular observations of pupils' progress by the special educational needs co-ordinator are in place and regular reviews are held to discuss pupils' progress. The staff work well with professionals outside the school and the school meets the requirements of pupils who have a statement of special educational needs.
54. Booster classes for English and mathematics have also been introduced recently to help to raise standards. Careful assessment and monitoring procedures are in place only for these core subjects, but new and effective assessment procedures have also been put in place for religious education. There are no formal procedures for assessment for other National Curriculum subjects other than ongoing assessment and monitoring by individual teachers, but there is some variation in practice in how well this is carried out. A marking policy has been put in place, but there are inconsistencies in the standard of marking across the school.

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

55. Parents are, in general, very supportive of the school. Of those who expressed an opinion, almost all would feel comfortable about approaching the school with questions or a problem. They also felt that teaching is good and that the school is helping their child to become more mature and responsible. Most were confident that the school is well led and managed, works closely with parents and expects their child to work hard. A significant minority, however, did not think that the school provides a sufficiently interesting range of activities outside lessons. A few parents expressed their concern about standards of behaviour in the school. Inspectors agree with parents' positive views of the school and also share their concerns about the behaviour management of a few pupils in some classes. However, inspectors judge that the quality and range of activities outside school are good overall, although there are fewer activities available for younger pupils.
56. Parents regularly help in classrooms or on swimming trips. Parents also offer transport to sports matches and help with the Christmas craft club. On occasion, those with a particularly interesting job, such as with the fire service or bomb disposal, will visit the school to talk about their work. The very active St Agnes School Association (SASA) organises popular social and fund-raising events which enabled £2500 to be donated to the school last year. This money contributed towards the cost of musical instruments, library books, coach travel, team bibs and new curtains for the hall. In addition, SASA supports the Endeavour Scheme by which pupils earn incentive points for good work or behaviour. These accumulate towards purchases at school book fairs.
57. Most parents attend the consultation evenings with their child's teacher. There is very good support for events such as sports day, the annual open day and school productions. More formal occasions, however, such as the governors' annual meeting, are poorly attended.
58. Both the quality and quantity of information for parents are very good. At the start of the school year, teachers each hold a preliminary meeting for parents to outline class routines, homework expectations and targets for the term. This is followed by a consultation evening in November. In the spring term, parents have the opportunity to discuss their child's annual written report and to discuss specific targets for the rest of the year. Details of progress on these are sent home towards the end of the summer term. At the annual open day in June, pupils show their parents the work they have been doing. Annual reports clearly describe pupils' attainment and progress, and include targets for future improvement and space for parents' views. The illustrated prospectus contains all the necessary information and there are regular newsletters which include advance curriculum information at the start of each term. Prospective Reception children and their parents enjoy the Learning Together scheme for one afternoon a week during the last half of the summer term. All methods of communication are complemented by the school's very attractive, user-friendly website.
59. The school is on the way to meeting the requirements of the new Code of Practice related to special educational needs to ensure parents are aware of the new Parent Partnership Service and there are plans identified within the school improvement plan to set up termly review meetings with parents in attendance.

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

60. The quality of leadership and management is good overall. The headteacher provides effective leadership and has established positive relationships between all members of the school community. The headteacher is well supported by the senior management team, and together they have identified areas for improvement and are developing a range of appropriate strategies to continue to move the school forward. The school has analysed assessment data to identify strengths and weaknesses in order to improve standards, and is beginning to

use the analysis well to set targets to improve pupils' performance. They have good support from staff, governors and parents. The school has recently been successful in achieving the Investors in People award.

61. A team approach is well developed and there is shared commitment to improvement. All teaching staff have responsibilities for co-ordinating areas of the curriculum. The monitoring roles of co-ordinators is developing well and there are some planned opportunities for co-ordinators to monitor the quality of teaching and learning, the quality of pupils' written work and evaluation of progress made in some subjects, for example, in English, mathematics and science. However, the monitoring role of co-ordinators in some subjects is at an early stage of development, with some co-ordinators having a limited understanding of standards in their subject throughout the school. The school recognises this need and has already begun to provide planned opportunities for co-ordinators to directly monitor the quality of teaching and learning in other subjects.
62. The governing body has increased its involvement in the school since the last inspection. There is a planned programme for visiting the school, as well as informal visits made by several governors. Overall, governors are making a good contribution to the life of the school and are supporting the school well. Governors are well aware of the school's strengths and weaknesses. A range of its responsibilities is delegated to two committees that effectively support the work of the school. The governors fulfil their statutory responsibilities appropriately and are successfully involved in the overall monitoring of the work of the school.
63. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are appropriately incorporated into all aspects of the school. The school improvement plan is a thoughtful document that clearly identifies the areas for development. The planning process is effective; the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings. One strong feature of the planning process is the involvement of all staff and governors in a biennial School Improvement Conference, in which key proposals for future school improvement are discussed, analysed and prioritised. Participants feel that their contributions are valued and form a significant part of future school improvement and, as a result, there is strong commitment to the priorities identified.
64. Financial planning is very good, and special grants, such as allocations for special educational needs, are used appropriately. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good quality financial information is made available to all governors. Governors make appropriate use of resources and link spending decisions to educational priorities. There are well-established procedures to review and evaluate the effects of financial decisions, and governors have a good understanding of best value principles and apply them appropriately, for example in trialling computers produced by two different manufactures for a period of time in order to establish which machines will prove to be the most reliable and which manufacturer provides the best support before purchasing a larger quantity. The school budget is well managed on a day-to-day basis, and financial control and administration effectively support the endeavours of teachers.
65. There have been considerable improvements in the school's approach to staff development, in line with national requirements. There has been an appropriate emphasis upon literacy, numeracy and ICT. Performance management strategies are now in place and operating effectively. Learning support staff were included in the process from January 2002 and, more recently, most clerical staff, and this is having a positive effect upon standards.

66. Special educational needs provision is appropriately managed and has improved since the previous inspection. There is a named governor for special educational needs, who makes regular reports to the governing body on all relevant matters. Good use is made of funds for pupils with special educational needs in providing well-focused support. Equality of opportunity is appropriately promoted. The school complies with the Code of Practice and fulfils its statutory requirements. The co-ordinator is aware of the requirements of the new Code of Practice and appropriate targets for its further implementation have been included in the school's improvement plan.
67. The school is appropriately staffed and there is a good balance of experience and expertise. Several teachers regularly teach classes other than their own, for example, in science, music and physical education, and this sharing of expertise is a successful strategy in helping to raise standards. Since his appointment to the school, the headteacher has led considerable increases in staffing including learning support assistants, lunchtime supervision and clerical support. All have received appropriate training and this is having a good effect upon standards achieved in most areas of the school. Learning support staff make a good contribution to lessons, although their role in some lessons is not always clearly defined in planning.
68. The accommodation is good overall and is clean and well maintained. The school is working hard to improve its provision for ICT. Teaching and support staff have received training, and good quality continuing support is available through the ICT co-ordinator and support technician from the partner secondary school. However, unreliable equipment is having a negative effect upon standards achieved by pupils in the subject. At present, the school is considering a range of options, including the provision of an ICT suite. Some of the funding required has already been identified for this purpose, and this is partly why the school had a larger than usual carry-forward of £42,626 (10.2 per cent) in the last financial year. Links with local businesses resulted in a £16,000 grant for computers. The school also plans to improve the school's reception area and office facilities.
69. The school makes good use of its modern buildings and large, attractive site. Accommodation is good, with light, spacious classrooms and some high quality displays of pupils' work making for a pleasant working environment. An improvement since the last inspection is the addition of a large covered play area for the Reception class. Library refurbishment included the removal of one wall to create a pleasant, open-plan environment with the entrance hall. However, this arrangement can prove distracting when music lessons are held in the library area.
70. Outside, a high quality wooden activity trail with an all-weather surface enhances the grass play area. The school grounds are extensive and well stocked with interesting plants. There is a natural pond and an inviting quiet area with seating. A good range of attractive outside play equipment is available and these are used well by pupils during playtimes.
71. The quality, range and accessibility of resources to support learning are good overall, with those for ICT being the exception. However, a number of resources for the youngest children, such as for role-play, are well worn and fail to inspire imaginative play.

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

72. In order to improve the standard of education further, the headteacher, staff and governors should focus upon the following key issues:

(1) Raise standards in ICT by:

- ensuring that pupils have sufficient access to reliable equipment; (paragraphs 12, 30, 71, 132, 135)
- providing pupils with more direct teaching of ICT skills; (paragraphs 12, 30, 71, 99, 134)
- using ICT consistently in other subjects across the curriculum; (paragraphs 12, 30, 33, 71, 93, 99, 117, 122, 127, 131, 136, 146)
- developing an effective system of assessing pupils' competence in ICT, identifying and recording what pupils know and what needs to be taught next. (paragraph 137)

(2) Ensure that the school's behaviour policy is consistently implemented across the school by ensuring all staff have high expectations of pupils' behaviour. (paragraphs 1, 14, 16, 17, 19, 22, 28, 43, 49, 50, 75, 77, 78, 81, 82, 87, 92, 101, 102, 107, 109, 111, 116, 121, 144, 150)

(3) Ensure that all pupils are sufficiently challenged in their learning, particularly higher attaining pupils in the infant and lower junior classes. (paragraphs 15, 26, 27, 98, 111, 124, 130)

(4) Improve pupils' attendance and punctuality by:

- setting realistic targets for improvement and monitoring their success; (paragraphs 20, 51)
- working with parents and the school's education welfare officer to promote good attendance. (paragraphs 20, 51)

## **OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL**

- Ensure that pupils have regular opportunities to develop their numeracy skills. (paragraphs 10, 25, 79, 98)
- Provide more opportunities for children in the Reception class to take responsibility for their own learning, and for staff to extend their learning in role-play activities and to review the quality of resources available. (paragraphs 22, 23, 34, 71, 74, 75, 76, 77, 78, 82)
- Ensure that marking of pupils' work is of a consistent quality throughout the school. (paragraphs 29, 54, 111)
- Ensure that the individual education plans for pupils with special educational needs have specific targets, and that tasks set for these pupils match their targets. (paragraphs 32, 36, 53, 86, 92, 99)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	24	24	0	0	0
Percentage	0	14	43	43	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 almost two percentage points.*

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	197
Number of full-time pupils known to be eligible for free school meals	n/a	21

*FTE means full-time equivalent.*

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	37
Number of pupils on the school's special educational needs register	n/a	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	none

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0.3



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.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	20	21
Percentage of pupils at NC level 2 or above	School	82 (81)	91 (62)	95 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	91 (81)	95 (85)	95 (96)
	National	85 (84)	89 (88)	89 (88)

*\*Where the number of either boys' or girls' totals is ten or fewer, then only the total data and percentages are included. Percentages in brackets refer to the year before the latest reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	17	15	17
	Total	26	23	27
Percentage of pupils at NC level 4 or above	School	87 (71)	77 (79)	90 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	16	15	17
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	83 (79)	80 (79)	87 (82)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	27.4:1
Average class size	28.1

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

Total number of education support staff	12
Total aggregate hours worked per week	238

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
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	£
Total income	417548
Total expenditure	412022
Expenditure per pupil	2135
Balance brought forward from previous year	37100
Balance carried forward to next year	42626

### ***Recruitment of teachers***

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

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	197
Number of questionnaires returned	89

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	0
My child is making good progress in school.	58	38	2	1	0
Behaviour in the school is good.	38	46	12	1	2
My child gets the right amount of work to do at home.	40	42	9	4	4
The teaching is good.	61	38	1	0	0
I am kept well informed about how my child is getting on.	47	46	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	1	1	0
The school expects my child to work hard and achieve his or her best.	64	31	3	0	1
The school works closely with parents.	47	45	7	1	0
The school is well led and managed.	64	28	3	3	1
The school is helping my child become mature and responsible.	55	43	1	0	1
The school provides an interesting range of activities outside lessons.	27	44	16	7	6

## **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**

73. Children enter the Reception class prior to their fifth birthday and this follows a period of part-time attendance. A significant number of children start school with below average levels of attainment, and this is particularly noticeable in aspects of their personal and social development, language, literacy and communication and mathematical development. A significant number of children display difficulties when relating to other children and adults and many are poor listeners. Children make satisfactory progress, and broaden and consolidate their knowledge in all areas of learning. By the time children reach Year 1, most attain standards that are broadly in line with expectations in all areas of learning. Overall provision for these children is satisfactory, and standards in this area of the school's work have been maintained since the last inspection.
74. Overall, the quality of teaching for Reception children is satisfactory in communication, language and literacy, mathematical development, personal and social development, creative development, physical development and knowledge and understanding of the world. Staff have a satisfactory knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. The basic skills of literacy and numeracy are well taught. However, the quality of teaching and learning is sometimes hindered by insufficient additional support staff being available, for example, on two afternoons each week. Support staff are sometimes insufficiently involved in extending children's learning, for example, in extending children's thinking and language during role-play activities. The quality and use of ongoing assessment are appropriate.
75. Planning is satisfactory overall, and includes references to national guidance for children of this age. However, sometimes activities are over-directed and children have limited opportunities to plan their own activities, select appropriate equipment and talk about what they have done. As a result, the overall provision lacks continuity and richness. Relationships are secure although staff's expectations of children's behaviour are insufficiently high. Provision for children with special educational needs is satisfactory and they are appropriately supported.
76. There is a satisfactory range of resources available. However, some of the equipment, for example, in the role-play area, looks 'tired' and unappealing. When weather conditions permit, regular use is made of the outdoor area to extend learning. This area has recently been covered with a large shelter, which successfully extends its use during inclement weather. The school has identified areas in which this area can be further successfully developed. There is a good range of outdoor activities, including apparatus for children to climb and balance and to use large wheeled toys. There is equality of learning opportunities for boys and girls.

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

77. Children achieve broadly what is expected for their age. They make satisfactory progress through opportunities to establish constructive relationships with other children and adults. Planning for sessions provides a range of opportunities for children to work alone, in small groups or as a whole class. However, there are few regular opportunities for children to plan activities and select resources for themselves. Most children are responsive, interested in what they are doing, and beginning to concentrate and persevere with their learning. However, there are a significant number of children who do not listen well or respond appropriately in class, with a small number of children displaying attention-seeking behaviour, and this disrupts the learning of others. Opportunities are often missed to extend children's thinking

and language and to modify their behaviour by the skilful intervention of an adult, for example, in the home play area.

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

78. Children listen well to their teachers and are becoming confident in their use of a growing vocabulary and range of expression. Children broaden and consolidate their use of language and achieve what is expected for their age. Appropriate opportunities are provided for children to communicate their thoughts, ideas and feelings. Progress in communication, language and literacy is satisfactory overall. Early writing skills are successfully promoted and children are encouraged in their mark making. They are taught how to form letters with increasing accuracy and how to write words. Reading skills are effectively promoted and children make good progress. They enjoy selecting books to take home and demonstrate confidence and enjoyment when sharing books together. However, overall, opportunities for role-play are underdeveloped, and this restricts children's language development, for example, the range and quality of dressing-up clothes and the quality of resources available. Children's language and thinking are often insufficiently developed during these activities and this is often because additional helpers are not available. Children successfully take part in a shortened version of the literacy hour and this is appropriate. The quality of learning is sometimes hindered by the unsatisfactory behaviour of a small number of children in this area of learning.

### **Mathematical development**

79. Mathematical development is satisfactorily promoted and there are good opportunities for children to count, sort, match, seek patterns and recognise relationships when working with numbers, shapes, space and measures. Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition, for example, when making numerals out of play dough. However, there are few opportunities for children to regularly experience number and singing games. Numeracy skills are developing appropriately. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten and beyond. Some children were observed successfully counting in twos to 20. Opportunities are often taken to extend children's use of number at other incidental times of the school day, for example, during registration and during 'fruit time'.

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

80. Children achieve in line with expectations for their age, and they make satisfactory progress. The activities provided help children to develop a satisfactory understanding of the world around them. Some children talk about where they live, their families and their immediate environment, and they recall their experiences through role-play. Children learn about growth and are fascinated by the growth of tadpoles into froglets in the classroom. Children enjoy growing and observing the growth of runner beans and sunflower seeds. Children effectively develop the skills of cutting, joining and building using a good range of materials, including wood. They have access to a satisfactory range of construction materials, and they use these well. In one lesson observed, children enjoyed using a good range of natural and man-made materials, and they were encouraged to look closely at the patterns and texture. There are appropriate opportunities for children to use ICT to support their learning, for example, when using telephones in the role-play area and using programs to support their learning in literacy and numeracy. Good use is made of the outside area to extend children's learning and these opportunities are developing well.

## **Physical development**

81. Children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Children have regular access to the school hall to extend their physical development, where they show a good awareness of space and confidence in the different environment. There are limited regular opportunities for children to climb and balance. Most children showed control and care when using large wheeled toys, although examples of over-boisterousness of a small number of children were observed during the inspection, and sometimes this was at the expense of other children's contentment, safety and learning.

## **Creative development**

82. Children's creative development is in line with expectations for their age and they make satisfactory progress. Although there are appropriately planned activities to stimulate children's interest and creativity, this is insufficiently developed, for example, in the home play area. Children enjoy playing in the home play area, but some of the equipment used looks 'tired' and is insufficiently stimulating and, as a result, does not effectively enhance creative play. In one lesson observed, the class teacher successfully used voices and instruments to tell the story of 'The Three Billy Goats Gruff'. Although this was directed by the class teacher, many good ideas came from children who demonstrated that they had a good understanding of the use of sounds to express ideas. However, the quality of learning was sometimes hindered by the unsatisfactory behaviour of a small number of children.

## **ENGLISH**

83. Standards achieved by seven year olds in the National Curriculum tests and tasks in 2001 in comparison to all schools, were below the national average. The current group of seven year olds are attaining standards commensurate with those expected nationally. There is a wide range of abilities within the group and the percentage of high attainers is not significantly different from the previous year. Differences between 2001 National Curriculum test results and inspection findings relate to difference in the group of pupils.
84. Standards achieved by eleven year olds were above the national average and above those of similar schools in the national tests, which reflect the findings of the inspection for the current Year 6 pupils. Higher attaining pupils are achieving appropriately for their level of ability. Pupils have made good progress since they entered school.
85. The school's performance over time is uneven, with a significant drop in standards in 2000 to well below the national average for seven year olds and below average for eleven year olds. Since then, there has been an improvement due to the implementation of the National Literacy Strategy and better teaching, particularly in upper junior classes, and this is supported by the findings of this inspection. The results of the last inspection indicated that the attainment of both seven and eleven year olds was in line with national expectations. Since then, there has been an improvement in the attainment of eleven year olds.
86. Pupils with special educational needs aged five to seven make sound progress and good progress by the age of eleven. However, pupils do not always receive tasks that match their individual level of development and as a consequence they sometimes do not make as much progress as they should.
87. Pupils across the school have good speaking skills and the majority give clear, well-constructed and reasoned answers to questions and ask questions when they need clarification. They speak poetry with a good attention to rhythm, as in the train poems in Year 1. When challenged, older pupils can justify their comments and offer thoughtful ideas to



support their arguments. Pupils' contributions in assemblies and during role-play are confident and audible. However, listening skills are weak in some classes across the school where teachers' expectations for appropriate behaviour and for careful listening are not high enough.

88. Year 2 pupils make sound progress in their reading. They read different kinds of texts with reasonable accuracy, fluency and expression and they use their knowledge of sounds to work out unknown vocabulary. They have a good understanding of book conventions and of punctuation and can successfully identify how the author uses it to heighten the text's effectiveness. Their understanding and use of non-fiction is not as well developed. They find it hard to locate and extract information, sometimes confusing the contents page for the index and they have little confidence in using their alphabetical skills quickly and accurately. Higher attaining pupils read full-length novels, but do not always understand the vocabulary within them.
89. By the age of eleven, pupils at their level of development and ability make good progress in reading and both boys and girls of average and high attainment are well on the way to becoming confident readers. They enjoy discussing the characteristics and motivation of characters and the higher attaining pupils sometimes glean the evidence correctly from very few clues within the text. They have a mature understanding of key themes and explain their preferences well and justify why they prefer one style to another. Lower attaining pupils and those with special educational needs read short novels, and, although their confidence and ability to express their views are not as high as the others, they talk about what they have read with reasonable clarity and insight.
90. In writing, pupils make good progress in developing their skills in Year 1. Seven year olds build soundly on these skills and write well-constructed sentences, the higher attaining pupils using more complex structures that give their writing a good flow. Their spelling is accurate and pupils punctuate their work well. Pupils are sometimes careless in their spelling and their work is not always presented neatly. Pupils practise their literacy skills in other subjects, but there are few examples of writing at length, particularly for higher attaining pupils.
91. Sound progress is made by pupils aged seven to nine, but it rapidly accelerates for pupils aged nine to eleven. By the time pupils are eleven, they are good writers. They present their work neatly in paragraphs with careful attention to presentation, spelling and the correct use of punctuation. Vocabulary is well chosen and there are examples of lively writing, often in a range of styles. Higher attaining pupils write complex sentences with good use of descriptive imagery such as metaphors and similes. Pupils respond well to the challenge of purposeful writing connected to other subjects; for example, in Year 6, pupils use their skills effectively to research facts about the Indus Valley in their study of other localities in geography. In Year 5, pupils write letters to favourite authors and to their pen pals in other schools, their enthusiasm renewed by the replies they receive.
92. Teaching and learning for pupils aged five to seven are sound overall, and good in Year 1. For pupils aged seven to eleven, the quality of teaching and learning is good overall; it is sound in the younger classes, but good and sometimes very good in Years 5 and 6. There was no unsatisfactory teaching observed. Lessons are usually well organised and good use is made of resources to stimulate pupils' interest and encourage effective learning. Support staff are mostly well briefed and the majority provide effective support during group sessions. Good and very good teaching is the result of well-structured planning and carefully focused teaching that takes all pupils' needs into account. In such lessons, teachers' expertise in the subject is good and is illustrated by well-targeted skills of questioning, explaining and illustrating that take all levels of ability into account. There is a good emphasis on purposeful learning and pupils' individual learning goals are effectively used to enable them to raise standards. Marking is often good and focused upon what pupils know, understand and can do and how they can

improve. When teaching is satisfactory, teachers do not have sufficiently effective strategies to ensure that all pupils listen carefully and expectations for quiet concentration during group work are not high enough and this has a negative effect on learning. In some instances, the individual needs of pupils with special educational needs are not defined clearly enough and they are expected to complete the same tasks as everyone else. Booster classes for English have also been introduced recently to help to raise standards.

93. Teachers make good use of the National Literacy Strategy to extend and develop pupils' achievements in English. Procedures for assessing pupils are good because care is taken to measure and compare the rate of each child's achievement in a number of ways over a period of time to ensure all are learning at the expected level. The school's library is stocked with a good range of well-chosen fiction and non-fiction books, and the school is aware of the need to extend the range of books for younger pupils. ICT is not always used effectively to enhance pupils' learning. The leadership and management of the subject are good because a high priority has been placed on monitoring and evaluating the process of teaching and learning, and priorities for the subject have been well identified and effectively undertaken. There are no significant differences between gender or minority ethnic groups.

## **MATHEMATICS**

94. Standards achieved by pupils in Year 2 meet national expectations, and these standards have been maintained since the last inspection. Standards achieved by pupils in Year 6 are above national expectations and these standards have been maintained since the last inspection.
95. National Curriculum test results for 2001, when compared to all and similar schools, show that standards are well below national averages for pupils in Year 2, and below the national average for pupils in Year 6. In Year 2, since 1998, standards have been consistently low. In Year 6, since 1998, standards have consistently been below the national average, although they improved in 1999. Although the majority of pupils are achieving the expected national levels (level 2 and 4) by the age of seven and eleven, overall results are being held down because fewer pupils are achieving the higher level 3 and 5 than nationally. In Year 6, the number of pupils reaching the expected level 4 was higher than the national average, but the percentage of pupils achieving the higher level 5 was well below the national average. Inspection findings differ from 2001 National Curriculum tests because these results refer to a different group of pupils.
96. Trends over time for pupils in Year 2 indicate a small improvement since 1997, although below the national trend. For pupils in Year 6, there was a clear improvement in 1999, although this has since remained steady and is below the national trend.
97. The evidence of lessons observed in Year 2 and work seen suggests that there will be an improvement in the current year. However, the number of pupils attaining the higher level (level 3) is still likely to be below the national average. Progress is satisfactory overall, yet variable from Years 3 to 6, with an acceleration of learning in the final two years. In Year 6, the work analysed and lessons seen during the inspection suggest that the standards of the present Year 6 pupils are above national expectations.
98. Year 2 pupils' knowledge of number is secure. Most read and order numbers to 100 and many count up and down from 100 in tens. Pupils use rulers to measure everyday objects such as books, and they know the names and describe the main features of two-dimensional shapes such as triangles, squares, circles and hexagons. Some work has been completed on data handling, listing and ordering and simple tables, but work seen suggests that a significant number of pupils have only a basic understanding and that work on problem solving is limited. In lessons seen, all pupils, including higher attainers, were being challenged and extended. However, scrutiny of pupils' work over a period of time indicates that this is not

always consistent. There is a tendency to rely too much on worksheets, which restricts the opportunities for higher attaining pupils.

99. There is effective support from classroom assistants for pupils with special educational needs, together with some extension work for higher attaining pupils. However, work is often insufficiently targeted to the needs of all pupils. Pupils lack regular opportunities to develop their computational skills. There is little evidence to indicate the regular and planned use of ICT.
100. At age eleven, pupils are mostly secure in their calculating abilities and work with three-digit numbers using addition, subtraction, multiplication and division. Most pupils use multiplication tables well to mentally calculate numbers up to ten times ten. Pupils' work indicates satisfactory use of protractors to measure angles, and the calculation of area and the perimeter of shapes made up of rectangles. Pupils have a satisfactory understanding of decimals, fractions, percentages and equivalents. Pupils have sound strategies, which help them work through problem-solving situations and, when asked, most explain their methods well. They understand how to use and handle data, and to read and use charts and diagrams effectively, and some use is made of computers to generate these.
101. The quality of teaching is satisfactory for pupils aged five to seven, and good for pupils aged seven to eleven, and none of the teaching observed was less than satisfactory. There was some very good teaching observed in both key stages, particularly in Year 1 and in Years 5 and 6. All teachers are setting targets for pupils, giving a clear focus for improvement. Lessons are effectively planned and there are appropriate objectives for each lesson. In the better lessons, these objectives are clearly shared with the pupils and it helps both teachers and pupils to assess the progress being made. Classroom support assistants are involved in planning and are generally used well, especially in giving support to groups when pupils are working on set tasks. However, they are less effective during whole-class sessions. There were a number of occasions when pupils were distracting others and the class teacher had to spend time dealing with behavioural issues. As a result, the pace of lessons slowed and the quality of learning was reduced. In these lessons, the support of classroom assistants was not always effective.
102. In the most effective lessons, teachers have high expectations of both behaviour and work and pupils know this and respond well. In some lessons, time is lost as pupils take too long to settle to the task set, and the noise level is often too high and can be distracting. Some teachers have very good behaviour management skills and keep pupils well focused on the task. The best teaching was seen where the work was clearly set at different levels to challenge the abilities of different pupils; for example, in Year 1, pupils were looking at repeating patterns and there was very good learning taking place. After a brisk, well-planned whole-class session where the teacher fully involved all pupils in demonstrations of different repeating patterns, there was a variety of different tasks to challenge the different levels of understanding. In a Year 6 lesson, everyone was very involved in the problem-solving tasks using ratios and proportions and, because work was challenging, pupils enjoyed it. There is good support for pupils with special educational needs and they make good progress.
103. At present, there is no subject co-ordinator for mathematics and the headteacher is supporting the subject appropriately during the interim. He has a clear grasp of the subject and a clear vision of what needs to be done to further raise standards, and plans are already well in hand for a new co-ordinator to be appointed next term. There has been effective monitoring of both teaching and standards, and assessment procedures are good. It is through this effective assessment and monitoring of the progress of each pupil that targets for improvement are set and these are clearly written in pupils' books or on cards displayed on their desks, and parents are fully informed of these targets.

104. Booster classes are raising the standards in mathematics. The National Numeracy Strategy is adding structure and focus to lessons. There is a shared commitment to continue to raise the standards of mathematics in the school. Resources are good and are used well. There are no significant differences between gender or minority ethnic groups.

## SCIENCE

105. Standards achieved by pupils aged seven are in line with national expectations and are above expectations for pupils aged eleven. Standards achieved by eleven year olds are above those reported at the time of the last inspection, and this is due to improved monitoring and co-ordination of the subject. Progress is at least satisfactory from year to year, although better for pupils aged nine to eleven. There is a good volume of work produced, showing no significant differences between gender or minority ethnic groups.
106. The 2001 National Curriculum teacher assessments for seven year olds indicate that pupils' attainment was above the national average, with the number of pupils achieving the higher level 3 being well above the national average. National Curriculum tests for eleven year olds pupils in 2001 indicated results that were well below the national average and were also well below when compared with similar schools. Analysis of these results shows that whilst an above average number of pupils achieved the expected level 4, there were fewer pupils achieving the higher level, level 5, than found nationally. Trends over time indicate that although there has been a rising trend in test scores since 1997, there was a sharp fall in 2001. Much of this can be explained by differences in the group of pupils at that time. Inspection evidence indicates that the school is once again well on course to resume its trend of improved standards.
107. In one good lesson in Year 1, the class teacher was effective in ensuring that pupils knew that different plants have different kinds of roots. Pupils showed amazement when looking at the strength and size of roots on a pot-bound plant. Good, challenging questioning ensured that pupils' thinking was successfully extended and, as a result, pupils showed good gains in their learning. Year 2 pupils undertook close observation of snails, paying particular attention when looking at their muscles when viewing from underneath an acetate sheet. Some pupils successfully predicted whether snails have a preference for fresh or old vegetables when planning a fair test. However, the successful learning of the majority of pupils in this lesson was hindered by the thoughtless behaviour of a small minority of pupils.
108. By the end of Year 2, pupils, including those with special educational needs, make satisfactory progress and possess a sound scientific knowledge and vocabulary. They use appropriate terms confidently and are beginning to understand the notion of fair testing. They understand the differences between 'natural' and 'man-made'. They learn about how plants grow, and about how plants and animals adapt to their environments. Year 1 pupils explore light and sound, whilst Year 2 pupils know about healthy eating and the positive effect that exercise can have upon our bodies. Year 2 pupils are aware of forces that 'push' and 'pull' as well as the changing nature of some materials when they are heated or cooled. Links with other subjects, particularly mathematics in the use of graphs and tallies, are developing well. Pupils' presentation and layout are satisfactory, and teachers successfully use a standard layout for recording work. However, there is sometimes an overuse of worksheets in Years 1 and 2 and lower juniors.
109. In one lesson in Year 3, the unsatisfactory behaviour of a small number of pupils undermined the overall success of the lesson. Pupils were asked to examine the relationship between the amount of stretch of elastic and distance travelled by toy cars. Pupils successfully took account of the nature of the floor surface and the teacher's good subject knowledge and patience ensured satisfactory learning. However, too much time was spent in dealing with behavioural issues to allow sufficient time for pupils' thinking to be challenged and their ideas

extended. In contrast, one good lesson in Year 4 successfully allowed pupils to suggest and plan an investigation into the length of pupils' legs and the link with jumping. Much emphasis was placed upon using pupils' own ideas to plan the investigation. Although a very small number of pupils responded inappropriately this was not allowed to have a negative impact upon the overall quality of the lesson.

110. By age eleven, most pupils, including those with special educational needs, have well-established positive work habits. Older pupils name the parts of a skeleton and have begun to understand how joints and muscles work to allow bones to move. In one successful lesson observed, Year 5 pupils carried out an investigation into lung capacity and began to consider if there is a link between the size of bodies and lung capacity. There are good links with literacy and numeracy, for example, when recording the temperature of water on a graph. In one good lesson in Year 6, pupils showed a good understanding of food chains, knowing that most food chains begin with plant life and that the sun is the primary energy source. Although there are some challenging pupils in Years 5 and 6, effective class management and teachers' care in ensuring that acceptable boundaries are clear to all pupils, ensure that potential behavioural issues are quickly resolved and have a minimal negative impact upon the learning of others.
111. Overall, the quality of teaching is satisfactory for pupils aged five to seven, and good for pupils aged seven to eleven. In most lessons, planning was detailed, and learning objectives clearly identified and shared with pupils. However, behaviour management strategies were not always effective for pupils aged five to nine and this sometimes had a negative effect upon learning and standards achieved. The quality of teaching is better for pupils aged nine to eleven, where clear boundaries of acceptable behaviour are understood by all. Most pupils work hard and display enthusiasm for the subject, and particularly enjoy the investigative aspects of the work. Coverage across all aspects of the science curriculum is good and there is a good balance between work recorded on worksheets and by free writing. Marking is generally satisfactory, being affirming, although there are few examples of marking showing pupils how their work might be improved further. There was evidence of homework being set within the scrutiny of work and in lessons seen. Scrutiny of pupils' work indicates that there is sometimes insufficient differentiation of tasks for higher attaining pupils, or for those with special educational needs, particularly for pupils aged five to nine.
112. Numerous investigative opportunities are created and this is a strong feature of science work throughout the school as these relate to all aspects of the subject. A sound system for assessment is in place and there are good structures for recording pupils' achievements and tracking progress in science. The subject co-ordinator has a secure grasp of the levels of attainment pupils are reaching. The school has worked effectively to improve standards in science and the good leadership of the co-ordinator has contributed significantly to it. Although there is little planned use of ICT, there is some incidental use, for example when using a newly acquired electronic microscope in some lessons. Resources for science are good. However, the use of the school pond and wildlife areas is underdeveloped to promote first-hand observation and underpin work on habitats.

## **ART AND DESIGN**

113. By the age of seven, pupils reach standards in line with those expected for their age, and by age eleven, pupils are achieving above the expected standards. All pupils, including those with special educational needs, make good progress. This is an improvement since the last inspection when standards across the school were in line with national expectations. This is because pupils benefit from, and enjoy, a wide range of well-planned artistic experiences that develop their knowledge, skills and understanding. Art and design is used across the curriculum to enrich the experience of pupils, and examples of use of art and design were seen in many other subjects across the curriculum.

114. Year 1 pupils produce vegetable prints and use a range of materials to create a collage. There is a very colourful display of spring flower prints in the style of Monet. Displays and work produced by Year 2 pupils include carefully produced sketches of fruit in chalk, three-dimensional collage and paintings linked to work on the local environment. There is effective use of the school kiln to produce models of houses. A display in the library area includes paintings and collage work linked with work on Cornish mining produced by Year 3. Year 4 pupils were observed making careful pencil drawings of skeletons arising out of science work. In addition to displays of paintings of musical instruments and portraits of the wives of Henry VIII, Year 5 pupils were seen looking at some of the work of the Spanish abstract artist, Miro. The range of examples seen indicates appropriate opportunities for pupils to develop their knowledge and skills in the subject.
115. Pupils effectively discuss ideas of structure, texture, shape, form and space. They work very effectively in groups to plan and create a range of three-dimensional works based on what they have seen. Some interesting textile work by Year 5 pupils is on display, based on the work of various abstract artists. Year 6 pupils were observed in a lesson linking art and geography. Following their review of artefacts found in the Indus Valley, pupils produced sketches, prepared and rolled clay and transferred their designs ready for kiln firing to produce authentic-looking Indus Valley seals. Other good work seen includes thumbnail sketches of Trevaunance Cove; some of which have been scaled up into paintings. There are several attractive displays in the school, such as the work linked with the local legend of Giant Bolster displayed in the hall.
116. The quality of teaching and learning is satisfactory for pupils aged five to seven and good for pupils aged seven to eleven. Teachers plan well and provide a range of stimulating activities, which allows pupils to develop skills in a range of activities and media. They work well, with concentration, but the noise levels are sometimes too high and can be distracting. Pupils work well in groups, especially in Years 5 and 6, sensibly discussing ways of improving their techniques. They critically evaluate their own work and have high standards.
117. There is no subject co-ordinator for art and design at present, but one will be appointed next term. The subject makes a good contribution to the spiritual and cultural development of pupils as they learn to appreciate art forms and artists from different cultures. Resources, including the kiln, are good and are used well. Displays of pupils' work encourage pupils' learning and create an attractive environment. However, ICT is insufficiently used in the subject.

## **DESIGN AND TECHNOLOGY**

118. Standards achieved by pupils at the ages of seven and eleven are above expectations. All pupils, including those with special educational needs, make good progress. The school effectively follows suggested national guidelines, and these have been appropriately adapted to the needs of pupils. All areas of the National Curriculum are covered, including food technology.
119. Year 2 pupils design and make 'coats of many colours'. They talk with interest about the designing and joining processes. Year 4 pupils have made Victorian story books and these are on display in the classroom. Year 6 pupils are making slippers and these are at various stages of production. All pupils talk about the different stages of planning and how they evaluate and improve their designs. One Year 6 pupil demonstrated his motorised moving vehicle and explained how he went on to improve it at home after it was finished. He was quite clear about what mistakes he had made and what he had learned. Pupils also talk about the visit to the National Exhibition Centre in Birmingham in November, when the school was chosen to represent the county in design and technology.

120. Pupils have also designed and made T-shirts and have been involved in the Royal Cornwall Show, designing and making clothes of the future linked to the theme of the show. They think about design, shape and size, and about the type of fabric they will use. They discuss and experiment with a range of different ways of joining, such as gluing, stapling and sewing and have to evaluate which method is best and why. They make careful designs based upon their considerations and they use a range of skills and tools, estimating, measuring, cutting, sticking and sewing, to produce the finished product. At the end of the process they make an evaluation of the process and how they might improve it.
121. The quality of teaching is good. Lessons seen were well planned and prepared and teachers had a good subject knowledge, shown in clear explanations and well-structured activities. Teachers put an emphasis on processes and techniques and on developing the basis skills. Noise levels are often too high, with some pupils seeming unaware of how loud they are, and this can be distracting and hinder the work of others.
122. The design and technology co-ordinator provides a high level of confidence and expertise for the school. Although the co-ordinator has a good awareness of what is happening in the school through informal discussions with colleagues, there are no formal procedures to monitor standards through the school. Resources are good and are used well. Standards have been maintained since the last inspection. ICT skills are insufficiently developed in the subject.

## **GEOGRAPHY**

123. Standards achieved by pupils at the age of seven are in line with national expectations and at the age of eleven they are above expectations. Standards at the age of seven lack consistency, with some less than satisfactory work seen in the scrutiny of work. At age eleven, standards are more consistent and there is much good work being produced. Overall, pupils make satisfactory progress and the rate of improvement increases during the final two years. Pupils with special educational needs make satisfactory progress.
124. Due to timetabling, there were few opportunities to see the subject taught during the inspection. However, work seen for pupils in Year 2 includes 'Where I went for my holidays', and some work on islands, transportation and Australia. There is little evidence of work being set at different levels for pupils of differing prior attainment. Work set is not always sufficiently challenging and teachers' expectations are sometimes too low.
125. Year 6 pupils look at how human activity changes coastal environments. Through skilful questioning by the teacher, pupils think about a whole range of potentially damaging activities and then discuss and evaluate the damage caused. In a task that followed a whole-class discussion, pupils thought about the possible effects of a new hotel complex and found arguments for and against. This is part of a whole range of work that Year 6 have completed on the coastline. Good links have been made with Truro College, and members of the college have been in school with pupils, working on laptop computers. Pupils have made visits into the local coastal areas to carry out field research.
126. In the one lesson seen, the quality of teaching and learning was good: well planned and with high expectations of both behaviour and work. However, the scrutiny of work through the school indicates that although the quality of teaching is satisfactory, standards of marking are not always consistent and that not all teachers are expecting or setting consistently high standards of work.
127. The subject co-ordinator has produced a development plan, which is appropriate for the subject and clearly indicates what needs to be done to improve further. The school follows

national guidelines in the subject, which have been appropriately modified and ensure coverage of the curriculum. The subject policy is due to be reviewed next year. Although there is limited provision for monitoring and assessing standards in the subject, some opportunities are provided when work is given in for display on the Celebrations Board in the hall. Resources are good and are used well, especially the use of the rich and varied local environment. Although there are some examples of ICT being used in the subject, for example, when communicating with schools in Australia, there is limited planned use of computers and appropriate software.

## **HISTORY**

128. Standards achieved by pupils at the age of seven are in line with national expectations and at the age of eleven they are above national expectations, which is an improvement upon the last inspection. Due to timetabling, it was not possible to see any history lessons in the infant classes, but a scrutiny of pupils' work indicates that progress is satisfactory.
129. Year 3 pupils look at pictures of various archaeological findings from Sutton Hoo. They show a good knowledge of what was discovered and an awareness that 'facts' put forward by historians are sometimes just hypotheses based on an evaluation of different kinds of evidence. Year 4 pupils have a visitor to help them think about the effects of the Blitz in the Second World War. Pupils show good knowledge of the Blitz, including evacuation, rationing and Anderson shelters. There was some thoughtful discussion of the feelings and emotions of people who suffered through those years. Year 6 pupils describe, identify, classify and interpret a series of objects found in the Indus Valley as part of an ongoing project. They work well in groups and show awareness of different types of historical evidence. They are well informed and discuss knowledgeably about life in the Indus Valley.
130. The quality of teaching is satisfactory for pupils aged five to seven and good for pupils aged seven to eleven. Teachers have good subject knowledge, are confident in their approach and teach the skills of historical research as well as the historical facts. The better teaching has a brisk pace and keeps pupils stimulated by effective questioning, which challenges individual pupils. Teachers of more successful lessons have high expectations of all pupils and set work that challenges them appropriately. From the work seen, it is clear that not all work set is challenging for all pupils.
131. Behaviour is generally satisfactory and sometimes good, but some teachers allow an unnecessarily high level of noise. The school follows national guidelines and there is good coverage of the curriculum. There is an appropriate policy in place. The subject co-ordinator has a clear awareness of what is being taught in the school. However, there is no planned monitoring of either the quality of teaching and learning or standards. Resources are good and are used well. Very good use is made of local knowledge, such as visitors, and of the rich local heritage. There is insufficient planned use of ICT in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

132. Standards achieved by pupils aged seven and eleven are in line with expectations and satisfactory standards have been maintained since the last inspection. Pupils' learning and the standards they achieve are often hindered by faulty equipment. The school is well aware of these difficulties and every effort is being made to quickly remedy the problems and it is doing its best under difficult circumstances.
133. Younger pupils know that many day-to-day electrical devices are controlled by switches and signals, for example, when operating a listening centre or telephone. They know and talk about ICT that is used in many areas of everyday life, for example when operating a television,



video recorder or disc player. Pupils clearly understand the idea of a sequence of linked actions to control a machine.

134. Throughout the school there are satisfactory examples of pupils using word processing appropriately. Pupils in Year 2 use the keyboard to write their work, and to present it in simple forms, for example, to write items in a list. However, few pupils know how to change the size and style of text, save their work for future use and how to print it out. E-mail is beginning to be used in Year 3, with pupils communicating with a previous member of staff who now lives in Spain. Pupils in Year 4 further develop their skills, for example by using e-mail to communicate information about the weather to a school in Australia. They use sensors to record sound levels and produce a graph.
135. Faulty equipment has been responsible for restricting opportunities for pupils to use ICT in Year 6. Mindful of these difficulties, the school recently obtained support from Truro College to help to complete parts of the planned curriculum. Work on *PowerPoint* presentations and the use of laptops for a two-week period as part of the school's riverside study has helped to remedy the deficiency. The school has recently received an electronic microscope that can be linked to the school's computers and this is beginning to have a good impact upon work in science.
136. There is little evidence to indicate that ICT is planned and used regularly to support a range of subjects across the curriculum. However, one good example of use in other subjects occurred when Year 5 pupils used the Internet to visit an 'Internet Synagogue' in religious education. Pupils in Year 6 are beginning to use a spreadsheet program to extend their work in mathematics.
137. The quality of teaching and learning in ICT is satisfactory. Teachers make satisfactory use of the nationally produced scheme of work to guide their teaching. However, recording the acquisition of pupils' skills is not yet established throughout the school and therefore is not an effective planning tool to meet the different attainment levels, or to ensure appropriate progress for all pupils. During the inspection, some limited use of computer programs was made to complement other areas of the curriculum, for example, number and word games. However, regular planned use of ICT across the curriculum is underdeveloped. Pupils' response to ICT is good. They are well motivated and co-operate with each other. Pupils with special educational needs are well supported and they make appropriate progress. Satisfactory use is made of listening stations in classes for taped stories, music and songs.
138. The subject is soundly led and the subject co-ordinator has been effective in helping to train staff and in helping to develop their confidence in the subject. The school is well supported by a technician from the partner secondary school. This help has been particularly important recently in view of the number of hardware failures as well as helping to provide technical assistance, support and training for all staff.
139. The headteacher, co-ordinator, staff and governors have a clear vision for the development of computer use throughout the school and are well aware of the weaknesses in the subject, and these have been clearly identified in the school's development plan, which includes the possible provision of an ICT suite if sufficient funding is available.

## **MUSIC**

140. Standards achieved by pupils at the age of seven are in line with expectations. There was insufficient evidence to make a judgement of standards achieved by pupils at the age of eleven.

141. Year 1 pupils made good progress in their understanding of pulse during a stimulating lesson in which they sang a number of songs tunefully while they accompanied themselves by clapping or playing a steady rhythm using percussion instruments. In one inventive activity, they enhanced their understanding by using the syllables in a number of words relating to picnic items, which they selected from a picnic basket. With help, they could pick out the rhythm in simple notation.
142. In Year 3, pupils successfully used a simple notational device to gain an understanding of how pitch goes up or down according to a musical pattern. Once they were given a note from which to start, they could perform with greater agility and attention to the pitch and they successfully composed their own melodic patterns using a small number of notes on tuned instruments.
143. During whole-school assemblies, the quality of singing is satisfactory and sometimes good. However, singing in hymn practice assemblies for pupils aged five to seven is less successful, and this was a weakness identified in the last inspection report. Pupils are enthusiastic, their diction mostly clear and they know the words of most of the songs, but they are not encouraged to apply the skills they have learned in class lessons in order to improve their performance. They do not sing with enough awareness of the piano accompaniment and, as a consequence, singing is over-loud and often dragging behind the required beat. Not enough teaching and critical evaluation are provided at hymn practices for pupils aged seven to eleven and some pupils lack the confidence to sing well. In one assembly observed, where greater attention was given to the quality of singing Mother Theresa's Prayer, pupils sang with feeling and the quality of their performance improved.
144. The quality of teaching and learning is satisfactory for pupils aged five to seven. It is not possible to make an overall judgement about the quality of teaching and learning for pupils aged seven to eleven as insufficient lessons were observed. In one lesson observed for younger pupils, the main focus was upon enjoyment linked to carefully constructed activities that enabled pupils to understand how to listen carefully to the rhythms in the songs and to clap and play accordingly. A lesson for older pupils was appropriately structured to move pupils on in their understanding of pitch within simple musical patterns. Some pupils behaved in an immature way and were not kept appropriately on task and the skills of the learning support assistant were not used to help those few pupils with limited skills of concentration and resolve.
145. The school ensures that pupils who learn a musical instrument at school have the opportunity to perform in assemblies, a strategy that helps them to understand the importance of an audience as part of the performing process. Their personal development is enhanced as they seek to overcome their initial fears about playing in public.
146. The music curriculum is appropriately planned to meet the requirements and enough time is given to the subject. The curriculum is occasionally enriched by performances given by visiting musicians who are also involved in the peripatetic teaching programme. The management and leadership of the subject are sound. The co-ordinator is largely responsible for musical events and productions for parents; for example, pupils performed at the local chapel last summer. As part of the extra-curricular programme, the co-ordinator trains the choir and teaches a recorder group of the more advanced players, while another colleague teaches the beginners. The quality of teaching and learning is not monitored on a planned, regular basis. The development of pupils' ICT skills are insufficiently planned for in the subject.

## **PHYSICAL EDUCATION**

147. Standards achieved by pupils aged seven and eleven meet national expectations and standards have been maintained since the last inspection. In lessons seen, games skills and gymnastics were the main aspects observed, with one class engaged in traditional Cornish Dancing. Swimming lessons occurred as timetabled but were not observed during the time of the inspection.
148. In Year 1, pupils demonstrate good control when engaged in a variety of sequenced movements across a small range of gymnastic equipment at different levels. They are inventive and agile, but lack practice in jumping and landing from a height. Year 2 pupils catch and throw large balls with reasonable accuracy, but are less adept in throwing and catching as they move along.
149. Pupils in Years 3 and 4 successfully refine their body movements and ball throwing skills and they throw balls with strong, over-arm movements. In Year 5, both boys and girls tackle the complicated footwork involved in Cornish dancing effectively and, with help in new dances, follow the music with a good ear for changes of step. By the end of Year 6, attainment in swimming is good and the school reports that nearly all pupils swim 25 metres or more. The school has a good record of football, netball and athletic events and pupils participate successfully in inter-school sports and cross-country running. Older pupils have the opportunity to engage in adventurous activities during an annual residential week at a centre beyond the immediate locality.
150. In the lessons observed, teaching and learning for pupils aged five to eleven were satisfactory and pupils made sound progress. A Cornish Dance specialist effectively led the dance session, with good support given by the class teacher. All warm-up activities are well conducted with an appropriate emphasis on health and safety issues such as the impact of physical exercise on blood circulation. Teachers use demonstration techniques that include their own and pupils' efforts, which have a positive impact on the quality of work. However, there is little appraisal of the standards of movement and skills that follow. The use of pupils' evaluative comments to raise standards is little used. Teachers plan lessons to include opportunities in which pupils work in pairs and groups, and when tasks are well structured, they achieve successfully. The success of these sessions is largely dependent on a good understanding of the ground rules for sensible, effective co-operation, but some pupils are too much engaged in time-wasting activities. In such instances, teachers do not always use effective strategies to encourage better practice and their expectations for effective performance are not high enough. Occasionally, pupils are allowed to be too noisy, which impairs their concentration and hampers learning.
151. The co-ordinator provides sound management and leadership in the subject. He has particular strengths in organising and managing sporting events and has given much of his time to this. There are few planned opportunities to observe the quality of teaching, learning and standards in other classes.

## **RELIGIOUS EDUCATION**

152. Standards achieved by pupils aged seven and eleven years of age are in line with the expectations of the locally agreed syllabus, and this is similar to the judgements made in the last inspection report.
153. In the majority of the lessons observed, pupils' learning was good. Progress in religious education is mostly sound for pupils aged five to eleven. Pupils are developing a good awareness of key elements that can be related to their own lives. In Year 1, pupils learn about Christian and Hindu weddings; they gain a good awareness of their own beliefs and experiences as well as those within a culture that is not their own. In Year 2, pupils deepen their awareness of moral issues when they discuss those relating to the story of Moses.

Pupils effectively extend their understanding of the links between forgiveness and redemption, for example, Year 5 in their study of the parable of the Prodigal Son.

154. Across the school, in lessons about Christianity, pupils know about the Old and New Testaments and have satisfactory opportunities to study directly from the Bible, the older pupils using it to find out about key issues related to their studies. Past work indicates good emphasis, coverage and research on work related to both Christianity and other faiths in which pupils use their literacy skills effectively. The use of ICT is limited but occasionally, as in research about synagogues, pupils find out about other places of worship, where they are unable to visit them. Visits to local places of worship are a key part of pupils' experience and full advantage is taken of this opportunity to enrich the curriculum in well-researched and well-observed projects undertaken before and after each visit. Pupils are interested in the subject particularly where stories are well told; experiences are rooted in pupils' own levels of experience and resources that allow a practical approach.
155. The quality of teaching and learning is mostly good and the best lessons make effective and detailed use of artefacts and related books. Stories from the Bible and from different faiths are well told with good opportunities provided for role-play. Questions and comments help pupils to extend their understanding, and challenging questions to develop pupils' effectiveness in argument and debate are sometimes used.
156. Teachers follow the locally agreed syllabus closely and sufficient time is allocated to the subject each week. Well-chosen resources include artefacts that have a positive impact when used in classes. The subject makes a good contribution to pupils' spiritual, moral and social and cultural development.
157. The subject is well led and managed by the co-ordinator who has identified appropriate priorities for the subject's improvement. She has produced a long-term planning grid, and has devised an effective system of assessment, clearly linked to the units of work, which is in its first year of use. Recently, she has been given planned time out of her classroom in which she will be able to monitor the quality of teaching and learning across the school.