

INSPECTION REPORT

TRYTHALL COMMUNITY PRIMARY SCHOOL

Penzance

LEA area: Cornwall

Unique reference number: 111791

Headteacher: Mr D Leek

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 3rd – 7th December 2001

Inspection number: 196912

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: New Mill
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Cornwall

Postcode: TR20 8XR

Telephone number: 01736 362021

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Appropriate authority: The governing body

Name of chair of governors: Mr K Wood

Date of previous inspection: 19th May 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3369	Mr M H Cole	Registered inspector	Equal opportunities English as an additional language English Science Information and communication technology Geography Music	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?
19338	Mr G Ellis	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Ms J Newing	Team inspector	Areas of learning for children in the Foundation Stage Special educational needs Mathematics Art and design Design and technology History Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very small rural infant/junior school of two classes which presently serves 49 full-time and five part-time pupils aged four to eleven. Pupils start at the school in the September preceding their fifth birthday, attending part-time at first. There are roughly equal numbers of boys and girls. A very small number of pupils is of minority ethnic background and a very small number of pupils speaks English as an additional language. Pupils are drawn from a wide area and represent a wide range of social backgrounds. Overall, though, the social and economic circumstances of parents are average. This is illustrated by the average proportion of pupils (16 per cent) which is eligible for free school meals. Pupils' attainment when they enter the school also varies widely but is average overall. Eighteen per cent of pupils, an average proportion, is identified as having special educational needs. However, four of these pupils have statements of special needs; this is a high number for the size of the school.

HOW GOOD THE SCHOOL IS

This is a good school which helps pupils to achieve standards of work which are mainly satisfactory and in some subjects good. Pupils' attitudes to school are extremely positive and the standards of behaviour and personal development are very good. Teaching is satisfactory overall and in several respects good. The school is well led and managed and, allowing for its small size, it provides satisfactory value for money.

What the school does well

- Good teaching helps pupils achieve well in mathematics, art and design and music. English is well taught in Years 1 and 2 and results in good achievement.
- Very good provision for pupils' moral, social and cultural development leads them to show very positive attitudes to school, very good behaviour and high levels of independence and self-confidence.
- Good provision for pupils with special educational needs helps them to make good progress towards their personal targets.
- Pupils are well cared for and benefit from a rich and stimulating range of opportunities for learning.
- Parents have high regard for the school and the very good partnership between school and parents brings many benefits to the work of the school.
- The school is well led and managed so that it achieves very well its firmly held aims to provide a stimulating education, to promote pupils' confidence and independence, and to value their individuality.

What could be improved

- Although improving, standards in information and communication technology remain below the standard expected according to the National Curriculum.
- Cramped accommodation limits opportunities for all pupils' physical education, and for the teaching and learning generally of pupils aged seven to eleven.
- In planning for the teaching, staff do not work together sufficiently to ensure that full advantage is taken of each member's expertise.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in May 1997, the school has made satisfactory improvement. Standards have been maintained overall. In mathematics, though, the previously good achievement of older pupils is now even better, while their work in design and technology, which was previously below the national standard, is now in line with it. The many previous strengths in the school's work, including its success in promoting high standards of attitudes, behaviour and personal development, have been fully maintained. The quality of teaching has been maintained in general but with an improvement in the proportion of lessons judged to show very good teaching. The accommodation has been extended with particular benefit for the youngest pupils. At the previous inspection, the school was asked to tackle two key issues in relation to raising standards in (i) design and technology, and (ii) information and communication technology. Improvement here has been satisfactory overall. As the improved standards in design and technology show, the planning and teaching of this subject have improved to a satisfactory quality. In information and communication technology, new equipment has been purchased and some staff training has taken place. This is improving the teaching and the resulting achievement of pupils. However, at a time when national expectations in this subject are also being raised, the school's development has not made sufficient impact on the standards achieved to bring them up to national expectations. The school is aware of the need for further improvement in this area and this is a main priority in the school's present development plans. A programme of further substantial staff training is planned to begin shortly after the inspection. The school's strong commitment to meeting the needs of its pupils and the energy of its staff give it a good capacity for achieving further improvement.

STANDARDS

In recent years the number of pupils taking National Curriculum tests has been too small (i.e. less than ten) for the results in any one year to be a reliable guide to standards. Small numbers also mean considerable fluctuations in results from year to year. A better guide to standards is achieved by putting together results over a number of years. The table shows the standards achieved by 31 pupils at the end of Year 6 over the four years 1998–2001, based on average point scores in National Curriculum tests.

Performance in:	compared with		Key
	all schools	similar schools ¹	
	1998–2001 average	1998–2001 average	
English	C	C	well above average A above average B average C below average D well below average E
mathematics	A	A	
science	B	B	

¹ Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

The well above average results in mathematics shown in the table are consistent with the way good quality teaching of mathematics to the oldest pupils was seen during the inspection to promote good achievement in this subject. Pupils make good gains in attainment when their test results in mathematics at age eleven are compared with their earlier results at age seven. Achievement in English and science is satisfactory when their previous attainment is taken into account. The present small Year 6 group of six pupils has a lower overall profile of ability than usual for the school, and it includes a significant level of special needs. As a result, this group's work is not of the overall standard shown by the above results, but they achieve satisfactorily in reaching an average level of attainment in English, mathematics and science. In other subjects, work seen during the inspection showed pupils aged seven to eleven achieving well in art and design and music, and satisfactorily in all other subjects except information and communication technology, where achievement is unsatisfactory.

Pupils aged seven taking National Curriculum tests over the last four years have achieved above average results in reading and average results in writing and mathematics. Formal teacher assessments in science also showed average attainment overall. The work of the present small Year 2 group of six pupils is above the expected standard in English, especially in reading and in speaking and listening, and in music. Their work is in line with the expected standard in mathematics, science and all other subjects except information and communication technology, where attainment is below the expected standard. Except in this last subject, pupils aged five to seven achieve well across the curriculum when their previous attainment is taken into account. Children at the Foundation Stage¹ also achieve well and attain the 'early learning goals' officially defined for this age group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are excellent. Pupils are very enthusiastic and interested in school activities.
Behaviour, in and out of classrooms	Very good. Pupils can be trusted to behave sensibly without close supervision; they show self-discipline.
Personal development and relationships	Very good. Pupils develop a high level of independence. They become confident, outgoing, friendly and respectful.
Attendance	Good.

TEACHING AND LEARNING

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

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.

Throughout the school, good planning of stimulating and interesting work makes pupils keen and productive learners. Across the curriculum, much care is successfully taken to match the teaching to the needs and abilities of all pupils, including those with special educational needs. This is achieved through flexible grouping of pupils and effective incorporation of the good skills of the substantial number of classroom assistants. Teaching of English and the skills of literacy is good in Reception and Years 1 and 2, and satisfactory in Years 3–6. Much of the teaching in Years 3–6 was undertaken during the inspection by a temporary teacher. Teaching of mathematics and the skills of numeracy is satisfactory from reception through to Year 5, and good in Year 6. The teaching of music throughout the school and of art and design in Years 3–6 are particular strengths of the teaching.

¹ **Foundation Stage:** education before pupils enter Year 1, ie in the reception class

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall range of opportunities for learning, which includes good activity outside lessons, many community links and worthwhile educational visits, is good. Relative weaknesses are found in gymnastics and dance, and in use of information and communication technology across the curriculum. The Foundation Stage curriculum is good.
Provision for pupils with special educational needs	Provision is conscientious and well planned. Teachers and auxiliary staff support pupils well.
Provision for pupils with English as an additional language	The very few pupils concerned are well supported and progressing well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and especially strong and effective in moral, social and cultural development.
How well the school cares for its pupils	Pupils are well cared for. They are well understood as individuals, and their needs and their development are assessed carefully and provided for sensitively and thoroughly.

The school has a very strong partnership with parents. This enables staff and parents to work together most effectively in caring for pupils' individual needs. Parents also give much practical support to school activities so that opportunities for learning are enriched.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's good leadership of a strong team of committed staff means that the school puts its firmly held aims and values into daily practice very effectively. It also inspires the full support of parents and community in enhancing the school's work.
How well the governors fulfil their responsibilities	Governors are concerned and supportive and meet their obligations satisfactorily.
The school's evaluation of its performance	The school keeps a satisfactory check on its performance. It knows its strengths and the areas it needs to improve. This is reflected in planning for the future which has appropriate priorities.
The strategic use of resources	The school is efficiently administered and uses available resources well. It takes care to obtain the best value it can from funds.

Resources of staff are good and resources of books and equipment for learning are satisfactory. School accommodation is unsatisfactory. It means that work in gymnastics and dance within physical education cannot be properly undertaken. The accommodation for older pupils is especially cramped, limiting opportunities for different approaches to teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Almost all parents say that their children</p> <ul style="list-style-type: none"> • like school. • make good progress. • behave well at school. • become more mature and responsible. <p>and, that the school</p> <ul style="list-style-type: none"> • is well led and managed. • provides good teaching. • expects pupils to work hard. • works closely with parents and keeps them well informed about children's progress. • is approachable with questions or problems. 	<ul style="list-style-type: none"> • A small number of parents would welcome more homework as an option for the oldest pupils. • A small minority would like there to be more activities outside lessons.

The inspection team's findings support parents' positive views of the school. Inspectors also agree that more homework could be provided for those older pupils whose parents wish them to have it. The provision of activities outside lessons, which takes place mostly at lunchtime, is judged by inspectors to be good, and especially so in view of the school's small size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Attainment of pupils at age eleven as they leave the school

1. Each year, pupils aged eleven take standard National Curriculum tests in English, mathematics and science. However, the numbers taking these tests are so small that the results of a single year are of little value as a guide to standards in the school. A more reliable general picture of standards emerges when the results of the last four years' tests are put together – a total of 31 pupils' results. The average results achieved by these pupils is well above the national average in mathematics, above the average in science and in line with the national average in English. The school's results compare in exactly the same way with the results of similar schools. Because numbers are small, results fluctuate considerably from year to year, trends in results cannot be reliably determined and differences between boys' and girls' results are unclear. Similarly, the fluctuations in results mean that comparisons between judgements of standards made at the previous inspection and those made presently are not significant.
2. The work of the school's present oldest pupils, in Year 6, is in line with the national standard in all three subjects of English, mathematics and science. This small group of six pupils has a lower overall profile of ability than usual for the school, and includes a significant level of special needs. However, the progress of the present group of Year 5 pupils shows promise of above average standards when they come to take the tests at age eleven. Taking account of all year groups in the school, pupils' standards in basic skills in numeracy, shown both in mathematics lessons and in other activities across the curriculum, are good. Across the curriculum, pupils also show good skills in reading and writing and their confident speaking skills are also a strength.
3. The work of the oldest pupils is also in line with the attainment expected nationally in design and technology, geography, history and physical education. Attainment in religious education is in line with the expectations of the locally agreed syllabus. In art and design, and in music, attainment is above the national standard. In art and design, pupils develop lively ideas, sometimes inspired by close observation of the work of famous artists, and express themselves well through good practical skills. In music, pupils sing well and many develop knowledge of musical notation and instrumental skills beyond the standard expected. In information and communication technology, however, attainment is below the expected level. Here, the range and confidence of pupils' skills are below the expected level. Although standards in this subject are improving, the present situation reflects the fact that the school has only recently received its allocation of national funds for new equipment, and begun related staff training, where most other schools have already had these benefits.

Attainment of pupils at age seven

4. The numbers of pupils aged seven taking National Curriculum tests in each recent year have also been small. The combined results over the last four years are above average in reading and average in writing and mathematics. Formal teacher assessments in science also showed average attainment overall. The work of the present small Year 2 group of six pupils is above the expected standard in English, especially in reading and in speaking and listening. Most are developing a good ability

to read text at an appropriate level without adult help. Their speaking is more confident, clear and extensive in vocabulary than expected for their age. Their work is in line with the expected standard in mathematics, science and in most other subjects. In music, though, attainment exceeds the expected standard, with pupils showing good musical awareness and good skills in singing and playing instruments. In information and communication technology, attainment is below the expected standard. As with the older pupils, this reflects the school's current stage of development in equipment resources and staff training.

Attainment of pupils in the reception class (the 'Foundation Stage')

5. Except for those pupils with special educational needs, pupils begin with broadly average attainment and, by the end of the reception year, attain all the 'early learning goals' officially defined for this stage of education. The children make good progress in developing their basic skills in communication, language and literacy and in mathematics.

Achievement throughout the school

6. Pupils achieve well during their reception year and in Years 1 and 2. Stimulating, well-planned and generally challenging teaching results in pupils learning enthusiastically and making good gains in knowledge, understanding and skill. All pupils make at least the progress to be expected in view of their earlier attainment. The minority of more able pupils reach attainment above the level expected for their age across the curriculum. In English and music, most pupils do better than expected for their age.
7. Pupils in Years 3–6 achieve well in mathematics. Their test results show that they do better than pupils in similar schools; significantly more pupils leave the school with attainment above the level expected at their age. When their test results at age eleven are compared with their results in earlier tests at age seven, about half of them are found to have made more than the expected progress. This, too, points to good achievement and is consistent with the very good teaching of the oldest pupils in mathematics which provides challenging tasks and inspires pupil enthusiasm. Similar qualities in the teaching of art and design and music to the pupils in Years 3–6 also promote good achievement in these subjects. In most other subjects, achievement is satisfactory, with pupils making the progress to be expected. In information and communication technology, though, achievement is unsatisfactory.

Progress of pupils with special educational needs

8. Pupils with special educational needs have individual targets for progress set for them which are carefully reviewed at regular intervals. Pupils make good progress towards their individual targets. They benefit especially from the school's caring atmosphere, the commitment to understanding pupils as individuals and providing them with equal opportunities, and from the good level of staff support for pupils with special needs.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are excellent. They are very well motivated towards their work. Inspectors agree with parents that the school is very successful in achieving very good standards of behaviour. Pupils' personal development and their relationships are also very good. Attendance is good. All of the strengths of pupils' very positive response to school which were noted at the previous inspection have been maintained. They are found throughout the school, including the Foundation Stage.
10. Pupils enjoy school very much. They are extremely well motivated and enthusiastic showing very good interest and involvement. They have very good attitudes to learning. Full support for pupils, alongside encouragement of independence, creates an environment which makes pupils keen and confident. They enjoy their lessons because they are often taught with infectious enthusiasm. Pupils are very keen to participate, joining in activities and discussions in lessons, responding wholeheartedly and working conscientiously. Only occasionally do a few lose concentration. They enthusiastically display their work, which they tackle independently with enjoyment and enthusiasm. They are eager to talk about what they are doing and explain themselves with confidence and clarity. Pupils with special educational needs also have positive attitudes to their work, sustain concentration and make good progress throughout the school. They are well integrated and work well with other pupils.
11. The school's promotion and maintenance of excellent attitudes and very good behaviour are achieved through an informal approach. It is an ordered community yet has few formal rules or sanctions, a reflection of the school's overarching emphasis on individuality and collective responsibility. This effectively creates an environment of responsible behaviour in which pupils are aware of what is expected of them and generally respond very well. Although there are a few instances of inattention in some lessons by a very small minority of pupils, the overall standard of behaviour in lessons and around the school is very good. On formal occasions such as assemblies, they arrive and conduct themselves in an orderly and respectful manner. Pupils move around the school sensibly and lessons are able to start promptly. Pupils are proud of their school and are careful with equipment and resources. In class, they willingly and politely share and quickly and efficiently tidy up equipment. They are respectful of property and their classroom environments. Standards of behaviour in the playground are very good. No bullying or aggressive behaviour was observed during the inspection and parents and pupils say that, if it occurs, it is minor and very rare. Boys and girls play well together. There have been no recent exclusions of pupils because of behaviour.
12. Very good relationships are a major strength of the school. Relationships between pupils and adults are very good. Pupils feel valued by teachers and reciprocate accordingly. Pupils also relate and interact very well to each other. They work together harmoniously, assist each other in their activities and frequently provide general help to each other. They collaborate well in group work and learn effectively from each other. They are trustworthy, thoughtful and considerate, respecting the feelings, values and beliefs of others.

13. Pupils respond well to opportunities to exercise responsibility and independence. They willingly volunteer for, and undertake very reliably and responsibly, a number of helpful duties in both classes. With high levels of self-confidence, they demonstrate very good capacities for initiative and personal responsibility. They are mature and sensible and organise themselves effectively with minimal supervision. For example, with the mainly inclement weather during the inspection, they engaged purposefully in a variety of activities during playtimes and lunchtimes. During an assembly, one pupil, without prompting, volunteered to get replacement hymn books. The older pupils adopt a caring and protective approach to the younger pupils at break and lunch times. Pupils also show initiative in their response to charities by organising their own activities. The marked gains in pupils' maturity and confidence as they progress through the school prepare them very well to move on to much larger schools and to take their place confidently in the wider world.
14. In the previous inspection report, attendance was good. It continues to be above average with no unauthorised absence. Registers are completed promptly and well in accordance with regulations. Pupils are punctual in their attendance and lessons are able to start on time. There are no significant attendance problems.
15. The attitudes, behaviour and personal development of pupils are major strengths which make significant contributions to a positive learning environment, pupils' progress and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, wholeheartedly support this view.

HOW WELL ARE PUPILS TAUGHT?

16. The teaching of pupils in the Foundation Stage and in Years 1 and 2 is of good overall quality. Teaching of pupils in Years 3–6 is satisfactory overall but with some areas of strength in the teaching of art and design and music, and in the teaching of mathematics to Year 6. About two-thirds of all lessons seen during the inspection were of good quality. A quarter of lessons was of very good quality, an improvement since the previous inspection. There were no instances of unsatisfactory teaching in the school. An overall strength of the teaching is the successful endeavour to provide for pupils as individuals, whatever their ability or needs, so that all have equal opportunity to make good progress. This includes pupils of both high and low ability and those who have special educational needs. Provision for individuals' needs was quoted by parents as a main reason for the belief, shared by almost all parents, that the teaching is good.
17. **The teaching of children at the Foundation Stage** is good. It is consistently well planned to ensure children constantly make progress by building on their previous learning. It provides stimulating activities which include both clear direction where appropriate and good opportunities to learn through play at other times. Good teaching of basic skills in literacy and numeracy promotes pupil interest and is systematic and thorough. The nursery assistant works very closely with the teacher and is very effective in helping children to achieve well the learning objectives for their activities. Close support and calm, encouraging management of children make them keen and confident learners.
18. **The teaching in Years 1 and 2** shows all-round strength. The work provided for pupils is well planned and shows a clear sense of exactly what pupils are to learn. The work is presented in a stimulating and attractive way and is generally well

matched to individual pupils' differing abilities and needs, a situation made possible by thorough processes of assessing each pupil's progress. Arrangements for grouping pupils are suitably flexible and constantly adjusted to meet pupils' differing needs in the various aspects of their work. Consequently, pupils are almost always able to progress well in building on their previous attainment. Basic skills in literacy and numeracy are taught in an effectively systematic way and opportunities to help pupils practise these skills throughout the school day and across the curriculum are well taken. Guidance from the National Literacy and Numeracy Strategies has been effectively adapted to meet the needs of a class which includes two year groups and pupils at the Foundation Stage. Expectations of what pupils should achieve are generally high and plentiful support and encouragement help them to achieve well for most of the time. The classroom atmosphere is warm, relaxed but purposeful. Good use is made of rewards to encourage pupils and a marked sensitivity to pupils' need for self-esteem is evident. Because of this, and because their work is stimulating and interesting, pupils are enthusiastic and confident learners who try hard and behave well.

19. The challenge of teaching pupils of ages from four to seven, including a number of pupils with high levels of special educational needs, is well met through careful planning and effective collaboration with support staff who are well briefed and effective in their work with small groups and individuals. However, occasionally, as when the teacher talks at length to the whole class (including the Foundation Stage children), the activity is not sufficiently challenging for a few older and more able pupils. Although staff expertise in information and communication technology and the equipment for the subject are improving, pupils have too little opportunity to develop their skills in the subject. In music, however, the part-time teacher has good expertise in the subject and this, together with good skills of managing pupils, leads to good learning by pupils.
20. **The teaching in Years 3–6** is satisfactory overall but with some strengths. The headteacher's teaching of mathematics to Year 6 is very good and, again, class music lessons are well taught by a part-time teacher of the subject. In both these cases, the teaching is particularly challenging, stimulating and successful in promoting an enthusiastic and determined response from pupils. In other subjects, the teaching is generally well planned, reflecting the teacher's good knowledge of the curriculum. The teaching focuses on clearly defined objectives for learning and sets appropriate challenges based on sound assessments of pupils' previous learning. Conscientious marking of pupils' work is a particular strength. Encouraging comments are made and clear pointers to improvement given. A very good practice is the incorporation in the marking of the setting and review of individual targets for improvement. There is sound systematic teaching of basic skills in literacy and numeracy in English and mathematics lessons. This is usefully reinforced by sound opportunities for writing and work with numbers in other subjects.
21. As with the class of younger pupils, good collaboration with well-briefed classroom assistants allows for group work suitably adapted to the differing needs and abilities within the mixed-age class, and for good support for pupils with special educational needs. Some group work in science and in English was notably well directed by classroom assistants.
22. Generally, pupils behave very well in lessons. Across the curriculum lively teaching promotes enthusiasm in pupils and a good level of interest. On a few occasions, though, these qualities are compromised when a minority of pupils is allowed to chatter unnecessarily resulting in some time lost from learning.

23. The teaching shows a satisfactory understanding of information and communication technology but provides too few opportunities for pupils to develop and practise across the curriculum the full range of skills in the subject. Such activity is hindered by the cramped classroom, which makes use of computers difficult to organise. Practical activity in science, art and design, and design and technology is also hindered, although good use is made of classroom assistants and the neighbouring small library and hall to reduce the disadvantages. In all subjects, the options for organising teaching and learning are significantly reduced by the fact that the classroom can barely accommodate the number of pupils and their desks leaving no other space and making circulation of the room by staff difficult. In a mixed-age class, where it is sometimes appropriate for pupil groups to work in different ways, the lack of classroom space is a particular disadvantage.
24. Homework practice in some basic skills is given and pupils are encouraged, especially in the earlier years, to read at home. There are also 'finding out' tasks for older pupils to develop their research skills. Parents are mostly content with these arrangements but a few wish the oldest pupils had the option of doing more in preparation for the greater demands at secondary school.

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

25. The school provides a distinctive, relevant, balanced curriculum for all pupils. It is significantly enhanced by educational visits, for example to theatres, museums and art galleries. The school also receives many visitors such as poets, sculptors, musicians and other members of the community who work with pupils. Provision for activities outside lessons is good, especially in view of the school's small size, and it also significantly adds to the quality and range of pupils' opportunities to learn. Pupils take part in inter-school matches for football, rounders, tower-ball and cross-country. Many pupils take up opportunities to learn the recorder and a few learn to play other musical instruments. The school has a high reputation for chess and pupils participate in inter-school matches and have reached the West Country and national championships. Through all these means, the school is able to provide very stimulating and educative experiences for pupils that help to explain pupils' high level of enthusiasm for their work and life at school. The positive picture of the learning opportunities for pupils which was reported at the previous inspection continues.
26. The curriculum provides for satisfactory overall coverage of the National Curriculum. Considerable strengths in mathematics, in art and design and in music are balanced by some weaknesses in physical education, where accommodation hinders the breadth of activity, and in information and communication technology where too little time is given to work in the subject across the curriculum. The Foundation Stage curriculum meets the expectations of national guidelines and provides a broad, well-planned, engaging and instructive range of appropriate activities for young children.
27. The school has successfully adapted the National Literacy and Numeracy Strategies to its particular circumstances including classes with a wide range in pupils' ages and abilities. The standards pupils achieve show the school's strategy for numeracy is proving very effective while its literacy strategy is working satisfactorily.
28. Provision for pupils with special educational needs to learn is very good. They have equal access to the rich, relevant curriculum as their peers. These pupils' needs are clearly identified and the individual education plans constructed for them have specific

targets and guidance on how the targets are to be tackled. Pupils with special educational needs are fully included in the classroom, in activities outside lessons, in visits, and in swimming. In this school where individuality is seen as paramount, the aim to provide equal opportunities for all is conscientiously applied throughout the curriculum and life of the school.

29. Provision for health education is good. Matters such as healthy eating are covered in the science curriculum. Pupils are also taught about the benefits and the dangers of drugs. Visits from the police and the fire service make a good contribution to this area.
30. The community supports the school by attending its charity fund-raising activities, by sharing their experiences to enrich the history and geography curriculum, and by practical help given to music, to art and design and to design and technology. Participation in the local Golowan Festival is an opportunity when the school and the community work together. The parents hold a fund-raising event in November to pay for the artist to work with the school.
31. The school has developed and maintains strong links with its partner institutions. The playgroup meets on the school premises and is highly valued by the school and the parents. Although pupils transfer to several secondary schools, the school has good transfer arrangements with each school. Secondary schools report that pupils from this very small primary school settle and integrate easily into large secondary schools.
32. Overall, the school's provision for the spiritual, moral, social and cultural aspects of pupils' personal development is very good. Since the previous inspection, the provision for moral, social and cultural development has improved.
33. Provision for spiritual development is satisfactory. Whole school assemblies led by the headteacher make a satisfactory contribution to this area. Pupils listen attentively to well-told stories that effectively encourage pupils to consider important questions about life. However, the absence of other adults who work in the school hinders the creation of an atmosphere for collective worship. Class assemblies also make a satisfactory contribution. On occasions, they have good success in encouraging pupils to reflect and express themselves on personal thoughts and feelings.
34. Provision for moral development is very good. Although there are few formal aspects of provision, expectations are high and all the adults in the school are consistently good role models, displaying care and concern, patience, enthusiasm and interest in each individual pupil. They are fair minded and non-judgmental and give unstintingly

of their free time. As some parents put it, the school feels like 'a big family'. Pupils value the praise and the certificates they are awarded in the Achievement Assembly and this raises pupils' self-esteem.

35. Provision for social development is very good. Within a caring and encouraging environment, pupils are shown high expectations that they should become independent and responsible. This is a school without regimentation. At playtimes and lunchtimes, for example, pupils are trusted to remain in classrooms or the library and to use the equipment there, such as computers, with a minimum of supervision. Pupils respond well to this and, in bad weather, pupils can be found about the building amusing themselves sensibly as they use computers, read, practise the guitar, play chess or other games, or rehearse dance routines. They behave well at these times showing good self-discipline.
36. The combination of freedom to make the occasional mistake and to be an individual, and the generous support and encouragement received, makes pupils expressive and robustly self-confident individuals. For example, young pupils ask permission and then use the photocopier and the telephone competently. Pupils as young as seven years of age talk articulately and courteously to visitors, sharing their views and asking questions. Pupils are given responsibilities that they carry out conscientiously and without fuss, for example putting out and putting away benches for assembly and putting up extra tables for art and design lessons. When Year 6 pupils attend their annual curriculum day at the secondary day, they do so without staff supervision or support and, as with all other outside activities, their behaviour is reported to be a credit to the school.
37. The pupils are also given good opportunities to relate to outsiders. For example, on several occasions during the year, they work with a poet and the poems they write are published in the local newspaper. In such a small school with a strong commitment to competitive sports, pupils have opportunities to represent their school at a much earlier age than is usual. Many of the older pupils take part in the Camel Cycle Trail organised by the school, cycling from Padstow to Wadebridge. Parents enthusiastically support this. Pupils are encouraged in a sense of responsibility within the wider community through involvement in fundraising for charity. The school has provided the necessary encouragement, for example through Blue Peter sales, Comic Relief and arrangements for recycling spectacles by sending them to developing countries.
38. Provision for cultural development is very good. The Golowan Festival, when all the pupils dress up and march in the Mazey Day parade, promotes Cornish culture. All the pupils are involved with making the large models which are carried through the streets. A visit to the Minack Theatre to see 'Beowulf', the visit of several players from the Bournemouth Symphony Orchestra, a visit by a puppet theatre as well as trips to museums and art galleries make a significant contribution to cultural development. The school raises a considerable sum of money to sponsor an Indian pupil by contributing to her living expenses and the cost of her education. She writes to the school twice a year. Two parents, one a Hindu and one a Buddhist, visit the school to share their beliefs. These projects make a valuable contribution to pupils' awareness and appreciation of aspects of cultures different from their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a well-supervised and caring working environment and provides well for pupils' welfare. The previous inspection report stated that the school's comprehensive and effective support, guidance and monitoring of personal progress were strengths. These remain. The staff have a very good knowledge of pupils and give them very good support, advice and guidance. Although informal, the very good monitoring of pupils' personal development by teaching staff is very thorough. Procedures for monitoring and improving behaviour and attendance are both good. Parents recognise that the school places a high priority on welfare and support and that very good, comprehensive pastoral care is provided by the staff, who know all the pupils very well. They especially value the school's emphasis on pupils' individuality which permeates all the staff's interactions with them.
40. The very good personal support and guidance which is well matched to pupils' needs is amply demonstrated by the good provision for pupils with special educational needs. They are supported well and integrated in all areas of the school. External agencies are used well and regularly, to the benefit of the pupils.
41. Current arrangements for child protection are good. There is a designated, experienced staff co-ordinator who has received the appropriate training and all teaching staff are aware of the relevant procedures to be followed.
42. The school follows the health and safety policy and guidance of the local authority, from whom it also receives professional advice. Internal responsibilities are understood and there is regular monitoring of health and safety requirements. There are good arrangements for the care and support of pupils who are taken ill at school, first-aid and appropriately maintained accident records. There are good arrangements for the supervision of pupils at break-times and lunch periods. The local authority has drawn the school's attention to the small risk provided by the small pond in the outside garden area which, although fenced and of very shallow depth, does not have a cover. Otherwise, the school provides a safe and healthy environment.
43. Although the school has its own behaviour policy, its approach is primarily informal. Good behaviour is promoted as part of a prevailing environment of informality, mutual respect and development of pupils' whole personalities. This approach to behaviour and discipline is conscientiously applied by the staff and is very successful. Although informal, the procedures for monitoring and promoting discipline and good behaviour are very effective. The staff's good role models, their liveliness and enthusiasm and the positive direction they provide successfully motivate the majority of pupils to act responsibly as is demonstrated by the generally very good behaviour of pupils in and around the school. There is no specific policy for dealing with bullying or aggressive behaviour and, as with any other disciplinary matters, the minor incidents that very occasionally arise are handled on their merits. There is good promotion and monitoring of attendance.
44. The school has reviewed its procedures for assessing attainment and progress over the last two or three years and these are now good. There is careful assessment of children early during the Foundation Stage of their schooling. Later, pupils take the legally required National Curriculum tests for seven- and eleven-year-olds. Other pupils take similar optional tests in Years 3, 4 and 5. The school has acquired and recently begun to use a computer program for managing assessment data and the headteacher has attended training in its use. This has allowed a beginning to be made

in careful tracking of individual pupil's progress from year to year and setting of targets for their future achievement.

45. The school has developed a useful system to monitor pupils' progress in literacy. Each pupil completes a piece of unaided writing each term, which is marked and carefully assessed so that pupils' progress can be tracked. As yet, this is not used to set individual or group targets.
46. Formal assessments are supplemented by the staff's very good knowledge of pupils as individuals. The use of day-to-day assessment and marking of pupils' work provide information which is used effectively by teachers to adjust planning where necessary to meet individual's learning needs. The progress of pupils with special educational needs is assessed well. The individual education plans for these pupils are reviewed regularly. The legally required reviews are very detailed and clearly show the progress pupils are making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school places great value on its partnership with parents and has very good relationships with them. Parents have high regard for every aspect of the school's work and they are especially appreciative of the close educational direction and support for individual pupils. Parents feel that the school is accessible, that they are welcomed and that the staff are approachable. They also feel that the school is responsive to their concerns, that parental support is welcomed and staff can be approached at any time. Parents value the sensitive induction of new pupils which generally begins with membership of the playgroup and then carefully staged transfer to the reception year. Most parents value the systematic homework arrangements which provide parents with a valuable opportunity for involvement in their children's education. Overall, the quality of information provided to parents is good. The involvement of parents in the school is very good and they contribute well to their children's learning. Parents provide good practical and financial support to the school.
48. The partnership between the school and parents was a strength in the previous inspection report and this remains the case. Similarly, parents felt that they were provided with comprehensive information and this has also been maintained. The school communicates frequently with parents and, overall, the quality of information is good. The governing body's annual report to parents and the prospectus are both satisfactory. There are frequent general newsletters, written in a friendly style, which ensure a good general channel for communication with parents. These are augmented by some curriculum information. Additionally, there is regular good quality contact between class teachers and parents to supplement written information.
49. Parents value the individual annual reports and, overall, they provide information of good quality. They provide information on all subjects and useful general comments on behaviour, contribution to the life of the school and special achievements. However, they do not contain targets for the future. Except for pupils in Years 2 and 6, they do not relate pupils' progress to National Curriculum levels of attainment. The reports for the younger pupils are very good. They are very full and informative with clear descriptions of pupils' levels of attainment in all subjects. The reports for the older pupils are less detailed, containing broader general statements particularly in the minor subjects, and do not always provide comprehensive information on what pupils know, understand and can do. Nonetheless, these reports are mostly satisfactory.

50. There is one opportunity each year for formal consultation following the issuing of pupils' annual reports. This is very well supported by parents. Information on their children's progress is expanded by other more frequent contact with staff and the arrangement is therefore acceptable to the overwhelming majority of parents.
51. Parents of pupils with special educational needs recognise the very good provision and work closely with the school for the benefit of their children. They know they are welcome at any time to discuss their child's progress or difficulties. Procedures for keeping parents informed are informal; all works well while the present long-standing experienced teachers are at the school but, if the position changed suddenly, procedures are not in place for the information to be shared easily.
52. There is good direct parental involvement in school with a significant number of parents assisting with activities. Through, for example, escorting pupils to the swimming pool or to sports matches, they importantly help to broaden pupils' experiences and opportunities. The very active Parent-Teacher Association provides valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. All parents expressing a view in the pre-inspection questionnaire, or at the meeting for parents, believed the school to be well led and managed. Most supported this view strongly. Inspectors, too, judge the school to be led and managed well. The headteacher sets the tone of the school's firm commitment to meeting the needs of pupils in a caring and stimulating environment and is very successful in securing the full support of staff, governors, parents and the wider community in putting this into practice. The school staff constitute a strong and committed team who inspire the respect and support of parents and others beyond the school. The school has a very clear and distinctive set of aims and values, which all involved with the school strive to implement consistently and fully. As a result, almost all the school's aims are very well achieved. The first aim the school states in its prospectus is the 'aim to foster in all children an enthusiasm for life and a love of learning'. The excellent attitudes of enthusiasm and interest pupils display pay tribute to the commitment of school staff in pursuing their aim.
54. The headteacher is very well supported by the only other full-time teacher who manages the teaching and curriculum for pupils up to age seven with dedication and skill, establishing for young learners, some of whom have high levels of special needs, a most supportive, stimulating and encouraging environment. The part-time teacher who co-ordinates the provision for special educational needs does so conscientiously and effectively. She works closely with the other teachers in the school and monitors the progress of pupils with special needs thoroughly by working with them once a week. The school places a high value on providing equal opportunities and all staff work hard at providing for individuals' varying needs. This makes for a good setting for the full inclusion of pupils with statements of special needs and justifies the school's willingness to provide for some such pupils who are drawn from beyond the school's normal area for recruitment. The school employs a suitably large number of staff to assist teachers in providing for special needs and for organising work appropriate to the range of needs and abilities in mixed-age classes. These staff play an important part in the school's effectiveness.
55. As this is a very small school, where the headteacher normally teaches one of the two classes for most of the week, procedures for keeping a check on teaching,

learning and other aspects of the school's performance are largely informal. However, formal means are successfully employed to monitor the performance of teachers in accordance with new national arrangements for managing teachers' performance and for arranging programmes of training and development. Although some monitoring processes are informal, the school is successful in reaching a good appreciation of its own strengths and of the areas where it should seek improvement, and there is a good commitment to achieving improvement. Accordingly, the school's existing plans for development have already made priorities of those aspects of the curriculum where inspectors too have found room for improvement: information and communication technology, and some aspects of physical education. More recently, the school has also correctly identified pupils' writing as an area for further attention since this skill, though not a weakness, is less well developed than their reading, speaking and listening or their numeracy.

56. Governors are concerned and supportive and often offer practical help based on their own areas of expertise. They, too, rely on informal means for evaluating the school's performance but also have a satisfactory awareness of the school's work through their visits to the school and their close contacts with parents to whose views and concerns they are responsive.
57. Governors join with the headteacher in keeping a good check on the school's finances which are effectively administered on a day-to-day basis by the school's efficient part-time secretary. The school is successful in acquiring and managing funds, and sometimes free help and resources, to benefit pupils. The school has also been successfully enterprising and flexible in its part-time employment of external music specialists to supplement staff expertise very effectively.
58. In recent years, the school has been accumulating a very large financial surplus in relation to its size. This partly reflects the fact that present pupil numbers place the school just above a key borderline used by the local authority in determining funding. This effectively funds the school as though it needed teachers for three classes when it currently has only two classes. A small reduction in pupil numbers could significantly reduce funding and, in the light of this, the school preserves a sizeable surplus to protect its position. Funds have also been deliberately accumulated to pay for an extension to the accommodation, which the school plans to make, and for further training and the purchase of resources for information and communication technology. Planning provides for the present surplus to be more than halved by the end of the financial year. The school has been well staffed and adequately resourced during this period of financial surplus and pupils have not been disadvantaged in comparison with pupils elsewhere by the lack of expenditure. The school uses the resources at its disposal efficiently. The only exception is that a lack of collaboration between teachers in planning the curriculum means that the combined resources of staff expertise are not fully exploited to the benefit of the whole staff team.
59. Overall, the school's current accommodation does not provide satisfactorily for its needs. Since the previous inspection, there have been some improvements, for example playground resurfacing and the provision of a conservatory annexe for the classroom for pupils up to age seven. However, the cramped accommodation in the older pupils' classroom restricts opportunities for teaching and learning particularly for a mixed-age class. The 'hall' is a converted classroom. Although useful for assemblies and for dining, and sometimes used as additional space for music or art and design lessons, its small size restricts physical education for the older pupils. There is insufficient space for gymnastics or dance to be properly undertaken. Outside, the playground is in good condition and adequate for the number of pupils. There is also an attractive garden area. There is a small playing field, but it is very

bumpy and sloping and does not provide suitable accommodation for all games activities. However, the school is at an advanced stage in acquiring the use of another adjacent field, which is more suitable for its needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in information and communication technology by:
 - pressing ahead with the school's existing school development planning for the subject;
 - ensuring that the planned staff training and acquisition of further equipment are utilised without delay to improve the teaching and curriculum in the subject; and
 - giving more time for pupils to develop and practise their skills across the curriculum.
(Paragraphs 19, 23, 26, 102-5)
- (2) Endeavour to reduce the hindrances to teaching and learning imposed by the cramped accommodation by:
 - implementing the existing development plan for physical education and, in addition, exploring ways to provide space for gymnastics and dance; and
 - investigating ways of providing space for:
 - use of more varied approaches to teaching and learning with pupils aged seven to eleven;
 - practical work in science, art and design, design and technology, and information and communication technology.
(Paragraphs 23, 59, 109)
- (3) Increase collaboration in planning for the teaching of the different classes to ensure the full impact of each teacher's expertise on the work of the whole school.
(Paragraphs 58, 72, 80)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Extending the good practice begun in Years 3–6 of setting short-term personal targets for pupils and reviewing their progress towards them in the marking of their work. *(Paragraph 20)*
- Continuing with the planned development in assessment procedures and their use to set long-term targets for pupils' progress. *(Paragraph 44)*
- Providing more homework for those of the oldest pupils whose parents wish it. *(Paragraph 24)*

- Bringing the annual reports for older pupils up to the standard of the younger pupils' reports. (*Paragraph 49*)
- Using more systematic procedures in governors' contributions to monitoring of the school's performance and planning for its development. (*Paragraph 56*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	7	0	0	0
Percentage	0	25	40	35	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 five 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)	52
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6)

In each of the last two years, the numbers of pupils taking National Curriculum tests has been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
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)	3.3
Number of pupils per qualified teacher	15.8
Average class size	26.0

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	126

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	164,891
Total expenditure	163,454
Expenditure per pupil	3,027
Balance brought forward from previous year	54,568
Balance carried forward to next year	56,005

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	94	8	4	0	0
My child is making good progress in school.	88	8	4	0	0
Behaviour in the school is good.	92	8	0	0	0
My child gets the right amount of work to do at home.	48	40	8	0	4
The teaching is good.	92	4	4	0	0
I am kept well informed about how my child is getting on.	72	24	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	4	0	0
The school expects my child to work hard and achieve his or her best.	64	32	4	0	0
The school works closely with parents.	80	16	4	0	0
The school is well led and managed.	84	12	0	0	4
The school is helping my child become mature and responsible.	92	4	0	0	4
The school provides an interesting range of activities outside lessons.	44	28	16	0	12

Note

Each questionnaire = 4%

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children in the Foundation Stage are taught in a class which combines pupils in the reception year with those in Years 1 and 2. Currently, there are five part-time children and one full-time child. There is very good liaison with the playgroup which meets on the school premises. Admission arrangements to the school are flexible to meet the needs of each individual. Except for those pupils with special educational needs, pupils begin with broadly average attainment and, by the end of the reception year, attain all the 'early learning goals' officially defined for this stage of education. They achieve well during their reception year.
61. A good curriculum is provided for these children, which includes learning through structured play. The addition of a conservatory to the classroom since the previous inspection has improved the learning opportunities for these young children. Teaching is consistently good for children in the Foundation Stage. The teacher's plans give good guidance to other adults working with these children. The nursery assistant has considerable expertise and makes a significant contribution to the progress of these pupils.

Personal, social and emotional development

62. In this school, individuality is of great importance, and is evident from the time children start school. Teachers and classroom assistants share high expectations of pupils' development. Their high-quality interaction with these young children enables them to feel safe and secure, and to grow in confidence and independence. The children have frequent opportunities to work and play in a small group and learn to share and communicate effectively.

Communication, language and literacy

63. Children generally join with the Years 1 and 2 pupils in the introductory part of literacy lessons, confidently sharing 'The Big Book', and then work in a group with the nursery assistant. In this small group, they recall the events in the story, predict what might happen and become aware of rhyme through repeating and acting well-known nursery rhymes. They are developing good listening skills and learning to speak clearly. They share books and are beginning to read simple repetitive text. They are making a good beginning in associating sounds with letters. Thoughtfully-planned and supportive teaching encourages pupils to form letters correctly and then to use this skill when writing in role-play, for example writing prescriptions and keeping an appointments diary in the 'hospital'. As a result of good planning of a range of activities and the very good interaction with the nursery assistant, these children are well placed to achieve the 'early learning goals' for this aspect of their education by the end of their year in the Foundation Stage.

Mathematical development

64. Children's enthusiasm and interest, together with stimulating opportunities for learning provided by the good teaching, ensure children make steady progress in this area. Careful planning by the teacher ensures a good variety of counting opportunities is provided. Children enjoy singing and acting number songs and there is a good range of practical apparatus for children to sort and match and become aware of the

concepts of more/less/same and bigger/smaller. The children recognise numbers to ten and are learning to write them correctly.

Knowledge and understanding of the world

65. The teacher's good planning and the nursery assistant's good management of activities for this small group of enthusiastic children promote good learning which results in good progress in this area. For example, during a cooking activity when the children made gingerbread men, they were effectively encouraged to observe the changes that took place in the materials. The nursery assistant maintained a constant dialogue and extended the children's vocabulary and skills of observation by very good questioning. Children use the wheeled robot (the Roamer) competently as they program 'him' on a journey to select his favourite food. They know about the work of an optician and consolidate this in the role-play area. When learning how food is used in celebrations round the world, they handle, sort, discuss and taste a variety of fruits. As a result of good teaching, the children are able to achieve the 'early learning goals' by the end of the Foundation Stage.

Physical development

66. During the inspection, the nursery assistant took these young children for a physical education lesson, which had been planned by the class teacher. This created good learning opportunities for these children and used the limited space very effectively. The children moved in and out, and round, hoops, showing awareness of each other. They listened carefully and followed instructions, responding immediately to the teacher's signal, the tambourine, to stop. During the summer, children have opportunities to use equipment outside. There is no designated area for children in the Foundation Stage but, in this small school with very flexible arrangements, children are given plenty of opportunities for physical development and are well able to achieve the 'early learning goals' before they enter Year 1.

Creative development

67. Well-planned stimulating opportunities ensure the children make satisfactory progress in creative development. They have frequent opportunities to draw, paint, cut and stick as well as using malleable materials. Various construction toys enable children to develop their fine motor skills. Children are familiar with a range of musical instruments and know how to produce sounds by banging, shaking and tapping instruments. The role-play areas are effectively used and the teaching assistants interact very well with the children in their play, for example being a patient in the hospital.

ENGLISH

68. The numbers of pupils taking the National Curriculum tests at ages seven and eleven each year are small and, consequently, results fluctuate from year to year. However, taking the average of the school's results over the last four years, the oldest pupils are seen to achieve in line with the national average. The work of the present oldest pupils seen during the inspection also points to an average standard. This results from the satisfactory achievement pupils demonstrate in Years 3–6 where they make the progress to be expected in the light of their previous attainment. Seven-year-olds' results over the last four years show above average attainment in reading and average attainment in writing. During the present year, the teaching of the pupils in

Years 1 and 2 has begun to devote more time to writing. The present Year 2 pupils at or approaching age seven show above average attainment in both reading and writing. Their skills of listening and speaking (which are not subject to national tests) are also above average. Pupils make good gains in Years 1 and 2 as they respond enthusiastically to effective teaching; they achieve well.

69. Throughout the school, pupils show good skills of speaking and listening. The school's success in achieving its aim to make pupils independent and confident individuals has much benefit for their speaking skills. From the outset, pupils learn to express themselves fully and without embarrassment and they are very keen to join in whole class discussions. These qualities give good support to their learning across the curriculum, leading to lively discussions during which pupils further develop their capacity to express arguments and opinions. They enjoy practising a growing vocabulary as when one Year 2 pupil volunteered her knowledge that spiders are 'arachnids', while another, recalling a discussion from an earlier lesson, made a point of using the word 'appetising'. Pupils also listen well enough to have a clear understanding of what is said to them.
70. From their earliest weeks in the school, pupils begin to make good progress in their reading. Well-organised, systematic teaching helps pupils make good progress towards the ability to read simple text without the need for adult help, and a good number are successfully tackling text at a challenging level for their age. Although some Year 6 pupils show some hesitation when reading, most in Year 5 are fluent, accurate and expressive readers of text appropriate to their age. Pupils are able to talk with interest about the books they have read and some read children's literature widely and enthusiastically. Girls, though, appear more enthusiastic about reading than boys. The school has, for its size, a well-stocked library which pupils use appropriately, showing a satisfactory understanding of ways to research information from libraries and books.
71. In writing, there is good progress in Years 1 and 2 and steady progress thereafter. Systematic teaching backed up with regular practice and testing means that most pupils develop a sound competence for their age in the basic skills of handwriting, spelling, punctuation and grammar. By Year 2, most pupils have begun to construct good sentences that convey meaning clearly, spell most words correctly or recognisably and use capital letters and full-stops appropriately. This is followed in later years by further progress in widening the vocabulary and grammatical forms used so that, by Year 6, pupils are able to write clearly for a range of purposes such as writing letters or newspaper reports. Strengths of the oldest pupils' work are the generally sound standards of accuracy in spelling, punctuation and grammar. These are helped by the good number of useful opportunities for practice pupils have when they are asked to write in connection with work in science, geography, history or religious education. There are also occasional examples of older pupils showing more advanced skills of using words and forms in interesting and imaginative ways to achieve lively effects. This was seen in a few instances of sensitively chosen vocabulary in poetry written in response to the encouragement of a visiting poet. Generally, though, this aspect of writing skills is a relative weakness. The teaching of the older pupils gives too little opportunity or encouragement for pupils to extend themselves in this respect. Occasional use is made of information and communication technology to support writing skills, as when the older pupils wordprocess reports and letters and use a desktop publishing program to construct a school newspaper but, generally, work in the subject makes too little use of new technology.

72. Pupils' achievement in English reflects the quality of the teaching which is good in Years 1 and 2 and satisfactory in Years 3–6. Teachers show satisfactory knowledge of the subject and this aids clear explanations and guidance for pupils. A systematic approach to the teaching of the basic formal skills of writing is a strength of the school's generally satisfactory strategy for teaching literacy skills. This is reflected in sound planning of literacy lessons with a clear focus on the specific learning intended. Promotion of pupils' confident speaking skills is also a strength, especially in Years 1 and 2. Teachers generally set work that challenges pupils appropriately and they then support pupils well. A positive feature throughout the school is the effective collaboration with classroom assistants to provide individual or small group support to particular individuals or groups, including those with special needs. Conscientious marking of pupils' work and assessment of their progress aid the matching of the work to pupils' differing attainments. A very good feature of the marking in Years 3–6 is the setting of personal short-term targets for individual pupils which are then reviewed as a basis for rewarding improvement. Teachers manage pupils well in their work in the subject and pupils respond with positive attitudes, a sound level of industry and effort, and with very good behaviour.
73. Co-ordination of the work in English is undertaken by the teacher of each of the two classes independently. In each case, it is satisfactory. Sound processes of planning and good processes for assessing pupils' progress are in place. However, the present arrangement deprives each teacher of the support of the other's expertise in devising plans and evaluating what is being achieved. The school is beginning to make some effective use of the data derived to identify strengths and weaknesses in teaching and learning. It has recognised that writing is not as strong as other aspects of the subject and has appropriately made attention to this a priority for the future.

MATHEMATICS

74. The results of the National Curriculum tests over the last three years show pupils aged seven achieving standards that are broadly in line with the national average. Test results for pupils aged eleven show standards are well above the national average. With very small numbers in each year group, fluctuations in standards are inevitable. The work of the present oldest pupils, in Year 6, is in line with standards expected nationally.
75. Pupils in Year 2 demonstrate good mental skills when adding ten to numbers, for example $96 + 10$. They apply this knowledge when calculating with money. They understand doubling and can find the difference between two numbers, for example 2 and 9, or 11 and 16. They understand the principles of sorting using Venn or Carroll diagrams and can explain their reasons for placing objects on appropriate parts of the diagram. They have secure knowledge of the properties of two- and three-dimensional shapes.
76. Pupils in Years 3–6 develop a secure understanding of thousands, hundreds, tens and units and they confidently use the four rules of addition, subtraction, multiplication and division. The oldest pupils calculate with larger numbers, above a thousand, accurately. During the inspection, pupils in Years 3, 4 and 5 were learning successfully about fractions, quarters, thirds, fifths, sixths, eighths and tenths. The oldest pupils, in Year 6, have a good understanding of area and can explain the formula they use to calculate area. They can work out how to calculate the area of an irregular shape by dividing it into a number of smaller, regular shapes. During the inspection, they were introduced to perimeter and were able to suggest an

appropriate formula. Analysis of pupils' books shows good coverage of the National Curriculum for the subject.

77. There is good use of pupils' mathematical skills across the curriculum, as when they make measurements during science investigations, and plot graphs showing their data, or when they use co-ordinates to find places on maps. The very youngest pupils are given many good opportunities to consolidate knowledge of numbers, including when they use subtraction to work out the number of pupils present in the class when told the number of absentees.
78. The quality of teaching is good in Years 1 and 2. Lessons are well planned to meet the needs of the wide range of ability in the class and all pupils are fully engaged. The teaching assistants are used very well to provide good learning opportunities for all pupils. The lively introduction to lessons generates interest and pupils are enthusiastic and attentive. Pupils' attitudes to learning are very good. This, allied to the well-planned teaching, leads them to achieve well in relation to their previous attainment. They enjoy their lessons and work well together. Teaching points, for example the use of Carroll diagrams, are well explained and demonstrated with suitable visual aids, so that most pupils make good progress. However, occasionally, there is a lack of challenge for the oldest pupils, reducing their progress, for a part of their lessons. This occurs sometimes when the teacher talks at length to the whole class, including all three year groups.
79. The quality of teaching for pupils in Years 3, 4 and 5 is satisfactory and pupils achieve satisfactorily. Lessons are planned carefully to meet the needs of pupils. Marking of pupils' work is thorough, so that any misunderstandings can be dealt with when planning future lessons. Classroom assistants are used effectively to support each year group. The pupils benefit from the high level of adult support, which helps them maintain concentration and be successful learners. However, the classroom is very cramped; it is difficult for the teacher, teaching assistants and pupils to move about. This limits opportunities for pupils to demonstrate their knowledge at the blackboard and for practical and group work to be organised. The teaching for the oldest pupils, Year 6, which takes place separately from the rest of the class, is very good. Expectations are high; lessons are very well focused and move at a brisk pace. The atmosphere is very relaxed, praise is used well and pupils are continually challenged. As a result, pupils are eager to learn, participate fully and achieve well. They enjoy the challenges they are offered, sharing the strategies they have used to arrive at answers.
80. The subject is managed effectively in each class. The National Numeracy Strategy is carefully adapted for use with the mixed-age classes and the success of the school's strategy is apparent in the good standards ultimately achieved by most pupils. An appropriate curriculum is planned, although a lack of use of new technology to support the work is a weakness. There are consistent assessment and record keeping procedures throughout the school. Assessment procedures have improved since the last inspection. Good planning and collaboration with classroom assistants leads to close and effective support for pupils with special educational needs. The planning of the overall curriculum for each class independently by each teacher reduces the possibilities for either of them to share their expertise in the subject with the other.

SCIENCE

81. Inspection observation of the work of pupils in Years 1 and 2 supports the view from the school's own formal assessments that, overall, these pupils' standards in science are in line with the national standard. The range of attainment in the class reflects the wide range of abilities with which pupils enter the school. A good many pupils exceed the expected level of attainment but some, such as those with special needs, do not reach the expected level. However, all pupils, including those with special needs, achieve well in that they make good progress in relation to their previous attainment.
82. In their National Curriculum tests, the combined results for pupils aged eleven over the last four years have been above the national average. The work of the present small Year 6 group of the oldest pupils is in line with the national standard. Taking account of their previous attainment and some special needs, these pupils are achieving satisfactorily. This is consistent with the appropriate teaching they receive and pupils' sound response to it. The more able group of Year 5 pupils shows promise of good attainment by the time they leave the school.
83. As they move through the school, pupils acquire a satisfactory knowledge of scientific facts. For example, younger pupils acquire some good knowledge about animals and plants, while older pupils can talk about parts of the body and their functions or distinguish 'insulators' and 'conductors' of electricity. Understanding of scientific processes and causes and effects also progresses soundly. Pupils in Years 1 and 2 progress well in understanding the importance of classification in science, as when they distinguish natural and manmade materials, living things that are animal and 'not animal', and creatures that are human or reptilian. Older pupils show satisfactory understanding of processes for separating materials such as liquids and solids through filtration or evaporation. In both classes, there is also sound progress in understanding and using methods of investigation and in recording and interpreting data. The youngest pupils, for example, observe and record simply the comparative growth from samples of cress seeds that are watered or not watered. Older pupils use forcemeters they have constructed themselves to make measurements and draw conclusions about the relationship between the elasticity of rubber bands and the force exerted on them. In discussion, the older pupils show a good understanding of the principles of 'fair tests' and can identify the variables that need to remain constant in a given experiment.
84. These examples of pupils' progress illustrate the lively work that teachers provide in the subject. Good use is made of practical investigation to both stimulate interest and promote understanding. Pupils respond with enthusiasm and interest. This was evident in the one lesson, in Years 3–6, seen during the inspection. Here, a well-designed practical investigation with a forcemeter captured pupil interest and was well designed to develop both understanding of forces and processes of testing, recording data and presenting it in the form of a graph from which important conclusions could be derived. Good planning and the effective contribution of well-briefed classroom assistants resulted in tasks that were well adapted to the range of pupils' ages and abilities. It also meant that pupils with special educational needs were well supported. This was overall a good lesson but, as only one lesson could be seen, no overall judgement about the quality of teaching in this subject is made. However, the indirect evidence from teachers' planning and from pupils' work and progress points to teaching that is at least satisfactory.
85. The work in science is satisfactorily co-ordinated, providing a well-balanced range of opportunities for learning and making use of good procedures for keeping a check on pupils' progress. A present weakness is the insufficient incorporation of information and communication technology to support teaching and learning in science, for

example in recording, presenting and analysing data from investigations. The school is aware of this and tackling it is already part of the school's development plan for the current year.

ART AND DESIGN

86. By the age of seven, pupils achieve the standards expected nationally but, by the time they are eleven, their attainment is above the level expected nationally. This is the same position as that found at the last inspection.
87. Two lessons were observed, one for the younger pupils and one for the older pupils. The lesson for the younger pupils focused on the technique of portrait drawing, for example proportion. This lesson was part of a series in which the pupils had previously looked at the work of Picasso, Modigliani and Renoir as examples of portrait drawing. They dressed up and took photographs with the digital camera to produce work in these styles. The lesson was planned carefully and pupils were encouraged to observe each other and to notice the size of the head in relation to the body, and the length of arms and legs. Pupils then chose their sketching medium – pencil, charcoal or pastel. Their careful drawings reflected the good teaching they received with its clear explanation and demonstration of the concept of proportion. While the pupils worked, the teacher interacted very effectively with them, offering encouragement and comment on what they had done well, and to point out how the sketch could be improved. Over time, the teaching offers pupils a rich range of experiences in art and design. They have experiences in exploring paint, print, clay and textiles. Visits to galleries enhance the art and design curriculum, for example the Barbara Hepworth Gallery. Following this visit, pupils made large cardboard sculptures using cardboard boxes, polystyrene, footballs and lots of paper and glue! The visit of a sculptor who demonstrated how bronze sculptures are made added to the pupils' knowledge and experience.
88. In Years 3–6 pupils build on these rich experiences and the skills they have developed well. They visit The Newlyn Gallery with a focus on observational drawing. Pupils look at pattern, especially the work of Joan Miro, Paul Klee and Picasso. During this topic, they look carefully at Indian art. The lesson observed in this class was part of a series. Pupils had created their own striking large relief constructions using wood and other materials following a visit to a gallery. Pupils worked very well in a collaborative way to paint their constructions, listening to each other's views and taking them into account. They demonstrate very good speaking and listening skills as they discuss the use of colour in their paintings. The constructions are being made for a school exhibition in January. After a lively discussion about how artists advertise their exhibitions, two groups set to thoughtful work designing and making posters, cards or brochures. Good teaching in this lesson was seen in the teacher's very good knowledge of the subject and her passion for it. Good organisational skills and management of the pupils allowed them to work effectively in the very confined space. Pupils with special educational needs were fully included in the opportunity to learn provided by the lesson.
89. Work in the subject is soundly managed. Enthusiastic presentation of the well-planned curriculum makes very good use of visits and visitors. This helps to explain pupils' great enthusiasm for, and enjoyment in, the work. Although the accommodation is cramped for older pupils, staff and pupils strive to manage as best they can. There are adequate learning resources, which are used effectively by teachers.

DESIGN AND TECHNOLOGY

90. Standards in design and technology are in line with those expected for pupils' ages throughout the school. This is an improvement since the last inspection when standards for the oldest pupils were below the national expectations. Pupils, including those with special educational needs, make sound progress. They are keen and enthusiastic and willing to persevere to achieve the desired result.
91. One lesson was observed in food technology when the younger pupils were selecting a dish for a party. They drew the finished dish, listed the ingredients and the equipment they would need. This was a good link with science and pupils demonstrated good knowledge of healthy eating in suggesting the design of party dishes. The next day, they successfully made gingerbread men – a link with literacy. Planning and photographs indicate that pupils plan and build cardboard models learning cutting, sticking and joining techniques and using them effectively.
92. No lessons were seen for the older pupils but work in books shows that pupils tackle appropriate tasks effectively. In designing and making a sandwich, they considered the look, taste and texture and suggested some attractive, nutritious fillings. They compared their own sandwich with one from the shop thoughtfully. Photographs show that they designed and made wheeled box models building on the skills they had already learnt. The Golowan Festival provides good opportunities for design and technology. In the summer of 2000, pupils sketched their designs for food for The Mad Hatters' Tea Party. These sketches were sent to an artist who subsequently came to the school for three days and worked with the pupils to make striking large models from the sketches. Last year, the pupils designed and made an impressive thirty-foot dragon. This work, related to local customs, makes a significant contribution to pupils' cultural development.
93. From the very limited teaching seen, taking account of the work seen in books and photographs in portfolios, teaching is at least satisfactory. Working with a specialist enhances the provision for design and technology. Planning is sound, based on

national guidelines. Assessment is satisfactory and, although largely informal, provides teachers with information for adjusting plans appropriately. Pupils use digital cameras competently to provide a photographic record of their work.

GEOGRAPHY

94. Geography is taught in various blocks of time during the school year and none was being taught during the inspection. Judgements are based on examination of pupils' past written work, on discussions with pupils and on examinations of teachers' planning and assessment documents. The quality of work found during the inspection is broadly in line with the level expected for pupils' ages throughout the school. Pupils achieve satisfactorily, as they did also at the previous inspection.
95. In Years 1 and 2, pupils recognise key features of their local environment, including some differences. They know where they live, and the names of nearby towns, as well as some British cities. They know the names of their own and other countries of the United Kingdom and of some further afield. They can talk about differences between the town and the countryside, contrasting the kinds of buildings and the uses of land to be found in each locality. They can describe clearly a route around the school using 'left' and 'right' correctly.
96. In Years 3–6, pupils develop some sound geographical knowledge, for example about contrasting places abroad, as when they study an Indian village. They appreciate key differences between this locality and others closer to home and they show a satisfactory understanding that geographical features such as climate and vegetation are related to each other and to the crops, jobs and other social and economic characteristics found in a locality. They are aware of the ways people's behaviour can affect their surroundings and of the benefits of recycling objects and materials. They know how to use maps, understanding their relationship to points of the compass and the use of co-ordinates and symbols in finding places on maps and knowing what may be found there.
97. As no lessons were seen, overall judgements about teaching cannot be made. However, the indirect evidence from pupils' written work and the knowledge they display suggests at least that the teaching is satisfactorily planned and that methods used are effective in promoting pupils' progress. Long-term planning documents show that satisfactory co-ordination of the work leads to an appropriate curriculum for pupils. However, as with subjects generally, too little use is made of information and communication technology to support work in geography. Assessment records show that there is a good process for keeping a check on pupils' progress.

HISTORY

98. No lessons were seen in history during the inspection, but analysis of pupils' work, teachers' planning and discussions indicate that, at all ages, attainment is in line with the national expectations. This is a similar picture to that found at the last inspection.
99. Through looking at pictures and listening to stories, the younger pupils know that life in Britain about a hundred years ago was very hard for many people. They had to go to work, even when they were ill, they could not afford to go to a doctor or a hospital. They understand that significant changes have taken place. They have a sound knowledge about the plague and the Fire of London. They are beginning to develop a

sound sense of chronology by considering the changes that have taken place in their own lives since they were babies.

100. Older pupils have a good knowledge of the invasions by the Romans, Saxons and Vikings but there is insufficient evidence to judge how well historical enquiry skills are being developed. Over time, pupils study Ancient Greeks, Ancient Egyptians, the Tudor Period and Britain since 1930. A useful 'timeline' showing key events in Britain between 1930 and the present day builds on pupils' sense of chronology. Literacy skills are used well in history as when pupils write sensitively about being an evacuee.
101. No teaching of history was seen during the inspection, but teachers' planning and the standard of the work seen indicate that teaching is satisfactory and the work well co-ordinated throughout the school. A satisfactory range of learning experiences is provided and good use is made of members of the community who share their wartime experiences. It is evident from the pride that pupils take in their written work that they enjoy history and work hard. Resources are satisfactory, but insufficient use is made of information and communication technology to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Although new equipment and some staff training have improved the teaching and the pupils' progress, these developments have been too recent and too partial to bring standards up to national expectations at a time when those expectations are being raised. Advantage has been taken of funds made available nationally to support development but the school had only just begun to experience the benefits while many other schools are further advanced in exploiting them. Consequently, though better than at the previous inspection, standards continue to be unsatisfactory throughout the school.
103. Pupils in Years 1 and 2 are beginning to develop basic skills of using the computer keyboard and mouse to make choices, operate simple programs and wordprocess their own writing. Some of these basic skills are used to good effect in playing games that consolidate basic skills in literacy and numeracy. With help, pupils are beginning to employ images, such as those taken with a digital camera, in presenting documents. Pupils also develop a sound understanding that a program can consist of a series of instructions to control the movements of a wheeled robot (the 'Roamer'). Generally, though, the range of pupils' skills and their confidence and understanding of how to use them to store, present or retrieve information are below the expected level.
104. In Years 3–6, pupils develop a wider range of understanding and skills. This includes a beginning in the use of the Internet and e-mail, though the basic principles of this technology are not well understood: pupils are not sure how information is transmitted to and from their computer. Wordprocessing skills become more advanced and these, together with use of the digital camera and a desktop publishing program, have led to sound work in combining text and graphic elements to produce a school newspaper. Some simple graphs have also been produced. However, as with the younger pupils, the older pupils' confidence in using a range of programs is low and their understanding about the range of ways that information and communication technology can be used to advantage is weak. Some areas of skill are not developed, for example the use of peripheral apparatus to sense data (such as temperature) and then record and present results. The range of ways pupils can store, arrange and present information, and then process or analyse it, is small. The digital camera is well used to keep a record of things pupils have made in design and technology and

wordprocessing is sometimes linked with writing in English. Generally, though, there are too few examples of information and communication technology being incorporated into the work across the curriculum, as the National Curriculum now requires.

105. Little direct evidence of the teaching of the subject could be obtained during the inspection. Some indication that there are shortcomings is seen in the finding that pupils do not show the same enthusiasm for this subject that they show for most others. The co-ordination and planning of the teaching are unsatisfactory in that too little time is devoted to the subject. This, in turn, reflects the present status of teachers' expertise in the subject and the resources for implementing it. Some up-to-date equipment has recently been acquired but other equipment is now dated, making present resources barely adequate. The situation is not helped by a lack of suitable space for such equipment where pupils in Years 3–6 can readily use it. The co-ordinator and the school as a whole are aware of the urgent need for further improvement in the subject. It is rightly a main priority in the school's present development plans. Appropriate plans exist to acquire further equipment, including software, to meet the growing demands of the curriculum. A programme of further substantial staff training is planned to begin shortly after the inspection.

MUSIC

106. Throughout the school, the standards pupils achieve in music are good. A significant number of pupils show attainment which exceeds the expectations for their age.
107. Most of the work seen during the inspection took the form of singing or instrumental performance but planning and discussion with teachers and pupils show that a satisfactory range of work, including composition and listening, is undertaken. Examples of musical performances recorded on video-tape were also inspected. Years 1 and 2 pupils mostly join in singing confidently, enthusiastically and accurately. They show a good awareness of basic musical elements such as pitch, beat and tempo both in their singing and when they clap or gesture rhythms as they listen to recorded music. In Years 3–6, this develops further, as is evident when pupils do well to learn quickly an unfamiliar song with a challenging rhythmic irregularity. Most of these older pupils sing accurately and expressively and a significant minority achieves a good standard of very tuneful, expressive singing with a good tone. A substantial number of pupils from Year 2 onwards develop knowledge, understanding or skill beyond the level expected at their age as a result of their participation in the voluntary recorder groups or, in a few cases, through tuition in guitar or woodwind instruments. These pupils not only develop good skills of controlling their instruments, they also acquire good understanding of conventional musical notation so that they can sight-read from a musical score.

108. Two part-time visiting specialists undertake almost all of the teaching of music. One teaches both classes and the other takes recorder groups and gives woodwind tuition to pupils whose parents have requested it. Both have very good knowledge and expertise in the subject which help them to plan appropriate activities, explain musical ideas clearly, demonstrate vocal or instrumental skills personally or accompany the singing with keyboard or guitar. They set high expectations of what pupils can learn, offer much encouragement and conduct lessons at a lively pace. Their enthusiasm leads pupils to respond with an enthusiastic attitude to the subject and good behaviour. Their encouragement results in pupils who are willing to try their best and to perform individually in front of their peers or in performances for parents. Pupils have very good relationships with these visiting teachers and show respect to them, as when thanking them spontaneously at the end of their lessons.

PHYSICAL EDUCATION

109. No lessons were seen in physical education during the inspection apart from a very brief observation of the oldest pupils practising games skills for a match. The lack of a hall limits the curriculum for physical education for all pupils, but especially for the older pupils. Because of this, the curriculum is unbalanced; the older pupils cannot experience dance or gymnastics. Instead, the school concentrates on what it can offer and gives pupils good opportunities to develop games and swimming skills. The limited evidence available points to achievement in the areas taught that is at least satisfactory.
110. Pupils demonstrate skills in line with those expected in sending and retrieving, throwing and catching, for example in tower-ball, and in dribbling and controlling the ball in soccer. They show a sound sense of tactics in positioning themselves in tower-ball. All pupils from seven years upwards have the opportunity to go swimming two weeks out of three throughout the year. By the time they are eleven, and long before in most cases, pupils can swim 25 metres. They all meet, and many exceed, the expectation of the National Curriculum in this respect. Pupils with special educational needs are fully involved and supported in this activity, a good example of inclusion.
111. Physical education makes a significant contribution to pupils' personal development. Even quite young pupils represent the school in team sports and learn to be good winners and losers.
112. The school already leases a field for games but its condition is poor. Plans are well advanced to lease another field for lessons and fixtures. The curriculum for physical education is enhanced by the commitment of the headteacher to give pupils opportunities to take part in competitive sports, football, rounders, tower-ball and cross-country. Pupils frequently play inter-school matches and the school has represented the area in cross-country.
113. Pupils have very positive attitudes to physical education and follow the lead of the school to try and excel in the opportunities they are given. They do not express strong feelings about the lack of opportunities, although some pupils expressed a disappointment that they could not experience gymnastics until they went to secondary school because of the absence of a hall.

RELIGIOUS EDUCATION

114. Attainment throughout the school is in line with the expectations of the new locally agreed syllabus for religious education and pupils' achievement is satisfactory throughout the school. This is a similar position to that found at the last inspection. This judgment is based on the observation of one lesson, analysis of pupils' work, teachers' planning and displays.
115. By the age of seven, pupils understand that we are all unique, priceless and special. They can write a sentence explaining why they think they are special and this contributes to an attractive interactive display. They are aware of the main Christian and Hindu celebrations. They can talk about some stories from the bible and some associated with the Hindu faith. Much of the work for younger pupils is oral and includes drama.
116. By the age of eleven, pupils have explored the festivals, buildings and people associated with Christianity, Judaism and Sikhism. They understand that some foods are part of religious observance and can be important as symbols. Analysis of pupils' work and the participation in the lesson observed show that pupils have a satisfactory knowledge of Judaism – Old Testament stories about Jewish leaders, Abraham, Moses, Joseph and the Ten Commandments. They know the significant facts about the Jewish festivals and the rites of passage, especially Bar Mitzvah.
117. Teaching in the one lesson seen was satisfactory. The teacher had satisfactory subject knowledge and used effective questions to review and re-inforce pupils' knowledge and understanding. Artefacts (items from the Passover Feast) were used effectively to teach pupils the significance of symbolism in religion. Teachers' planning, displays and past written work indicate that teaching across the school is at least satisfactory. In discussions with pupils, they display good attitudes to learning and show respect for religious differences as they share their views. Co-ordination of the work is satisfactory and ensures that an appropriate curriculum is provided.