

INSPECTION REPORT

SENNEN SCHOOL

Sennen, Penzance

LEA area: Cornwall

Unique reference number: 111804

Acting Headteacher: Mr E R Bosanko

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 30th April to 1st May 2001

Inspection number: 195584

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Sennen Penzance Cornwall |
| Postcode: | TR19 7AW |
| Telephone number: | 01736 871392 |
| Fax number: | Not applicable |
| Appropriate authority: | Governing Body |
| Name of Chair of Governors: | Mr Goff Johns |
| Date of previous inspection: | 9 th to 11 th June 1997 |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
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| 6169 | Dr Melvyn Bradshaw | Registered inspector | Mathematics | What sort of school is it? |
| | | | Science | The school's results and pupils' achievements |
| | | | Information and communication technology | How well are pupils taught? |
| | | | Geography | Curriculum aspect - How good are the curricular and other opportunities offered to pupils? |
| | | | History | What should the school do to improve further? |
| | | | Physical education | |
| | | | Equal opportunities | |
| | | | English as an additional language | |
| 9079 | Mrs Ann Moss | Lay inspector | | Pupils' attitudes, values and personal development? |
| | | | | SMSC aspect - How good are the curricular and other opportunities offered to pupils? |
| | | | | How well does the school care for its pupils? |
| | | | | How well does the school work in partnership with parents? |
| 23048 | Ms Diane Wilkinson | Team inspector | English | How well is the school led and managed? |
| | | | Art and design | |
| | | | Design and technology | |
| | | | Music | |
| | | | Religious education | |
| | | | Foundation Stage | |
| | | | Special educational needs | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This rural school, close to Land's End, has 36 pupils who attend full-time from Reception to Year 6, together with four part-time Reception children. The school is smaller than it was at the time of the previous inspection. The numbers of boys and girls are similar. Children become full-time in the term in which they are five, having normally spent two terms part-time in the school prior to this. Last year, the school's roll changed significantly during the year; about 30 per cent of children left or joined at other than the normal time. Many more left than joined. The school's roll has been much more stable this year. All pupils are from a white ethnic background and no pupils have English as an additional language. Seven pupils (19 per cent) claim free school meals, which is about average. The background of pupils is very varied, and about average overall. The number of pupils identified as having special educational needs is above average; 15 (42 per cent) of the full-time pupils are on the register of special educational needs (SEN), of these one has a statement of SEN. Attainment on entry varies from year to year, but is generally below average. The school has undergone a difficult period since the previous inspection and an acting headteacher has been in post since September 2000.

HOW GOOD THE SCHOOL IS

Sennen School provides its pupils with a satisfactory quality of education. Owing to the positive contribution made by the acting headteacher, it is showing significant signs of improvement. Children enjoy their time in the school and their learning and progress are improving, because of mainly good, and sometimes very good, teaching. Attainment is about average by Year 2, and is improving in Key Stage 2, but current attainment is below average in Year 6. A good ethos for learning is evident. Teaching observed during the inspection was good overall, and never less than satisfactory. Pupils with special educational needs are well supported. The acting headteacher, supported by staff and governors, has provided direction and drive to begin the process of improvement. As a small school, the income per pupil is high; it is now using its resources well and provides satisfactory value for money.

What the school does well

- Leadership and management of the school have improved recently and are now good. The acting headteacher has been successful in raising teachers' morale and this has resulted in very good team work.
- The quality of teaching is good overall, and was never less than satisfactory in the lessons observed. It is especially good in literacy and numeracy in Key Stage 2. Learning is now good, and this is having a positive impact on achievement and standards of attainment.
- Pupils have very good attitudes to school, relationships are very good. Behaviour has improved and is now good.
- Good provision is made to support pupils' personal development, especially in spiritual, moral and social areas.
- Pupils with special educational needs are managed and supported well. They make good progress.
- Effective links with parents help to ensure they support their children's education well.

What could be improved

- Attainment in English, mathematics and science is not high enough at the end of Key Stage 2.
- The National Curriculum for geography is not in place and, owing to a lack of suitable resources, aspects of the information and communication technology curriculum in Key Stage 2 cannot be covered.
- Although assessment has improved in subjects such as English and mathematics, it is not systematic across all areas of the curriculum.
- Attendance levels are too low.
- Some written reports about pupils' progress, and parts of the prospectus and governors' annual report, do not fully meet requirements.
- Resources in many subjects are not adequate.
- Child protection arrangements need to be formalised following the extended absence of the headteacher.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Sennen School was inspected in June, 1997 and found to have many areas of weakness. Although some areas have been dealt with well, limited progress was made in the following three years. Significant progress has been made since September, 2000, but not all areas of weakness identified in the previous report have been dealt with. Collective worship now meets statutory requirements, but there remain omissions from the prospectus and governors' annual report. The curriculum for geography does not yet meet statutory requirements. Good progress has been made in relation to the provision for children who are of Reception age. The requirements of the Code of Practice for pupils with special educational needs are now fully in place. More account is now taken to meet the needs of the wide age and ability range in each class; this has been more successful for lower attaining pupils than higher attaining ones. Except for in geography, curricular planning has improved with the school using local and national guidance appropriately. Recent policies produced for some subjects are detailed and helpful. Although assessment has improved, especially in English and mathematics, it is not used consistently across all subjects. The budget shortfall has been eliminated, and there is now a healthy balance. After a period of decline, attainment and progress have improved in Reception and Key Stage 1, as a result pupils achieve about average standards by Year 2. Attainment recorded at the end of Year 6 has declined since the previous inspection. This decline was associated with deteriorating behaviour; there has been a significant improvement recently. The quality of teaching is better than that described in the last inspection report when almost 20 per cent was unsatisfactory or poor, and only 20 per cent good or better.

STANDARDS

For individual years, results in National Curriculum tests are unreliable because of the low number of pupils. In 2000, there were ten pupils, which was the highest figure recently. Over the period from 1998 to 2000, the school's results, at the end of Year 6, declined. Average results for the period 1998 to 2000 were significantly below the national average in English, mathematics and science. The school is now setting appropriate targets for the proportion of pupils achieving Level 4 or above in English and mathematics. Over the period from 1998 to 2000, at the end of Year 2, results have improved. In 1999 and 2000, results in reading, writing and mathematics were average or better. Pupils in Key Stage 1 are currently achieving broadly average standards in English, mathematics and science. Those currently in Year 6 are below average in English, mathematics and science, although improvement is evident since Year 5 pupils are attaining similar standards to those in Year 6. In information and communication technology standards are now about average by Year 2, but below average by Year 6 because not all areas of the subject can be taught. Standards in geography are below those expected. In other subjects, standards are mostly satisfactory. They are above average in art and design in Key Stage 2. Children in Reception make good progress and attain the standards expected by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes to school are very good. Children are proud of their school. |
| Behaviour, in and out of classrooms | Behaviour has improved recently and is good; there are still occasions when a few individuals do not behave well. Pupils are thoughtful and responsive. |
| Personal development and relationships | Pupils are polite and friendly, relationships within the school are very good. They have a strong sense of responsibility. |
| Attendance | Levels of attendance have improved but are still unsatisfactory. |

Pupils' personal development is good. They show initiative, take on responsibility around the school, but there are too few opportunities for them to take on responsibility for aspects of their own learning.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 18 lessons seen overall | Good | Good | Good |

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

The quality of teaching has improved since the previous inspection. All teaching observed was at least satisfactory, almost all was good or better, and nearly a third very good. The teaching in Key Stage 2 has improved recently because of staffing changes, higher expectations and improved pupil management. The teaching of English and mathematics is good in Key Stage 1, and very good in Key Stage 2. Teachers often make good links between subjects, such as science, music and design and technology, which enhance pupils' learning. Strengths of teaching include teachers' enthusiasm, good emphasis on skills of literacy and numeracy, good behaviour management and the effective use of a range of teaching methods. Occasional weaknesses evident include not always challenging older or able pupils within a class sufficiently. The good teaching now evident is helping to promote children's learning and is beginning to raise achievement. Pupils show interest and concentrate very well. Pupils with special educational needs are well supported by teachers and other staff and, as a result, their progress while in the school is good. Scrutiny of pupils' work shows that teaching in Key Stage 2 has improved since September and, as a result, achievement in Years 4, 5 and 6 is rising.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | In most respects, the school provides a satisfactory curriculum, which gives sufficient emphasis to each subject. Provision for geography is unsatisfactory. |
| Provision for pupils with special educational needs | The learning experiences planned for pupils with special educational needs, and the support they are given, ensure that they make good progress towards the targets set in their individual education plans. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good overall. Effective provision in the way the school enables pupils to develop spiritually, morally and socially. |
| How well the school cares for its pupils | The school cares for its pupils effectively and is promoting improving behaviour. Assessment is satisfactory in Reception and for English and mathematics, but is not sufficiently well developed in other subjects. |

The school involves the community and parents effectively in its provision. Assessment is not developed sufficiently in many subjects, and child protection arrangements are unclear following the extended absence of the headteacher. The requirements of the National Curriculum for geography and, owing to a lack of suitable resources, for information and communication technology in Key Stage 2, are not met fully.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is now well led. The acting headteacher has successfully created an effective team which has helped the school to address many weaknesses during a difficult period. He is well supported by all staff. |

| | |
|--|---|
| How well the governors fulfil their responsibilities | Governors are fully aware of the school's strengths and weaknesses and are now playing an increasingly effective role in improving provision and standards. Not all statutory requirements are met. |
| The school's evaluation of its performance | Evaluation of the school's performance is satisfactory and improving. Current management is effectively analysing standards and provision, and has started to address the weaknesses well. |
| The strategic use of resources | There is good awareness of the school's needs and resources are being effectively targeted to bring about improvements. |

After a period of considerable difficulty, the school is benefiting from good leadership and teamwork. Staffing levels, including support assistants, and accommodation are good. The range of learning resources is unsatisfactory. The school ensures that principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Children like school and their progress is good. • Behaviour is good and the school has high expectations. • Teaching in the school is good and the school is approachable. • The amount of homework is satisfactory. • Children are helped to become mature and responsible. • The range of activities outside of lessons. | <ul style="list-style-type: none"> • Leadership and management have not been good enough, but have improved. • The information parents receive about their children's progress. • The school has not worked closely with parents in the past. |

Inspectors support parents' positive views of the school. Teaching is good and standards are improving. Expectations, including for behaviour, are generally high, pupils now like school and most behave well; they are helped to become mature and responsible. The school does provide a good range of activities outside lessons. The links between parents and the school through newsletters are good, and the school now works closely with parents, but written reports do not meet statutory requirements and do not provide sufficient detail about children's progress. Inspectors agree that there have been problems with leadership and management of the school in the past, but provision in these areas is now good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The number of pupils in each year group is small and this makes the data for individual years unreliable. In addition, there has been considerable mobility in the school population in recent years. Over the period 1998 to 2000, in National Curriculum tests, at the end of Key Stage 2, pupils' average results were well below the national average in English, mathematics and science, having declined since 1996. The results for the ten pupils tested in 2000 showed a slight improvement in mathematics and science over the results of the fewer pupils in 1999. However, overall, results were well below average in mathematics and science, and very low in English being in the bottom five per cent of schools nationally. In comparison with similar schools, that is those with between eight and 20 per cent of pupils claiming free school meals, results in English, mathematics and science were very low. Inspection evidence demonstrates that standards are currently below average in Year 6 in English, mathematics and science, but are improving. The progress of these pupils has been too slow during Key Stage 2, but attainment also reflects the high number of pupils with special educational needs in the group. Pupils in Year 5 are currently attaining a similar standard to those in Year 6. The targets set for at least Level 4 attainment in English and mathematics are appropriate, given the unsatisfactory progress evident over recent years. There is no consistent pattern between the results of boys and girls. Girls have tended to do better in English.
- 2 After a period of decline from 1996, attainment has improved by Year 2. In 1999 and 2000, in National Curriculum tests, at the end of Key Stage 1, pupils' average results were similar to the average or better in reading, writing and mathematics. In view of the small number of pupils involved a more detailed analysis is not appropriate and it is not appropriate to make a comparison with similar schools. Teacher assessments in science indicated that, over the last two years, all pupils achieved the expected Level 2. Inspection evidence indicates that, in Key Stage 1, standards in reading, writing, mathematics and science are also about average. Girls have tended to achieve better than boys in reading, but the small number of pupils makes any comparisons unreliable. This year there is only one pupil in Year 2.
- 3 The previous report indicated that standards were close to the average in most subjects in both key stages. They were below average in writing in Key Stage 1 and in geography in both key stages. They were higher in history and art in Key Stage 2. Attainment in Key Stage 1 is similar, except that it is now about average in writing. In Key Stage 2, attainment has declined in English, mathematics and science, but is now showing signs of improvement. In information and communication technology (ICT) attainment is restricted by a lack of suitable resources in Key Stage 2. Attainment remains above average in art and design by Year 6. There has been no improvement in geography. Since the previous report, attainment in National Curriculum tests has declined in Year 6. This is partly explained by the low pupil numbers, but a major factor had been a deterioration in the quality of teaching and pupils' behaviour.
- 4 Attainment on entry to the school is generally below average. Most children attend school in the afternoon sessions for the two terms before they have their fifth birthday. They then attend full time. Currently Reception children are in a class with Key Stage 1 pupils and also pupils from Year 3. The majority of children speak clearly and confidently, expressing themselves effectively within a satisfactory vocabulary range. Children listen satisfactorily. Most children recognise common words in the text, use the pictures to help read the words and build new words up by spelling out the sounds. The more able children read fluently and accurately at a standard well above that expected for their age.

Most children form letters correctly and develop secure writing skills. They write their own names and a few other words. Children make good progress to reach the expected standard in mathematical development by the time they enter Year 1. Most children recognise and order numbers to ten and are beginning to do simple addition and subtraction with these numbers. Children accurately identify shapes, describe their properties and develop early measuring skills by comparing size and quantity. Children have a very good knowledge about the animals they see on the beach or at sea. Their skills in using computers develop well. Children enjoy their work in cooking, showing good skills when making biscuits. They gained a sound knowledge of what life was like in the past when they visited Truro museum and when they looked at how the toys children played with have changed over time. Early geographical knowledge is encouraged through the use of the role-play area as a garden centre and designing routes for a programmable robot to take. Children's physical skills are developed satisfactorily through the use of construction equipment in the classroom and a good range of outdoor play apparatus. Children produce artwork at the standard expected. They have a very well developed sense of rhythm and respond well to their teacher to play hand bells and chime bars in time. They greatly enjoy singing and performing action songs which they do well. In this aspect, they achieve standards above those of children of a similar age.

- 5 Key Stage 1 pupils achieve broadly average standards in English, mathematics, science and ICT; this was reflected in the results of pupils in Year 2 last year. Pupils read accurately and have a satisfactory understanding of what they have read. Writing skills of pupils are average, with use of correct punctuation and spelling of most common words. Handwriting, and speaking and listening skills, are satisfactory. Pupils' mathematical knowledge is average. Higher attaining pupils accurately add and subtract numbers to 50 or 100. They are confident with simple multiplication by five or ten. They correctly tell the time to the half hour. Lower attaining pupils add and subtract numbers to 20 accurately, but often reverse their figures. Literacy and numeracy skills are developing well, but there is not enough use of them across the curriculum. In science, pupils' attainment is about average by the end of Year 2. They have a broad knowledge across all areas of science. They identify the main features of the human body and explain that the use of different materials, such as glass and metal, depends on their properties. Scientific skills are not sufficiently well developed. In ICT, pupils use the keyboard to input text, select different icons, control the mouse, produce pictures using an art program and print their work satisfactorily. They program a programmable toy to complete a range of movements correctly. In religious education, pupils know some of the stories of Jesus.
- 6 Pupils in Year 6 demonstrate attainment that is below average in English, mathematics and science. That of pupils in Year 5 is similar to the current Year 6. The highest attaining read with accuracy, and with satisfactory understanding, however most are not fluent readers. Pupils write using correct punctuation and know how to spell most commonly used words. Speaking and listening skills are mostly satisfactory, but a minority of older boys do not listen sufficiently well outside the classroom environment. Pupils' mathematical knowledge is below average. Only about a quarter of Year 6 pupils confidently recall multiplication facts. The majority have secure number skills when using addition or subtraction. Although not quick, about half divide two digit numbers correctly, including when the answer includes a remainder. They draw simple block graphs, histograms and line graphs satisfactorily, but do not always label the axes correctly. There have been too few opportunities planned for pupils to use their literacy and mathematical skills to support their learning in other subjects, although this is now improving. Pupils' knowledge of science is below average because there is little high attainment. Their understanding is satisfactory across all areas of the subject. Scientific skills are developed satisfactorily, however pupils rarely have the opportunity to put these skills together to plan and carry out their own investigation to answer a question they have raised themselves. In ICT, attainment is below average, because pupils are not able to extend their control and monitoring skills sufficiently. In religious education, pupils' attainment reflects the expectations of the locally agreed syllabus. Pupils know the

features of a range of different religions.

- 7 Throughout the school, pupils generally achieve satisfactory standards in other subjects. In art and design, in Key Stage 2, pupils use paint to good effect, and the quality of work is above average. The quality of work in design and technology is about average, pupils design, make and evaluate artefacts, such as sandals and Easter hats, satisfactorily. In music, standards are about average and pupils are making good progress because of the expertise of the volunteer teacher. Pupils show good standards in singing and performance. In history, pupils' attainment is similar to those expected. They have a secure understanding of how change has occurred over time and about life of the Ancient Greeks, but their skills of historical enquiry are not developed sufficiently. In geography, standards are below average, because they are not taught a systematic programme to develop their knowledge and skills.
- 8 Pupils' achievement during their time in school is improving because of better teaching, which was mostly good or better in the lessons observed. Progress in Reception and Key Stage 1 is good. After a period during which pupils made insufficient progress, it has improved in Key Stage 2 because of improved teaching. In the past, there has not been enough demand on pupils; expectations of what can be achieved, or of their behaviour, have not been high enough. Lessons are now interesting and this, together with the teachers' enthusiasm, stimulates pupils' interest.
- 9 All teachers know the pupils very well. As a result, pupils with special educational needs are well supported. The good attention paid to targets set out in individual education plans means they build on and extend their skills well. Higher expectations of behaviour and an agreed code of conduct are also helping pupils with emotional and behavioural difficulties to make good progress. Special educational needs pupils in Year 6 are now achieving appropriately for their abilities and those pupils in other year groups are achieving well.

Pupils' attitudes, values and personal development

- 10 The pupils now have very positive attitudes to their work and are very responsive and interested, taking part in all the activities provided for them. They are very proud of their school. They are very keen and eager to learn, and work very well together. Prior to September, behaviour was poor overall, but there has been a vast improvement since the previous report, and staff and parents agree that the greatest improvement has taken place during the past two terms. Standards of behaviour are now good overall and in many lessons they are very good. The children readily share their knowledge and skills in lessons, and this raises the quality of learning of the whole class. In mathematics and English lessons, for example, they showed obvious commitment to their tasks and were delighted with their results.
- 11 Pupils settle happily and enjoy school. They establish very good relationships with their peers and with adults. They are encouraged to think of other people and to be polite. The quality of inter-personal relationships is very good, and pupils with learning difficulties are readily included in all aspects of lessons. The pupils benefit from being encouraged to take responsibility by running class errands and helping with tidying up. They make good progress in their personal development by, for example, participating in the "Youth Speaks" competition and by their contacts with the Chy-Byghan Home for the Elderly. However, there is no formalised scheme of work for the personal, social and health education programme to ensure that they grow even more confidently in their awareness of themselves and others. There are too few opportunities for pupils to take initiative and responsibility for their own learning. When they are asked to do something, they willingly do it, but pupils are not encouraged enough to select and organise their own resources at the beginning of lessons. Pupils now make a very positive response to the values and

standards set by the school. They develop very good habits of working, settle down quickly to tasks, and sustained levels of concentration were observed in nearly every lesson during the inspection. Pupils' self-esteem is regarded as important and their work is valued, and this has a positive effect on their learning.

- 12 The school is a happy and orderly community, providing a calm and secure place in which to learn. Pupils clearly now understand what is expected and respect the rules and conventions that exist to safeguard them. They are trustworthy and show respect for property. At playtime, no significant incidents of friction were seen, as were mentioned in the previous report. There have been three exclusions during the past year, prior to September, and the circumstances surrounding these were investigated. The reasons for the exclusions were in the interest of the children concerned and the other children. Even though those children who attend regularly are keen and eager to do so, attendance levels have declined since the previous report and have been very poor. However, since September they have started to rise significantly. Although they are still unsatisfactory, being below the national average, they have shown a marked improvement in recent months. The vast majority of pupils arrive punctually. The attendance of some pupils is affected by seasonal work, and by parents taking extended holidays.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 13 Pupils are now well taught in the school, this is helping to raise their achievement and the pace of learning. All teaching observed was at least satisfactory, almost all good or better and nearly a third very good. There is no significant difference in the quality of teaching across the school, although the demands made in teaching a combined Reception, Key Stage 1 and 2 class make it difficult to achieve the highest standards. The quality of teaching is better than that described in the last inspection report when almost 20 per cent was unsatisfactory or poor, and only 20 per cent good or better. It is clear from pupils' books that teaching in Key Stage 2 has only improved significantly since September, 2000.
- 14 Teaching and learning in the Foundation Stage are good overall and this is an improvement since the school was last inspected. Very good thought has been given to meeting the needs of Reception children in a class which also has pupils in Years 1 to 3. Significant support is also given by the good expertise of learning support assistants working in the class. Teaching and learning are good in the majority of the areas of learning and satisfactory overall for physical and creative development. Significant strengths of the teaching are the management and organisation of pupils which mean that children develop good attitudes to their work and, from a very early age, begin to take responsibility for their own learning. During a language activity session all, except the very youngest children, could work very well on their own with the minimum input from adults. All adults have a good understanding of the needs of children in the Foundation Stage and the basic skills of literacy and numeracy. Early scientific and ICT skills are also taught well. Children made good gains in scientific knowledge during an activity where they helped to plant tubs with summer flowers and discussed how best to help the plants to grow. Adults have high expectations of what children can achieve. Children see what the older pupils in the class can do and often work hard to try and reach the same level. The teacher and learning support assistants know the children well, as a result, they plan effectively to build on and extend children's skills and knowledge, although formal assessment procedures for the Foundation Stage have not yet been introduced.
- 15 The quality of teaching in both key stages is good overall, and none observed was less than satisfactory. Much of the teaching of the oldest pupils was very good. Teaching of English and mathematics is good in Key Stage 1, and very good in Key Stage 2. In other

subjects teaching in both key stages is satisfactory or good. The most important exception is geography where the lack of a well organised programme means that teaching overall is not good enough, although it is at least satisfactory within individual lessons. In ICT, teaching benefits from the support of a well organised co-ordinator, but there are insufficient resources to allow the full curriculum to be taught in Key Stage 2. Pupils' learning in the lessons observed was usually good, although even where the teaching was very good it was often restricted by pupils' prior attainment. There are now significant strengths in much of the teaching. Subject knowledge is usually good and, where it is satisfactory, good support is available from co-ordinators with good expertise. This helps to ensure that pupils are usually challenged effectively in their work. There are exceptions, however, particularly for some older and more able pupils within the classes, in, for instance, science, geography and history. Literacy is well taught, and the effective use of the time devoted to English is helping to improve pupils' attainment. Pupils' attainment is improving in mathematics because of the clear structure to lessons, effective grouping of pupils and the consolidation of skills. As a result, pupils are now progressing well and developing improved computation skills. The use of literacy and numeracy skills in other subjects is satisfactory, but not planned in enough detail. There are, however, examples of very effective links being established, such as between science, music and design and technology when designing and making musical instruments. Expectations of pupils, in relation to behaviour and the level of work, has improved significantly. In the best lessons, teachers ensure that pupils work at a good pace, but there are occasions, especially for the older pupils in the mixed key stage class, when this is not the case.

- 16 Lesson planning identifies clearly what pupils are to learn, and this is often shared with pupils. Effective use of questions helps teachers to encourage discussion effectively. Pupil management is usually good and the good relationship between staff and pupils is a strength of many lessons. Resources are used effectively to support learning. ICT is used satisfactorily to promote learning in literacy, but greater use could be made in other subjects, especially in Key Stage 2. Teachers know their pupils very well and effective assessment occurs during most lessons. The quality of marking is sound, but there is not always enough guidance to help pupils improve. Good use is made of homework in English and mathematics.
- 17 The teaching for pupils with special educational needs is good overall and very good in literacy lessons. As a result, all pupils reached the expected Level 2 in reading and writing in the Key Stage 1 assessments in 2000. Teachers know pupils well and this helps them to provide the right amount of support and encouragement. Teaching assistants also have good expertise and this means that pupils are supported well when working with them individually or in groups. As a result of the high levels of good teaching, pupils are now making better progress.
- 18 The good teaching in the school is helping to promote increasingly good learning, although this has not yet had the opportunity to have sufficient impact on standards of attainment by the end of Year 6. Pupils concentrate well and usually work hard. Acquisition of new skills and knowledge is good in English and mathematics. The effective use of self-assessment, such as in mathematics, is helping Key Stage 2 pupils appreciate what they know and where their weaknesses are.

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

- 19 The previous report suggested that pupils were offered a broad curriculum, but it did not meet National Curriculum requirements in geography. This continues to be the case. There was a lack of adequate policies and absence of schemes to ensure continuity. Examples of good policies, produced since September, 2000, are now used by the

school, but not all subjects, for example geography and history, benefit from such guidance. The school is using a combination of local authority guidance and schemes of work produced by the Qualifications and Curriculum Authority. Planning is not yet secure in all subjects, for instance in geography, to ensure the systematic development of both knowledge and skills, the latter being weakest. Provision for pupils with special educational needs did not meet the requirements of the Code of Practice. This issue has been resolved effectively. Collective worship did not meet statutory requirements, it now does. The planned curriculum for children under five was inadequate, good progress has been made in this area.

- 20 In most respects, the school provides a satisfactory curriculum for all its pupils, including those with special educational needs. Strengths of the curriculum are the use made of visits and examples of effective links between subjects. The curriculum gives appropriate emphasis to literacy and numeracy, although their use across other subjects is not yet planned in sufficient detail.
- 21 The curriculum for children in the Foundation Stage is being developed well and is satisfactory at present. This is an improvement since the last inspection. Based on local authority guidelines, it meets the needs of children in the school. It is well organised considering the fact that children are in a mixed year group class. Medium-term planning is very well thought out and effective for all children and pupils in the class. Activities often link several areas of learning, for example children drew pictures of 'The Creation' as part of their work for religious education. Appropriate emphasis is given to early literacy and numeracy skills. Good use is made of the local area and this supports children's early scientific learning well. Good reading activities are provided with the support of parents, grandparents and governors. Careful consideration has been given to providing an appropriate range of adult-directed and child-initiated activities. The latter usually take place during afternoon sessions when the younger part-time children are in school and this helps them settle well into school.
- 22 The curriculum for pupils in the remainder of the school provides a suitable range of activities, which helps prepare them satisfactorily for secondary school. Statutory requirements are met, except for geography and, at Key Stage 2, ICT. The school bases its work on the National Literacy and Numeracy Strategies and a combination of national and local education authority curricular guidance. These help to ensure adequate coverage. However, in many subjects, provision is stronger for developing pupils' knowledge than it is for skills. On occasions, work is not sufficiently demanding for the older, more able pupils, especially in the mixed key stage class. This can be seen, for instance, in the history work comparing street scenes now with those 300 years ago, where the task was undemanding. The National Literacy and Numeracy Strategies have been successfully introduced and are helping to improve achievement. This is evident in Class 1, despite the difficulties of planning for Reception, Key Stage 1 and Year 3 pupils.
- 23 The school satisfactorily develops pupils' personal, social and health education. This is largely done through teachers knowing their pupils well and using specific lessons to consider relevant issues. There is no specific planned programme. Sex education and drugs education are taught within the school, in part through the relevant sections of the science National Curriculum. Good attention is often given to pupils' personal development in their learning in other subjects, except that there are too few opportunities for pupils to show independence within their learning.
- 24 Through the targets set out in their individual education plans, the school makes good provision for pupils with special educational needs. The targets are well matched to their needs, are achievable, regularly reviewed and built upon. This is an improvement since the last inspection when not all pupils had individual education plans. Pupils' needs are also considered well through the range of medium- and short-term planning. This helps pupils to make good progress. The current provision for pupils' personal development is

also supporting those with special educational needs well. They now have a clear understanding of the impact of their actions on others, although some pupils still need considerable support to be able to respond positively to this. All pupils have full access to the curriculum but not enough thought has been given in Key Stage 2 to ensuring that they have the opportunity to achieve their maximum potential. There are occasions when higher attaining, young pupils work with older ones in the class but, during the inspection, pupil groupings were almost always according to age.

- 25 The school maintains good links with the community, and a strength of the school is the way the curriculum is enhanced through visits, visitors and the use of the local environment. In addition, parents, governors and a volunteer, retired teacher motivate pupils and help to enhance learning in subjects such as reading, history and music. Pupils from Reception onwards benefit from swimming lessons. Taking account of the size of the school, it provides a good range of extra-curricular activities. Pupils can learn a range of instruments, including keyboard and guitar, and play towerball and football. The school regularly contributes art, design and technology and music to the Penzance Golowan Festival.
- 26 The provision for children's personal development in the Foundation Stage is good. Children are helped to behave appropriately, both in the classroom and the playground, and to consider how the way that they behave affects others. They are encouraged to work well on their own or in pair and group activities. An awareness of the wonder in the world around them is supported well by a good range of early scientific activities and in religious education lessons. This good provision means that children make good gains in this area of their learning.
- 27 Provision for social development is good. The caring community life of the school, in which the staff encourage pupils to take their full part, leads to the widening of pupils' personal and social interests and experiences. Older pupils help younger ones in lessons. They accept each other readily and co-operate and collaborate in lessons with mutual benefit. They mix well at lunchtimes. They have responsible attitudes to work and to the school. The attitudes and behaviour of the staff towards each other and to pupils set an excellent example. Pupils are also aware of the wider community and raise funds successfully for charities. This is a school which now positively values people. Very good working relationships and keen social awareness are apparent, and pupils are being encouraged to take greater responsibility for themselves and others, although there is still a need to develop pupils' independence. There were no signs during the inspection of any lack of respect for adults or immature and uncooperative behaviour, as was mentioned in the previous report, and younger children, particularly, showed signs of well-developed self-discipline when playing unsupervised in a busy classroom. The inclusion of all children into lessons and playtime is good.
- 28 Moral development is highly promoted. The school encourages self-awareness and attitudes of caring, sharing, respect, kindness and tolerance. These qualities were evident in the relationships that pupils have with their teachers and their peers. Pupils are helped to develop a sense of right and wrong through the school's code of behaviour and understand why inappropriate behaviour is wrong. They are encouraged to share and take turns in all lessons. There has been a great improvement in the provision for children's moral development since the previous report, and it is now very good.
- 29 The school has maintained its good provision for pupils' spiritual development since the previous report. There are regular assemblies which now meet statutory requirements, and the pupils are given time for reflection. Children in lessons were seen to show surprise and delight at their achievements, and gasps of amazement were heard when they received an electronic message from Quebec. There was an evident joy in learning during music. They are taught to give care and attention to the environment, and they value the school which is made to look attractive with displays of their work.

- 30 Satisfactory provision extends pupils' knowledge of their own and other cultures. They learn about their own immediate culture, especially through visits to places of local interest such as museums and the beach at Sennen Cove, and they learn about different cultures, particularly in religious education lessons and music, and through their links with Quebec. However, children are not made sufficiently aware that they are growing up in a multi-faith and multi-ethnic society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 31 The school continues to have satisfactory procedures for ensuring pupils' welfare and has high standards of pastoral care. Parents are very pleased with the support given to their children, and feel teachers do all they can to help them make good progress. However, although the paperwork is in place, there is no designated, fully trained member of staff in charge of child protection issues should they arise. Child protection procedures were also unsatisfactory at the time of the previous report.
- 32 The procedures for monitoring and improving attendance are now satisfactory but the rate of attendance at the school is unsatisfactory, although it has improved significantly over recent months. The school follows appropriate procedures for registering pupils each day and has clear mechanisms for following up any absences. Letters are sent to individual parents when their children's absence is causing concern, and the school contacts the educational welfare officer if necessary. The school does not use its publications well to promote attendance and punctuality by informing parents regularly that extended holidays and unnecessary absenteeism are not condoned and unsatisfactory rates of attendance adversely affect pupils' learning.
- 33 The monitoring and supporting of pupils' academic and personal development are unsatisfactory, as is the educational and personal support and guidance for pupils. The support for personal development is satisfactory, that for academic progress is not. This is not to say that the school does not support and guide its pupils, but this is all done very informally and procedures are not formalised. The staff all know their pupils well, but do not use systematic methods of recording what pupils have done to give a consistent approach to gain a clear understanding of pupils' strengths and weaknesses. Although the procedures for monitoring and supporting pupils' personal development are satisfactory, the implementation of personal, social and health education would greatly enhance this development. However, the school does introduce aspects of such a programme into lessons at appropriate times, and these measures help the children to learn to understand themselves and others. The staff put a strong emphasis on raising the self-esteem of all pupils, and pupils are becoming confident in their dealings with each other and with adults. All pupils have opportunities to visit places of interest, such as museums and the lifeboat centre at Sennen Cove. These visits also play an important part in strengthening pupils' personal and social development because they encourage self-reliance and mature behaviour.
- 34 Staff have high expectations of good behaviour and take very effective action to eliminate any incidents of inappropriate behaviour. There is a new behaviour policy and it is consistently implemented by all members of the staff, resulting in a great improvement in behaviour since September. Teachers and support staff all make a very significant contribution to providing a caring atmosphere and a safe and calm environment for learning for all pupils. They know the children well and respond sympathetically to individual children. There are very few minor incidents of bullying, and parents are confident that should there be any such incidents they are acted upon immediately. Staff receive appropriate training to enable them to keep up to date with aspects of care and welfare, and risk assessments are carried out regularly.
- 35 The "family ethos" of the school supports children in the Foundation Stage well. Children

are inducted into school well because they join Class 1 for afternoon sessions only in the two terms before they attend full-time in the term in which they are five. Afternoon activities are less formal and, together with the very good relationships which are built up with adults and other children and pupils, this helps new children to feel happy and secure. Baseline assessment, completed shortly after children enter school, gives good information to help plan appropriately for individual children and, currently, progress through the stages of learning refers to this. Full assessment procedures for the Foundation Stage have not yet been introduced.

- 36 Procedures for assessing pupils' attainment and progress, the use of assessment information to guide curricular planning and the procedures for monitoring and supporting pupils' academic progress also all remain unsatisfactory. Standard tests are used and data are analysed. Interim tests for Key Stage 2 are used in English and mathematics. These data are used to inform planning, but are not used for tracking the progress of the children across the key stage. Basic reading tests are in place and writing assessment in English is excellent in Key Stage 2. NFER tests are used in mathematics. No formal assessment or reporting procedures are in place for the foundation subjects. Assessment is not yet used in any organised way to assist in setting targets to help the children to improve. There is also little assessment of skills in any consistent way and no individual targets are set for the pupils, except for those with special educational needs.
- 37 Assessment of pupils with special educational needs is good. A very effective system of regular review and recording of progress towards the targets set out in their individual education plans helps them to make good progress. The school now fully complies with requirements of the Code of Practice which is an improvement since the last inspection. Links with outside agencies are now established which is also an improvement. All requirements for the yearly reviews of statemented pupils are fully in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 The school now has good links with parents and the partnership between school and parents is very effective. All parents speak very enthusiastically about the improvement in the behaviour of the children since September, and are delighted with the progress their children are now making. They also speak highly of the communication between themselves and the school, but some parents would like more information about what their children are being taught during the year. The inspectors agree that the parents would benefit from more curricular information, and agree with those parents who say they would appreciate termly meetings with the staff, rather than one meeting a year.
- 39 All parents are very happy with the informal links with the staff, and they feel welcome in the school. They appreciate the weekly, informative newsletters, and the news given on the website and in the local newspaper. The school brochure requires updating to meet recent guidance and is not used sufficiently to promote better attendance. The brochure and governors' annual report to parents are not meeting statutory requirements because they do not give relevant detail of National Curriculum assessment results.
- 40 A very small number of parents expressed some concern as to whether there was enough supervision at playtimes, but the inspectors found that effective systems are in place. The inspectors also found that the quality of range of activities outside lessons is good, taking into account school visits and visitors. However, the inspectors agree with those parents who feel they are not well-informed about progress in the written annual reports. Some of these reports are not meeting statutory requirements at the moment. It is understood that these will be updated and improved in the near future.
- 41 The partnership with parents is working effectively. Dedicated parents come into the school to help, for example, with reading and cooking, and they make a very valuable

contribution to the pupils' learning. A very enthusiastic and energetic band of parents has formed the Friends of Sennen School, and they arrange fundraising and social events in order to provide equipment for the school.

- 42 A well-established system promotes reading at home, and most parents help their children with this aspect of their education. The children receive regular homework tasks, and parents feel involved in their children's learning. They are pleased with the way their children settle into and enjoy school, and are expected to work hard. They appreciate the procedures of induction, and the processes for transfer to secondary school provide curricular continuity and promote easy transition from one stage of schooling to the next. The school's good links with parents are also extended to the Foundation Stage. There are good relationships between the children's teacher and parents and this helps children to settle well into school and adopt good attitudes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 43 Since the arrival of the acting headteacher at the beginning of this academic year, there has been very good improvement in the quality of the leadership and management of the school, which are now good.
- 44 The strengths and weakness of the school have been identified well. The acting headteacher has a clear vision for the school and his commitment to improvement and a high quality of education and standards are effectively shared by all members of the school community who are working very hard to ensure success. His collegiate style of management has brought about very good teamwork with other members of staff and the team is working very effectively to help move the school forward. A good start has been made to developing policies and procedures which are designed to have a positive impact on school improvement. Despite the very significant weaknesses, good improvement has been made in both the provision in the school and the progress made by pupils since September last year. The school is now well on the way to meeting its aims and values.
- 45 Prior to September, the effective management of subject areas had been allowed to lapse. All members of staff have worked very hard since then to address this issue. As there are only three teachers to take responsibility for the whole of the curriculum, a decision was made to focus very closely on the core subjects, including ICT, which is a national priority. Management of these subjects was effectively delegated to those members of staff with the greatest expertise and experience. As a result of their very hard work, all members of staff have been effective in their areas of focus, and the management of English, mathematics and ICT are now good. Management of other subjects is satisfactory, with a general identification of what needs to be done and good decisions being made as to current priorities. It is recognised, however, that there is not sufficient detailed monitoring currently.
- 46 Governors are fully supportive of staff and are giving valuable help in working hard to bring about improvement. Together with the staff, they share a common purpose and a clear understanding of the direction in which the school should move. During the previous few years, weaknesses in management meant that they were not being provided with effective information to help identify the school's areas of weakness. This limited their impact on, and support for, the work of the school. In addition, where sufficient information had been received for the governing body to make sound decisions about where to target financial resources, on occasions the money allocated was not spent. This contributed to the unsatisfactory level of resources in the school. Working very closely with the acting headteacher and receiving good support from the local education authority, governors have made good progress in making their work more effective during the current academic year. They now have a good understanding of the

- school's strengths and weaknesses and, together with the acting headteacher, have made very good decisions as to the priorities for development, supporting the good progress made since September. Statutory requirements are met except in the curriculum for geography and ICT and also in aspects of the annual reports, prospectus and governors' annual report to parents. Currently there is no named person for child protection.
- 47 Prior to the arrival of the acting headteacher, little had been done to monitor, evaluate and develop the school's provision. Well supported by the local education authority, rapid progress has been made in this area since then. In addition, the very good relationship between members of staff has resulted in very good sharing of expertise, regular discussion about aspects of teaching and learning and good evaluation of practice. As a result, the quality of teaching is now consistently good and often very good. Governors now contribute well to this aspect of the school's work. They regularly visit the school, not only to monitor the teaching and curriculum, but also to help with work in class. In particular, they make a very good contribution to hearing pupils read. Governors are now seen as effective members of the school's community and fully committed to and involved in its work. The school has secure arrangements for staff appraisal and performance management and the induction of new members of staff.
- 48 Satisfactory improvement has been made in addressing the key issues identified at the last inspection. However, not enough improvement had been made prior to the arrival of the acting headteacher. Since then rapid improvement has been made in many of the outstanding areas, but there are still issues to be addressed, particularly in the area of assessment.
- 49 The school has identified appropriate areas for development well and the school improvement plan provides a good short-term programme to implement these, with an overview for future years. Development planning will be extended when a permanent headteacher is appointed, although governors and the acting headteacher have a good strategic awareness of what to include in an effective longer-term development plan.
- 50 The provision for special educational needs is managed well. The hard working and effective special educational needs co-ordinator is supported very well by senior management and all adults working in the school. This has helped ensure that provision is good and that special educational needs pupils make good progress. The high level of learning support assistants helps meet the specific needs of pupils well. There is a good number of rooms for pupils to work individually and in groups. Good arrangements have been made for pupils with specific needs in English to use a very good range of resources, made or collated by a learning support assistant. The specific grant received for supporting these pupils is used effectively to ensure that provision is of a good quality.
- 51 Financial resources, including grants for specific purposes, are effectively allocated to support current priorities. A new system is in place to ensure the acting headteacher and governors are provided with regular and accurate financial information. Both senior staff and governors are well aware of the need to obtain the best value from resources, for example, recently a reduction in the cost of school meals was negotiated. The school also receives considerable benefit from funds raised by parents and also the help they give to the school in refurbishment and supporting work in the classroom. A new computer system has helped to ensure that administrative support is effective, and supports day-to-day running of the school well. The budget deficit referred to in the previous report has been eliminated, but there is now an excessive balance. This arose because of a reduction on spending on resources by the previous headteacher and because of outstanding items of expenditure. However, this will be reduced once modifications to the buildings are completed and new resources have been purchased.
- 52 The school has a satisfactory number of teachers with good expertise. There is a good

number of experienced and effective classroom assistants who support the work of the school very well. This helps to ensure that the needs of pupils in the mixed age classes are met well.

- 53 The accommodation is good overall and is well maintained by the cleaner-in-charge. Good improvements to the building have also been made since September. The governing body is very active in seeking out grants to help develop and improve the accommodation. Displays are used well to help provide a clean, tidy and attractive learning area for pupils. The grounds are spacious, there is a secure outdoor area for children in Reception and a large field for sports activities. The school uses the local community hall for some physical education lessons.
- 54 Although governors had allocated funds appropriately for the purchase of resources to support learning, not enough had been spent in previous years. The acting headteacher quickly identified this as an issue and has made very good improvement to the level of resourcing since last September. In spite of this, resources in the majority of subjects are not yet at a satisfactory level.
- 55 The school receives a level of funding higher than the national average for most primary schools, although not dissimilar for schools of the same size. It currently provides satisfactory value for money.

WHAT COULD BE IMPROVED?

- 56 Attainment in English, mathematics and science is not yet high enough by Year 6. The National Curriculum for geography is not in place and, owing to a lack of suitable resources, aspects of the ICT curriculum in Key Stage 2 cannot be covered. Resources in many subjects are not adequate. Although assessment has improved in subjects such as English and mathematics, it is not systematic across all areas of the curriculum. Attendance levels are too low. The written reports about pupils' progress, and parts of the prospectus and governors' annual report, do not fully meet requirements. Child protection arrangements need to be formalised following the extended absence of the headteacher. The acting headteacher, working with staff and governors, has identified all these areas of weakness, and has begun the process of improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 57 In order to improve standards further, the headteacher, staff and governors should:
- (1) Raise pupils' attainment in English, mathematics and science by:
- monitoring pupils' progress to ensure that attainment continues to rise in Key Stage 2;
 - planning carefully opportunities to develop and use literacy and numeracy skills in other subjects;
 - providing regular opportunities in science for older pupils to carry out investigations they have designed themselves.
- (Paragraphs 1, 3, 6, 11, 20, 65, 67, 68, 69, 70, 73, 74, 76, 78, 80, 81, 82, 83, 84, 85, 87, 88, 98, 108)
- (2) Ensure the full National Curriculum for ICT and geography is taught by:
- developing a clear programme for geography to ensure that pupils' knowledge and skills are developed as they move through the school;

- planning cross-curricular opportunities to reinforce geography skills when the subject is not being taught;
- obtaining the necessary resources so that the full ICT National Curriculum can be taught in Key Stage 2.

(Paragraphs 3, 6, 7, 15, 16, 19, 22, 46, 96, 97, 98, 99, 104, 106)

(3) Improve resources in most subjects by:

- completing a full audit to identify the resources required to develop pupils' knowledge and skills in each subject;
- devising a plan to purchase resources which takes account of the school's rolling programme of topics and ensures all resource needs are met within a reasonable length of time.

(Paragraphs 3, 46, 51, 54, 73, 88, 91, 95, 99, 103, 104, 106, 108, 113, 116, 120)

(4) Develop systematic and manageable procedures for the assessment of both knowledge and skills in all subjects by:

- reviewing current assessment arrangements in the Foundation Stage, English and mathematics;
- following the review of the school's curriculum which is taking place, producing detailed procedures to assess pupils' skills and knowledge in each subject, so that valuable information is provided which can be used to plan to meet all pupils' needs.

(Paragraphs 33, 35, 36, 72, 81, 88, 91, 95, 99, 103, 108, 112, 116)

(5) Improve pupils' attendance rates by:

- reviewing the impact of the procedures identified in the school's policies to promote attendance;
- reminding parents of the importance of their children attending school regularly.

(Paragraphs 12, 32)

(6) Ensure written reports to parents, and the prospectus and governors' annual report to parents, meet statutory requirement and give more information to parents by:

- producing written reports to parents that give a clear mention of each subject of the National Curriculum and religious education;
- improving the information included in the reports so that parents have a clearer understanding of their child's strengths and weaknesses;
- reviewing the statutory requirements for items that must be included in the prospectus and governors' annual report each year and ensuring that the necessary detail is included.

(Paragraphs 39, 40, 46)

(7) Ensure that child protection arrangements are fully in place by arranging for relevant training for the individuals identified.

(Paragraphs 31, 46)

In addition to these key issues, the following less important areas, or areas already identified by the school, should be included in the action plan:

(1) The development of the leadership and management of subjects which is

currently underdeveloped.

(Paragraphs 45, 47, 81, 88, 91, 95, 99, 103, 108, 112, 116, 120)

- (2) The need to promote pupils' independence in aspects of their own learning.
(Paragraphs 11, 23, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 31.3 | 62.5 | 6.3 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 38 |
| Number of full-time pupils known to be eligible for free school meals | 7 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 15 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

| Authorised absence | % |
|---------------------------|------|
| School data | 12.3 |
| National comparative data | 5.2 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 1.2 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 4 | 3 | 7 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|-----------|-----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 4 | 4 | 4 |
| | Girls | 3 | 3 | 3 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (100) | 100 (100) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 4 | 4 | 4 |
| | Girls | 3 | 3 | 3 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 2 or above | School | 100 (100) | 100 (100) | 100 (100) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 7 | 3 | 10 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 2 | 3 | 3 |
| | Girls | 3 | 2 | 3 |
| | Total | 5 | 5 | 6 |
| Percentage of pupils at NC level 4 or above | School | 50 (45) | 50 (36) | 60 (64) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 2 | 3 | 3 |
| | Girls | 2 | 1 | 1 |
| | Total | 4 | 4 | 4 |
| Percentage of pupils at NC level 4 or above | School | 40 (55) | 40 (36) | 40 (64) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 36 |
| 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 | 3 | 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) | 2.4 |
| Number of pupils per qualified teacher | 15.8 |
| Average class size | 19 |

Education support staff: YR – Y6

| | |
|---|------|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 47.5 |

Financial information

| | |
|--|-----------|
| Financial year | 1999/2000 |
| | £ |
| Total income | 142359 |
| Total expenditure | 149397 |
| Expenditure per pupil | 3644 |
| Balance brought forward from previous year | 39681 |
| Balance carried forward to next year | 32643 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 36 |
| Number of questionnaires returned | 28 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 43 | 0 | 0 | 0 |
| My child is making good progress in school. | 54 | 43 | 0 | 0 | 4 |
| Behaviour in the school is good. | 50 | 43 | 4 | 0 | 4 |
| My child gets the right amount of work to do at home. | 46 | 39 | 14 | 0 | 0 |
| The teaching is good. | 68 | 29 | 4 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 39 | 36 | 18 | 7 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 25 | 7 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 64 | 25 | 4 | 0 | 7 |
| The school works closely with parents. | 32 | 50 | 18 | 0 | 0 |
| The school is well led and managed. | 68 | 25 | 7 | 0 | 0 |
| The school is helping my child become mature and responsible. | 54 | 32 | 7 | 0 | 7 |
| The school provides an interesting range of activities outside lessons. | 68 | 21 | 11 | 0 | 0 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58 Most children attend school in the afternoon sessions only for the two terms before they have their fifth birthday. They then attend full-time. Sound arrangements have been made to help children settle in to school, including linking with the local playgroup which many children attend. The “family ethos” of the school helps children settle in quickly and develop good attitudes to learning. Currently Reception children are in a class with Key Stage 1 pupils and also pupils in Year 3. Good arrangements are made to meet the specific needs of children in the Foundation Stage, and learning activities for children and pupils in the class are very well organised. This means that teaching and learning are good both when children are working with the class teacher and also the learning support assistants. A good start has been made to introducing the new Foundation Stage curriculum based on local authority guidelines. This means curricular planning is satisfactory at present and developing well. In this area of its work, the school has made good progress since it was last inspected. When pupils enter the school they have a wide range of abilities over the areas of learning, but baseline assessments and inspection evidence show that, overall, standards are below those of children of a similar age.

Personal, social and emotional development

59 The teaching for children’s personal, social and emotional development is good and, because of this, they make good progress in their learning. Children enter Reception with a range of ability in this area of learning, although standards are slightly below average. This is mainly because a significant minority of children find it difficult to wait their turn or listen to others without calling out. However, all adults are good at helping children to take turns and listen carefully. Owing to the very good organisation and management strategies, pupils develop good skills at working on their own, in a group or paired task. They play together well. Activities in religious education lessons help children to understand the impact of their actions on others and give a good foundation for the very good relationships seen throughout the school. Children are encouraged to show initiative and accept responsibility, for example in tidying resources.

Communication, language and literacy

60 Teaching of the communication, language and literacy skills is good. Although children enter the school with a range of skills in this aspect, the majority of children have standards below others of a similar age. Particularly good thought has been given to meeting the needs of the age range in the class. A learning support assistant with good expertise works with the children in the opening session of literacy lessons. This means that the children are developing the skills of reading and writing well, and they make good progress. Most children reach the standards expected in this area by the time they enter Key Stage 1. Speaking and listening are promoted well in most activities. The majority of children speak clearly and confidently, expressing themselves effectively within a satisfactory vocabulary range. Children become better at listening, although a few still find it difficult not to interrupt others. Good activities to promote an interest in books, including the home-school reading scheme, help children to make good gains in developing their knowledge of stories and their reading skills. The development of reading skills is also very well supported by the fact that children read very regularly to adults including parents, grandparents and governors who undertake voluntary work in the school. Most children recognize simple common words in the text, use the pictures to help read the words and build new words by spelling out the sounds. The more able children read fluently and accurately at a standard well above that expected for their age.

Most children form letters correctly and develop secure writing skills. All children write their own names and a few other words. They sequence a story from the pictures and then copy the sentence an adult has written to describe the story. The more able pupils already write their own sentences.

Mathematical development

61 The activities to help children develop mathematical language and skills are taught well. On entry to school, most children's knowledge of number and mathematical concepts is below average, but they make good progress to reach the expected standards by the time they enter Key Stage 1. Most children recognise and order numbers to ten correctly and are beginning to do simple addition and subtraction with these numbers. Although the majority of children write their numbers accurately, a minority sometimes write them back to front. The more-able children work confidently with numbers up to 20. Children accurately identify shapes and their properties, and develop early measuring skills by comparing size and quantity.

Knowledge and understanding of the world

62 Teaching and learning in this aspect are good. Prior knowledge on entry to Reception is below that expected, but adults promote children's interest in the world around them very well. The local environment, and children's knowledge of the area in which they live, are used well to help encourage learning, for example in visiting the local woods. Children also have a very good knowledge about the animals they see on the beach or at sea. The good expertise of the class teacher helps children to develop their skills in using computers well. Children greatly enjoy their work in cooking, showing good skills when making biscuits. They also enjoy planting flowers in tubs to enhance the school environment and consider very carefully what they have to do to ensure the plants will grow. They gain a sound knowledge of what life was like in the past when they visit Truro museum and when they look at how the toys children played with have changed over time. Early geographical knowledge is encouraged through the use of the role-play area as a garden centre and designing routes for a programmable robot to take.

Physical development

63 No outdoor play sessions or physical education lessons were observed during the inspection. Baseline assessment shows that, overall, children enter the school with standards which are slightly below those expected for their age. In the activities observed and from planning, it is evident that teaching and learning are satisfactory. Children are given appropriate opportunities to develop their skills. During the inspection they were seen cutting and sticking at the level expected. Children's manipulative and physical skills are also developed well through the use of construction equipment in the classroom and a good range of outdoor play apparatus.

Creative development

64 On entry to the school, children's skills are below average. An appropriate range of activities is provided to allow pupils to develop their skills in art, enjoyment of stories and in role-play, and in these aspects teaching is satisfactory. No lessons were observed during the inspection, but children produce artwork at the standard expected. Teaching and learning in music are good. This is because a well-qualified teacher gives her services voluntarily to the school. Children have a very well developed sense of rhythm and respond well to their teacher to play hand bells and chime bars in time. They enjoy singing and performing action songs very much, which they do well. In this aspect, they achieve standards above those of children of a similar age. Standards overall match those expected.

ENGLISH

- 65 By the end of Key Stage 2, the standards current Year 6 pupils reach are below the national average in reading and writing, but match the average in speaking and listening. This is better than in the National Curriculum tests for 2000, when the proportions of pupils reaching the expected Level 4 or higher, or Level 5 were well below the national average. Overall, the school's performance in 2000 was very low, both when compared to all schools nationally and also those in a similar context. Although results do vary from year to year, partly as a result of the small number of pupils in each year group, there has been a marked downward trend in the last few years. This is because the leadership and management in the school were not supporting developments in the subject sufficiently. In addition, unsatisfactory teaching led to low expectations of pupils' behaviour and work. Since the arrival of the acting headteacher at the beginning of this academic year, and the resulting good teamwork and support given by all members of staff, the decline in standards has been halted. Key Stage 2 pupils, including those with special educational needs, are now making very good progress. Although standards are still below average for the majority of Year 6 pupils, they are now achieving better. All pupils in Years 3, 4 and 5 are achieving well for their abilities. The majority now reach standards similar to or above those expected for their age and the school is well on the way to improving its performance in future years. The recent good improvements in both provision and standards also mean that the school has made satisfactory progress since the last inspection. Prior to last September, progress was unsatisfactory.
- 66 In Key Stage 1, most pupils reach the expected standard in all aspects of the subject. All pupils, including those with special educational needs, achieve well for their abilities. In the National Curriculum assessments in 2000, all pupils reached the expected Level 2 in both reading and writing and the school's performance matched the average of the majority of schools and also those in a similar context. Pupils' performance varies from year to year, but this is mainly due to the small number of pupils in each year group. Overall standards in writing are improving at the same rate as is seen nationally, but better than this in reading. The better improvement in reading is because the school has maintained the very high level of hearing all pupils read regularly, as well as responding to the extra demands made by the National Literacy Strategy.
- 67 At both key stages, standards in speaking and listening are around average and most pupils achieve appropriately for their abilities. All pupils are encouraged to communicate effectively and to listen attentively to help increase their knowledge and understanding in a range of subjects. Key Stage 1 pupils talk confidently and listen well to their teacher and each other. They explain their work carefully and use an increasing range of vocabulary and technical terms. At Key Stage 2, good discussion takes place, particularly in literacy lessons. During the inspection, pupils clearly identified the differences between a Cornish or Northern English dialect and Standard English. In literacy lessons too, there are good opportunities to take part in debates, for example on fox hunting, and pupils talk thoughtfully and with mature understanding of issues closely related to their community. However, progress in this aspect of the subject is not specifically planned for, which limits greater progress. Parents and staff consider that high levels of poor behaviour have also limited progress in the previous two years which made speaking and listening activities difficult. The good behaviour and very good relationships now seen in the school mean that pupils are now able to make very good progress in this aspect.
- 68 In Key Stage 1, standards in reading are average. Pupils read accurately and fluently from the level of text expected for their age. They read many well-known words and build up others by using sounds. They also use pictures and the context of the story to help "guess" what a word is likely to be. Pupils have a sound knowledge of stories and also

non-fiction books. As they read very regularly to an adult, all pupils, including those with special educational needs (SEN), are very well supported. Often SEN pupils reach average standards. By the time they leave the school, pupils are beginning to develop a secure knowledge of different types and styles of text. This is because of the good emphasis given to this aspect in literacy lessons. However, previous unsatisfactory progress has meant that current Year 6 pupils have not yet reached the levels expected in this aspect, although pupils in the lower year groups have a sound knowledge. All Year 6 pupils know how to build up unknown words using sounds, and the majority are competent at this. They are less secure on predicting what is likely to happen next or to gain a good knowledge of a character from the text. Although pupils in Year 6 do not reach the standards expected in their interpretation of texts, again pupils in the younger year groups reach the expected levels in this aspect. Owing to good teaching in literacy lessons, the majority of pupils have a sound understanding of how to find information in non-fiction books although not all of the older pupils do so well without support.

- 69 Key Stage 1 pupils reach the levels expected in writing. Handwriting, spelling and the use of punctuation are all at the level expected. Pupils write simple stories with a beginning, middle and end, for example when retelling Greek myths, and also accounts of what happened at the weekend or during a holiday. Pupils are building well on these skills as they move in to Key Stage 2. Year 3 pupils are beginning to describe the setting and characters in a story about pirates. By the end of the key stage, pupils are beginning to describe an effective setting, for example when they create a sense of heat in their descriptions. Their imagination was stimulated well when, after learning about the genre of myths and legends, they wrote a legend about Sennen Cove. Good attention is also being paid to developing character and plot, and increasing pupils' knowledge and use of different vocabulary. Instructional writing has been covered very well through linking this with writing plans for design and technology projects, and the art of writing advertisements covered well when producing one for the footwear pupils made. Although all pupils in the key stage are now making good progress in developing their skills in writing for a range of purposes, Year 6 pupils do not yet reach the standards expected because of previous unsatisfactory progress. In other year groups the majority of pupils reach the standards expected for their age.
- 70 When asked to do so, pupils apply their literacy skills and develop these well in other subjects, for example in design and technology and ICT. Specific opportunities to develop literacy skills in other subjects have not been adequately planned for and so pupils do not yet make the progress of which they are capable.
- 71 Across the school, pupils with special educational needs are well supported. Pupils who have emotional and behavioural difficulties are helped to concentrate and listen so that they are now making good progress in speaking and listening. Through the effective targets set in their individual education plans, the high levels of very good teaching, the very good marking and regular reading activities, they also make good progress in reading and writing.
- 72 Teaching is never less than good and it is very good at Key Stage 2. Lessons are very well organised and pupils are managed very well. This means that group activities are very effective and teachers constantly monitor pupils to ensure all are working hard. Teachers' expertise is of a high quality and they teach the basic skills very well. This was illustrated when, during the inspection, a very good lesson helped pupils make good gains in understanding the use of vocabulary and its effect in different texts. This helps pupils to understand easily and to make good progress in their learning. Work is challenging and well matched to the different ability of pupils in each class. Good arrangements have been made to teach the Year 6 pupils separately from others in the class. The very good relationships that have been built up between teachers and pupils since the arrival of the acting headteacher mean most pupils are now well motivated and want to work hard. Good feedback in lessons and good quality marking helps pupils to

correct their mistakes and improve. Exceptional assessment of writing in the class of the oldest pupils has helped to contribute to the very good progress now being made in this aspect. Partly as a result of this and the regular recording of progress in reading, assessment in the subject is satisfactory overall.

- 73 The curriculum, which is planned around the National Literacy Strategy, is satisfactory overall, but good arrangements have been made to provide for the mixed age classes and also for pupils with special educational needs. Exceptionally good provision is made for all pupils to read at least two or three times a week to an adult. As well as reading to their teachers and learning support assistants, pupils benefit from the many parents, grandparents and governors who help in this aspect. Less emphasis has been placed on the development of speaking and listening and not enough thought has been given to promoting literacy skills in other subjects. Although the school is gradually building up a range of good quality resources, previous neglect of this area means that resources are not yet at a satisfactory level. Leadership and management are good and improving.

MATHEMATICS

- 74 In 1999 and 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well below the national average, and had declined since 1996. The results for 2000 were very low compared with those of similar schools, that is those with between eight and 20 per cent of pupils claiming free school meals. Over recent years, there has been little difference in the attainment of boys and girls. However, it should be noted that the low number of pupils in each year group makes the analysis of assessment data unreliable.
- 75 In 1999 and 2000, at the end of Key Stage 1, attainment recorded in National Curriculum tests was well above average. After a period of decline since 1996, results showed a significant improvement. The performance of boys and girls has been similar over the past three years. As for Key Stage 2, the small number of pupils involved means that the data need to be treated cautiously.
- 76 The previous inspection found that most pupils attained the expected level at the end of both key stages and that teaching was satisfactory. Inspection evidence shows that a similar picture is evident in Key Stage 1, but that attainment has declined by Year 6. Teaching has improved, especially since September, 2000. Results in Key Stage 2 have declined owing to low numbers in each year group, significant changes in the school's population and weaknesses in teaching, which have now been resolved.
- 77 During Key Stage 1 pupils make good progress. They are learning well and achieving about average standards. Pupils count accurately when using practical aids, including fingers, and all in Year 1 are confident with numbers up to 20. Higher attaining pupils accurately add and subtract numbers to 50 or 100 and they complete simple algebra problems correctly. Most pupils are confident with simple multiplication by five or ten and they know a range of two- and three-dimensional shapes. They correctly tell the time to the half hour and understand simple fractions, such as half. Those pupils with special educational needs are making good progress and achieve well. They add and subtract numbers to 20 accurately, but often reverse their figures.
- 78 Very good teaching for older pupils in Key Stage 2 is helping them improve their numeracy skills. Learning is helped by well organised lessons, clear explanations and the teacher's enthusiasm. However, owing to limited progress in recent years, Year 6 pupils' mathematical work is below average. Only about a quarter of Year 6 pupils confidently recall multiplication facts. The majority have secure number skills when using addition or subtraction. Although not quick, about half divide two digit numbers correctly, including when the answer includes a remainder. They work with reasonable confidence

with numbers to two decimal places, especially when using money. In all these areas, the work of current Year 5 pupils is very similar to that of those in Year 6. Key Stage 2 pupils draw simple block graphs, histograms and line graphs satisfactorily, but do not always label the axes correctly. They interpret graphs satisfactorily, but do not always take care to look carefully at the scale and units used. Pupils have a satisfactory understanding of equivalent fractions and symmetry. Pupils with special educational needs make at least satisfactory progress and achieve suitable standards in relation to their prior attainment. Learning is improving because of more improved teaching.

- 79 Throughout the school, pupils enjoy mathematics. Older pupils' attitudes are often very good, this was shown by the concentration evident when tackling mental multiplication work. They rise to the teacher's challenge to improve their scores and extend their knowledge. Behaviour is often very good in both whole class and group activities, but, at times, some younger pupils become restless and do not concentrate sufficiently.
- 80 The quality of teaching is never less than good and that for older pupils in Key Stage 2 is very good. The improved teaching is helping to promote effective learning by pupils. The best teaching reflects very good subject knowledge, clear explanations and careful attention being given to the needs of the wide range of pupils in the class. In Years 4, 5 and 6, teaching is aided by the use of 'booster' funding to teach Year 6 separately; this is helping to deal with some of the weaknesses evident in assessments made early this school year. In Class 1, the teacher experiences problems because of the very wide age and ability range in the class. Although her teaching is good, and she is well supported by classroom assistants, some of the Year 3 pupils are not always challenged sufficiently. The National Numeracy Strategy has been implemented effectively, and it is helping to improve planning for the mixed age classes. Work is generally matched well to pupils' levels of attainment; in particular the needs of lower attaining pupils are met. Teachers use mathematical vocabulary effectively. Too few opportunities are planned to use numeracy skills across the whole curriculum. Marking is satisfactory, although there are not always enough comments to help pupils understand how they can improve.
- 81 The pupils follow a curriculum based on the National Numeracy Strategy, together with published material. Teachers ensure that all pupils, irrespective of their age, are involved in the introductory whole class session, but at times older pupils are not attentive enough when questions are targeted at younger children. Assessment procedures are satisfactory, and used suitably to identify trends and needs. Mathematics makes a sound contribution to pupils' personal development, for instance when they have opportunities to co-operate and work in pairs. There are few examples of pupils being asked to apply their mathematical knowledge to solving real life problems. It is only relatively recently that clear responsibility for the subject has been established. Leadership of the subject is now good, but there are few opportunities for the observation of teaching or an analysis of a range of pupils' work as they move through the school.

SCIENCE

- 82 In 1999 and 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well below the national average. The average results for 2000 were very low compared with those of similar schools, that is those with between eight and 20 per cent of pupils claiming free school meals. Over recent years, there has been little difference in the attainment of boys and girls. Teacher assessments at the end of Year 2 indicated that all pupils achieved the expected Level 2, but none the higher Level 3. However, in interpreting these data, it should be noted that the low number of pupils in each year group makes the analysis of assessment data unreliable.
- 83 The previous inspection found that most pupils attained the expected level at the end of

both key stages, and that teaching was satisfactory. Inspection evidence shows that teaching is better this year. Standards of attainment are about average by Year 2, but current Year 6 pupils are below average. Results in Key Stage 2 have declined since 1997, this is due to low numbers in each year group, significant changes in the school's population, unsatisfactory behaviour and teaching that was not good enough. Throughout the school, the development of pupils' knowledge is stronger than their skills.

- 84 During Key Stage 1, pupils acquire satisfactory knowledge. They have a broad knowledge across all areas of science. Pupils know the five senses and correctly associate particular parts of the body with each sense. They identify the main features of the human body and explain that the use of different materials, such as glass and metal, depends on their properties. This is illustrated by the observation that 'we use glass for windows because we can see through it.' Although some attention is given to developing pupils' scientific skills, this is not sufficiently systematic. There are too few opportunities for pupils to record their observations. Pupils with special educational needs are given good support which helps to ensure that they extend their knowledge. The use of drawings helps them to record their work.
- 85 By the end of Year 6, pupils' knowledge of science is below average because there is little high attainment. However, the situation is improving because of particularly good teaching and, as a result, the attainment of pupils in Years 4 and 5 is similar to that of those in Year 6. Learning is enhanced because the teacher's good subject knowledge ensures the effective use of questions. Pupils' understanding is satisfactory across all areas of the subject. They know the main features of a plant and its flower. They describe accurately the role of some of these features, such as the attraction of insects by brightly coloured and scented flowers to help bring about pollination. They satisfactorily describe some of the properties of some forces, such as gravity and friction. They measure forces using Newton meters they have made. Teachers' good use of scientific vocabulary, such as when studying flowers or forces, aids learning. Scientific skills are developed satisfactorily, results from investigations are recorded accurately, but there are too few opportunities for older pupils to carry out investigations that they have designed themselves. Pupils with special educational needs make at least satisfactory progress because teachers give thought to the different ways they can record their observations.
- 86 Pupils enjoy science, especially discussion and practical activities. They appreciate the opportunities provided by teachers for them to describe what they can see. Their attitudes are very good; illustrated by the interest when they examined buttercups and noted that, while most had five petals, a few had ten. Behaviour is good in both whole class and group activities. Pupils are keen to answer questions and make suggestions.
- 87 Only one science lesson was observed during the inspection, this was for older Key Stage 2 pupils. The quality of teaching is at least satisfactory; that in the lesson observed was good. Teaching helped to promote good learning by pupils, because of the interest generated and the effective use of questions. Good use of resources and subject knowledge helped pupils examine flowers closely and to increase their knowledge. Good links are often established with other subjects, such as music and design and technology. The work of pupils with special educational needs is given effective support. Not enough planned use is made of pupils' literacy and numeracy skills to promote learning. Marking is satisfactory, but does not help pupils to understand how they can improve. Learning in Key Stage 2 is improving because teaching is now more demanding and well organised. Pupils in Year 3 gain from being taught as a separate group for science.
- 88 The pupils follow a broad curriculum, which helps to ensure all areas of scientific knowledge are developed. Insufficient attention is given to developing pupils' skills

systematically and extending opportunities for older pupils to contribute their own ideas and design their own experiments. The school bases its work on local authority and national guidance. Assessment is not yet developed sufficiently to enable teachers to have a clear idea of where pupils are or how to extend their work. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to reflect on the wonder of life being created in a seed and they learn about famous scientists from the past, such as Isaac Newton. It is only recently that clear responsibility for the subject has been established; leadership is now satisfactory. There is not yet a planned programme of opportunities for the observation of teaching or to ensure the systematic development of pupils' skills. The range of resources is not adequate to ensure pupils develop all the relevant scientific skills, especially those involving accurate measurement, to the required level.

ART AND DESIGN

- 89 It was not possible to see any lessons during the week so evidence is taken from work on display around the school. In those aspects seen, the majority of pupils reach standards which are above national expectations and achieve well for their abilities by the time they leave the school.
- 90 Although very little art was seen for Key Stage 1 pupils, they made a paper collage, combining tissue and cellophane to very good effect representing an under water sea scene. They also used crayon and felt tip pens at a satisfactory level to draw pictures of the Creation story from the Bible. Key Stage 2 pupils completed accurate still life drawings of Greek artefacts using black and orange for effective contrasts as part of their history topic. Their landscape work is of a good standard. Here, they mix, shade and combine colours to represent a coastal sunset or country scene. This work largely compares with the standards seen at the last inspection.
- 91 As no lessons were observed, it is not possible to make a detailed judgement about teaching. However, from teachers' planning and the outcome of pupils' work it is evident that all teachers have secure expertise, plan effectively to build on and extend pupils' skills and have sound expectations of what pupils can achieve. Curricular provision is satisfactory. Currently the school is following the national scheme of work, although it is intended to adapt this to meet the needs of pupils more closely. However, the fact that there are no agreed assessment procedures for the subject means that assessment of previous work does not sufficiently inform planning. The school acknowledges that, under the previous senior management, co-ordination of the subject had been allowed to lapse and therefore this has not been satisfactory. Leadership is now satisfactory, but opportunities to monitor teaching and pupils' work are not developed sufficiently. Similarly resources for the subject are not sufficient to support all areas of the art and design curriculum. The school is fully aware of the need to address these issues, and plans to do so during the next academic year.

DESIGN AND TECHNOLOGY

- 92 It was not possible to observe any lessons during the inspection. Evidence is taken from the plans which pupils produced, the articles they made on display around the school and photographic records. At the end of both key stages, the majority of pupils reach standards in line with national expectations. This is similar to the standards seen at the last inspection. Key Stage 1 pupils achieve appropriately for their abilities. Since last September, the activities provided for Key Stage 2 pupils have motivated them well, for example in designing and making Easter Bonnets. As a result, they now achieve well for their abilities. Pupils in Years 4, 5 and 6 are in the same class and undertake the same activities. This has meant that the standard of work produced by the younger pupils is above national expectations.

- 93 Key Stage 1 pupils made hand and finger puppets from felt and other materials. They decorated these accurately and effectively to depict an animal or person. At Key Stage 2, very good thought has been given to linking the work pupils undertake in the design process with learning how to write accurate instructions as part of their work for literacy. This is another reason why the Easter Bonnets they made were effective. Pupils showed a good understanding of the design process, including the specific requirements for the design, such as "it must not blow off in the wind" – a very necessary feature for headgear worn at their school. Similarly, they also combined their work on forces in science with building a 75cm high structure using different joins and load bearing structures. Key Stage 2 pupils also designed, made and played a range of musical instruments. They designed and made footwear from a very wide variety of materials, including rope and polystyrene. Again, very good links were made with other subjects because pupils then used the computer to produce effective advertisements for their shoes. All these interesting and challenging activities mean that, since September, good progress has been made and Key Stage 2 pupils are developing their skills well in using tools, techniques and materials.
- 94 Only one lesson was observed, for Year 3 pupils in food technology. This too was linked with work in science and pupils discussed a good range of common and unusual fruits before choosing what they would like to use in the fruit salad they had made. The work produced shows that teaching is at least satisfactory at Key Stage 1, but better at Key Stage 2. Teachers have a good understanding of the subject and plan lessons that help pupils to acquire skills well and which they enjoy. Expectations of what Year 6 pupils can achieve are satisfactory although they are better than this for the younger pupils in Key Stage 2. From the one lesson seen, and from the effort pupils had taken to give a very good finish to their designs, it is evident that they work hard and enthusiastically.
- 95 The curriculum is based on a national scheme of work and is satisfactory at present, although it is being interpreted well to meet the needs of pupils. The lack of formal assessment means that teachers do not have enough information to help plan to build on and extend pupils' skills. The accommodation supports learning in the subject well, with plenty of space for pupils to work. The school has a suitable number of tools to support learning, although there are no ICT programs to give older pupils access to computer-generated design. The previous senior management allowed co-ordination of the subject to lapse, although the school is fully aware of the need to address this issue, and leadership is now satisfactory. However, there is no planned programme to monitor teaching or evaluate pupils' work.

GEOGRAPHY

- 96 The previous inspection report indicated that attainment at the end of Years 2 and 6 was below average, because the curriculum did not meet statutory requirements. The school has not made sufficient progress since then. It has recently begun to consider how to improve geography provision, but currently the requirements of the National Curriculum are not met. As a result, pupils' attainment remains below that expected. Only one lesson was observed during the period of the inspection.
- 97 At the end of both Years 2 and 6, attainment is below average. Pupils have a limited awareness of place because some of the studies cover geographical areas that are too large. Pupils' map skills are inadequate; they have not developed the skills of using co-ordinates to identify locations, or drawn simple maps or plans sufficiently. Throughout the school, pupils' interest in geography has been stimulated by the discovery of 'a message in a bottle' which was thrown overboard from a boat on an Atlantic Ocean yacht race from Quebec to St. Malo. Pupils in Class 1 located Quebec on a world map, but had much more difficulty in finding the United Kingdom. In Class 2, pupils write about

some of the features of rain forests and know about lines of longitude.

- 98 Pupils are interested when geography captures their imagination, as with the link with Quebec. Insufficient systematic teaching of geography takes place, although in the lesson observed teaching was good. Effective use was made of suitable resources and the pace of the lesson was maintained. Pupils' learning was only satisfactory, partly because of the lack of previous work and because of some restlessness of a minority of pupils. Literacy and numeracy skills are not used sufficiently within geography activities.
- 99 The geography curriculum is unsatisfactory. This weakness has been recognised and planning is now taking place to improve provision so that it covers the full National Curriculum requirements in a systematic way. Currently, geography makes only a limited contribution to pupils' personal development, although this has been enhanced by the link with Quebec, and receiving e-mail letters in French which is helping raise cultural awareness. In the absence of a coherent teaching programme, assessment has not been developed for either knowledge or skills. It is only relatively recently that clear responsibility for the subject has been established. The co-ordinator has identified what needs to be done and has begun the process of improvement. Monitoring of teachers' planning, the quality of lessons or pupils' work across the school is not organised systematically. Resources are insufficient to promote the development of geography knowledge and skills.

HISTORY

- 100 The previous inspection indicated that the standards achieved by pupils were about average by Year 2, and above average by Year 6. Pupils in Key Stage 2 made good progress. Pupils' responses and teaching were good in Key Stage 2. The school did not have a policy or scheme of work. Current standards in Year 6 are not as good as this; although all pupils gain a good range of knowledge, insufficient thought is given to developing pupils' skills, such as those associated with gaining evidence and considering the validity of evidence. There is still no written policy, although the school is basing its work on relevant local authority and national guidance. It is planned to review provision in history at the same time as the development of geography takes place. Owing to the organisation of the timetable, no lessons in history were observed during the inspection.
- 101 During Key Stage 1, pupils develop an awareness of change over time. They understand that their toys differ from those played with by their parents or grandparents. An understanding of change is also assisted by sequencing some of the characteristics of change as humans grow from a baby through to old age. At times, the nature of the tasks set limit opportunities for progress and the development of skills. This was illustrated by worksheets used by Key Stage 1 and Year 3 pupils comparing street scenes today with 300 years ago. The exercise was one of largely colouring-in rather than identifying and writing about differences that could be observed. Older pupils in Key Stage 2 know about aspects of life in Ancient Greece, and the higher attaining draw accurate time lines up to the present day to locate events, such as the Battle of Hastings. Many of these pupils do not have a clear understanding of the distinction between Greek myths, such as stories of the gods of the Ancient Greeks, and fact about life in Ancient Greece.
- 102 Pupils have satisfactory attitudes to the subject, and most take care when completing their work. Teaching is satisfactory, especially in relation to raising an awareness of life in the past and the lives of famous people. Not enough attention is given to developing pupils' historical skills and there is an overuse of worksheets which are not sufficiently demanding. An understanding of history and of the passage of time is not promoted

through displays of time lines which are relevant to children's lives.

- 103 The history taught makes a satisfactory contribution to raising pupils' awareness of cultures from the past. In relation to developing pupils' knowledge, the curriculum is adequate, but more detailed planning is necessary to ensure the systematic development of both knowledge and skills. Assessment has not been developed sufficiently for either knowledge or skills. It is only relatively recently that clear responsibility for the subject has been established; this is satisfactory and the co-ordinator has a clear understanding of what needs to be done. She has not been able to monitor teachers' planning, the quality of lessons or pupils' work across the school. Resources are insufficient to promote a good understanding of history relevant to pupils' lives or to raise an awareness of how historical evidence is collected. Good use is made of visits, such as to the museum in Truro. Visitors also stimulate children's interest, illustrated by the photographs showing demonstrations of a wide range of toys from the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 104 The previous inspection indicated that pupils' attainment was about average and that pupils made satisfactory progress. The school provided a broad curriculum, although there was a lack of balance and continuity because ICT work was linked to topics. During the inspection, little direct teaching was observed, although pupils were working on computers and receiving e-mails. Attainment in Key Stage 1 remains about average but, owing to a lack of resources, aspects of the National Curriculum cannot be developed in sufficient depth in Key Stage 2.
- 105 Pupils in Key Stage 1 make satisfactory progress in using the computer. They use the keyboard to enter, and then print, text at the expected standard. Pupils use the shift and delete keys correctly and have satisfactory mouse control. They use an art program competently to produce simple pictures. Pupils program a programmable toy (the turtle) to complete a range of movements correctly. The teacher plans the activities well, and ensures that all pupils experience the full range of the ICT curriculum. This good teaching is helping all pupils, including those with special educational needs, to make at least satisfactory progress. They develop and consolidate skills effectively.
- 106 Attainment by Year 6 is below average, because pupils are not able to extend their control and monitoring skills sufficiently. They consolidate and extend their word processing skills, so that they modify text, alter font size and style, and use colour effectively when printing their work. They do not systematically use the spell check to correct their work. Good use is made of ICT skills in other subjects, such as when pupils produced eye-catching advertisements for sandals they had made. They prepare, send and receive e-mails. Progress during the key stage has not been sufficient. This is partly because of a lack of key resources, but also because pupils did not use computers sufficiently last year. Teaching in Key Stage 2 is now satisfactory in the areas that can be covered.
- 107 Pupils enjoy ICT and concentrate well when programming the turtle, using a CD-ROM for research or when receiving e-mails. Behaviour is good, and older pupils are confident enough to assist the teacher in operating the technology.
- 108 Owing to a lack of suitable resources, the full National Curriculum cannot be taught in Key Stage 2. Some use of ICT occurs across the curriculum, but often mainly for word processing. It is not used sufficiently in mathematics or science. Systematic assessment of pupils' ICT skills is not in place. The subject makes a good contribution to pupils' personal development, such as when pupils co-operate when using the computer or when they get excited about and reflect on receiving an e-mail in French. The co-

ordinator has good expertise and she assists other members of staff who are less confident in the subject. There is not as yet a planned programme of opportunities for the observation of teaching or of pupils working with computers. The school has a good ICT suite, adequate computers and a good range of software. It lacks equipment to extend pupils' skills in control technology and to develop knowledge of the use of ICT to monitor and record changes, for instance of temperature or light intensity.

MUSIC

- 109 No lessons were observed during the inspection. However, evidence is taken from a performance given by the whole school and also after school clubs. In the aspects seen, at both key stages, the majority of pupils reach standards in line with national expectations. Key Stage 2 pupils achieve appropriately for their abilities, but Key Stage 1 pupils achieve well.
- 110 Key Stage 1 pupils respond accurately to the conductor when they play tunes such as "Twinkle, Twinkle Little Star" on hand bells. They play chime bars as an accompaniment to the keyboard. Pupils have a good understanding of the techniques required and have a good sense of rhythm. They sing a range of songs accurately and carry out actions, for example in "Ten in the Bed."
- 111 The majority of Key Stage 2 pupils sing accurately and expressively in unison. They also play hand bells to the level expected. Pupils are given the opportunity to learn the keyboard or guitar. The small number of pupils who performed on these instruments during the inspection did so to a good level, for example in accompanying the singing of a rock and roll number.
- 112 The school has been very fortunate that a qualified music teacher volunteers to teach the subject to all pupils in the school and also the keyboard to an after school club. In addition, the acting headteacher takes a guitar club for pupils. As a result, teaching and learning are now good, although occasionally some older pupils act inappropriately and slow the pace of learning. Teachers have good expertise and skills are taught well. Currently curricular planning is based on a national scheme of work, although there are plans to adapt this to meet the needs of the school more closely. There are no procedures for formally assessing pupils' skills and knowledge, so planning is not soundly built on what they already know and can do. Previous to the arrival of the acting headteacher the subject was under-developed and not managed satisfactorily. The school plans to address this in the near future. The accommodation is spacious and allows good use of instruments, such as keyboards. Although resources had not been updated prior to September 2000, the acting headteacher made very good arrangements to rectify this, and there is now a good range, for example of guitars and percussion instruments, which is supporting learning well.

PHYSICAL EDUCATION

- 113 The previous inspection indicated that pupils' attainment was about average and that pupils made satisfactory progress. The school provided a broad curriculum, but accommodation and resources were limited and affected opportunities for children to undertake gymnastics. During the inspection, it was only possible to observe one lesson in games skills in Years 4, 5 and 6. Attainment and teaching in the lesson observed were similar to that previously reported. Accommodation and resources have improved, although there are plans to enhance further the equipment for gymnastics. The school continues to provide a broad and varied curriculum, including swimming from Reception.
- 114 Pupils in Years 4, 5 and 6 made satisfactory progress when developing ball and racquet skills. The teacher organised the lesson well so that there was clear progression in the

tasks planned. After an initial warm-up session, pupils threw and caught a ball first to themselves, and then to a partner, with satisfactory skill. Teaching was satisfactory, with good elements. There was a good explanation of how to hold a racquet, but not enough intervention to ensure that pupils' skills at using the racquet improved significantly during the lesson. As a result, although pupils could strike a ball or shuttlecock towards a partner, they found it difficult to control the speed and direction sufficiently. The teacher assessed pupils' skills well during the session and organised groups, according to this assessment, for the next lesson. There was no warm-down session and this is a shortcoming.

- 115 Pupils enjoy physical education and most exhibited good attitudes and behaviour during lessons. However, the teacher had to work hard to maintain the attention of a small minority of older boys. Eventually, because of their inappropriate behaviour, they had to sit out of part of the lesson. Other pupils listened carefully to the teacher, and responded correctly to instructions. The hall used is large enough for the numbers of pupils involved, but the building's acoustics make it quite difficult to hear instructions.
- 116 All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils develop skills across all relevant areas of physical education. Swimming is taught from a very early age. A good range of extra-curricular opportunities is offered, and many pupils are keen to take part in football and towerball. Systematic assessment of pupils' physical education skills is not well developed, although the teacher observed children carefully during the lesson. The subject makes a satisfactory contribution to pupils' personal development, for example pupils will have the opportunity to devise their own racquet game and associated rules. It is only relatively recently that clear responsibility for the subject has been established; this is satisfactory. There is not yet a planned programme of opportunities for the observation of teaching or to ensure the systematic development of pupils' skills. There are plans to purchase additional equipment, especially gymnastics apparatus suitable for younger children.

RELIGIOUS EDUCATION

- 117 No lessons were observed during the inspection so evidence is taken from the scrutiny of work. By the end of both key stages, the majority of pupils reach the standards set out in the Locally Agreed Syllabus. They achieve appropriately for their abilities.
- 118 Key Stage 1 pupils know the main festivals of Christianity and their significance. They can accurately retell the Christmas and Easter stories. They are gaining a sound understanding of Christianity and Judaism and record the Jewish story of "The Creation" accurately. They then link this with their responsibility for the environment. Good thought has been given to using the wealth of Cornish Christian tradition and pupils write about their own Cornish saint, St Piran.
- 119 At Key Stage 2, pupils build satisfactorily on this knowledge and begin to learn about the nature of religion and identify the common and different features of Christianity and other world religions such as Sikhism. They know that many religions have a sacred text, such as the Bible, and a code of conduct, such as "The Ten Commandments." They then use their understanding gained from a study of The Ten Commandments to help write their own rules for behaviour. They recognise features of a church and also a cathedral, learnt on their visit to Truro. They understand the significance of "The Five Ks" to people who belong to the Sikh faith.
- 120 Although no lessons were observed, it is evident from pupils' work that teaching and learning are satisfactory. Teachers have sound subject knowledge, plan satisfactorily and have secure expectations of what pupils can achieve. Curricular planning, based on

the Locally Agreed Syllabus, is satisfactory although there are no formal assessment procedures to help teachers plan effectively for the next stage of pupils' learning. Resources, including books and artefacts, are unsatisfactory although these can be augmented by the local loans services. The lack of resources is partly because the subject has not been effectively managed, prior to the arrival of the current headteacher. Leadership of the subject is now satisfactory, although there are not enough opportunities available to monitor teaching or the quality of pupils' work.