

INSPECTION REPORT

LADOCK CHURCH OF ENGLAND (VA) SCHOOL

Ladock, Truro

LEA area: Cornwall

Unique reference number: 112010

Headteacher: Mr Mark Weir

Acting Headteacher at the time of the Inspection:
Mrs Wendy J Nicholls

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 14 - 17 January 2002

Inspection number: 195604

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Ladock Church of England (VA) School
School category:	Infant and Junior
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Ladock Truro Cornwall
Postcode:	TR2 4PL
Telephone number:	01726 882622
Fax number:	01726 882622
Appropriate authority:	The Governing Body
Name of chair of governors:	Father David Dixon
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Kay Cornish	Registered inspector	English Mathematics Geography History Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What the school should do to improve further
13911	Julie Gallichan	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18498	Denise Morris	Team inspector	Science Art and design Design and technology Information and communication technology Music Foundation Stage Special educational needs	How high are standards? Pupils' attitudes, values and personal development How good are curricular and other opportunities?

The inspection contractor was:

Evenlode Associates Limited

6 Abbey Close
Alcester
Warwickshire
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ladock Church of England School in Cornwall is smaller than average and has 63 pupils aged from four to 11 years. There are almost equal numbers of boys and girls. They are organised into three classes, with an average of 21 pupils in each class. All pupils come from homes where spoken English is the first language. The percentage of pupils on the school's register of special educational needs is 28 per cent, which is above the national average. The percentage of pupils with a Statement of Special Educational Needs is 3 per cent, which is also above the national average. Pupil mobility is high. Twenty seven per cent of the pupils joined the school other than at the usual time of first admission and thirteen per cent left the school other than the usual time of leaving. There is a wide range of attainment on entry to the Foundation Stage. Assessments of children on entry show that most are close to the expected level for the local education authority. The majority reach the early learning goals at the beginning of Year 1. Attendance levels are close to the national average; unauthorised absence is nil. The school is in an area of great scenic beauty with very good community links. Most pupils attend The Roseland Community School on leaving at age 11.

HOW GOOD THE SCHOOL IS

Ladock Church of England School is most effective at providing a good and enriching education for its pupils. Pupils make good progress in their learning. Standards of attainment have improved and, by the age of 11, most pupils achieve standards that are well above the nationally expected levels in English, mathematics and music, and above in physical education. Standards in other subjects reach the nationally expected levels by the time pupils leave the school. The substantive headteacher was appointed in January 1999. Since January 2001 he has been absent with long-term illness. The senior teacher led the school up until June 2001, when an acting headteacher was appointed temporarily. She is currently responsible for the school's leadership and management. The current acting headteacher and her senior teacher give very good educational leadership and have the strong support from staff and the governing body. Many worthwhile initiatives have been implemented since January 2001. Teaching is predominantly good. Excellent enrichment activities ensure that the school provides very good educational inclusion for all. The school gives good value for money.

What the school does well

- Pupils' attainment is well above the nationally expected levels in English, mathematics and music by the age of 11.
- The current acting headteacher is very hard working, dedicated and purposeful. She receives excellent support from her talented senior teacher and both provide very good leadership.
- Teaching is predominantly good, and has a strong impact on pupils' learning, which is good.
- The very good relationships, respect, and personal development are ensured through the good support given by all hard working staff and the excellent extra-curricular provision.
- The governing body ensures that the Christian ethos and sensitive respect for individual differences is strongly reflected in the school's aims and values.
- The impact of parents and community links on the school is very good.

What could be improved

- The long-term absence of the headteacher restraining the progress of the school's whole development.
- The Early Years' ethos and provision at the Foundation Stage.
- Attainment in science.
- The cycle of performance management has yet to be completed for staffing timetable.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection. All the key issues from the previous inspection have been rectified. The National Literacy and Numeracy Strategies have been implemented very effectively. Provision for physical education has been improved. A new curriculum planning initiative,

begun in September 2001, takes good account of national recommended documents. New assessment procedures ensure the effective tracking of pupils' progress in learning. The training of staff to improve their information and communication technology skills has been implemented. There is better provision of computers and software. New and established teachers have settled well as a team with a common purpose to raise standards. There have been improvements and additions to the buildings since the previous inspection.

STANDARDS

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

Performance in:	Compared with				
	all schools			similar schools	
	1999	2000	2001	Prior attmt 2001	FSM 2001
English	D	B	A	A*	C
mathematics	E	C	A	A*	B
science	A	C	C	A	D

Key

well above average A

above average B

average C

below average D

well below average E

The above table shows that in 2001 pupils in Year 6 attained very high standards in English and mathematics, and were in the top 5 per cent nationally. Pupils made excellent improvement in English and mathematics from their prior standard, when they were seven, when compared with similar schools. Science results were close to the national average, but not as high as those attained in English and mathematics. Pupils in the current Year 6 now have similar standards to those of 2001. Trends over three years show good improvement. By the age of 11, pupils' attainment in music is well above national average. Attainment at the ages of seven and 11 is above the nationally expected levels in physical education. In Year 2, the attainment of current pupils is above the average level for speaking and listening, reading and mathematics, but standards in writing are below average. Standards in all other subjects are close to the nationally expected levels by the ages of seven and 11. Assessment of children on entry to reception shows that most are close to the expected level for the local education authority, but some are above. A proportion is just below the expected attainment in mathematics, knowledge and understanding of the world, and creative development. Most are above in language and literacy and personal, social and emotional development. The majority reach the early learning goals by the beginning of Year 1. Pupils with special educational needs receive good provision and support and they make good progress towards their individual targets. Higher attaining pupils are mainly challenged well and achieve the higher levels 3 and 5 in English and mathematics, but they are insufficiently challenged in science, history and geography. Since the previous inspection, pupils' attainment has improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school and show good levels of interest in their lessons. They settle quickly to their tasks and their concentration is good. A high proportion are involved in the excellent range of extra-curricular activities that the school provides.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are responsive to adults and are polite and courteous at all times. No evidence was observed, or found, of any oppressive behaviour or bullying at the school.
Personal development and relationships	Pupils' personal development is very good due partly to the very good relationships and respect shown. Pupils are very keen to take on responsibilities, to use their initiative and to help others.
Attendance	Attendance levels for the past three years have been around the national

	average. Unauthorised absence is nil. Most pupils arrive in good time every morning.
--	--

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Very good

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

Teaching has a strong impact on pupils' learning. The quality of teaching during the inspection was predominantly good. Thirty lessons were observed and no unsatisfactory lessons were observed. One lesson was excellent, whilst seven lessons were very good. Thirteen lessons were good and nine lessons were satisfactory. This is a very positive picture and an improvement from the previous inspection. Effective teaching in the Foundation Stage ensures that all children are on course to reach the early learning goals by the end of the reception class. Teaching at Key Stage 1 is predominantly successful, with notable strengths in subject expertise, planning the curriculum for the age range, the management of pupils' behaviour and their activities, and the good use of teaching assistants and available resources. The teaching of speaking and listening, reading, mathematics and physical education is good. Teaching at Key Stage 2 is mainly very good with some excellence. Teachers' expertise, particularly for English, mathematics, information and communication technology and music is very good. The teaching of physical education is good. There are strengths in the teaching of pupils with special educational needs and their learning is good. Higher attaining pupils are well challenged in all subjects, except science, history and geography.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the planned curriculum is good, relevant and meets statutory requirements. The school provides very good educational inclusion through an enriching range of activities. The range of extra-curricular activities is excellent.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils have full and equal opportunities to all the experiences on offer at the school. They make good progress because of the high quality of support available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The successful promotion of very good spiritual, moral and social development and good cultural provision ensures that the pupils are enriched significantly and that the school's ethos is warm and welcoming.
How well the school cares for its pupils	Pupils receive good support and guidance as they mature, and they are confident to approach adults with any concerns. The positive and supportive environment ensures that pupils' learning is progressive.

Parents consider that the school is very good. Partnership with parents is very good and they are well informed about their children and the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The substantive headteacher was appointed in January 1999. Since January 2001 he has been absent with long-term sickness and this is of serious concern. In June 2001, an acting headteacher was appointed temporarily. The current acting headteacher and her senior teacher give very good educational leadership. The acting headteacher is very hard working, dedicated and purposeful. She has excellent support from her talented senior teacher. The delegation of duties is clear and all staff work well as a supportive team. New, worthwhile initiatives are being managed successfully.
How well the governors fulfil their responsibilities	The concerned and vigilant Chair of Governors gives good support. Governors show obvious commitment and there is honourable, shared intention for the school to improve. Governors are good at fulfilling their statutory duties and have been successful in managing several key changes in a recent short timescale, although the cycle for performance management is still due for completion. The long-term absence of the permanent headteacher is an area of serious concern.
The school's evaluation of its performance	The school's improvement plan identifies clearly the school's priorities for development due to a thorough evaluation of the school's strengths and needs. The school has identified issues in need of rectifying, for example, the overall provision at the Foundation Stage.
The strategic use of resources	The budget is monitored carefully and governors have managed the school's finances most effectively. They are well supported by an efficient secretary and a local education authority bursar. The accommodation and site are used to maximum effect and there is good use of the strategic fund to improve standards. Best value principles are applied regularly and the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are happy to come to school• Children's social development.• Teaching, and teachers treating children as individuals.• The improvement in drama and music.• The fresh-fruit break.• School's communication with parents.	<ul style="list-style-type: none">• Strong concern over the lack of a permanent headteacher for more than a year.• Frequent changes of teachers in the Key Stage 1 class.• Classroom accommodation, so that all classes are close to each other.• Some parents are concerned about homework arrangements.

Inspectors agree with all that pleases parents and with opinions about current improvements. Inspectors share parents' concern over a lack of a permanent headteacher at the school and agree that the matter is an area of serious concern. Inspectors agree that the classroom accommodation is due for reappraisal. They consider that the situation at Key Stage 1 has now stabilised, but that some improvements can be made for the Foundation Stage within the Key Stage 1 classroom. Inspectors consider that the provision of and communication about homework is now satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception class is close to the expected level for the local education authority, with above average standards in language and literacy and in personal, social and emotional education. A small proportion of children enter school with just below the expected attainment in mathematical development, in their knowledge and understanding of the world, and in creative development. By the time pupils begin their formal schooling in Year 1, most have made satisfactory progress in learning and reach the early learning goals.
2. At the time of the previous inspection, pupils reached above average standards in reading and writing by the end of Year 2, and above average standards in English at the end of Year 6. In all other subjects, the majority of pupils reached the average and expected levels of attainment, except in some aspects of physical education. Pupils with special educational needs made good progress due to the good provision made for them. Higher attaining pupils attained their expected levels.
3. In the 2001 National Curriculum Assessment Tests, pupils in Year 6 attained very high standards in English and mathematics, with fifty per cent of the pupils achieving the higher level 5 in both subjects. Performance in science, overall, was close to the national average with all pupils attaining at least level 4, but a smaller proportion of pupils than average attaining the higher level 5. Due to small numbers of pupils within each year, comparisons of scores between each year are unreliable. However, trends over the three years from 1999 to 2001 show that at the end of Year 6, the performance of pupils in all core subjects exceeded the national averages. Based on average points, trends are upward and in line with the national trend. Girls performed better than boys in English, mathematics and science.
4. In 2001 the National Curriculum Assessment Tests, pupils in Year 2 attained standards in reading that were well above the national average compared with all schools. Standards in writing were below the national average, due mainly to no pupils achieving level 2A or the higher than average level 3. Attainment in mathematics was close to the national average, with good performances by lower and average attaining pupils. Teachers' assessments of science placed pupils well above the national average. At Key Stage 1, trends over three years from 1999 to 2001 show that performance in reading exceeded the national average. Performances in writing and mathematics fell slightly below the national averages. Girls performed better than boys in reading, writing and mathematics.
5. In 2001, measured against their prior attainment in Year 2, pupils in Year 6 made well above average improvements in English and mathematics when compared with similar schools, and were in the top five per cent nationally. Improvement in science, compared with pupils' prior attainment at age seven, was well above the national average. This shows significant and very good progress at Key Stage 2, due largely to very good teaching and extra 'booster' classes funded out of the 'standards' fund. In Year 2, in comparison with similar schools in the top banding for free school meals, attainment in reading was close to average, attainment in writing was well below and attainment in mathematics was below. A weakness in the performance of pupils in writing has been identified at Key Stage 1 and the school is to implement a programme for improvement. Areas for development in writing include ensuring that joined handwriting skills are practised alongside the blending of phonics and syllables, developing the style of writing in compound sentences and regular practising in using picture dictionaries.
6. Current pupils in Year 6 reflect the well above average standards in English and Mathematics of 2001. The attainment of Year 6 pupils now, is well above the national average and expected levels

in English, mathematics and music. It is above in physical education. In Year 2, pupils attain above average standards in speaking and listening, reading, mathematics and physical education. Writing standards are below the national average by the age of seven, and this is unsatisfactory. Attainment in all other subjects is close to the nationally expected levels. Since the previous inspection, the additional requirements for information and communication technology have been met successfully in order to maintain standards and broaden experiences. Both the National Strategies for Literacy and Numeracy have been effectively implemented. This has had a good influence in improving speaking and listening, reading and mathematics. The school has identified the need to give extra focus to writing at Key Stage 1, and to increase the rigour and content of work in science at Key Stage 2. Provision and standards in physical education have greatly improved since the previous inspection. Attainment in music has improved significantly, due to extra opportunities, more pupils receiving individual or group lessons funded by parents, and extra teaching expertise provided by the local education authority's music department.

7. Pupils with special educational needs make good progress in many lessons and over time. They build well on their prior learning. This good learning is the result of good teaching from the part-time staff, the teaching assistants and good, all-round support. Generally, higher attaining pupils are challenged well and achieve well above average standards for most of the core subjects. In addition, excellent enrichment activities through extra-curricular provision, for example in music and sport, ensure that the school has very good educational inclusion overall.

Pupils' attitudes, values and personal development

8. In all lessons observed, behaviour was at least satisfactory and in nine out of 10 lessons, it was good or better. This is an improvement from the previous inspection.
9. Pupils are keen to come to school and show good levels of interest in their lessons. A high proportion are involved in the excellent range of extra-curricular activities that the school provides. Pupils enjoy coming to school and attendance levels for the past three years have been around the national average. Unauthorised absence is nil. Most pupils arrive in good time in the morning, eager to start the day's lessons.
10. Pupils behave well in lessons and around the school. They are responsive to adults and polite and courteous at all times. They respond well to their peers, and are generally careful to listen when others are talking. They take care of the school building and resources, and treat them with respect. No pupils have been excluded during the past year. Pupils with special educational needs are given the same opportunities as other pupils to succeed in extra responsibilities and are proud to talk about their duties.
11. Pupils have constructive relationships with each other and enjoy working and sharing together. No evidence was observed or found of any oppressive behaviour at the school, such as bullying. Pupils are kind to each other. They respect the fact that people are different and show interest in learning about other cultures and faiths. They are willing to take initiative, and all take responsibility for their own belongings from a very early age. Older pupils are given the responsibility of taking care of younger ones in the playground, and act as prefects to help staff.
12. Pupils behave best when they are interested. This is particularly evident in lessons that they enjoy. Practical lessons are a favourite and in music, pupils behave exceptionally well. Their listening and behaviour during other pupils' performances are excellent. Similarly, in a literacy lesson in Years 3 and 4, excellent attitudes and behaviour were observed, which were closely linked to excellent teaching and practical activities. Pupils were highly focused as they discussed issues and explained their ideas eloquently. Enjoyment of physical education is also a strength. Pupils in Years 5 and 6 show high levels of enjoyment and very positive attitudes in dance, showing pride in their efforts. Pupils in the reception class and Years 1 and 2 show interest in many areas of learning. They listen and concentrate well.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching has a strong impact on pupils' learning. The quality of teaching during the inspection was mainly good. Thirty lessons were observed and no lessons were unsatisfactory. One lesson was excellent, whilst seven lessons were very good. Thirteen lessons were good, and nine lessons were satisfactory. This is a very positive picture and an improvement from the previous inspection.
14. Satisfactory teaching at the Foundation Stage for all aspects ensures that children are on course to reach the early learning goals by the end of the reception class. Strengths are in encouraging children to develop well socially, with a strong sense of their own importance. Staff encourage children to talk about their needs, answer questions and make choices. Weaknesses in teaching at this stage are when there are too few opportunities for children to use their initiative to investigate collections of objects and various technological toys, a lack of opportunities for measuring, and limited variations in the models they are allowed to create.
15. Teaching at Key Stage 1 is predominantly satisfactory, with strengths in knowledge and understanding, planning for the age range, the management of pupils' behaviour and their activities, and the good use of teaching assistants and available resources. The provision for homework is good. Teaching of speaking and listening, reading, mathematics and physical education is good.
16. Teaching at Key Stage 2 is very good overall. Teachers' expertise, particularly for English, mathematics, information and communication technology and music is very good. The teaching of basic skills is very thorough and teachers of this age range have very high expectations for attitudes, attainment and behaviour. The management of pupils is very good, as is the very good pace in lessons and very good use of staff and resources which enable pupils to be well focused in lessons and be independent when retrieving and returning apparatus. The quality and use of ongoing assessment are good. Throughout both key stages, planning the curriculum is good. However, in the planning of science, geography and history lessons, higher attaining pupils are insufficiently challenged. Some planning in science lacks rigour and content at Years 5 and 6. This is unsatisfactory. All teachers know their pupils well. Generally marking of work gives clear guidance for pupils to improve.
17. Teachers' knowledge and teaching of the National Literacy and Numeracy Strategies at Key Stage 2 are successfully very good and occasionally excellent. There are good links made to other subjects through literacy and numeracy sessions, particularly in information and communication technology, geography, history, science and art and design. Homework is well planned overall, although the collation of English homework and its return to parents has suffered some inconsistency over the most recent two years, due in a large part to the illness of key staff. During lessons, educational inclusion is very good, as well as during the excellent extra-curricular activities on offer so that in most subjects, work is suitably matched to pupils' needs. Teachers and all staff work very hard to provide a wide range of enrichment activities throughout the year so that all pupils are allowed to participate where possible. Parents and volunteers generously help in this area, even including the very good support of the site manager.
18. Pupils with special educational needs receive good teaching. Class teachers recognise pupils' needs and plan lessons carefully to meet those needs. Teaching assistants are well informed about pupils' individual education plans and through their patient and effective support, pupils make good progress. The very focused teaching for pupils in small groups results in good learning. There is very good co-operation between class teachers, teaching assistants, the part-time teacher for special educational needs and the co-ordinator. All these people keep careful records and this has a positive impact on pupils' learning.
19. Since recent staff changes, good teaching has had a substantial impact on the raising of standards.

Both new and established staff work well as a team to have a positive impact on standards, attitudes and behaviour.

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

20. The quality and range of learning opportunities are good overall. The school's curriculum has progressed well since the previous inspection, despite the long-term absence of the headteacher. It is well planned according to national guidelines which have been adapted well to meet the needs of the mixed-age classes. It fully meets statutory requirements. Key roles for co-ordinators of core subjects have been clearly identified, and this has had a significant impact on improvements in provision and on the standards achieved. The acting headteacher, along with the senior teacher, have compiled a comprehensive index of school policies to guide practice.
21. The quality and range of opportunities for learning help to keep pupils interested and on task. This ensures that they achieve well. However, there is some unsatisfactory planning for higher attaining pupils in science in Years 5 and 6, and for higher attaining pupils in geography and history. A major strength of the provision is the programme of extra-curricular activities. This provides a rich and varied range of opportunities for all pupils to be involved in community and school experiences. For example, there are many residential visits, musical productions, sports activities, matches and links with local cluster schools. The enrichment provided is excellent and is helping to promote confidence and develop pupils' awareness of the wider world.
22. Provision for personal and social education is good. High quality circle times allow pupils to explore feelings, as well as social and personal difficulties and issues. Appropriate attention is paid to issues such as health education, and policies for sex education and drugs awareness are well established.
23. Improvements since the previous inspection include the use of a hall to extend opportunities for physical education, and increased guidance for teachers in the full range of subjects. The National Strategies for Literacy and Numeracy have been very effectively implemented and standards in these subjects are improving.
24. The curriculum is broad, balanced and very relevant to the needs of all pupils. Full inclusion is a real feature of the provision and there is high quality support for any pupil experiencing difficulties. The curriculum is good across Key Stage 2 because of the rich and varied opportunities available to the older pupils and because of very good teaching. Whilst the curriculum at Key Stage 1 and the Foundation Stage is satisfactory overall, there are inconsistencies in staffing support in the lower school, which reduce the continuity in learning for the youngest pupils.
25. Provision for pupils with special educational needs is good. These pupils have full and equal opportunities to access all the experiences on offer at the school, and additional support and guidance to enable them to benefit from these experiences. In lessons, pupils are well supported by classroom assistants who help to explain tasks and offer guidance where necessary. Clear targets, as part of individual education plans, are effective and are regularly monitored to measure progress. There is a higher than average number of pupils on the school's register of special educational needs, but the full inclusion that they receive is a real strength. They make good progress in relation to their difficulties because of the high quality of support available. Small withdrawal groups enhance the work of class teachers, and the part-time special needs teacher contributes effectively to this provision. Assessment procedures at the school are well developed and form the basis of identification of special educational needs provision. Annual review procedures are well established and close links with the local authority's support services enhance the provision. Leadership of special educational needs provision is good, but the lack of time allocated to the organisation and management of it is a weakness.
26. Provision for the spiritual, moral, social and cultural development of pupils is very good, and is a strength of the school. There has been a significant improvement in this aspect since the previous inspection.

27. Provision for spiritual development is very good. Pupils benefit from high quality assemblies and collective worship. Opportunities to take part in church services are a real strength, and the quality of reflection at these times is very good. In lessons, pupils have many opportunities to develop their spirituality. In music and art and design, there are instances of wonder at the beauty of the world and the expertise of artists and musicians. Pupils enjoy studying the work of artists and take part in many extra-curricular activities in which they have the opportunity to develop their awareness of awe. In religious education lessons they study other faiths. For example, in Years 3 and 4, pupils learn about the Sikh religion. Pupils benefit from studying the different customs of people around the world and show very good understanding of the symbolism of many religions.
28. Provision for moral development is very good. Pupils are taught right from wrong and this has an important impact on their behaviour. The school's moral code has been developed by, and for, pupils. They have discussed and written school rules and a behaviour code that all try to adhere to. They have opportunities during class discussions to talk about their behaviour. They take their responsibilities seriously and behave well in and around the school. Staff provide very good role models for pupils, and opportunities to discuss moral issues are a frequent feature of class discussions.
29. Provision for social development is also very good. The school has effective systems to promote pupils' responsibility and independence. For example, older pupils are given the role of prefects. They learn to help younger ones in and around the school. In lessons, pupils are encouraged to work together, take turns and share resources. Co-operative working practices are a real feature of many practical sessions, such as in design and technology, and in information and communication technology, where pupils often work together on joint projects. They were observed helping each other in science, and taking turns in physical education. The excellent programme of extra-curricular activities is a major strength of this area of development and helps to promote very effective social relationships.
30. Provision for cultural development is good. Many opportunities are created within the extra-curricular programme for pupils to develop their own cultural traditions. For example, they have visited local places of interest, such as The Eden Project and Goonhilly Down. Pupils sing with local choirs, link with cluster schools for a range of activities and take part in joint sports days. They study the work of different artists in art and design, and enjoy listening to a range of music by different composers. The school has sought opportunities to increase pupils' knowledge of other areas and cultures. For example, links have been developed with schools in London and Sweden, and pupils have communicated with these schools by e-mail with information about themselves, and have received information in return. Parish and community links are strong and there is an abundance of photographic evidence available showing the exciting range of local activities from which the pupils benefit.
31. Very good links with the community enhance pupils' learning and encourage them to become responsible citizens, keen to contribute to community life. This area of the school's work was identified as a strength at the time of the last inspection – it remains so. The school enjoys wide support from local residents and businesses for events organised by the Parent/Teacher Association, such as the 'auction of promises'. Pupils willingly share their talents. Last term they proudly presented a musical production to a packed audience in the newly completed village hall. The school choir and orchestra took part in the community talent show. Closer links have been established with the church, which is now used for assemblies twice a week as well as for services at major festival times, such as harvest and Christmas. Harvest gifts collected by the pupils were distributed in the local community. Good use is made of the church as a historical building, supporting work in several subject areas. Good use is made of facilities in the area such as the Eden Project and Minnack theatre. Visits are organised to link with work in the curriculum, enriching pupils' learning experiences as a result.

32. Pupils regularly join pupils from other schools for sporting and arts events, trips and residential visits. Staff get together to share training and expertise. Good use is made of the expertise and facilities available at the secondary school to which most pupils transfer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Pupils enjoy very good relationships with all members of staff. Teachers know their pupils well and parents recognise the effort teachers make to meet the individual needs of all pupils. Pupils receive good support and guidance as they mature and they are confident to approach adults with any concerns. Pupils can learn effectively within the positive and supportive atmosphere of this school.
34. Pupils are cared for well during the school day. First aid procedures are well organised and several members of staff now hold first aid qualifications. Supervision at break times is good. Two members of staff have been trained in child protection procedures and requirements are met. Procedures and formal monitoring of health and safety have been neglected until very recently. The acting headteacher initiated a full independent health and safety audit very soon after arriving at the school in June 2001. Recommendations listed are now being addressed and new procedures implemented at a rapid pace. Wisely, she has enlisted the help of a governor with particular expertise in this area, and the site manager to help her ensure procedures are rigorous and systematic. Although there is still much work to be done there is now, quite rightly, appropriate time and attention given to this important area of the school's management.
35. Patterns of poor attendance or behaviour are identified early through good monitoring procedures and pupils are supported as necessary to make improvements. Pupils are encouraged to attend regularly to gain the maximum benefit from teaching. Absences are carefully monitored. Pupils respond very positively to the school's systems of rewards, which motivate them both to work hard and behave well. Clear systems of both rewards and sanctions are implemented well across the school. Parents comment positively on how well the school deals with any bullying and there are suitable procedures in place to eliminate any such behaviour. The whole ethos of the school is built upon respect and care for one another and the school's success in this is clearly seen in the very good relationships between all groups of children from across the age range.
36. Assessment procedures at the school are good and have improved since the previous inspection. There have been improvements in assessing what pupils know, understand and can do in the foundation subjects, and assessment in the core subjects is now very good. The school undertakes the required statutory tests at the end of Years 2 and 6 as well as optional standardised tests throughout the Key Stage 2 classes. A new tracking system has been implemented that effectively monitors progress by cohort, gender and individual. Good analysis of results is leading to additional support for some pupils and changes in emphasis in teaching. For example, analysis of recent results has led to pupils being taught how to respond to different question types. Data handling was identified as a weakness across Year 5, and this has now been rectified.
37. Effective assessment of children on entry takes place in the reception class, and this forms the basis of the school's understanding about individual pupil progress. Each pupil is carefully monitored to ensure that they make gains in learning. Where difficulties occur, pupils are referred to the school's own special educational needs department. Assessment for pupils with special educational needs is also good, and effective monitoring ensures that they make good progress. Assessment information is gathered and collated by the assessment co-ordinator and discussed with staff. Effective use is made of this information to inform the next stage of planning and teaching. The effectiveness of the assessment procedures at the school is helping to raise standards, particularly in the core subjects. Assessment sheets for the foundation subjects have recently been introduced and these are helping to improve information about what pupils have learned.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents are extremely supportive of the school and recognise its many strengths. They state that

the school seeks to work in true partnership with them. As a result they are encouraged to get involved in the life of the school. Parents consider communication has improved and they know how well their children are progressing. Inspectors conclude that arrangements for homework are now good, although some inconsistency has occurred in the past due to staff absences. Parents are concerned about the ongoing absence of the headteacher and the uncertainty this brings but acknowledge the school has done all it possibly can to minimise the impact on their children.

39. Parents receive very good written information. Newsletters are friendly and informative and keep parents up to date with events and activities. The prospectus and the governors' annual report to parents are helpful documents and they contain all the required information. New parents to the school receive a very helpful 'starting school booklet', which gives parents an overview of what to expect when their child first joins the school and how they can help their child prepare for school. Staff are available for an informal word at the beginning and end of the school day and parents feel very comfortable about approaching the school if they have any concerns.
40. Two formal consultation meetings are held each year and parents are invited in at other times to look at their children's work. High quality annual reports are sent home in the summer term. These reports explain clearly how well children are progressing, how they can improve and their level of attainment in relation to what is expected for their age. It is, therefore, of no surprise that 95 per cent of parents responding to the questionnaire agree that they feel well informed about their child's progress.
41. Parents' involvement in the life of the school and their child's learning at home is very good. A large number of parents help in school in various ways. Some help in classes regularly or for special activities, others help with swimming and trips out of school. The Parent/Teacher Association is very active and successful. As well as organising very popular social events, which attract the wider community, substantial sums of money are raised to provide additional resources for pupils. Parents support their children well with completion of homework and regular reading practice. Class teachers supply detailed curriculum information to parents at the beginning of term so they can support their child's work at home.
42. Relationships with parents, communication with them and their involvement in the life of the school have all improved since the time of the previous inspection. This improvement has a very positive impact on pupils' learning and their levels of attainment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Since the previous inspection, there has been good improvement, but many significant changes. The substantive headteacher was appointed in January 1999. Since January 2001 he has been absent on long-term illness. The senior teacher led the school efficiently up until June 2001 despite having full-time responsibility for a class. In June 2001, an acting headteacher was appointed temporarily, from a local school, and is currently responsible for Ladock School's leadership and management.
44. The current acting headteacher and her senior teacher give very good educational leadership. The acting headteacher is very hardworking, dedicated and purposeful. She has excellent support from her talented and long-standing senior teacher. They have had strong support from the governing body and all staff to consolidate good developments and to implement change. Many worthwhile initiatives have been implemented since January 2001, and key issues from the previous inspection have been rectified. These include:
 - Implementing the literacy and numeracy strategies very effectively.
 - Introducing a scheme of work for physical education and improving provision, resources and venues for outdoor activities, gymnastics and dance. The use of the new village hall and links

- with Poltair College and the 'cluster' of primary schools have enriched opportunities for physical education.
- All policy statements are identified on a timetable of review and adaptation.
 - A new planning of the curriculum initiative began in September 2001, taking good account of the Qualifications and Curriculum Authority's documents.
 - Assessment of pupils' learning has been a high priority within the school and good new procedures ensure the effective tracking of pupils' progress in order to plan their targets.
 - Exit arrangements for the departure of pupils from the school at all times have been monitored and improved.
 - Training of staff to improve their information and communication technology skills has been implemented alongside better provision of computers and software.
 - Reports to parents, the Governors' Annual Report and Prospectus now include all relevant statutory information.
 - New and established teachers have settled well as a team with a common purpose to raise standards.
 - There have been improvements and additions to the buildings since the previous inspection.
45. The governing body is good in fulfilling its statutory duties and in shaping the direction of the school. The concerned and vigilant Chair of Governors gives good support, particularly in his role as pastor of the community, and in the school's links with the church. Governors have good expertise and show obvious commitment. There is honourable, shared intention for improvement and the capacity to succeed. For example, governors have been keen to ensure the safety of pupils and make changes to the site and buildings. The reflection of the school's aims and values in its work is very good. For example, the Christian ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed daily services. Governors have a good understanding of the strengths and weaknesses of the school and are appreciative of the information provided by staff to help them make informed decisions. There is very good shared commitment and capacity to succeed.
46. The delegation of staff to managerial responsibilities is clear and well managed. For example, the recent appointment of a loyal and long-standing teacher to the role of senior teacher is a wise decision. Monitoring of standards by the acting headteacher and staff is thorough. Monitoring of teaching is less well developed due to the short timescale since the senior management team was formed. The school has been very successful in managing several key changes in recent months, the impact of these already being felt.
47. Staffing is good overall. There is an effective mix of gender, age and experience. All teachers are qualified to teach the National Curriculum. Teaching assistants are working hard to hold recognised qualifications and they offer very effective support in each age group. Generally, there are sufficient teaching assistants, although at the Foundation Stage there are occasions when a lack of an assistant has had a reduced impact for supporting the needs of very young children. In particular, frequent changes of adults caring for young children beginning school is unsettling, despite the fact that the adult care is warm and supportive. All adults who currently work in the school work very well as a team and there are effective mentoring arrangements for new teachers. The cycle of performance management, drawn up by the substantive headteacher in December 2000, has only recently commenced and, therefore, is in need of completion by the end of this academic year. In addition, the long-term absence of the permanent headteacher is an area of serious concern, since it restrains the progress of the school's whole development. The dedicated site manager keeps the school warm and clean to a high standard and she is fully involved with the pupils in many other voluntary and delegated aspects.
48. Accommodation is adequate overall. The split site, however, places additional demands on staff in terms of the management of pupils between sites. The lack of a school hall is overcome by use of the nearby village hall for physical education activities. Assemblies are held in the church next

door twice a week, reducing the number of times a classroom has to be re-arranged to accommodate the whole school. A small library and room for special educational needs teaching are additional assets. Although hard playground space is limited, improvements have been made since the last inspection and more are planned. A safe, separate area for the youngest children to play is currently being developed. A great deal of work by the Parent/Teacher Association and staff has helped to create a safe outdoor climbing activity area, well used in fine weather. The school enjoys wonderful views across the countryside and during dry weather children enjoy the use of a large, level playing field.

49. Resourcing for pupils' learning and the curriculum is mainly satisfactory, and is good for English, mathematics, information and communication technology, art, music and special educational needs. There are insufficient globes and large-scale maps for use in geography lessons. The library is well resourced for fiction and non-fiction and books are displayed effectively, although labels in the Dewey classification on shelving are too small for younger pupils to read. Very good use is made of local historical and geographical sites. The very good links with the community make an important contribution to the enrichment of learning.
50. The school's financial and daily administration are most efficient, due to an industrious secretary and the regular services of a local education authority bursar. As a result, daily routines are well established and calm. New technology is used very effectively to inform teachers, parents and governors. There is good use of a large number of teaching assistants to support teachers and pupils, and they have received appropriate training of high quality.
51. The good financial policy shows clear financial delegation and a register of pecuniary interests is maintained by the governing body. There is a good school improvement plan, which identifies clearly the school's priorities for development, and because the school's educational priorities are monitored very carefully for their financial implications, the action taken to meet the school's targets is generally very good. For example, the governors give valid and acceptable reasons why, at present, the school carried forward a large sum of money. Governors are fully informed about budget monitoring by the school's bursar and administrator, although unfortunately, the administrator is not present at finance committee meetings.
52. The use of strategic grants is very good as, for example, in supporting additional staffing for 'booster' groups and improving pupils' National Curriculum assessment results. The management of the budget is prudent and made with good foresight. In addition, parents and the community have supported the school strongly, financially. They have enabled the purchase of much needed resources, as, for example, in information and communication technology and physical education.
53. The school uses the principles of 'best value' with serious intent. As a result, the effectiveness of the school is good. Costs are managed appropriately for the size of the school, and there are good achievements, attitudes and teaching. Leadership by current key staff is very good, and there has been good improvement since the previous inspection and in current standards. The school gives good value for money, an improvement from the previous inspection, when it was satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority should:
- As soon as procedures allow, resolve the unsatisfactory consequences of the long-term absence of the substantive headteacher upon the school's whole development.
(Refer to paragraphs 43, 47)
 - Improve the provision of the Foundation Stage in order to promote a more appropriate Early Years' education by:
 - re-appraising the timing of children's admittance during the academic year;
 - adjusting the part-time teaching assistant support to ensure greater consistency for young children commencing school;
 - promoting a more unique Early Years' ethos at reception.
(Refer to paragraphs 14, 24, 47, 56, 58, 60)
 - Ensure that pupils' attainment in science is raised to the same high standard as literacy and numeracy by providing:
 - more challenges for pupils to reach the higher level 3 in Year 2 and level 5 in Year 6;
 - increased content in lessons so that science studies are more rigorous;
 - targets which meet all pupils' needs more closely.
(Refer to paragraphs 6, 17, 21, 24, 85, 87, 89)
 - Ensure that the cycle of performance management for staffing is completed soon, and within a reasonable timetable.
(Refer to paragraphs 46, 47)
55. As well as the above issues, the following minor issues should be considered in the governors' action plan:
- Ensure that joined handwriting, phonic skills, style of sentence writing, and picture dictionary work at Key Stage 1 are consistently taught in order to raise pupils' attainment in writing.
 - Ensure that planned tasks for pupils in geography and history are more closely matched to their needs and age range.
 - Implement all the recommendations in the recent, independent, health and safety report.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

30

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

16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	13	9	0	0	0
Percentage	4	23	43	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	63
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18

English as an additional language

No of pupils

Number of pupils with English as an additional language (Three bi-lingual)	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 (Since September 2000)	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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	59
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.489
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	55

FTE means full-time equivalent.

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	160,386
Total expenditure	156,064
Expenditure per pupil	2,477
Balance brought forward from previous year	16,398
Balance carried forward to next year	20,720

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

63

Number of questionnaires returned

42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	57	40	2	0	0
My child gets the right amount of work to do at home.	31	48	19	0	2
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	45	50	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	69	24	5	2	0
The school works closely with parents.	31	62	7	0	0
The school is well led and managed.	48	31	14	0	7
The school is helping my child become mature and responsible.	62	29	5	0	5
The school provides an interesting range of activities outside lessons.	62	31	5	0	2

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

56. Provision for children in the Foundation Stage of learning is satisfactory overall, and children achieve satisfactory standards in all areas of learning. Children enter the reception class when they are four years old on a part-time basis, and attend full-time in the term in which they are five. The current admission arrangements do not help the whole reception year to integrate quickly. Small numbers of pupils enter over three terms, instead of once or twice a year, and this creates additional strain for assessing pupils on entry, and for integrating young children to the routines of school. The timing of children's admittance during the academic year is in need of re-appraisal. There are currently ten children in the reception class who work alongside the Key Stage 1 pupils.
57. Assessment of children on entry to the reception class shows that attainment is broadly average overall, with a small proportion of children above average in language and literacy and in personal and social education. A small proportion of children are just below average attainment in mathematical development, knowledge and understanding of the world and in creative development. Standards in physical development are average. During their time in the reception class, children make satisfactory progress in all areas and, by the time they enter Year 1, their attainment is generally in line with that expected.
58. Staff are appropriately qualified to meet the needs of this age group, although there are occasions when there are no assistants supporting the teacher, or children experience too many different adults helping them. Although the support is warm and effective, the current changes of assistants are unsettling for young children. At these times, the quality of provision and the standards that the reception children achieve, are reduced, and curriculum provision is less successful. A significant proportion of the Foundation Stage's activities take place in the context of the curriculum of the pupils aged five to seven years, so that a unique early years' ethos at reception is constricted. This is unsatisfactory.

Personal, social and emotional development

59. Provision for personal, social and emotional education is satisfactory overall with some strengths. Children are encouraged to take care of their own belongings and organise themselves for the different periods of the day. They benefit from being valued as an important member of the class, and from good interaction and support from staff. Activities are provided to enable children to learn to play together, share and take turns. For example, four younger reception children were observed making shapes together in the sand. They found delight in trying to make "one the same" as their peers, and in "showing" their own contribution. They helped each other to improve, and were encouraged to talk to each other about their shapes.
60. Sometimes, too much is done for children, and they do not do enough for themselves. For example, there are times when they are all expected to complete the same task and there is little opportunity for them to select resources, explore media for themselves and make choices to develop their own confidence. This reduces the quality of learning in this area and children's independence is reduced.

Communication, language and literacy

61. Provision for and teaching of communication, language and literacy are satisfactory. Staff encourage children to talk about their needs and their experiences; they encourage them to answer questions and make choices. Children quickly learn to care for their own belongings and talk about the things they like doing. They listen appropriately to stories and join in with rhymes and songs. They benefit from small group activities when there are sufficient permanent or

voluntary staff in the room. At these times, children have increased opportunities to communicate and share experiences. Children begin to learn about rhyming words, and in one session, they were observed singing with an adult as they tried to find three-lettered words that rhymed. They were able to make up some words and knew that they sounded the same. Older reception children are beginning to read simple words and phrases, and use their phonic knowledge to build up unknown words. They suggest endings for stories and are beginning to put story pictures in order. They make satisfactory progress as they talk about pictures in stories that they hear, but there are too few examples of children interacting with peers and adults in play situations.

Mathematical development

62. Provision for and teaching of mathematical development are satisfactory and children make satisfactory gains in learning. They enjoy working with numbers and many can count to 10 and recognise numerals. During the inspection, children were observed playing a game in the playground in which they jumped along a snake, counting the number of jumps and taking turns well. They were eager to answer questions and showed enthusiasm for their tasks. Older reception children count to 20 and are beginning to understand simple addition of two numbers. They recognise groups of objects and select the correct number to match them. Staff create opportunities for children to learn the language of number. For example, in a whole-class session, the teacher asked children which number came 'before' another number. Children were also encouraged to find 'more' objects as they learned about early addition. Good modelling by the teacher promoted effective understanding of numeracy tasks. There are limited opportunities to explore other aspects of mathematical development, and not enough activities are planned to enable children to find out about making models, using measures and developing curiosity about numbers around them.

Knowledge and understanding of the world

63. Provision for and teaching of the development of knowledge and understanding of the world are satisfactory, and children make appropriate gains in learning. Children enjoy using the computer and almost all are aware of their own ability to cause an effect by pressing and moving the mouse. They take part in many school events and celebrations, such as the weekly assembly in church, where they show good levels of interest and behaviour. They play appropriately with a range of toys and media, and make patterns with play dough. However, they are given limited opportunities for exploratory play with sand, water, paint and bricks. There are too few opportunities for children to use their initiative to create structures, investigate collections of objects, household implements and various technological toys, so that they increase their curiosity, knowledge and understanding of the world around them at a faster rate. Sometimes, the lack of sufficient staff inhibits these kinds of opportunities, and this is a weakness in the provision.

Physical development

64. Provision for and teaching of physical development are satisfactory, and children develop appropriate standards of co-ordination, control, manipulation and movement. Children gain confidence as they run and play in the playground. They develop their fine motor skills through the use of construction equipment and toy play. As they move through the reception class, children learn to use the mouse on a computer carefully, and begin to use simple tools to write, draw and paint. They use space in the playground appropriately and are aware of their own space in the classroom. They develop their physical skills through role play and movement activities. There is no appropriate outdoor or covered play space for the reception class, but space has been identified and this weakness is rightly being addressed.

Creative development

65. Provision for and teaching of creative development are also satisfactory. Children achieve

appropriately in this area of learning. Many know their colours when they enter school and they enjoy using the range of materials available to construct simple models, paint pictures and make music. They sing and clap in time to music and show high levels of enjoyment in these activities. They paint many recognisable pictures of people and houses, and use colour carefully. They copy structures well. At times, however, they are given too few opportunities to explore, create and construct for themselves. For example, during one session, children were observed making model boats. Some appropriate resources were used, but the activity was so structured that they all made the same type of boat and had to watch as adults used glue to stick the boat for them. Hence, the teacher did not make the best use of time and standards dipped.

ENGLISH

66. Current Year 2 pupils' attainment in English is above the national average. In Year 6, pupils' attainment is well above the national average. This shows good improvement since the previous inspection when standards were just above the expected levels by Year 6.
67. In 2001, the school's performance in Year 2 in reading and writing was very high in comparison with the national average for all schools. However, the proportion of pupils reaching the higher level 3 was lower in reading, and well below in writing. Compared with similar schools, the school's performance was close to average in reading, but well below in writing. Trends over three years show that in Year 2, reading standards exceeded the national average, but writing standards fell below. Girls performed better than boys in reading and writing..
68. In Year 6, compared with all schools nationally in 2001, the school's performance in English was well above the national average. Half the pupils reached the higher level 5. Compared with similar schools, results in English were very high, in the top five per cent nationally. Trends over five years show that Year 6 pupils' performance in English exceeded the national average.
69. Pupils' learning overall is good in English, and is very good at Key Stage 2 Pupils enter Year 1 with skills in line with those expected of children at the end of reception. They make good progress by the end of Year 2 In reading, higher attaining pupils are generally well challenged at both key stages, and in writing at Key Stage 2 They are insufficiently challenged in writing skills at Key Stage 1 The need to address this issue has already been identified. The very good progress at Key Stage 2 is due to the very good quality of teaching in each year group at the key stage, the very effective implementation of the National Literacy Strategy, and extra 'booster' teaching at Key Stage 2. Pupils with special educational needs make good progress towards their individual targets at both key stages due to the good support they receive.
70. Speaking and listening skills are very good. By the age of seven, standards are ahead of expectations. Pupils listen carefully to the teacher, adults and each other. Many appropriate opportunities are provided for pupils to develop good enunciation and understanding of conversations, as, for example, they explain clearly the sequence of a story's plot, or describe the characteristics of old toys in a history lesson. By the age of 11, standards are well above the expected levels in speaking and listening. Older pupils are articulate, confident speakers whether being in a small group or in front of the whole school during collective worship. For example, pupils at Key Stage 2, discuss all areas of their learning with very good vocabulary and fluency of ideas, showing a high level of understanding during discussion times.
71. Reading standards are above average by the age of seven. By the age of 11, they are well above the national average. Pupils read enthusiastically with good expression and full understanding of the printed word. The majority of pupils are able to discuss the plot, characterisation and features of narration in stories. Their prediction of events, awareness of recurrent themes by individual authors, is exceptional. By the age of 11, pupils have very good extended research skills. They are competent and speedy in the use of dictionaries. Pupils know about the Dewey library

classification and about the layout of the school's library. Phonic skills are mainly good, but are more insecure at Key Stage 1. At Key Stage 2, the secure higher reading skills of skimming and scanning, help pupils in their research in other subjects, such as history and geography.

72. At Key Stage 1, writing is relatively weaker, is below the national average by the age of seven, and is an area for development. There is insecurity in joining phonics and syllables and using diction in order to increase confidence for writing. Joined handwriting is not practised early enough, so that by the end of Year 2, insufficient numbers of higher attainers have fluency in handwriting. Pupils lack sufficient practice in writing full sentences of their own in order to reflect their ideas. By the age of 11, pupils are fluent, write confidently with expressive style and vocabulary. Presentation is good. The range of their writing repertoire is wide and there is very good personal, expressive writing on display as well as very good analysis. For example, pupils in Years 3 and 4 write distinctively about imaginary creatures in the style of Paul Stewart's book 'Beyond the Deep Woods'. By the age of 11, pupils use punctuation well to demarcate clearly sentences and speech, and paragraphing and vocabulary are very good.
73. Teaching in English is good at Key Stage 1 and very good at Key Stage 2. There is very effective implementation of the National Literacy Strategy. There is strong evidence from work on display that work in all subjects enhances pupils' literacy skills. For example, in religious education, when writing about emblems of peace, one pupil selects the dove: "I think doves are beautiful. They make me think of harmony and tranquillity." Other aspects of very good teaching include the teachers' very good knowledge of the National Literacy Strategy and the high quality of planning, which identifies clearly targets to match pupils' needs closely. Teachers expect high standards of listening and behaviour and there is good use of support staff and resources to support group work in order to allow the teacher to focus on one group in class at a time. Assessment and tracking of pupils' progress are very good throughout.
74. One result of the impact of the high quality teaching is that all pupils show good attitudes to learning in literacy. They listen carefully to teachers, wait to speak, and consequently, the quality of discourse is very high. Most try very hard to produce sufficient and good work and are helped by the teachers' positive marking, which highlights areas for development. Behaviour is predominantly good, due to the good management of pupils by teachers.
75. The management of English is very good and has ensured that the effect of frequent changes of key staff has been minimised. There has been good delegation of duties and support during the year since January 2001. Some worthwhile initiatives are being developed well, for example, the link between information and communication technology and English, and the new books purchased to enrich pupils' reading and writing. All staff monitor standards and all strive hard to raise standards even further.
76. Visits to the school by representatives of a variety of occupations, and visits to the theatre, contribute significantly to pupils' learning in English. Interesting stories and beautiful, large picture books stimulate an alert awareness of the English language in all its richness and diversity and do much to enhance pupils' spiritual, moral, social and cultural development.

MATHEMATICS

77. At the time of the previous inspection, standards in mathematics were slightly below the national average at the end of Year 2 and Year 6. Currently, pupils' attainment in Year 2 is above the national average. At Year 6, pupils' attainment is well above the national average. This represents a very good improvement overall.
78. Results of 2001 mathematics National Curriculum assessments for pupils at the end of Year 2, were close to the national average for all schools. At the end of Year 6, standards were well

above the national average. Fifty per cent of pupils attained the higher level 5, which suggests that higher attaining pupils were well challenged. When compared with schools in similar contexts, according to prior attainment, pupils' attainment in Year 6 was well above average, and in the top five per cent nationally. This was a very good picture of very good improvement.

79. Currently, the attainment of pupils in Year 2 is above the national average. In Year 6, it is well above the national average. This reflects very good progress in learning at Key Stage 2. Children enter Year 1 from reception with standards in mathematics which are close to the national average. They make good progress in learning in Years 1 and 2. By the end of Year 2, many pupils accurately calculate addition and subtraction numbers to 100. They sequence correctly numbers of thousands, hundreds, tens and units. They use bar graphs to show analysis of data they have collected, and partition hundreds, tens and units accurately, showing good understanding of the value of digits. Most pupils have learnt the idea of how to turn a shape, recall correctly seasons through a year, recognise analogue time, and measure carefully in centimetres. They solve numeracy problems in words and understand and record the fractions, halves and quarters. There is good understanding of the patterns to be found on a 100-square, and most collect data in tabular format. Presentation is logical.
80. By the end of Year 6, learning and attainment are predominantly very good. Progress is consistent throughout the key stage. Many pupils calculate all four operations of thousands, hundreds, tens and units, using the four rules of addition, subtraction, multiplication and division with a high degree of accuracy. Pupils use a variety of methods for their calculations and explain clearly what they have done and why. They use fractions, decimals and percentages to describe proportions accurately, multiplying mixed fractions by whole numbers. Most pupils in Year 6 add or subtract negative numbers with good understanding, and use negative numbers to use and interpret co-ordinates in all quadrants.
81. Measuring skills are strong. Pupils understand and read scales for temperatures, use area and volume to measure correctly. Most understand rotational symmetry, construct angles and understand the properties of polygons. They justify probabilities and approximate through experimental evidence. For example, a significant majority investigate the rule of PI and deduce the simple formula accurately. Their understanding of the use of brackets for elementary algebra is good. Most pupils understand the terms 'mean' and 'median' and confidently tackle problem-solving. Presentation is very neat, logically ordered, with clear methodology explained or shown.
82. The quality of teaching observed during the inspection was predominantly good. It was very good at Key Stage 2. No teaching was unsatisfactory. Lessons are thoroughly planned and implement closely the National Numeracy Strategy. Pupils' tasks are closely matched to their needs, so that higher attaining pupils are well challenged to reach higher grades. Pupils with special educational needs are well supported by the carefully planned educational programmes set for them by the teacher and teaching assistants, who have received good training. As a result, these pupils make good progress towards their individual targets.
83. Teachers motivate pupils well and ask searching questions in order to ascertain the levels of understanding before new concepts in mathematics are introduced. The management of behaviour is very good. Pupils are given good encouragement to suggest answers, and they are confident to do so even at the risk of being wrong. All these aspects of teaching ensure that pupils' attitudes towards learning are good, and behaviour is good. Relationships are very positive. There is good marking, which highlights pupils' strengths and clearly identifies what needs to be improved upon.
84. There is very good management of the subject. The very good assessment, recording and tracking of pupils' progress have enabled the school to focus on areas of need in order for extra support. The implementation of the National Numeracy Strategy has been very good, and, as a result, planning for lessons and the year has become more precise, with clear learning aims closely matching those of the National Numeracy Strategy for each year group. Opportunities for pupils

to use information and communication technology when collating and analysing data is good, resulting in some effective graph work. Monitoring of pupils' work has been very thorough and enabled precise help through booster classes to take place. The full breadth and range of the subject is implemented to a high standard, so that the quality of learning opportunities is very good. As a result, practical sessions, which entail pupils finding out information from each other in order to collate results in graphical form, increase pupils' social skills and develop good relationships and awareness of society's commercial interests. Mathematics has a high profile in the school and all the evidence points to high standards.

SCIENCE

85. Standards in science are average at the end of Year 2 and Year 6. This is a similar picture to that at the time of the previous inspection. Learning of pupils is satisfactory overall, but the planning of lessons does not allow for sufficient depth in the coverage of the National Curriculum Programme of Study and, therefore, lacks sufficient challenge for higher attaining pupils.
86. In 2001, National Curriculum assessment results for Year 6 in science, were close to the national average. No pupils scored less than the average level 4 for science, but the proportion at the higher level 5, was less than the national attainment scores, and this is the reason why science results were lower than English and mathematics' results that year. However, pupils' improvement from the age of seven is much better than that of pupils in similar schools and results were in the top five per cent nationally. Trends in science over three years from 1999 to 2001 are higher than the national average trends. In 2001, at Year 2, teachers' assessments of science standards at the school placed pupils well above average.
87. At Key Stage 1, pupils undertake simple enquiries, such as sorting light sources, and they communicate their findings orally and through clear diagrams. Many are aware that some toys move because they have batteries and almost all explain that some electrical equipment is dangerous. Pupils in Year 2 construct a simple circuit with minimal support. The highest attaining pupils explain how the circuit works, and know what might happen if the circuit is broken. Year 2 pupils separate living and non-living things correctly and explain their own reasoning for their answers. All pupils at Key Stage 1 observe the changes in nature over time and, for example, explain that trees change and that some lose their leaves. The amount of science work evident is small, and not enough to raise standards further.
88. At Key Stage 2, pupils begin to display their science work in a variety of forms. They use charts, graphs and diagrams to answer questions. In Years 3 and 4, pupils know how to conduct a fair test. They understand that animals are suited to different environments and habitats and write interesting accounts of a collection of mini-beasts, thereby supporting their literary skills. They have undertaken experiments to find out how light travels, and they make valid suggestions about results. During one lesson, pupils were observed identifying the bones in the body. Pupils worked well together to find out whether animals and humans had similar skeletons. In Years 5 and 6, pupils make good use of the Internet to find out information about the planets. They present their work neatly and draw informative diagrams. They also know how animals have adapted to their habitats, but have not yet established ideas about relationships of habitat to feeding. In one science lesson, pupils were observed developing their own ideas about how to conduct a survey of eating habits among their peers. Some pupils were unclear how to set about their investigation, and were unsure what information they needed. Others accurately recorded on a tally chart, which they then transferred to a database. Overall, at Key Stage 2, standards are average, but the amount of work evident is insufficient to ensure that standards rise further.
89. The quality of teaching in science is satisfactory overall. Teachers plan lessons with appropriate content and usually provide activities and resources matched to the needs of individual pupils. However, they do not always plan enough content for the time allowed. This means that pupils

finish early, or spend time colouring and passing time until the next lesson. This reduces the amount of learning that takes place. Some effective whole-class discussions are a positive feature of lessons, but expectations of what pupils can do are not always high enough. Pupils with special educational needs are effectively catered for, with some good additional support enabling full inclusion. Pupils' books are well presented, neat and marked regularly. When tasks are well matched to pupils' needs and the pace of the lesson is rigorous, pupils have positive attitudes to science. Behaviour is predominantly good. The concentration of pupils shows a marked improvement when pupils are challenged sufficiently, but overall, it is satisfactory.

90. Leadership of science is satisfactory overall. A good policy and planning document has been established and appropriate assessment tools have recently been devised. Resources are just adequate and the school is making good use of information and communication technology to support learning. Science contributes successfully to pupils' social and cultural development, as is evident in group tasks and learning of the local fauna and flora compared with other countries.

ART AND DESIGN

91. Standards in art and design are broadly in line with the nationally expected levels at both key stages, with evidence of above-average attainment by one-third of pupils at Key Stage 2. This is a similar picture to that at the previous inspection.
92. At Key Stage 1, pupils use a range of techniques to create different effects as they paint and draw pictures. They investigate how to improve and change their work and respond well to comments. They talk about their own feelings about their work. They enjoy the practical aspects of art and design and join in with enthusiasm.
93. At Key Stage 2, no actual art and design lessons were observed, but evidence in classrooms and in school portfolios suggests at least satisfactory standards are achieved in the subject. Pupils explore a range of ideas, and investigate many tactile qualities as they create their pictures. There is good evidence of the use of information and communication technology to support art and design, and some good resources are available to promote this. Pupils enjoy studying the work of other artists and painting in their style. In Years 3 and 4 there is evidence of a project on 'Journeys in Art', which is based upon the work of the artist Paul Klee. Pupils have used water colours, adding abstract shapes, to create effective pictures in his style. Pupils in Years 5 and 6 have undertaken some good pastel line drawings, using their observational skills very well. The school portfolio shows evidence of a good range of work in art and design across both key stages.
94. The quality of teaching in art and design is satisfactory overall. A good range of resources is used to promote learning and work is well presented to enhance classroom environments. Plans are effective in ensuring breadth and balance in the provision, and teachers provide an appropriate range of activities to develop pupils' artistic and design skills. All pupils have equality of access to art, and enjoy the practical aspects of the subject. Because of this, they work well and are enthusiastic about their work.
95. Leadership of the subject is satisfactory overall. Policies and procedures are well established to guide practice and resources are effectively stored and accessible. A school portfolio has been established to inform about standards. This is helpful in guiding teachers to help pupils improve their work. Some good displays of pupils' art work in classrooms and around the school, enhance the environment and enrich pupils' knowledge of other cultures and their artists. Collaborative work on large-scale art encourages good social skills of pupils. There are good links made with other subjects.

DESIGN AND TECHNOLOGY

96. Standards in design and technology are average at both key stages. This is similar to those at the time of the previous inspection.
97. At Key Stage 1, pupils have opportunities to learn about designing and making models in a range of ways. Although no lessons were observed, there is evidence that pupils have developed their ideas by shaping materials, such as play-dough. They have used a range of simple tools as they use paper, plastic, card and wood to create simple structures.
98. At Key Stage 2, pupils have a sensible and well-behaved approach to practical tasks. They undertake projects in which they successfully develop their ideas, explain them clearly, and plan what they have to do. For example, in Years 5 and 6 during a project to make a prototype model of a shelter, pupils experiment with materials to find out how to join them. They generate their own ideas, and select and try out materials and tools to find out how the various characteristics of the materials would affect their models. Pupils join paper, wood, plastic and fabric in a variety of ways. They choose appropriate tools and joining techniques to put components together. Pupils

reflect on their work, using appropriate technical vocabulary, and suggest ways of improving or changing their ideas for their prototype.

99. The quality of teaching in design and technology is satisfactory overall, with evidence of some good teaching and learning at Key Stage 2. Where teaching is most successful, planning is detailed and resources well prepared. At these times, pupils are offered exciting opportunities to develop their own products through a structured series of operations. Lessons are less successful where the teacher's expertise is lacking, and when pupils do not find the task stimulating. In the best lessons, pupils are interested and concentrate hard on their tasks.
100. Leadership of design and technology is satisfactory. An appropriate curriculum has been established and a satisfactory range of learning opportunities is in place. Procedures for assessing pupils' achievements are linked to evaluations during lessons. This enables teachers to improve the next stage of planning so that pupils' skills develop systematically. An appropriate range of resources is available and all pupils have equality of access.

GEOGRAPHY

101. Pupils' attainment at the end of Year 2 and Year 6 is close to the nationally expected levels. This is a similar picture to standards at the time of the previous inspection. There are strengths in knowledge and understanding of places, and of map reading and making. Pupils make good progress in learning in these aspects. Pupils achieve satisfactory progress in carrying out a geographical enquiry and employing fieldwork techniques when studying a locality. Pupils develop a secure understanding of the patterns produced by physical and human features within the environment. Satisfactory learning takes place in the way people can improve or damage the environment, and the effect of water and weather on the landscape.
102. Overall, pupils' achievement is mainly satisfactory with some strengths. Areas for development are in the planning of individual tasks for pupils within mixed year groups. Too often, pupils, whether they are higher attaining or not, have the same tasks planned across a two-year age range, thus resulting in some lack of challenge and underachievement.
103. By the end of Year 2, pupils show secure recall of the locality around Ladock School and have drawn clear routes with key landmarks of their own route from home to school. They recognise several road signs and have used an electronic 'roamer' to map a route within the classroom. Their aerial views of their own kitchen plans are good, and pupils use a key effectively. Good mapping skills are further developed through their plans drawn of the classroom. Younger pupils recognise accurately a correct sequence of the annual seasons and show good understanding of islands and sea in their own drawings. Most recognise accurately different types of housing. Pupils select information correctly from various resources, for example, how to read addresses on a postcard. They show good knowledge of localities beyond the immediate, mainly from good recall of where they spent their holidays.
104. By the end of Year 6, pupils show good understanding of location. They understand clearly how different places affect activities and lives of people as in, for example, their comparative studies of Chembakolli village and Ladock. Their knowledge about the world map and how to locate countries is good. There has been effective learning about St Austell and Plymouth as settlements, and about modes of transport, together with selecting different routes from Ladock to Plymouth. Pupils have effectively researched different mountain ranges, and included in their notes physical features, weather influences, people, fauna and flora. In particular, they have satisfactory understanding about the Scottish Highlands and The Andes. Map skills show signs of definite improvement over time, with older pupils correctly reading grid references for Cornwall and Plymouth, using large-scale maps. By the age of 11, pupils are able to collect evidence, evaluate and draw conclusions, sometimes recording their results in tabular format.
105. Although no geography teaching was observed at Key Stage 1 during the inspection, pupils' recorded evidence and recall show that teaching has been satisfactory. At Key Stage 2, teaching

in lessons was good. Evidence of pupils' work suggests that, over time, teaching has been effective and had an impact on pupils' secure learning in all aspects of geography. Planning is based closely on the National Curriculum Programme of Study and coverage is broadly based. However, the planning of individual tasks is insufficiently detailed to allow for differences in pupils' achievement within a two-year age range, and, therefore, not all pupils are sufficiently challenged. This leads to some underachievement for higher attaining pupils. Pupils with special educational needs are well supported and make good progress.

106. There is good teaching of map skills throughout both key stages. Teachers explain clearly the aims of each lesson and lessons are interesting. There are good links made with other subjects, such as art and design and history. Teachers make good use of information and communication technology for pupils to collect evidence and exchange e-mails with other schools in a different locality.
107. The use of resources, such as globes, maps and reference books, helps pupils to study efficiently. However, there are insufficient large size globes and large-scale maps generally available in a lesson. The subject of geography is effectively managed and the co-ordinator has ensured that good use is made of the immediate locality and South West region to help pupils. A good portfolio of pupils' work from upper Key Stage 2 contains appropriate samples of work, annotated according to the National Curriculum levels, and this is a very useful assessment resource and record.

HISTORY

108. By the end of Year 2 and Year 6, pupils' attainment in history is close to the nationally expected levels. This is a similar picture to standards at the time of the previous inspection. Pupils' skills are developed well in order to interpret knowledge imaginatively about social life in different eras, and this is a strength. Coverage of all aspects of the National Curriculum Programme of Study for history is good.
109. Overall, pupils' achievement is mainly satisfactory. Pupils have a secure sense of chronology and there is good development of historical research skills and interpreting evidence from resources. Areas for development are in the planning of individual tasks for pupils within mixed year groups. Too often, pupils, whether they are higher attaining or not, have the same tasks planned across a two-year age range, thus resulting in some lack of challenge and underachievement.
110. By the end of Year 2, pupils' work shows a secure understanding of events, people and changes in the past. This is illustrated in their recording of Remembrance Day, of the life of Florence Nightingale, of a home in Saxon times, and more recently, of toys from the past compared with the present. Young pupils show good understanding that although old toys do not necessarily look old, they might lack lustre, are often scratched, and are wound up to move, rather than operate by battery or electricity. Pupils show a secure chronological understanding through the use of common words and phrases associated with the passage of time, as in, for example, observing the changes in seasons. Pupils have a satisfactory understanding of ageing in themselves and other people. Through ordering, chronologically, pictures of games from past periods in history, their understanding of a time-line develops well.
111. By the end of Year 6, pupils show satisfactory factual knowledge about aspects of British history. Their sense of chronology is secure and they recognise accurately changes and characteristics of past periods. They have begun to select and link information from a variety of sources. Skills in these aspects progress successfully, through their studies of voyages of exploration in Tudor times, work on invaders and settlers of Britain and of Victorian Britain. Pupils make effective use of photographs and books, for example, of a map used of Hadrian's Wall. They have made a comprehensive study of Ladock church, adjacent to the school, taking photographs and making drawings and notes about church buildings.

112. During Key Stage 2, pupils learn how to interpret knowledge about Victorian social life, and achievement in this aspect is good. Pupils suggest their own questions for comparisons between rich and poor people in the Victorian era, and then use a variety of secondary sources for research. They write inventive letters to an imaginary grandfather in 1845, explaining their problems when working at a factory and aspects of their social lives. In addition, during Key Stage 2, younger pupils achieve a secure understanding of World War II as is evident from their own evaluations about their knowledge of the topic. They show good learning when ordering events and objects in ancient Egypt from 2000BC to 1900BC, and they write perceptively about the advantages and disadvantages of the ancient Egyptians' reliance on the River Nile. Pupils from this age group have made good use of a CD ROM to find out information about Egyptian tombs.
113. Although no history teaching was observed at Key Stage 2 during the inspection, and only one lesson was seen at Key Stage 1, pupils' recorded evidence and recall show that teaching, overall, is satisfactory. Over time, evidence suggests that teaching has been effective and has had an impact on pupils' secure learning in history. Planning of a rolling programme of units of work is based closely on the Qualifications and Curriculum Authority's documents and the National Curriculum Programme of Study. Coverage is broadly based and imaginatively planned. However, the planning does not take sufficient account of the needs of individual pupils within the two-year age range, and, therefore, not all pupils are sufficiently challenged. This leads to some underachievement for higher attaining pupils. Pupils with special educational needs are well supported and make good progress towards their individual targets.
114. The good teaching of historical research skills and the interpretation of evidence from a variety of sources is good. Teachers at Key Stage 2 encourage pupils well to write their own thoughts, rather than over-rely on proformas. There are good links made with other subjects, such as art and design, geography and information and communication technology. There is good use of a wide range of resources so that pupils' literary reference skills are further improved. Teachers use local historical sites well, as when, for example, pupils visited Lanhydrock House in Cornwall, dressed in Victorian costumes, and investigated life pertaining to different Victorian social strata. History is managed successfully so that there is good linkage of a variety of imaginative topics over pupils' schooling. A good portfolio of pupils' work from Years 5 and 6 contains good examples of work, annotated according to the National Curriculum levels, and this is a very useful assessment resource and record. Overall, provision in history is appropriate, improving and has good aspects.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information and communication technology are in line with expectations at the end of both key stages, although there is evidence that pupils, at the end of Key Stage 2, achieve higher standards in the aspects of designing and sharing information on the Internet. This is a similar picture to that at the time of the previous inspection. However, there have been several significant improvements in the provision since that time. Increased teacher expertise and confidence, linked to national training initiatives, are helping to increase opportunities for learning and promote a wider use of a broad range of resources. Links with a local business have helped to increase resources, and Internet access has significantly raised pupils' interest and standards.
116. At Key Stage 1, make satisfactory progress. They plan their own tasks and use the mouse appropriately to make choices. They use information and communication technology to support their work in a range of curriculum areas. For example, in art and design, pupils use a 'paint' package to create repeating patterns on screen. They use another similar package to support their understanding of symmetry as part of their work in mathematics. They enjoy using a word processing tool to write simple stories in English. During the inspection, a group of higher attaining pupils in Year 2 were observed organising a story on screen by moving sentences around. They gave accurate instructions to complete the task successfully.

117. At Key Stage 2, pupils extend their skills. For example, in Years 3 and 4, they use the computer to paint in the style of the artist Seurat. They follow clear directions as they make choices of tools, colour and pattern. They undertake simple programming tasks, using a floor robot, and undertake research as part of art and design to find pictures painted by different artists. In Years 5 and 6, pupils begin to show increased independence in the use of information and communication technology. They plan and organise their own enquiries and undertake simple graphic modelling, linked to drawing plans in geography. They use computers to save information and to follow lines of enquiry. They develop their understanding of life in a city, by e-mailing pupils at a school in London and sharing information about their own lives in Cornwall. Although pupils attain standards close to the nationally expected levels, there is too little evidence of higher attainment, and some missed opportunities to use information and communication technology has resulted in gaps in knowledge, which the current staff are working hard to overcome.
118. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The improvement in teachers' expertise and confidence, as a result of the new training initiatives, is resulting in improved opportunities for learning. Teachers demonstrate tasks well, and because they are confident in using different forms of technology, they are able to guide pupils in trying out new things. Effective questioning is a key feature of good teaching in the subject. For example, in Year 6, effective class discussion and questioning led to good achievement in graphic modelling. In Year 4, the clear explanations and demonstration by the teacher, enabled pupils to ask effective questions themselves as they tried to work out which tools they needed to paint a picture on screen in the style of Seurat. The good use of resources in lessons helps pupils stay on task and show good levels of interest. They enjoy the subject and are always eager for their own turn. Because of their positive attitudes, pupils are willing to learn and this has a positive effect on their achievements.
119. Leadership of information and communication technology is very good. The co-ordinator has high levels of expertise and has ensured that staff are well trained. The addition of a technician for one session each week has been an important addition to the smooth running of the systems, and represents good value for money. Some good assessment procedures have been introduced so that teachers can measure progress. A good range of curriculum activities has been developed to ensure equality of access for all pupils. There have been times in the recent past, where insufficient time has been allocated to the subject. This has now been addressed and pupils are catching up fast. Resources have improved and are used well to support learning across the school.

MUSIC

120. Standards in music are above average overall. They are particularly high throughout Key Stage 2, where they are a significant strength of the school. By Year 6, standards are well above average. There has been very good improvement in the subject since the previous inspection.
121. Standards at Key Stage 1 are in line with those expected nationally by pupils of the same age. In lessons, pupils make satisfactory gains in learning. They join in with singing simple songs accurately from memory. Their memory of melody and words is good, so that pitch is held correctly. They clap to a tune and keep rhythm well. Their satisfactory progress is due to effective teaching and opportunities for involvement in a broad range of activities.
122. Standards at Key Stage 2 are well above average. Pupils achieve very well in lessons because of high levels of expertise in teaching, and the very good range of activities provided. Pupils in Years 3 and 4 achieve high standards in composing as they compose a short piece on 'weather'. Pupils have very good knowledge of the effects of their percussion instruments when creating the mood of a storm. They benefit from listening to each other's performance and improve and refine their

composition. Listening skills are very good. In Years 5 and 6, pupils continue to achieve high standards. Pupils are able to articulate their ideas, record notation, and show understanding of how to create open and closed chords. They explore relationships between sounds and make very good use of information and communication technology to capture, change and combine sounds. Many pupils play in the school orchestra and achieve very high individual standards of performing. School productions annually enable all pupils in the school to perform and enjoy making music for themselves and others. Every pupil is involved in these productions, ensuring equality of opportunity.

123. The quality of teaching and learning in music is good overall. It is satisfactory at Key Stage 1 and very good at Key Stage 2. The highest standards are achieved where the subject is taught by specialists. In the best lessons, teaching is based on high quality musical expertise, very good planning and clear assessment of what pupils have learned. Effective use of resources enhances pupils' opportunities to create music. In these lessons, pupils show high levels of enthusiasm and behave very well. This has a very positive impact on learning.
124. Leadership of music is very good and has a very positive impact on standards, particularly at Key Stage 2. A major feature of the success of the subject is the provision of excellent extra-curricular opportunities, which allow a rich range of cultural and social opportunities for pupils to make music. For example, the school orchestra plays in assemblies and concerts in the community. School productions annually, offer all pupils valuable experience in performing. Visits to local theatres, and activities in which community choirs sing in the school, enhance pupils' enjoyment and skills in music. Visiting teachers enhance the rich musical environment and provide many varied opportunities for pupils to develop their skills.

PHYSICAL EDUCATION

125. At the time of the previous inspection, pupils' attainment in all aspects of physical education was unsatisfactory. There has been good improvement since the previous report. This is due to a lot of hard work involving the local education authority advisory service and expertise from specialist secondary teachers in the locality. In addition, the village has acquired a new village hall with the added advantage of a good, wooden sprung floor. The school site has been further developed for outdoor pursuits.
126. Currently, pupils' attainment is above the nationally expected levels by the end of Year 2 and Year 6. There are strengths in swimming, athletics, and field and playground sports. By the time pupils reach the age of 11, they all swim the statutory twenty-five metres. Most swim two thousand metres and are successful in the ASA (Amateur Swimming Association) awards for personal survival skills. All pupils, including those in the Foundation Stage, swim for two terms yearly, ten sessions a term, at the Truro Leisure Centre pool. They miss playtime on a Monday and have a shortened lunch break in order to accommodate the time used for travel to the pool and return. An annual swimming Gala held at Truro for all the local 'cluster' of schools, usually sees a great deal of success in events for Ladock School. Ball skills for football, netball and tennis are good. This year, a block of time for gymnastics has been spent working with Poltair Community College. A teacher of Ladock has completed extra training in gymnastics, resulting in pupils receiving a six-week gymnastics session at Ladock's new village hall, where some relevant equipment is stored for the school. In addition, younger pupils and a teacher received six weeks of dance tuition at Grampound Road Village Hall. The school is well known for its progress in athletics, hosting a cross-country run regularly, and winning it. Periodically, the school participates in football tournaments and in an annual sports day with other local schools. In all these activities the school performs well.
127. Pupils' learning in dance, at the time of the inspection, was good. Pupils' listening skills are very good and, as a result, pupils' memory of a sequence of movements for dance is very good. Pupils

are alert and responsive and respond positively to music with obvious enjoyment. Younger pupils at Key Stage 1 create good sequences of dance around the words: 'high', 'low', 'fast', 'slow' and 'turn', travelling lightly on the ball of the foot, making distinct tiny steps at greater speed. Their arm movements are good. Pupils carry a movement through to the fingertips with very good control to demonstrate slow speed. At Key Stage 2, pupils respond maturely and without inhibitions to taped music. Their awareness and use of space are good so that travelling is achieved smoothly and without collision. Rhythmical movements are in time to the musical beat and pupils respond appropriately to the mood of music, interpreting the sound of telephone bells with strong gallop steps, or with jerky arm movements to the sound of crackling wires. Although pupils have a good memory of sequences of music, travelling in Years 5 and 6 is heavy and there is a lack of different levels in height used by the upper torso and arms. However, pupils are able to reverse a sequence of movements correctly and hold a final pose effectively.

128. Teaching is predominantly good, both during the inspection and as reflected in the school's photographic evidence, certificates and awards. Teachers pay good attention to safety aspects in physical education and remind pupils to think about bodily responses during exertion. They allow sufficient time to warm up at the beginning of a session and to cool down at the end. The enthusiasm of teachers has had a positive impact on the attitudes of pupils to physical education, which are good. The very good opportunities, given through sports and after-school activities, help pupils to develop well personally and socially and have a significant influence on the very good relationships which exist. Teachers' planning is good and ensures that all aspects of the National Curriculum for physical education are taught successfully.
129. There is good leadership in the subject and good use of resources available. The site is attractive and includes a large, flat level sports field and outdoor climbing facilities. Although the school lacks a hall, there is good use of the village hall. Equipment is of good condition, well stored and frequently used to improve ball and rope skills. The skills of parents and voluntary helpers are used well as, for example, in extra-curricular activities.

RELIGIOUS EDUCATION

130. Religious education was inspected separately under Section 23 of the Schools' Inspection Act.