

# **INSPECTION REPORT**

**CURY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Helston

LEA area: Cornwall

Unique reference number: 112201

Acting Headteacher: Mrs M. Holloway

Reporting inspector: John Carnaghan  
1352

Dates of inspection: 16<sup>th</sup> - 18<sup>th</sup> January 2002

Inspection number: 196303

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Cury Cross Lanes  
Helston  
Cornwall

Postcode: TR12 7BW

Telephone number: 01326 240549

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Appropriate authority: The governing body

Name of chair of governors: Mrs W J Williamson

Date of previous inspection: 8<sup>th</sup> July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1352	John Carnaghan	Registered inspector	English History Geography	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9769	Margaret Morrissey	Lay inspector		Pupil's attitudes, values and personal development How well does the school care for its pupils? Partnership with parents and carers
31201	Angela Crook	Team inspector	Science Mathematics Information and communication technology Art Music Design and technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Cury Church of England school is a primary school for pupils aged 4-11. It is set in a small rural hamlet, which is generally socially disadvantaged. Cury school is very small, it had thirteen pupils at the time of the inspection. All the pupils are in Key Stage 2 and ten of them are girls. The school has seen considerable changes recently; both full-time teachers, including the head teacher, left a few weeks prior to the inspection. The school has had both a new acting head teacher and a new teacher in charge since 1<sup>st</sup> January 2002. Pupils are all of white ethnic background and all have English as their first language. The school has experienced considerable mobility of pupils in relation to its size; two pupils joined school in the last year and seven left. There are no pupils at the school with special educational needs. Pupils who entered the school at the age of 4 had levels of attainment that were broadly in line with that found nationally. At the end of Year 6 attainment has been generally well above average.

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

Cury school provides a good standard of education; it has worked hard to maximise the advantages of such a small school. It also has successfully overcome a number of the potential difficulties faced by such schools, through thoughtful organisation and careful planning. The school enables pupils to reach standards of attainment which are well above the national average in many areas, and it is well placed to maintain these standards. Pupils achieve well throughout the school. The way that the school encourages pupils to achieve their potential and develop as self-confident individuals is very good. Teaching is good overall and, in many cases, very good. This has been promoted by the good leadership of the former head teacher and is being continued by the current members of staff, who continue to encourage the very positive attitudes and values shown by the pupils. The school is a close-knit family, which is actively extending its welcome to those who are involved in both the school and the wider community. It has a positive, Christian ethos. Members of the governing body are working hard to support and encourage the school and to ensure its long-term future. The school is, per pupil, relatively expensive but it achieves high standards and so provides satisfactory value for money.

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

- It ensures that pupils reach high standards of attainment.
- The school promotes the growing maturity, positive attitudes and very good behaviour of the pupils. Adults at the school provide good role models for pupils. The school cares for all of its pupils well.
- Teaching is good with a number of very good elements; lessons are very well planned and supported by good resources.
- The school makes good provision for pupils' spiritual, moral, cultural and social development.
- The school assesses what pupils can do well; it sets helpful targets, which encourage pupils to attain their full potential.

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

- The school has, in the past, done too little to develop close links with parents and the local community.

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

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

The school was last inspected in 1997. Standards in the core subjects of English, mathematics and science at the ages of seven and eleven saw marked improvements in 1998. Since then, these high standards have, overall, been maintained. Of the key issues from the last report the amount of teaching time has been increased; sex and health education are now fully in place and it is planned to start swimming lessons later in the term of the inspection. There is no need to provide play equipment to children under five because there are currently no children of this age at the school. There have been a number of other developments since 1997; one of the most significant is the installation of a new suite

for information and communications technology (ICT). Overall, since the last inspection, improvement at the school has been good.

## STANDARDS

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

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

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average     E

Attainment of pupils in national assessments was well below the national average at the end of Year 6 in 2001 in English; in line with it in mathematics and well above average in science. At the end of Year 2 in 2001, standards were very high in relation to national averages in reading, writing and mathematics. The extremely small groups of pupils taking the tests make these comparisons with national averages unreliable. For example, half of the pupils taking the national test at age eleven in 2001 had special educational needs and this unusual situation led to lower results. Given that pupils come into the school with generally average standards, pupils' achievement in the school is good. In National Curriculum tests over the last four years, there have been some fluctuations that are exaggerated by the very small numbers of pupils tested. However, high standards have largely been maintained with variations accounted for by with differences in the abilities of the groups of pupils who sat tests. In work seen during the inspection, standards were well above national expectations in English, mathematics, science and ICT. In art and design and physical education, standards were better than expected. In design and technology, history and geography pupils' standards were broadly in line with expectations. It was not possible to judge standards in music. All pupils take pride in their work, are careful that there is no unfinished work in their books and show high standards of presentation and accuracy. Current pupils from Year 6 are on target to attain standards that are well above national averages in the National Curriculum tests in summer 2002, clearly indicating the consistently good progress that they have made.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils love their life at school and show enjoyment in every aspect of it. They have a strong natural commitment to the school. While they show considerable maturity in their studies, they also join in activities with infectious enthusiasm.
Behaviour, in and out of classrooms	Pupils behave very well in and out of lessons. They are naturally trustworthy.

Aspect	Comment
Personal development and relationships	Pupils play very well together across the age range. Older pupils provide an excellent example for the younger ones. Teachers are also good role models in their warm relationships with pupils. The new staff are developing good knowledge of their pupils, the established teacher knows them all very well. Staff encourage pupils' personal development, consistently.
Attendance	Above the national average. The school's attendance procedures are good.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3-6
Lessons seen overall	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 in the school is good with a number of very good elements. In English and mathematics teaching is good; literacy and numeracy are effectively taught in these subjects and in many others. Pupils are well managed and classrooms have a warm, positive atmosphere. Lessons are very well planned and all pupils' needs are met because teachers' planning is careful to address their individual learning requirements. They are careful to involve all pupils in the learning process. The teachers have good knowledge of the subjects and question pupils perceptively to assess what has been learnt and to encourage discussion. Relationships in the classroom are constructive and warm; this is commendable, as one of the two classroom teachers had known the children for only two weeks at the time of the inspection. Resources used in lessons are abundant, often stimulating and are well used to hold pupils' interest and help them learn. Pupils' learning is good, overall and often very good; they concentrate hard and work productively. Because there are very small class groups, teachers are able to help each pupil to understand how to improve his or her standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from a broad and balanced curriculum, which allows all of them to take full opportunity of what is on offer. The provision of extra-curricular activities is limited by the size of the school and the need for half of the pupils to leave immediately at the end of the school day.
Provision for pupils with special educational needs	At present there are no such pupils. However, the curriculum is well adapted to provide opportunities for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral social and cultural education is good overall. The school has a Christian ethos. It makes good provision for pupils' personal development.
How well the school cares for its pupils	Support and guidance for pupils in areas of academic and personal development are good. The school tracks pupils learning effectively.



The school has, in the past, not made sufficient efforts to involve parents in the life of the school. The new school management is overcoming this weakness. The quality of information for parents is currently satisfactory. The school uses its links with the local community, especially the churches, to enhance pupils' education. Assessment procedures for pupils are well developed and provide the information that the school needs to maintain high standards.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Notwithstanding their very recent appointment to the school, the acting head teacher and teacher in charge provide good leadership and a clear sense of direction. In this they are well supported by the other staff.
How well the governors fulfil their responsibilities	The governing body is enthusiastic and committed to the long-term future of the school. Governors have a developing awareness of the schools' strengths and effectively fulfil all of their statutory responsibilities.
The school's evaluation of its performance	The close collaboration amongst all who work at the school assists with the self-evaluation process. The range of assessment that is done means that the school has clear information to help pupils reach their full potential.
The strategic use of resources	Financial decisions are closely linked to the schools' identified needs through the thorough school development plan, put in place by the previous head teacher. The school spends its money wisely.

The governors and the local churches play an active role in encouraging the positive ethos of the school. Accommodation is maintained and cleaned very well but is insufficient to allow all aspects of physical education to be taught. Resources in nearly all subjects are good and are helping raise attainment. The provision of a modern computer suite is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They think that their children are making good progress</li> <li>• The school has high expectations of the children</li> <li>• Behaviour is good.</li> <li>• They think that the school helps to develop children's maturity and responsibility.</li> <li>• Children like school.</li> <li>• They believe that teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents do not think that the school provides an interesting range of activities outside lessons.</li> <li>• A large number of parents believe that the school does not work closely with them.</li> <li>• A minority do not feel that the school is well led and managed</li> <li>• A minority do not feel that they are kept well informed about how their child is getting on.</li> <li>• A minority expressed the view that pupils do not get the right amount of work to do at home.</li> <li>• A minority would not feel comfortable about approaching the school with questions or a problem.</li> </ul>

Inspection findings support the range of positive views of the school. Of the areas that parents would like to see improved, the inspection team believe that it is inappropriate to provide extra-curricular activities given the size of the school and the need for half of the pupils to leave to catch the bus at the end of the day. The school's information for parents and its efforts to work closely with them have recently been

improved and plans are in place to make further improvements. The leadership of the school has recently changed; currently it is good. Recent changes to homework procedures mean that the current pattern of homework is appropriate to pupils' educational needs.

## **PART B: COMMENTARY**

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

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

1. The standards reached by pupils in National Curriculum assessments are invariably above or well above the national average in each of the three areas tested at the end of both key stages 1 and 2. Since the last inspection standards have been high, both in comparison with national averages and the averages for similar schools, judged by the proportion of free school meals. However where only very few pupils sit the tests, as is the case every year at Cury school, comparison with any form of average figure can be deceptive and there are significant fluctuations in such data. This tends to make such analysis unreliable. For example, four pupils took the tests in 2001, three boys and one girl. A significant proportion of the pupils had special educational needs and the results showed a decline on those of 2000. In such circumstances it would be inappropriate to surmise that the school has falling standards overall. However, the school sets informed, yet challenging targets and generally meets them.
2. Analysis of current pupils' work indicates that standards at the school are well above what is expected in the subjects of English, mathematics, science and ICT. Elsewhere, standards are above expectations in most other subjects except in design and technology, geography and history where they are broadly in line with them. It is a considerable strength of the school that pupils develop much of their knowledge and many of their skills in areas like literacy, numeracy and ITC, across the entire curriculum. There is no evidence of differences in the attainment of boys and girls.
3. Pupils demonstrate well above average standards of literacy in a large number of subjects. For example, in art, pupils use the correct artistic vocabulary when discussing either their own work or that of famous artists. They show similarly high standards in evaluating the work they produced when they designed and made musical instruments. Their abilities in speaking and listening are used well when pupils express their findings from science investigations. Because pupils are able to receive plentiful attention from teachers in the very small classes, they quickly learn to articulate their views confidently and fluently and they are relaxed in talking to adults. In geography, pupils write interestingly about their field trip to a nearby town. In both geography and history pupils answer teachers' written questions thoroughly, showing good analytical skills and expressing their answers clearly and succinctly. In writing up the results of scientific investigations, pupils organise their work carefully and write logically, carefully explaining what they have done and the conclusions that they have drawn. The consistent emphasis on developing literacy skills across a range of subjects has a positive impact on what pupils can do by the time they reach Year 6. They write accurately at length, showing good extended concentration. Pupils' writing is varied and interesting with the confident use of different styles of writing. Pupils develop fluency; and they are able to vary the length of sentences, vocabulary and grammar to achieve the effect that they want. Whatever subject they are doing, pupils present work very well. By Years 5 and 6 handwriting is neat and legible and spelling is consistently accurate. Books are very neatly laid out; pupils take great pride in what they do so that there is very little unfinished work.

4. In a similar way, pupils develop numerical skills in a variety of subjects, not just in mathematics. Because of this they reach high standards in all aspects of the use of number. In science, pupils record information in a variety of ways, including bar graphs used to show differences in light as it passes through materials of differing opacity. This precision in recording data is assisted by the care which pupils show in conducting investigations. Pupils undertake surveys while on geography field trips and display their findings in a variety of ways, as appropriate, often using ICT. They develop understanding of co-ordinates in their use of local maps. In early morning activities, as the pupils settle down and are registered, opportunities are taken to consolidate number skills. In one brief session, two younger pupils were working on computers practising addition and subtraction skills; one able older pupil worked on more challenging algebraic problems. It is this use of every opportunity to develop and consolidate skills that encourages the very rapid development of numerical aptitudes.
5. ICT skills are developed in a similar fashion. The school has an excellent ratio of computers to pupils. Most computers are located in an easily accessible suite; this encourages virtually free access to ICT whenever it is an appropriate adjunct to studies. In art and design, pupils use a commercial programme to produce pictures of sea creatures. Science is a focus for work in ICT as well as literacy and numeracy. Pupils used data from observing the fall of shadows to select, develop and annotate appropriate graphs using standard commercial software. They were familiar with the programme and were able to work at great speed, adding text to explain what each graph showed, before printing it. Pupils are constantly encouraged to research topics of interest; they use the Internet to enhance their studies in subjects such as geography where they find, download and edit text to meet their requirements. Digital photographs of completed design and technology work are taken by pupils and those in Year 6 are able to incorporate these into high quality word-processed evaluations of their work.

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

6. The school is successful in achieving its aims and in fulfilling its mission statement, to stimulate a desire to learn, by responding to children in such a way that inspires and motivates the learner. This provides a happy, secure environment in which the contribution of each member of the school community is respected and valued. In this way, each child is encouraged to develop respect for themselves and others. This maintains the high standards in this area, noted at the previous inspection. There have been no exclusions in the last year.
7. Pupils' attitudes to learning and to their role in the school community are very good. The whole school works as a team, expressing opinions and listening to one another's views. Pupils are correct in saying they feel valued for who they are. They are allowed to develop good relationships, views and opinions in an understanding and supportive environment where all wish to work hard and achieve. The good relationships that are building between pupils and staff give pupils the confidence to extend their talents and further raise their self-esteem.
8. Attendance is good and above the national average. Parents say pupils are keen to come to school. Pupils are punctual and fully understand the need to be in school on time and to attend regularly.
9. Pupils' behaviour in lessons and around the school is very good. They understand and observe the code of conduct and absorb the values transmitted to them by teachers, who are effective role models. No issues of bullying were observed and pupils and

parents are confident that any issues of bullying will be dealt with swiftly and sensitively within a no blame policy.

10. Relationships are good across the school; the very recent change of staffing has been accepted easily by pupils, who have quickly adapted to their new mentors. These warm relationships create an environment of care and security where work and learning can progress. Pupils feel the school provides them with lots of attention and plenty of discussion time. Older pupils are good examples to younger pupils and all show a genuine care for each other.
11. Pupils' personal development is good, pupils work well together in all subjects. A particularly good example of this was seen in English when Years 5 and 6 pupils were keen to perform the script they had written, whilst the others in the class enjoyed listening and were clearly learning from their work. All pupils were sensible and patient with each other. Through the good opportunities now provided, pupils in Years 5 and 6 make a significant contribution to the life of the school by taking considerable responsibility. They contribute to the daily routine of the school and particularly to the quality of other pupils' personal development and well-being. They are leaders in the playground, often organising energetic but completely inclusive team games. Years 3 and 4 pupils take full responsibility for their own equipment and, after each lesson, all pupils ensure that the classroom and equipment used is tidy and neat.

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

12. The standard of teaching is good overall; a considerable proportion of teaching seen was very good. This is an improvement on the last inspection. Ninety per cent of the lessons were good or better; of these forty per cent were very good or excellent. Ten per cent of lessons were satisfactory and there was no unsatisfactory teaching. In this brief inspection, each lesson observed represents ten per cent of the teaching. The best teaching seen was characterised by very good knowledge of pupils and their learning needs and the adaptation of activities to meet these requirements. Because one of the two teaching staff had been at the school for less than two weeks at the time of the inspection, inevitably she had less awareness of each pupils' strengths and weaknesses. However, this teacher was working hard and successfully increasing her knowledge and understanding of each pupil's learning needs.
13. Teachers have good subject knowledge. Literacy and numeracy are well taught in English and mathematics lessons and opportunities to develop these areas across all the subjects of the curriculum are regularly taken. In a good art lesson to pupils in Years 3-6 on painting water in the style of the impressionists, the pupils used good vocabulary in describing the examples of such works which they were examining, using words like 'textures' and 'shimmering' when analysing the artists techniques. Across the school, work is well planned to meet the requirements of the National Curriculum and to develop knowledge of the subject progressively.
14. Teaching of phonics and other basic skills is generally satisfactory, although less evident in Cury than other primary schools as all pupils are in Years 3-6 and have good competencies in this area. Teachers and classroom assistants have an appropriate knowledge of phonics. The teaching objectives for the National Literacy Strategy have been adopted; lessons have a good balance between the various elements. Reading and writing in literacy lessons build satisfactorily on skills developed in speaking and listening.

15. Lessons are very well planned. Because the planning is so thorough, most lessons proceed with little wasted time. Planning usually displays clear learning objectives, which are carefully explained. The quality of planning means teaching is carefully adapted to meet the wide age range within the classroom. This wins a correspondingly keen response from pupils, who are then able to work with good productivity throughout sessions. Support staff are fully briefed about lesson plans so they can participate seamlessly in all aspects of lessons, providing effective support for pupils' learning.
16. Teachers' expectations of pupils are good. Teachers know pupils well and are sensitive, hence the expectations set for individuals are appropriate. They praise pupils warmly, engendering positive attitudes. As a result, relationships throughout the school are good. The expectations that the teacher had of Year 5 and 6 pupils in a very good English lesson were consistently high. Pupils were challenged to produce written work based on an extract from a play script. Because of the subtlety with which the teacher adjusted her questions for different groups of pupils, all were able to respond to her introduction. The task had been prepared carefully and was, in part, built on what had been learnt in the previous lesson. Pupils clearly felt well prepared and so were able to work quickly in pairs, demonstrating strong interest and independence. They felt a considerable sense of achievement and were keen to stay beyond the designated end of the lesson to show what they had written to the rest of the class.
17. Lessons usually start with lively expositions and discussions; pupils generally enjoy this and work hard, joining in discussions. Good and better teaching usually involves a variety of brief stimulating activities which maintain interest. In a good dance lesson to Years 3-6 pupils, the teacher was very clear in her introduction, so that all pupils understood at once what was expected in moving to the music as a particular creature. Music and task were regularly changed. This variety and the pace of the lesson kept the whole class focused, so pupils learnt well in a short time. The teacher stimulated a rewarding closing discussion by careful questioning which encouraged mature reflection and extended understanding. Pupils thought about how they could improve their work and with courtesy and tact extended suggestions to others on how they could improve. The support that groups of pupils receive from support assistants is well adapted to their needs and provides further encouragement to pupils to do their best.
18. Teachers' manage pupils well. Teachers are calm; they rarely raise their voices and exercise their authority courteously at all times. This develops warm and constructive relationships. Teachers are usually successful in engaging pupils of all ages and abilities in lessons by questioning and challenging them. All pupils' contributions are greatly valued by teachers.
19. The pace of lessons is usually good. A good art and design lesson to Years 3-6 was typical. The large range of resources was very well deployed because planning and preparation had been so efficient. This enabled pupils to 'attack' their tasks with the minimum of delay, thus meeting the teacher's expectations. Pupils had regular 'time checks' from the teacher to help them maintain effort. The way in which the school uses support staff is good. Teachers and support staff work as close-knit teams so that the contributions they are able to make to pupils' learning are good. The use of ICT in lessons is very good; there is evidence of ICT being used in almost all subjects. For example, it is used in literacy to draft and redraft newspaper stories and in geography, where pupils use the Internet to gain information about other countries.
20. Teachers undertake informal assessment in lessons through perceptive, focused questioning, particularly in the introduction to lessons. Marking of books is good. It is usually thorough and provides helpful comments about pupils' work. Teachers are

Careful to praise and reward good work and pupils respond well, for example doing corrections as instructed. Appropriate homework is set regularly and supports pupils' class work. The school is developing a greater variety of homework tasks for pupils, to help maintain their interest and homework is usefully set to reinforce learning, such as spellings for a test, or to lead in to the next area of study.

21. Pupils' learning is good, overall. They relate very well to one another and their teachers and pupils show a very strong work ethic and concentrate well. In the small classes, teachers are able to talk easily and frequently with individuals. As a result, all the children have a good understanding of the work they are undertaking and how they could improve. Pupils enjoy working in small groups and in pairs; they are mutually supportive as they work. Older pupils provide very good role models for the younger ones, they show real enjoyment in their work and do much to set the happy and positive tone of the school.

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

22. The quality and range of learning opportunities for pupils are good. This is an improvement on the curriculum provided at the last inspection. The school provides a broad, balanced and relevant curriculum. All subjects of the National Curriculum, together with personal, social and health education are taught. Hitherto, swimming has not been taught, but arrangements are in hand for lessons to begin. The National Literacy and Numeracy Strategies have been very well implemented throughout the school. The curriculum is planned very thoroughly and effectively and is based on national curriculum guidance. The planning ensures coverage and progression in the National Curriculum and in personal, social and health education. Planning covers a four-year cycle that allows pupils from all four year groups to be taught together in one class. The effectiveness of high quality and detailed planning of the curriculum was seen during the inspection when curriculum continuity was unaffected by major changes of staff.
23. There are no pupils in the school who have special educational needs. Good provision is made for a pupil identified as talented. Work is appropriately differentiated to meet the needs of pupils across the ability range.
24. There are no extra-curricular activities. It is difficult to make these activities viable, given the very small number of pupils who might be involved, and because half of the pupils have to catch a bus home at the end of the school day. The curriculum is enhanced by a range of visits and visitors to the school and through pupils' links with the community and the church. Visitors to the school include artists, musicians, the local police, and clergy. Volunteers from the community help with pottery and recorder lessons. The school has good links with other small schools, and pupils from these schools meet for sporting events and to share visits to local places of interest. When pupils in Year 6 transfer to secondary education, there are sound transfer arrangements in place, including an induction day. The school ensures that all pupils have equality of opportunity and access to the curriculum.
25. Pupils' spiritual, moral, social and cultural development is good, overall. It is strongly supported by the family ethos of this small school and by a structured programme of personal, social and health education. This programme includes appropriate provision for sex and drugs education.

26. The provision for pupils' spiritual development is good. Assemblies provide good opportunities for pupils to reflect, using their own experience and that of others. Prayer is a feature of the assembly as is music and hymn singing. Visiting clergy and close links with a number of local churches provide additional opportunities for pupils to develop an understanding of spiritual matters.
27. The provision for pupils' moral development is good. In lessons and assemblies, pupils are taught about right and wrong. Pupils are made aware of how they should behave; they are aware of the importance of rules in school and have studied rules in other settings and in a number of religions. Moral values are fostered through the good relationships that exist between staff and pupils. Pupils work and play co-operatively and amicably; they know what action to take if bullying were to occur.
28. Provision for pupils' social development is good. The friendly relationships between pupils and between staff and pupils has a positive affect on the quality of learning. Pupils have good opportunities to work and play with pupils from different age groups, which enhances their social skills. For example, at playtime all pupils joined in with a game regardless of age or gender. Pupils are encouraged to think of others less fortunate than themselves, and contribute to charities such as 'Comic Relief', 'Farm Africa' and the poppy appeal. Teachers provide opportunities for pupils to work co-operatively and for pupils to take responsibility for managing their own learning.
29. The provision for pupils' cultural development is good. Local studies in geography and history increase pupils' knowledge of their own heritage. Pupils participate in dance, drama, art, music and religious events. Opportunities are provided for pupils to extend their creative learning through art, poetry, design and technology and music lessons. In history, they learn about some of the cultures of other times and places. Attention is given to developing pupils' understanding of the diversity of British society. For example, Hindu life and culture is studied as part of the curriculum, using the television and the Internet for information. Visitors are invited to share their experience of different life styles and cultures. For example, pupils heard about African culture from a minister who had lived with the people there. Visitors share particular skills with the pupils, for example in making pottery and playing the recorder.

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

30. The school cares well for the health, safety, welfare and personal development of all pupils, as it did at the time of the last inspection. Appropriate emphasis is given by teachers and governors to provide an establishment where pupils' personal and academic development is a priority and is supported by a healthy and safe environment.
31. Procedures for monitoring and promoting behaviour are good. The school's code of behaviour is understood and followed by pupils. As a result, pupils are well behaved and this helps create an environment in which lessons can progress without interruption. The school has suitable procedures in place to eliminate bullying and other forms of oppressive behaviour. Pupils say they feel confident any such problems will be dealt with.
32. Procedures for monitoring attendance are good. The register is regularly monitored; the system is well run and maintained and is having a positive impact on attendance and punctuality.



33. Child protection procedures are satisfactory. There is a clear policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and overall this provides good protection for all pupils. Further training for the newly appointed teacher in charge is planned.
34. Health and safety provision is good and is monitored both by the local authority, through risk assessment, and by governors. The school policy is comprehensive and provides a good basis for consistent safety provision across the school. Risk assessment is up to date and all equipment is well maintained with recorded checks.
35. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. First aid provision is good; training is up to date, current first aid certificates are held by two members of staff. Pupils understand who will help them and how this will happen. All serious accidents and head injuries are reported to parents and recorded.
36. The school promotes healthy and safe living through a programme for personal, social and health education, and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.
37. The effective system for assessing pupils' attainment and progress has been maintained. These assessments include national tests and optional tests in English and mathematics in Years 3,4 and 5; the outcomes are used for strategic planning. Assessment is well used to guide curriculum planning and daily planning; further work is identified in the school development plan. Tracking sheets ensure the progress individual pupils make is followed as they move through the school and appropriate targets for improvement set.
38. Arrangements for the personal support and guidance of pupils are good. Pupils' personal development is monitored informally. Teachers know the pupils well and note significant points to share with parents in reports. Each pupil is well aware of the level they have reached and the level they are working towards and, importantly, what they need to do to meet their personal targets.

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

39. The majority of parents have positive views of the school but many also identify a number of areas where they have some concerns. Since the new school term, these concerns have begun to be addressed and the school is making satisfactory progress towards working more closely with parents. Parents returning the questionnaire, but not those who attended the pre-inspection meeting, felt the school does not provide an interesting range of activities outside lessons; the inspection team believes that it is inappropriate to provide extra-curricular activities given the size of the school and the need for half the pupils to leave to catch the bus promptly, at the end of the day.
40. Overall, the quality and quantity of information provided for parents is satisfactory but the school has not been fully effective in communicating with all parents about pupils' progress. This is being addressed. There is now regular communication planned between home and school and already some evidence of this happening. The school prospectus, school policies, consultation evenings, newsletters, telephone calls and full end of year reports all provide satisfactory information for parents and give some insight into the work of the school.

41. Parents at the pre-inspection meeting felt they were confident to approach the school with questions and concerns and equally confident they would receive a quick and effective response. Ten per cent of parents returning the questionnaire disagreed with this and twenty per cent strongly disagreed. Since the meeting and the distribution of the questionnaire the school has come under new management.
42. The limited opportunities for parental involvement are being addressed. Parents have signed home school agreements and respond well to these as well as to requests from the school for support. The friends of the school association is a good example of this and has worked hard to raise funds to make a contribution to the school's resources and provide interesting events to bring the parents, pupils and the community together. The monies raised by parents have been included into the school special fund even though the association is a constituted committee. This anomaly is being corrected. Parents provide good support when transport is needed and this allows pupils to take part in a number of events in the community, for example the local cross-country championship. Parents are very keen supporters of the school and this has a positive impact on the progress pupils make and the standards achieved. Overall, the school's partnership with parents is satisfactory, as it was at the time of the previous inspection.

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

43. The school is well led and managed as it was at the time of the previous inspection. This is highly commendable, as both the part-time acting head teacher and the teacher in charge only took up their posts two weeks prior to the inspection. It is also a testament to the fundamentally sound policies and systems put in place by the previous head teacher.
44. The acting head teacher and teacher in charge provide good leadership. By the time of the inspection they had developed a remarkably good understanding of the school, already had clear views of its strengths and weaknesses and were already starting to make improvements. For example, swimming had not been undertaken for some time prior to the inspection; by the end of the inspection plans were in place to provide regular swimming lessons for all pupils. Both management staff had also been very active instituting improvements in communications with parents and were keen to develop an improving relationship in this sphere. The division of time and responsibilities between the part-time acting head teacher and the teacher in charge provides a simple but effective management structure for this very small school.
45. The governing body has a number of new members and is actively developing its role within the school. Governors fulfil their statutory duties and are beginning to hold the school to account for standards and practices. Governors are keen to develop and take an active part in the school. Many are well informed and have received appropriate training. They are aware that schools of this size may be threatened with closure, but regard the school as a vital part of the local community and are anxious to see it thrive. They are taking active measures to recruit young children to the school and have supported the setting up of an independent nursery in the village, which, they hope, will provide pupils to enter the reception year in the near future.
46. The school successfully provides a good quality learning environment for the pupils. The former head teacher conducted an appropriate amount of monitoring, given the size of the school. It is too early in the introduction of the new management team to be able to comment on the current situation but performance management procedures are in place. The school development plan is a useful document and identifies a clear set of priorities in the changing circumstances of falling rolls, which has been faced by

the school. A good feature of the plan is the details of who is responsible for each target and who will monitor the progress towards it. The plan is a working document and is amended as appropriate.

47. The school's finances are well managed and the most recent local authority audit found only minor issues to criticise. These have all been attended to; the visiting bursar provides effective support for the school's financial systems. The office is well managed and new technology is used extensively for management purposes; it is now being developed to track pupils' progress and achievement. The aims and objectives of the school are strongly reflected in its work. The principles of best value are satisfactorily understood and applied.
48. By the standards of larger schools, the school has generous numbers of qualified teachers and support staff to meet the demands of the curriculum. In reality, there are adequate numbers of teachers and support staff and they are sensibly deployed in order to provide a good learning experience for all pupils. For example, on the mornings when the part-time teacher is in school, the pupils are split into two classes to enable both Years 3 and 4 and Years 5 and 6 to receive particularly close attention. Support staff are well trained and are effective in contributing to pupils' learning.
49. The school has adequate accommodation with classrooms that are of a good size. It is a bright and clean environment with high quality displays to enhance pupils learning. These are often referred to in lessons and pupils use work on the walls as points of reference. Although classrooms are of a good size, 'the hall' (which is, in reality a small classroom) is inadequate for teaching all aspects of physical education. The school has a sizeable playing field but this cannot compensate in inclement weather. The hall is also a corridor to both of the other classrooms. The library in the school is welcoming, with a good range of books and clear guidance to assist pupils to find the information they need. Overall resources are good. There is plentiful, good quality equipment for scientific investigation. The number of computers is high in proportion to the few pupils and means that the pupils usually have access to one each when working in the ICT suite. The ICT this is a positive feature of the school and contributes to the standards achieved by the pupils.

50. There has been continuing improvement to the school since the last inspection and the school is now well placed and committed to building on this success. As in all small schools, expenditure per pupil is high but pupils achieve very well, so that the school gives satisfactory value for money.

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

51. The good quality of the education, high standards reached and good management of the school mean that there is only one significant area for improvement.
- Continue in efforts to open the school to the whole of the local community by:
    - Provision of regular information about everyday life at the school for parents and others in the community (paragraph 37).
    - Regularly inviting parents and others who are interested into the school on both a formal and informal basis (paragraph 37).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	5	1	0	0	0
Percentage	10	30	50	10	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 ten percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y1– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	13
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	Y1– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	0

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.2

#### Unauthorised absence

	%
School data	1.0

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	1	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	1	1	1
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	1	1	1
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	3	1	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	3
	Girls	1	1	1
	Total	2	3	4
Percentage of pupils at NC level 4 or above	School	50 (80)	75 (60)	100 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	3
	Girls	1	1	1
	Total	2	3	4
Percentage of pupils at NC level 4 or above	School	50 (75)	75 (75)	100 (80)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	13
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: Y1 – Y6**

Total number of qualified teachers (FTE)	1.7
Number of pupils per qualified teacher	7.2
Average class size	13

#### **Education support staff: Y1 – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	10

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-01
	£
Total income	121,195
Total expenditure	119,021
Expenditure per pupil	9,155
Balance brought forward from previous year	15,800
Balance carried forward to next year	17, 974

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

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.3



Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out

14

Number of questionnaires returned

10

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	60	0	0	10
My child is making good progress in school.	80	20	0	0	0
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	40	40	10	10	0
The teaching is good.	50	40	10	0	0
I am kept well informed about how my child is getting on.	30	50	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	30	30	10	30	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	20	0	30	50	0
The school is well led and managed.	30	30	20	20	0
The school is helping my child become mature and responsible.	60	30	10	0	0
The school provides an interesting range of activities outside lessons.	0	0	10	90	0

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

### **ENGLISH**

52. Results in English in the national tests at the end of Year 6 have been above or well above national averages since 1997. However, in year 2001, the school's performance in the National Curriculum tests for Year 6 pupils was well below the national average and well below the average for similar schools. This clearly illustrates the volatility of such comparisons where such very small numbers are involved; the reason for the fall is that the number of pupils with special educational needs was high in that year group. National test results show no significant difference between the attainment of boys and girls. Pupils currently in Year 6 are working well above the nationally expected levels for their age in English. Their speaking and listening, reading and writing skills all exceed the nationally expected levels. For 2002, the school has set challenging targets for the pupils in Year 6, and is working hard to meet them. The school's strategies such as actively developing literacy across the curriculum and the implementation and modification of the National Literacy Strategy to suit such a small school are having a positive impact on standards of attainment.
53. Pupils' achievement is good throughout the school. When pupils join the school their standards are generally in line with national expectations. Pupils progress well in the school; their learning needs are effectively addressed with good teaching over time. Pupils react positively to the careful attention that they receive. This enables pupils to achieve well.
54. Given the levels of the pupils' skills on entry to the school, they achieve well and attain standards in speaking and listening that are well above nationally expected levels by the end of Year 6. Teachers successfully consolidate and extend the pupils' vocabulary. Most Year 6 pupils speak and listen with great confidence. During the literacy hour, they listen to teachers' explanations and instructions and speak and listen well in plenary sessions. In one Year 5 and 6 lesson, pupils responded appropriately when asked to contribute in discussion. They spoke fluently with good vocabulary; they responded so well to the teacher because they listened well. This is a feature noted in lessons in a number of subjects; because pupils listen so carefully they are ready and able to get down to work quickly and rarely need to ask the teacher further questions.
55. By the end of Year 6, pupils achieve well and their reading skills are well above nationally expected levels. Teachers encourage pupils to extend the range of their reading as they develop and pupils choose their reading book themselves and then review each one in writing. Pupils love reading and talk enthusiastically about what they have read recently. They talk about their favourite authors and appreciate subtleties in their writing. Pupils read fluently and animate what they read aloud by using good expression. The home reading system makes a good contribution to the development of reading, and the record books are consistently used. Comments indicate what pupils need to do to improve their reading skills, and to show parents and carers how they can contribute to reading progress by working with the children at home. Higher attaining pupils successfully learn to skim and scan the text and make meaningful notes or retrieve information. Pupils have frequent opportunities to use the library to extend their reading and independent research skills.
56. Pupils' standards in writing by the end of Year 6 are also well above the national average and their achievement is good. Pupils successfully learn to write for a suitable range of purposes using, for example, narrative and descriptive writing. Their writing is

varied and interesting with good use of different forms and an imaginative, lively choice of words. In most classes, pupils use a dictionary and thesaurus to help improve their spelling and use descriptive words to improve the impact of their creative writing. Many older pupils can vary the lengths of sentences and the words they select to achieve the desired effect. In one Years 5 and 6 lesson, pupils' writing was enlivened by good use of adjectives such as, 'battered, tatty shed', as they wrote pieces which they read aloud at the end of the lesson with gusto. Pupils write very neatly, clearly and legibly. They take great pride in presenting their work well. They use an appropriate range of punctuation and their spelling skills are good, helped by regular practice in school.

57. Speaking, listening, reading and writing skills are promoted effectively in English lessons and other subjects. For example, pupils explain their scientific investigations, consider why there is more rain in Cornwall than in London in geography and explain their appreciation of work of artists in art. Pupils read, write and talk about past events in history. Pupils regularly use the computer to word process their work.
58. Attitudes to learning English are very good. Pupils are enthusiastic about their work but also display considerable maturity as they, for example, offer helpful comments on one another's work. Pupils co-operate with each other very well when working in collaboration, and behaviour in lessons is consistently good.
59. The quality of teaching is good overall and this promotes consistently good learning over time. Teachers have a very good understanding of how to teach English. They make sure pupils know what they are expected to learn and how this links to their previous work. The National Literacy Strategy has been effectively implemented in a way that suits such a small school and, as a result, teaching is well planned and there is a balance of whole class, group and individual work. In a good lesson for Year 3 and 4 pupils, for example, the work on sentences was well supported by very good resources. The confident teacher showed good awareness of the varied learning needs in the group, adapting her questioning and prompts with great subtlety. The clear linkage of this element of the lesson with the guided writing of the poem that followed, was beneficial to pupils' learning and all the pupils in the group were able to achieve well in the lesson. Teachers know their pupils well, assess their work thoroughly and set appropriate targets for individual learning. The marking of pupils' work is good. Constructive comments give suitable guidance to pupils on how to improve their work.
60. Because there are very few staff the leadership and management of the subject is jointly managed. The subject is well run. Through formal and informal monitoring and evaluating, the school is aware of the strengths and weaknesses in teaching and learning and is taking effective action for improvement. Staff are well supported through the scheme of work and appropriate resources, so that new staff could take over immediately before the inspection with no confusion. Procedures for assessing pupils' progress are good. The test results are thoroughly analysed and information is used to set individual targets. For such a small school, the books in the library are good. They are well catalogued and all pupils know how to find books on particular areas of the curriculum. Since the last inspection teaching has improved and standards have risen; overall, there have been good improvements.

## **MATHEMATICS**

61. At the time of the last inspection standards of attainment in mathematics and the progress pupils made by the age of 11 were above the national average. Results in mathematics national tests at the end of Year 6 have fluctuated considerably over the last four years. They were above average in 1998 and very high, compared to national averages in 1999. However, in year 2000 and 2001, the school' performance in the

National Curriculum tests was in line with the national average and that of similar schools. This shows the variability of such comparisons where such very small numbers of pupils are involved; the reason for the changes are largely connected with the composition of particular groups of pupils who sat the examinations and not with fluctuations in the provision made by the school. National test results show no significant difference between the attainment of boys and girls.

62. From evidence seen during the inspection, attainment is well above national expectations. All pupils in Year 6 are on course to attain at least the nationally expected level in the National Curriculum tests with the majority of pupils expected to attain a higher level. These pupils have made good progress since the age of seven. Examples of their ability were seen during a lesson, when pupils were able to add and subtract mentally two and three digit numbers. They confidently worked out bearings on a map using their knowledge of angles, and checked results using a protractor. They produced and interpreted line and bar graphs during a science lesson. Work seen in their mathematics books also exemplified their standards. Pupils are able to multiply and divide numbers to two decimal places, find common factors in fractions to reduce them to their simplest form, and solve mathematical problems for themselves. All pupils in Years 3 and 4 were working to the level expected of their age. For example, Year 3 pupils were finding the area of a shape by counting its squares, while a pupil from Year 4 was calculating area in square centimetres using the mathematical formula. Most pupils in Year 5 have already achieved the level expected at age 11 and were working within the higher level. Targets for learning are set and pupils are regularly tested to check that these have been achieved. There is no marked difference in the performance of boys and girls. A pupil identified as talented is given extra work to extend learning.
63. Pupils enjoy mathematics and attitudes to learning are very good. In the oral and mental parts of the lesson pupils respond with enthusiasm. This was seen when pupils in Year 3 eagerly made and named three digit numbers using single digits held up by the teacher. In practical activities, pupils approach challenging tasks with confidence. Presentation of work is done with care and pupils take a pride in their work. Pupils co-operate with each other very well when working in collaboration and behaviour in lessons is consistently very good.
64. High standards are achieved because teaching is good. Teachers have a good knowledge and understanding of mathematics and apply the National Numeracy Strategy effectively. Instructions and explanations are clear and understood by pupils. Teachers support and encourage pupils, and involve them in their own learning. For example, at the start of the lesson they are involved in the review of what already has been learned and at the end of the lesson they evaluate their own success. The pace of lessons is good with lively mental sessions and activities set that challenge their thinking. This was evident in a lesson with Year 5 and 6, when pupils quickly calculated how many more degrees were needed to make given angles into right-angles, straight-angles and circles. Teachers use a good range of mathematical vocabulary, which pupils adopt and use in explanations. Lesson planning is good and allows for the wide age and ability levels within the class so that all pupils are learning at an appropriate level. Good questioning techniques allow teachers to assess pupils' progress and to meet their individual needs. Learning is also assessed through marking and short tests. Assessment is shared with pupils and is used to set targets for learning. High standards of work are expected and tasks are set to give pupils challenge. During one lesson Year 6 pupils, who had successfully learned how to find bearings from a given point, were then challenged to calculate and then measure bearings to points around a circle from the centre. Homework is regularly set and is used to consolidate learning.

65. The planning of mathematics over four years ensures complete coverage of the National Curriculum and allows for teaching the wide spread of age and ability within one class. Resources are good and computer programmes are used very well to support learning. At the time of inspection, no judgement could be made on the management of mathematics as staff were newly appointed. However, from the standards seen, management had been very good.

## **SCIENCE**

66. The good standards seen at the last inspection have improved, and standards are currently well above average. Standards of attainment in national tests at the ages of seven and eleven have been consistently high since 1998. In every year since 1999 results for pupils aged 11 have been well above the national average. Pupils make good progress and by the age of 11 many achieve standards higher than would be expected for their age. National test results show no significant difference between the attainment of boys and girls.
67. Judging from inspection activities, the pupils in the present Year 6 are all on course to reach the expected level in the national tests, and most will exceed this level. During one science lesson seen, pupils wanted to find out how the length of an object's shadow is affected by the angle of the light shining on it. When planning an investigation to find out, pupils demonstrated a good knowledge and understanding of scientific methods. Results from the investigation were recorded and conclusions reached. From their conclusions, pupils were able to describe how the angle of the sun affects the length of shadows. Most pupils are able to produce line graphs to interpret data collected during an investigation. In Year 5, most pupils are on course to attain a level higher than the national average by the age of 11. In Years 3 and 4, the standard of work is above average. Pupils can describe how the length of a shadow changes during the day and how a shadow is formed. The recording of investigations is good throughout the school. Examples of work were seen from the different areas of science. For example, pupils had investigated the different properties of materials, how different forces act on objects and could classify living things. Pupils show pride in their work, for example all work is completed and neatly presented.
68. Pupils have very positive attitudes towards science and enjoy the lessons. They contribute to lessons by offering sensible ideas and work well together when doing investigations in small groups. Behaviour is very good as the pupils are well motivated and interested in the work they are doing.

69. Teaching is organised so that pupils study the same topic but at different levels of difficulty according to individual ability. The quality of teaching and learning is very good. Well-planned lessons directly involve the pupils in learning by using scientific investigations. Pupils discuss what they already know before taking the next step in learning. Questioning is good, challenging pupils' thinking and allowing assessment opportunities for pupil and teacher. Through questioning, pupils explore ideas and develop an understanding of science. This was seen when a group of younger pupils were deciding how to investigate why shadows are formed. The teacher guided their thinking by asking what they would use to find out, how would they do the investigation and how could they make the shadow change shape. Teachers have a very secure knowledge of science. They invariably use the correct scientific vocabulary, which the pupils then begin to use. This helps pupils to think and express themselves in scientific language. The pace of lessons is brisk so that pupils remain interested. Relationships between teachers and pupil are very good giving pupils the confidence to offer ideas and to say if they do not understand. Opinions are valued and pupils praised and encouraged. Homework related to work being done in school is given weekly and this enhances learning.
70. The management of science by the part-time teacher is good. Long-term plans are based on national guidance and cover a two-year cycle. They are comprehensive and allow for pupils to be taught together, regardless of age or ability. Performance in science is monitored and evaluated to ensure high standards. Resources are good and include such computer technology as data loggers, which the pupils use in investigations.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

71. Pupils attain standards in ICT that are well above those expected nationally. The reasons for this are the concerted use of ICT across nearly all subjects of the curriculum and the very good quality equipment that is available. By the time they are eleven years old most pupils are confident presenting information using a standard format. During the inspection a group from Year 6 demonstrated their skills by inputting data from science investigations to create graphs in a variety of forms, before selecting the most appropriate. They worked with impressive speed. Pupils are familiar with spreadsheets and have prepared graphs using various data.
72. Throughout the school, skills of word processing are appropriately developed and pupils learn to change fonts and styles, saving and retrieving their work as necessary. Pupils use the Internet to find and download the information that they require. Year 5 and 6 pupils log data using sensors to record changing temperature patterns; they then offer logical interpretations of the patterns that emerge. Work is very well presented; pupils are adept at selecting the best method to display information, taking account of the audience for this material.
73. There were no ICT lessons seen during the inspection. Staff have attended training and show good awareness of the whole range of skills and knowledge needed for pupils to make good learning gains. Pupils talk very positively about ICT in the school. The computer suite has sufficient computers to enable each pupil to usually have access to a machine. Pupils then become very absorbed in activities and tasks and make good progress. Work is carried out diligently and much is of good quality. Pupils turn to ICT to help their learning in other subjects, for example pupils have used computers to record and display their findings from a geography field trip to nearby Helston. They used this work to present a good classroom display. In Years 5 and 6, pupils are keen

to evaluate their own and others work, offering constructive ideas as to how it could be improved.

74. The resources for ICT are very good, with sufficient machines, both in the suite and around the school. These machines are used across the curriculum and the pupils are encouraged to use ICT in all subjects that are taught. Pupils have access to the Internet to research historical topics and to send electronic mail. There has been good improvement since the last inspection. Standards have risen, there is a clear policy and the resources are very well used.

## **THE FOUNDATION SUBJECTS**

75. Because of the small number of inspection days in this one class school and the emphasis on inspecting the core subjects of English, mathematics, science and ICT, it was only possible to see a relatively small number of lessons in the foundation subjects of history, geography, art and design, design and technology, music and physical education. Religious education was not inspected, as it is to be part of a separate denominational inspection. Pupils' work in all the foundation subjects except music was assessed. While it is possible to comment on standards in lessons and work seen, the small sample of work and lessons do not provide a secure evidence base on which to make judgements about overall standards.
76. Standards of work seen in art and design were good. Examples of still life drawing and painting in the sketchbooks of pupils in Year 6 showed a well-developed use of line and tone when drawing fruit and pots. Pupils throughout Key Stage 2 had made clay models, pots and tiles, which were of a high standard, and they could describe the techniques that they had used. In the lesson seen, pupils used good art-related vocabulary when discussing works of art.
77. In design and technology, pupils are familiar with the design and making process. When making coasters and musical instruments, pupils drew designs and carefully considered what materials would be used. After making musical instruments, pupils were able to talk about what they did and how they could have improved some of the design.
78. In physical education, standards seen in a dance lesson involving all the pupils were good. Pupils in Year 6 were able to perform a dance sequence depicting the movement of waves, responding to music and using previously learned skills such as 'canon' movements. The younger pupils worked in small groups to represent sea creatures through dance. The size of the classroom was just adequate for the thirteen pupils who used the space available well. Because there is no school hall or a suitably sized area, pupils attend a gymnastics centre in the local town for a course of lessons in the summer term. Teachers report that pupils make good progress here. Outside facilities for games and athletics are good. Swimming has not been taught in the school but plans have been made to start swimming lessons in the second part of the spring term in 2002.
79. History is not timetabled for the autumn term and at the time of inspection little recorded evidence of work was available. Work seen on the Vikings was of a sound standard. Pupils raised appropriate questions about the Vikings and engaged in their own research to find answers.
80. Map work in geography, and an extensive study of the local area, including land-use, showed sound standards. Pupils show a clear knowledge of the environmental factors that make a location attractive. Investigational skills in geography using the Internet are



good. Pupils had found the location of Cury in the world and downloaded pictures and information.

81. No music lessons were seen, nor was work done in music recorded. In assembly, the singing was tuneful, and the recorder playing by a group of older pupils was good.
82. Across these and all other subjects, pupils' attitude to learning and behaviour is very good. They are eager to learn, willing to try new ideas, and take great pride in the presentation of their work. Relationships between pupils are very good. They work co-operatively and collaboratively, showing appreciation for others' work and efforts. This was seen in dance when they shared ideas in group work and made thoughtful, constructive comments after watching each group's performance.
83. The quality of teaching and learning in the lessons seen was good. Teachers have good subject knowledge and are able to stimulate and sustain interest in the lessons. Techniques, such as dabbing paint in art, were very clearly demonstrated. Lucid explanations were given and pupils understood what they were expected to achieve. Lesson planning was very good with clear objectives. Plans included activities for the different age and ability range in the class. For example, when devising a dance sequence, pupils worked in groups so that the work of the older pupils could be extended. The pace of the lessons was good, with times often given to the pupils for each activity.
84. Planning to deliver the National Curriculum foundation subjects has been done comprehensively and effectively. A four-year cycle has been implemented because all of the pupils are usually together in one class. In all subjects, National Curriculum schemes of work are used. Time allocated for each subject is satisfactory. There is much evidence to suggest that these subjects are used to develop and apply the key skills of reading, writing, mathematics and ICT. Resources are good in all subjects except physical education, history and geography, where they are satisfactory.
85. At the time of the last inspection, standards in all of these foundation subjects were in line with national expectations. Since then, standards in art and physical education have risen and are now good. Standards in other foundation subjects inspected are broadly in line with what is expected.