

INSPECTION REPORT

ST WENN SCHOOL

St Wenn, Bodmin

LEA Area: Cornwall

Unique reference number: 111901

Headteacher: Mrs L E P George

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 2-4 July 2002

Inspection number: 197087

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: St Wenn School
Bodmin
Cornwall

Postcode: PL30 5PS

Telephone number: 01726 890405

Appropriate authority: Governing Body

Name of chair of governors: Mrs Pamela Thurlow

Date of previous inspection: 23 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	English, design and technology, history, music, physical education, Foundation Stage	What sort of school is it? How high are standards? The school's results and achievements, How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19504	Judith Telfer	Lay inspector		How well does the school care for it s pupils? How well does the school work in partnership with parents?
22654	Pat Wootten	Team inspector	Mathematics, science, information and communication technology, art and design, geography, religious education	How good are the curricular and other learning opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wenn is a very small school in the remote village of St Wenn in Cornwall, with 26 pupils on roll aged four to 11 years. Numbers have dropped since the previous inspection, but are now rising significantly. Six children form the reception year, with four four-year-olds attending part-time. Children start full-time in the term of their fifth birthday, joining pupils from Years 1 and 2. The pupils come from mainly advantaged backgrounds from several hamlets in a small local parish. There is no unemployment. However, the main industry, agriculture, is in decline and income is low. No pupils are entitled to free school meals. Attainment on entry is generally average. The number of pupils on the special educational needs register, mainly for learning difficulties, is below average. Two have a Statement of Special Educational Need, which is well above average. All pupils are from white United Kingdom heritage. Because there are very small numbers in each year group, pupils are taught in two mixed-age classes. Relatively high numbers of pupils move in and out of the school.

HOW GOOD THE SCHOOL IS

This is a good school. Effective leadership, management and teaching are leading to above average standards and good achievement, particularly in English, mathematics and science. It is a happy school, where pupils enjoy their work. Pupils care greatly for each other, and behaviour and relationships are excellent. Improvements since the previous inspection are good. The school provides good value for money.

What the school does well

- Standards are generally above average and pupils' achievement is good, particularly in reading writing, mathematics and science.
- Consistently good teaching in Years 3 to 6 has a significant impact on pupils' learning and the standards they attain.
- The headteacher provides strong leadership, enabling teaching and non-teaching staff to work as a very effective team.
- The positive and caring ethos ensures excellent relationships between governors, staff, pupils and parents.
- The school has a strong commitment to raising standards, and values each pupil's contribution, inspiring achievement, confidence and exemplary behaviour.

What could be improved

- Standards in information and communication technology are below average and pupils are not achieving enough by the end of Year 6.
- The curriculum for the children in the reception year is not broad and balanced, and pupils have too few opportunities to use their physical, creative and imaginative skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in 1997. However, improvement slowed, because of significant difficulties arising from the long-term absence of the headteacher following an accident. Many changes include a new headteacher and members of staff. Improvement has been rapid in the last two years. The new headteacher, with the governors, has established strong leadership and management. Standards have either risen or been maintained in almost all subjects. The National Literacy and Numeracy Strategies are well established. Good improvement has been made in all the key issues, although further work is required in information and communication technology. Teaching is still good, but there are shortcomings in the curriculum for the reception year. There have been significant improvements to the accommodation, and while further work is planned, some weaknesses remain.

STANDARDS

There are significantly fewer than ten children in each year group. This makes statistical comparisons of pupils' performance in national tests with other schools unreliable. For this reason, tables of performance data are not included in this report. Overall, standards are above average and all groups of pupils in Years 1 to 6, including high attaining pupils and those with special educational needs are achieving well. Test results are rising at a rate close to the national trend and the school performs particularly well in English, but not so well in mathematics. However, this does not show a true picture of standards and achievement in the school. The school is exceeding the challenging targets set in English and mathematics, and results for 2002 indicate a similar pattern. Attainment on entry to school is broadly average. By the end of the reception year, most pupils are achieving well and are reaching or exceeding the nationally recommended goals in all areas of learning except their creative and physical development. Their achievement slows in these areas of learning because they have too few opportunities to be creative and imaginative and take part in a range of physical activities such as construction, climbing and controlling wheeled toys. The curriculum for these pupils is too closely related to the Programmes of Study for pupils in Years 1 and 2. While this prepares them appropriately for the next stages of education, there are important gaps in their learning.

Standards in the work seen in English and mathematics at the end of Years 2 and 6 are above average. Some pupils in Year 4 are reaching higher than average levels in each subject and their achievement is rapid. Pupils achieve particularly well in literacy and numeracy and apply their skills effectively in other subjects. Standards in science and design and technology are average at the end of Year 2, and pupils achieve well to attain above average standards at the end of Year 6. In history standards are above average at the end of Year 6, but there is not enough evidence to judge standards at the end of Year 2. Pupils attain average standards in geography, physical education and religious education. Achievement is satisfactory, although it is hampered in physical education by the limitations of the accommodation. Standards in information and communication technology are average at the end of Year 2 and, although achievement is satisfactory and standards are average in the applications covered by the end of Year 6, overall, standards remain below average. This is mainly because the school does not have enough equipment and pupils do not have enough experience of data handling.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy in school and respond positively, but older pupils are sometimes more difficult to motivate.
Behaviour, in and out of classrooms	Excellent. Pupils are polite and there is no evidence of oppressive behaviour in classrooms or the playground.
Personal development and relationships	Very good. Relationships are excellent. Pupils are respectful and courteous to each other and the adults who work with them.
Attendance	Satisfactory overall. There is no unauthorised absence, but authorised absence is above average.

Pupils work and play happily together. Despite every effort of the school to reduce levels of authorised absence, several parents choose to take holidays during term time.

TEACHING AND LEARNING

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

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

Teaching is good overall and pupils learn effectively. Teaching was at least satisfactory, good or better in nearly seven out of ten lessons, and very good in two out of ten. Teaching is satisfactory with some strengths in the mixed reception, Years 1 and 2 class. It is good in the Years 3 to 6 class, where very good teaching was observed. Teaching is good overall in English, mathematics, science, geography, religious education, history, design and technology and physical education. Literacy and numeracy skills are effectively taught, and pupils successfully apply their skills in most other subjects. Teachers are enthusiastic about teaching English and mathematics. They capture the pupils' interest and help them to work hard. Teaching was good in the music lesson observed in Class 2, and satisfactory in art and design. It was not possible to judge teaching in information and communication technology, because no lessons were taught during the inspection.

Teaching meets the needs of most pupils well whatever their gender, special educational needs or social background. However, there are times when teaching does not meet the needs of pupils in the reception year because inappropriate activities and shortcomings in knowledge of the curriculum for this year group slow their learning. Teachers in Years 3 to 6 have good subject knowledge enabling them to produce interesting activities that motivate pupils. Planning is generally good, but does not always identify what each group of pupils will learn. Teachers ask well-timed and probing questions to extend pupils' knowledge and understanding. They have generally high expectations, which promote excellent behaviour and effective learning. Learning support and classroom assistants are very effective in their support of teachers and pupils. Pupils do not always have enough opportunity to learn for themselves without the intervention of the teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Some strengths, but creative and physical development is not emphasised enough in the reception year.
Provision for pupils with special educational needs	Good. Work is planned effectively to meet the pupils' individual needs; teaching enables pupils to achieve well. Learning support is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for moral development is very good and social development is good. Spiritual and cultural development are satisfactory, but pupils are not given enough opportunities to discuss and reflect upon their values and beliefs.
How well the school cares for its pupils	Very good: teachers know pupils well and monitor their academic and personal development effectively.

The school has successfully implemented the National Literacy and Numeracy Strategies. Limitations of resources mean that not all the aspects of information and communication technology are taught in full. The time available for art is limited and compromises pupils' achievements. Child protection procedures are very good. The school has good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and positive leadership and teachers fulfil their responsibilities effectively. This has a significant impact on pupils' achievement.
How well the governors fulfil their responsibilities	Good. The new governing body is effective, very supportive and is beginning to know the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The headteacher carefully monitors and evaluates results, teaching and learning, which inform performance management.
The strategic use of resources	Good. The school is effective and efficient at using available resources to improve pupils' achievement and teaching and learning.

The school has an appropriate number of well-trained teaching and non-teaching staff. The accommodation remains unsatisfactory because of a lack of a library, staffroom and school hall, which limits opportunities for teachers and pupils. Resources are satisfactory, but there are shortcomings and some computers are inadequate. The school is efficient and is successfully seeking ways of getting best value out of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel that their children like school and make good progress. They feel that behaviour and teaching is good and that homework is appropriate. The school expects the children to work hard and that it is well led and managed. They feel that the school works closely with them and that the governors, headteacher and staff are approachable. The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> A minority feels that the school does not provide an interesting range of activities outside lessons.

Inspectors support the positive views of the parents. The pupils enjoy their lessons and their behaviour is excellent. Inspectors found that the school provides a broad range of activities outside lessons for the number of teachers available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards of work seen are above average and pupils' achievement is good, mainly because teaching is good. Teachers plan challenging work that meets the needs of all pupils especially those in Years 3 to 6. There have been many changes in the school that have resulted in a rise in standards since the previous inspection. The new headteacher has focused her efforts on improving planning and teaching in literacy and numeracy by supporting the successful implementation of the national strategies. Over the last two years achievement has improved and effective systems are in place to track pupils' attainment in English and mathematics. This helps the school to set appropriately challenging targets based on the pupils' current performances in tests and assessments.
2. Attainment on entry varies from year to year and is currently average. When some pupils enter school their attainment is above average and achievement is rapid. The attainment of others is below average and they find it difficult to sit and listen. By the end of the reception year, most pupils are achieving well and are exceeding the nationally recommended goals in their personal, social and emotional development. Teaching is satisfactory and children are meeting the goals in communication, language and literacy, their mathematical development, and knowledge and understanding of the world. However, at times, the curriculum is too closely related to the Programmes of Study for the pupils in Years 1 and 2. Too few opportunities for pupils to be creative, take part in role play, and a range of physical activities like construction, climbing and controlling wheeled toy, restricts their achievement and they are not yet reaching all the elements of the goals for these areas of learning.
3. Standards are generally above average and achievement is good in Years 1 and 2 and Years 3 to 6. With the very small numbers taking the national tests, an analysis of the results, or comparisons with similar schools, are unhelpful because they do not paint a reliable picture of standards and achievement. The main reason for this is that each pupil's results constitutes 50 and 25 per cent of the results respectively. Some pupils had special educational needs and this affected their performance in tests, while one half of the pupils in Year 6 joined the school in May just before the tests were administered. However, the school's results in English, mathematics and science are rising at a similar rate to all other schools. The school's own data shows that pupils have achieved well over the last two years as they progress through the school.
4. As a result of the teachers' consistent and successful effort to improve teaching and learning in English, all groups of pupils' achievement is good. The basic skills of literacy are taught well throughout the school and standards, particularly in writing, are one of the school's significant strengths. Skilful questioning promotes speaking and listening effectively, and by the end of Year 2, pupils speak clearly with a good range of vocabulary and listen attentively. Good achievement in Years 3 to 6 means that by the end of Year 6, pupils are beginning to use standard English when they speak and adapt their talk to different purposes. Standards in reading are average at the end of Year 2, and pupils use the sounds letters make to help them to read. Achievement is good throughout Years 3 to 6 and pupils' reading is well developed, and they enjoy reading a range of authors from different genres. Good teaching means that they can find and make use of information from the library, the Internet and CD-ROMs. Achievement in writing is good and throughout the school pupils use increasingly interesting words to explain their ideas. They spell well because they practise. There are numerous examples in Years 3 to 6 where pupils use the skills they have learned in writing in science, history and geography. By the end of Year 6, pupils use words and phrases to capture the readers' interest. Handwriting and presentation are of a good standard.

5. Another of the school's strengths is the above average standard in mathematics at the end of Years 2 and 6. Achievement is good because teaching is good. Pupils in Years 1 and 2 achieve well, have a good understanding of place value, and can work out simple mathematical problems. They measure accurately, and know the properties of two and three-dimensional shapes. They can tell the time accurately using half-past and a quarter to the hour. They can draw simple graphs from the data they have collected. The good achievement continues and pupils in Years 3 to 6 build on what they have learned. Consequently, with consistently good teaching, standards are above average by the end of Year 6. Pupils use a broad range of strategies to work out answers to problems in their heads. They work accurately with decimal fractions and can translate them into percentages. They are confident at measuring shapes using degrees, but data handling is not as well developed as the other areas of mathematics.
6. Standards in science are average at the end of Year 2, achievement is good and with good teaching by the end of Year 6 standards are above average. By the end of Year 2, pupils know about life cycles of creatures and what is needed to make plants grow. By the end of Year 6, pupils have developed confidence in devising a fair test and understand the importance of variables in investigations. They know that some changes in materials are reversible and some are not. Their knowledge of physical processes is less secure. Pupils can conduct simple experiments and record their findings carefully. The pupils' achievement in scientific enquiry has significantly improved because teachers have planned challenging tasks that help pupils' knowledge and understanding.
7. The school has undertaken a great deal of work in information and communication technology to improve teachers' subject knowledge. The programmes of work are not fully operational and not all the elements are yet covered in full. Standards are average at the end of Year 2. Pupils use computers for a range of purposes and can program a toy and use other technology such as music tapes, mobile telephones and the digital camera. Achievement is satisfactory, but while standards at the end of Year 6 are generally average, overall in the work covered, standards remain below average. Pupils confidently access the Internet and word-process managing text and inserting pictures. However, they lack experience of framing questions when interrogating information, using sensors and other technological equipment, and data presentation using spreadsheets and line graphs. One of the difficulties faced by the school is that while standards far surpass what used to be expected, previous lack of investment in computers, hardware and software is impeding further progress.
8. Pupils attain above average standards in history and design and technology by the end of Year 6. In history, there is not enough evidence to make a secure judgement about standards at the end of Year 2, but pupils achieve well as they progress through the school. By the end of Year 6, they have a good understanding of the impact periods of history, such as the Victorians, have on society today. In design and technology, achievement is good from the average standards in Year 2 to above average standards at the end of Year 6. Pupils generate ideas for designs by collecting information and evaluating suitability and cost effectiveness of different products such as biscuits. They know how to make toys move. More could be done to improve the quality of the finished products. In geography, physical education and religious education, standards are average at the end of Years 2 and 6. Achievement is satisfactory, although that in physical education is compromised by the lack of space available. Standards in music are average at the end of Year 6 and achievement from Years 3 to 6 is satisfactory. It was not possible to judge standards at the end of Year 2.
9. Standards are generally higher and results have improved since the previous inspection in history, design and technology and physical education. There has been a strong emphasis on improving literacy and numeracy; the literacy strategy has been successfully introduced and, with new staff, teaching has improved in English and mathematics. Standards in all other subjects have either been improved or maintained, including information and communication technology. However, because of the changing demands of the subject and the limitations of the computers and other technology, standards at the end of Year 6 are still below average.

10. The headteacher and teachers carefully analyse results in relation to the levels the pupils' attain, and special educational needs. The results of both boys and girls are carefully tracked, particularly where there are so few in each year group. Test papers are examined to note trends in what pupils are getting wrong. Information is used to set targets for individuals and discussed with parents. Local and national data are used effectively to track achievement and make predictions about possible levels of attainment. This leads to appropriately challenging targets and the governors, teachers, learning support assistant and classroom assistant have a good idea what to do to raise standards and improve achievement. Consequently, the school is well placed to make further improvements.

Pupils' attitudes, values and personal development

11. Pupils' attitudes towards school are good and behaviour both in and out of the classroom is exemplary. This is an improvement since the last inspection when pupils' attitudes were largely positive. Both part-time and full-time children in the reception year are happy and confident in school. They work and play enthusiastically and are confident when talking in front of adults and older pupils. This is mainly because they are encouraged to talk about what they are doing. Pupils in both classes are keen to come to school and show positive, although relaxed, attitudes towards their learning. Children attending full-time are generally interested in their work, but sometimes become bored when tasks take too long or are not relevant to their needs. Pupils in Years 3 to 6 are quite happy to wait for their turn to speak with the teacher, and sometimes it would be good for them to be less patient and more actively involved in their learning rather than waiting to be told or directed. Pupils are interested in their lessons, and listen very attentively to their teachers. They contribute to discussions or answer questions when asked to do so, but they rarely show great enthusiasm, and teachers sometimes have to work very hard to motivate them to respond to challenges.
12. The behaviour of all groups of pupils is excellent and praised by parents, teachers and other adults who work with them. There is no evidence of oppressive behaviour in classrooms or the playground. Bullying of any kind is rare. Pupils are polite and courteous and understand the impact of their behaviour on others. This excellent behaviour is promoted in discussion sessions, and in the respectful ways teachers treat the pupils. There have been no exclusions in the last year.
13. Pupils show respect for each other and for the values and beliefs of others, including religious beliefs and practices. Older pupils show good awareness of behaviour that shows lack of respect and could cause hurt to other people, such as by calling them names if they wear glasses. They make sensitive responses when discussing differences such as the colour of skin or the different language people speak. Older pupils were keen to demonstrate that they would treat everyone as equals, and their relationships with other pupils in the school reflect these views. Younger pupils believe that they must not laugh at what other people believe or do because 'it might hurt their feelings'. Pupils respond well when opportunities are given for them to use their initiative and take personal responsibility; for example, when opening and closing external doors to admit visitors and choosing which country to research for their rivers topic.
14. Relationships are excellent and this inspires confidence, enabling pupils to develop very well personally. The school operates as a very caring family community and this is reflected in these exemplary relationships, which exist between all members of the community. Younger pupils enjoy the experience of being the 'Special Person' and even the very youngest pupils are confident to deliver the 'weather forecast' in whole-school assembly. Boys and girls of all ages and levels of attainment play happily together in the playground and older and younger pupils work in harmony in the mixed-age classes. Older pupils automatically care for the younger ones and they, in turn, look to them for help when needed. Pupils are very courteous and welcoming to visitors, and patient and tolerant with each other.
15. The level of the pupils' attendance is barely satisfactory, being slightly below the national average. This is because a significant number of parents choose to take their children on holiday during term time; despite the school's strongly worded statement in its prospectus.

There are no unauthorised absences. The pupils enjoy coming to school, and almost always arrive on time.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is good overall and pupils learn effectively. Teaching was satisfactory or better in all the lessons observed, good or better in nearly seven out of ten lessons, and very good in two out of ten. The quality of teaching has been maintained since the previous inspection, and there have been significant improvements in Years 3 to 6. Teaching in this class is one of the school's strengths because it has a significant impact on pupils' attainment and achievement.
17. Teaching is satisfactory in the reception year and has a positive impact on children's learning. There are strengths in the way pupils are encouraged to be confident, and this helps them to acquire new skills and knowledge quickly. When working with the classroom assistant, the part-time children are successfully encouraged to talk about what they are learning. This helps them to learn and reinforces what they have learned in previous lessons. Teaching of literacy and numeracy is good, and pupils are learning letter sounds at a rapid rate. They enjoy reading, writing and counting. The teacher is particularly skilled at questioning children and modelling good spoken English. However, there are shortcomings in teaching related to the teacher's knowledge of aspects of the curriculum for this year group and the appropriateness of tasks in other areas of learning. Frequently the curriculum is too closely related to the Programmes of Study for pupils in Years 1 and 2 in the class. Planning does not clearly identify what the pupils in the reception year will learn. Expectations are high, but the pupils are not given enough opportunity to be involved in physical, creative and imaginative activities such as role play, construction, climbing on apparatus or art and design. This limits their physical and creative development.
18. In Years 1 and 2, teaching is satisfactory and sometimes good. Teaching is particularly successful in Years 3 to 6 and the needs of pupils of different ages and levels of attainment in the class are met effectively. As a result, the different groups of pupils achieve well as they move through the school and their skills, knowledge and understanding are systematically developed as they move from Years 3 to 6. Teaching is good in English, mathematics, science, geography and religious education, and basic skills in literacy and numeracy are well taught, which enables pupils to practise their reading and writing skills on a regular basis. This contributes to the steady rise in standards. Literacy and numeracy are developed well in other subjects. There are numerous examples of good report writing in science, history, and geography and rhyming couplets formed the basis of composition in music. The pupils use their numeracy skills effectively in science and design and technology, carefully measuring and calculating. The teachers are enthusiastic about teaching English and mathematics and this captures the pupils' interest and helps them to work hard. Teaching is satisfactory in art and design. Only one lesson in music was observed in Years 3 to 6 and teaching was good, despite the teacher being a non-specialist. Although no lessons were planned to take place in history, the pupils' work and their knowledge of the subject indicates that teaching is good. Similarly in design and technology, work seen indicates that teaching is satisfactory, but has particular strengths in Years 3 to 6. There is too little evidence to make a secure judgement about teaching in information and communication technology, although teachers' subject knowledge has improved and they are developing information and communication technology as a support to learning in other subjects.
19. Teaching meets the needs of most pupils well, whatever their attainment, special educational needs, social background or gender. This has a positive impact on learning and their interest in the work that they undertake. There are times, however, when the needs of reception pupils are not fully met in the reception and Years 1 and 2 class. The wide age range is challenging, but, while at this time of the school year it is important for pupils to be working in the early stages of the National Curriculum, which works well in English and mathematics, insufficient attention is given to reception children's physical and creative needs. Pupils with special educational needs are taught well and there are particular strengths in their support and teaching in Years 3 to 6. Pupils' individual education plans contain clear targets and help teachers to plan work to

promote their learning and attainment. Plans are regularly reviewed and work is updated to meet the changing needs of the pupils. Pupils are mainly supported in lessons by knowledgeable learning support assistants, who know the pupils well. They work closely with the teachers and follow the lesson plans effectively. Teachers work hard to provide challenge to keep gifted writers and mathematicians enthusiastic and motivated. However, at times the oldest high attaining pupils in Years 1 and 2 and not always challenged enough and they are happy to sit back and not participate in lessons as fully as they should.

20. Teachers have a good subject knowledge and understanding of how to teach this age group in Years 1 to 6. This enables them to produce interesting activities that motivate pupils to work hard. They have a good understanding of the National Literacy and Numeracy Strategies. There have been significant improvements to teachers' knowledge in information and communication technology and they have recently been trained to a good level. This has developed their confidence in their own use of information and communication technology; for example, in downloading information from the Internet that they can use in lessons. They are committed to improving the provision and extending the use of information and communication technology to other subjects. Lesson planning has improved in Years 3 to 6, but is still in need of further work in reception and Years 1 and 2. Teachers share the objectives of lessons with pupils, often getting them to record the objectives, which enables them to refer to what they are expected to learn. This results in pupils having a clear understanding of what they are learning. Some planning is too vague and does not clearly show what each group of pupils will learn in each subject. Teachers work hard to motivate pupils by planning a good variety of interesting activities. Where teaching is most successful, they use a broad range of methods that stimulate pupils' intellectual and creative effort. A good example, of this was in a geography lesson in Years 1 and 2, where pupils studying Mexico, based their study on a family. They played a 'hot-seat' game, where they asked questions of each other in the role of members of the family. In mathematics in Years 3 to 6, brisk and lively mental calculation sessions at the beginning of lessons were thoroughly enjoyed by the pupils, who were quick to apply what they had learned in other lessons.
21. Teachers ask well-timed and probing questions, and intervene in pupils' learning just at the right time to help them to correct misconceptions and extend their knowledge and understanding. This very good use of questioning makes pupils think and helps them to formulate their own questions as well as to provide answers to help teachers to understand what they have learned. For example, in English, in Years 3 to 6, the teacher used his own poetry as a basis of the lesson. With careful questioning he helped the pupils to make changes to the vocabulary used in his poem. As a result, pupils used exciting words in their own poems and clever devices such as alliteration. Resources are generally used well, and pupils' learning in history and geography is enhanced by visits. A visiting specialist promoted good quality work in design and technology, for example, when pupils made toys with moving parts. They enjoyed the challenge of working with a visitor, and were proud of their finished toys.
22. Pupils are managed very well and this promotes excellent behaviour. Teachers have high expectations of work and behaviour and they expect to be listened to. Pupils respond by reaching good levels of attainment. Because teachers, learning support and classroom assistants value the pupils' work, and the contributions they make in discussion, pupils are keen to learn new things and have a go at challenging tasks. A good example of this was in a physical education lesson that had to be taught in the small village hall because of the weather. Pupils were taught a sprint start to help their running. The teacher encouraged them very effectively, and through his skilful use of specialist knowledge, he encouraged them to attempt and improve several sprint starts. The pupils were determined, and by the end of the lesson, whatever their level of physical skill, they all were delighted by their successes.

23. Learning support and classroom assistants are very effective in their support of teachers and pupils. They fulfil a range of functions and are very well respected by the pupils, who enjoy working with them. They are sensitive to their support of the children who attend part-time, and make their learning fun. Excellent relationships between the classroom assistant and the children promote their confidence and learning. The learning support of pupils with a Statement of Special Educational Needs is very sensitive and effective, enabling pupils to be independent and confident. Communication between staff is very good and this helps their work to be consistently good. They work well as a team with the teachers, and use their many skills to the full.
24. The few shortcomings in teaching are related to planning that does not clearly identify what all pupils will learn in Class 1 and too little attention to the specific creative and physical needs of the children in the reception year. Sometimes the pace of lessons slows for the youngest children when they have to sit for too long listening to others. In both classes, pupils do not always have enough opportunities to learn for themselves, without the intervention of the teacher.
25. Teachers carefully assess pupils learning, and know what they need to learn next. There are examples of very good marking and in some books, pupils comment on the marking noting how they will improve their work. However, some work in books was unmarked. Homework is used effectively to support the pupils' learning in lessons. Teaching continues to improve because teachers evaluate their strengths and weaknesses through discussion and targets set with the headteacher. This has a significant impact on pupils' learning, particularly in Years 3 to 6, enabling them to learn new things in a range of imaginative ways that capture their interest.

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

26. The quality of curricular and other learning opportunities is satisfactory with significant strengths, and prepares the pupils well for the next stages of learning. This is because an appropriate curriculum is in place that is broadly balanced and relevant to the needs of most pupils. The statutory curriculum is in place, including provision for a daily act of collective worship. All subjects of the National Curriculum and religious education are taught. This is similar to the judgement made at the last inspection. However, planning for progression in pupils' learning has improved considerably in the last two years. There are clearly strengths to the curriculum, particularly for English, mathematics and science. The curriculum for children in the reception year meets most of the areas of learning in the nationally recommended curriculum for the Foundation Stage. While some of the learning opportunities are exciting and engage the pupils' interest and promote achievement, other aspects are too closely related to the curriculum for pupils in Years 1 and 2. Consequently, the pupils do not get enough opportunities for their physical, creative and imaginative development.
27. The strong emphasis on English and mathematics means that the learning needs of all pupils are met well. The curriculum is suitably modified to meet the needs of pupils with special educational needs, and the provision is good. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and benefit from appropriate targets carefully constructed in the individual education plans. Provision for high attaining pupils is good and specific work is planned to boost their attainment.
28. The curriculum is reasonably broad and the school benefits from some joint activities, including games and other sports with other similar small schools. Time allocations for most subjects are generally appropriate. The amounts of time identified to enable subjects such as design and technology, geography and history to be taught in half-termly blocks is generally efficient, and are some of the reasons why the curriculum is sufficiently balanced. However, not enough time is spent on art and design to enable the pupils to explore a broad range of experiences to enhance their skills. The provision for literacy and numeracy is well co-ordinated. Teachers use effective strategies to teach English and mathematics in most subjects. However, opportunities to reinforce data handling are not clearly identified. The use of information and communication

technology as a tool for learning in subjects is developing appropriately and pupils research information for history and geography using the Internet. There are limitations to this due to the inadequacies of the computers and other resources, which will be rectified as part of the current improvement plan.

29. Planning has improved and effective use is made of the local education authority planning pack, which helps the school to successfully plan for the broad range of year groups in each class. In addition, teachers use nationally recommended schemes to support planning in subjects to help them to decide what they should be teaching and when. Teachers' planning in the long and short-term, monitored by co-ordinators and the headteacher, is reasonably detailed. Lesson planning mostly shows what is to be learned in lessons, although planning in the reception, Years 1 and 2 class is not always in sufficient detail to show what each group of pupils will learn.
30. Considering the size of the school and the number of teachers available, there is a good range of extra-curricular activities outside lessons. A successful range of after school activities are well attended by the pupils. These include sporting events and a residential camp with other schools as well as a newspaper and table tennis club. This provision makes a successful contribution to the pupils' personal development.
31. All teaching and non-teaching staff work hard to make sure that all boys and girls have equal opportunities and full access to the curriculum. As a result, the provision for most groups of pupils is good and they are achieving well. The careful planning ensures that whatever the pupils' attainment, they are fully involved in all activities.
32. The provision for personal, social and health education is good. This area is provided through topics such as the healthy eating and the sponsored skipping for the Heart Foundation. The ideas that underpin the curriculum are often emphasised in other lessons and reflected in the excellent relationships in the school, and; for example, in the school and classroom rules. The staff provide very good role models for the pupils. The school nurse visits to support health education and the school has sound policies for teaching about sex and relationships and the consequences of drug abuse.
33. Children from the village playgroup visit the school regularly and this helps them when they start school in the pre-school group. Pupils visit one of the local community colleges to use the gymnasium and other specialist areas and they make a visit to help them to prepare well for the next stages of learning. Very good relationships with a local schools group enhances the pupils' experiences and enables them to work with larger groups of pupils within their age group. Effective links with the community make a good contribution to pupils' learning through visits to support work in school, and the involvement of pupils in community events. For example, pupils enjoyed a visit to the local baker to support biscuit making in design and technology. They participated enthusiastically in the village celebrations for the Queen's Jubilee. Good use is made of the adjacent church and local farms for studies in history and geography.
34. Provision for spiritual, moral, social and cultural development is satisfactory overall with good features and areas for improvement. The last inspection report stated that provision was strong, and there are continuing strengths in moral development and in the good provision for social development. The provision for spiritual development is barely satisfactory and requires further development. Opportunities are provided in some lessons, such as music linked to art when Van Gogh's 'Starry Night' painting was discussed. However, many opportunities in lessons and in collective worship are missed. Pupils are not given enough time to discuss or explore their feelings or responses to what they hear and see. Assemblies are busy, and there are infrequent opportunities for pupils to pause and think about what is being said. Pupils do not have enough planned opportunities to wonder at the natural and man-made world or reflect on issues that concern or puzzle them.
35. The school makes very good provision for the pupils' moral development. Daily routines are well established and the school operates as a very caring, calm, ordered environment with every

child knowing what is expected of them. Pupils are successfully helped to know right from wrong by the consistent way that the rules are applied. School and class rules are displayed on classroom walls, but there is little need to refer to them. Adults provide very good role models in their relationships with each other and the pupils.

36. Provision for social development is good. Opportunities to undertake small responsibilities are given from an early age, and pupils are expected to co-operate and work together in many lessons. Links with other school, such as the annual residential camp, provide good opportunities for pupils to extend their social circle. However, older pupils are not given enough responsibility or encouraged to play an even greater role in the school.
37. Provision for cultural development is satisfactory overall. Understanding of the pupils' own cultural heritage is well provided for through local studies and visits to places of interest. Opportunities for pupils to appreciate their own and other cultures through art and music are not well developed. The school works hard to develop pupils' understanding of the richness and diversity in society through studies of other cultures, such as the Indians living in the Amazonian rainforest in geography and world faiths in religious education. A sensitive assembly about 'difference' helped the pupils to discuss issues relating to the colour of people's skin or serious disabilities. The school's clear policy to combat and confront racism promotes a respect for other cultures. However, more could be done to help pupils to gain insight and understanding about other cultures and traditions represented in other parts of the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school cares very well for its pupils. The pupils' welfare features prominently in its aims, which are met very successfully. Almost all parents state that their children are happy and eager to come to school. Very good arrangements for involving the pre-school children in many school activities mean that by the time they start school part-time they are quite familiar with its routines and staff. The excellent relationships throughout the school and its small size mean that all pupils rapidly become well known and have caring adults as well as other pupils to whom they can turn if they are experiencing difficulties. The school is sensitive to the needs of individual pupils and responds well, tailoring its teaching and support arrangements to include all pupils in its activities. It gives a high priority to developing the pupils' confidence.
39. The school is very successful at ensuring the health and safety of all members of its community and thoroughly assesses risks associated with its activities. This avoidance of hazard is very well conveyed to its pupils in its teaching of practical subjects and in arrangements for lunch-time play. Lessons in the programme of personal, social and health education given by the police officer, fire officer, school nurse and lifeguards contribute to the pupils' ability to keep themselves healthy and safe. Arrangements for child protection are very good and fully comply with locally agreed procedures. They have improved significantly since the last inspection. Liaison with external agencies is good and has also improved.
40. Procedures for monitoring and promoting attendance are satisfactory. Registration now meets legal requirements and data about absence is correctly reported. Links with the education welfare officer are effective in supporting families with difficulties. The school works hard to promote attendance, but unauthorised absence is above average despite letters sent to parents reminding them to avoid having family holidays during term time.
41. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. All staff contribute to the calm, purposeful atmosphere and respond to the pupils with courtesy and consideration. A series of clear rules have been drawn up by the pupils and are reinforced periodically in assemblies and around the school. Rewards are given appropriately. Any incidents of minor misbehaviour are quickly and sensitively handled. On the very rare occasions that a report of bullying is received it is dealt with quickly and thoroughly investigated. Appropriate action is taken with all pupils and parents being involved when necessary.

42. The school has effective systems in place for assessing attainment and achievement on a yearly basis. Assessment in English and mathematics is good and procedures in science are developing well. Termly tests and special lessons to assess and review achievement in writing and numeracy mean that pupils' skills and knowledge are well known. A sound range of procedures for assessing other foundation subjects and religious education is in place. Very soon after the children start school, they are assessed as required. This information is used to identify children who may need additional help and to start tracking achievement of individual pupils as they move through the school. A helpful bank of information about attainment and achievement is developing. In the period between national tests, non-statutory tests in English and mathematics provide information to use as predictions of what pupils should attain and set challenging targets for the end of Year 6. While pupils' writing is collected to provide examples of the range of standards expected in each year group, the school does not yet make collections of work in other subjects, which are given a level to help teachers in their own assessments of pupils' work.
43. The use of assessment to guide planning is effective and well organised. The process is improving and the evidence collected is providing a more precise insight into the development of each child. For example, the results of tests and assessment provided helpful information that was used to boost the attainment of pupils in Year 6. This helps the school to plan future work and improve how subjects are taught. There are good examples of marking that provide pupils with useful information about what they need to learn next to improve their work. In one example, a child made a written response to the teacher and his future work showed considerable improvement. However, this is not a consistent feature of marking because there is still some work that is unmarked or given just ticks. Procedures for monitoring personal development are satisfactory and conducted informally.
44. Procedures for monitoring and supporting pupils with special educational needs are good. Pupils are carefully assessed and parents informed and involved in reviews. The special educational needs co-ordinator knows the pupils and their families well. She is conscientious in monitoring individual education plans and records, ensuring that the provision outlined in the Statements of Special Educational Needs is implemented. The school ensures good relationships with external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has established a very good partnership with parents, and has the confidence of all groups in the community, which enhances the children's education. The links identified by the previous inspection have been maintained, despite the changes and difficulties encountered. Parents hold the school in high esteem. They strongly approve of the effect it has on their children's academic and personal development. They feel it has high expectations, good teaching and leadership, and welcomes their involvement. Their children are happy there. Some parents were unhappy about the variety of extra activities outside lessons. The inspection findings show that the staff work very hard to provide an interesting and appropriate range of trips, visitors, teams and clubs to enrich the pupils' experience.
46. The school provides parents with high quality information on its aims, expectations, procedures and activities in its prospectus, governors' annual report and newsletters. Reports on pupils' progress are good overall, giving useful information on gains in knowledge, understanding and skill in English, but less in other subjects. Attitudes, behaviour and contribution to the life of the school are well described – the teachers clearly know the pupils well. However, there are weaknesses in the reports for the youngest children, which do not cover all the areas of learning in the Foundation Stage curriculum to give a full picture of their achievement.
47. Both parents and staff value a series of termly consultation meetings. The headteacher has recently started the good practice of sending work home before the meeting, enabling parents to have some prior knowledge on which to base their questions. Useful records are kept of the main points arising from these discussions. Parents of pupils with special educational needs

are fully involved and consulted at every stage of the processes of assessment and review within the terms of the Code of Practice.

48. The involvement of parents makes a powerful contribution to the children's learning and the life of the school in general. Parents support their children's work at home, regularly hearing them read, encouraging them in their research projects and even writing about the experiences of the school bear when in their care. They accompany pupils on visits and competitive sports fixtures and raise substantial funds for extra resources and enrichment activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall leadership and management are good and have a positive impact on the standards, the quality of teaching and school improvement. The good management identified by the previous inspection was compromised by the previous headteacher's long-term absence following an accident. Relationships became unstable, administration became inefficient and systems and policies were not put in place as required. Consequently, the governors were not as well informed, as they should have been. Following the resignation of the headteacher due to ill health, the current headteacher took over the substantive post at the beginning of the current year, after being temporarily in charge for three terms. She quickly gained the confidence of the governors, parents and pupils and the local authority, which was overseeing school development. The new teaching team is effective and the pace of change became more rapid. The leadership now ensures a clear educational direction for school improvement, and the problems of the past have all been solved.
50. The leadership and management of the headteacher are good. The headteacher provides clear and positive leadership. She is committed to raising standards and improving teaching and learning within a well-organised school. The strong emphasis on raising standards and improving the pupils' achievements has led to the successful implementation of the National Literacy and Numeracy Strategies. This is a largely due to the support of the headteacher with the local education authority. In addition, the governors, headteacher and staff work effectively together for the good of the pupils. They know what has to be done to improve because the leadership inspires a clear educational direction. The governors and teachers are fully involved in decision making and evaluation.
51. There is a strong sense of teamwork, and the small teaching team has a determined commitment to succeed. This means that there is a strong and positive ethos and staff morale is high. The aims are strongly reflected in the life of the school. The contributions made by all groups of pupils whatever their gender, social background or level of attainment, are valued and their achievements are celebrated. This has a significant impact on their excellent standard of behaviour.
52. The governing body is effective and fulfils its responsibilities well. Following changes, the governing body re-formed under a new and very experienced Chair, and almost all other governors are new. The Chair is a regular and popular visitor to the school. The governors are very supportive and through regular visits, classroom observation and examination of pupils' work they gain insights into the organisation of the school. In addition, from discussion with co-ordinators, and reports from the headteacher, governors are beginning to know the school's strengths and weaknesses well.
53. The management of special educational needs is effective and this enables pupils to be very well supported in lessons, and at times, on their own or in small groups. The headteacher fulfils the role of special educational needs co-ordinator well. She carefully monitors the pupils' individual education plans, ensuring that work is appropriately matched to their individual needs. This means that the experienced learning support assistant for pupils with a Statement of Special Educational Needs uses her skills to good effect. Pupils are thoroughly assessed and this helps targets in the independent education plans to be clear and measurable. Pupils are fully and successfully included in all aspects of school life.

54. The small teaching team has a broad range of responsibilities and this marks an improvement since the previous inspection. The headteacher delegates responsibility very effectively, enabling teachers to use their skills and knowledge throughout the school. Each teacher, including the headteacher, has several key responsibilities that they carry out diligently. Co-ordination in English, mathematics and science is good, and in information and communication technology the co-ordinator is developing the subject well. Some subjects such as history, geography, music and design and technology are successfully co-ordinated by all the staff.
55. Monitoring and evaluation of the school's performance and taking action is satisfactory and developing effectively. The results of national and other tests are carefully analysed, and information is used appropriately to modify the curriculum and set appropriately challenging targets for individual pupils, teachers and the school as a whole. A good example, of this was the discovery that pupils' spelling was weak, and this led to changes in the way spelling was taught and a more systematic way of helping pupils to learn how to spell words. Co-ordinators monitor planning and sometimes pupils' work. The headteacher carefully monitors and evaluates teaching and learning through classroom observation. Other co-ordinators are not yet given time to observe each other teaching and appropriate plans are in place to develop this area of monitoring and evaluation. Information from evaluation successfully informs the well-constructed school improvement plan. Consequently, governors and staff are fully involved in decisions about improvement. The current plan is an effective tool for development and change.
56. The school has an appropriate number of well-trained staff to meet the needs of the curriculum. The teachers' knowledge and understanding is well used and their individual skills effectively enhance the pupils' achievement. The teaching staff are well trained and have attended appropriate recent training identified as part of the performance management process. Support staff are well briefed by teachers and they work well in each class, especially supporting special educational needs and the young four-year-olds.
57. The school's accommodation remains unsatisfactory. There have been improvements since the previous inspection and the new toilet block has provided very good facilities for both boys and girls and an additional office for the headteacher. The library is split between corridor and classroom collections, which inhibits its use by one class and limits opportunities for pupils to browse. However, pupils know how to retrieve books and fully understand the numerical system in which the books are organised. The lack of a hall means that the small local village hall has to be used for physical education, which constrains the physical education curriculum. The classrooms are used as dining rooms, which is unsatisfactory. A classroom has to be used for worship, and whole-school gatherings. There is no staffroom and teaching and non-teaching staff have nowhere to relax at break-times. Staff-meetings are held in the classrooms. The school office is in a temporary building, in the playground, away from the main school, and administration staff get wet walking to and from school in bad weather. Although there is a small new office, there is no quiet area for confidential meetings with parents. The playground is large and a large school field is good for games and for pupils to use at play-times in the summer. The building is due for further improvement in the summer holiday. The governors have appropriate plans for further improvement in the future, which include enhancing facilities on the school field, and creating a staffroom.
58. Overall, resources are adequate, but there are shortcomings. Overall, the children in the reception year and Years 1 and 2 have a good range of resources for most subjects. There is a good range of fiction and non-fiction to support individual, group and whole-class learning. The previous lack of investment in computers and appropriate software has limited the resources and equipment for information and communication technology. While there is an appropriate number of computers, not all are working efficiently and this restricts the pupils' achievement. The school improvement plan identifies further resources, when adaptations to the building are completed in the summer, which will rectify the inadequacies. Some of the musical instruments are worn and old and do not make clear sounds when they are played. For example, the skins on drums and tambours are stretched or torn. There are insufficient instruments that represent other cultures.

59. The school is now effective and efficient at using the budget to raise standards and enhance the learning of all pupils. Good use is made of strategic resources. Specific grants are well used to boost achievement and improve the quality of education for all the pupils concerned. For example, the special educational needs grant is supplemented by the governors and is successfully targeted at the pupils' individual needs. The Standards Fund is used very effectively to enhance the teachers' skills. The small grant for improving teachers' knowledge and understanding of information and communication technology has been well used and training has enhanced their confidence in using information and communication technology to provide teaching materials as well as enhancing the pupils' achievements. This places the school in a strong position for further improvement in this area. Educational priorities are effectively supported through efficient financial planning carefully linked to school improvement.
60. Financial planning and budgetary controls have improved and are satisfactory. The inadequacies of previous years have been rectified. The school uses local authority finance services to manage the budget, which was compromised by the effects of having to pay for long-term sickness. This left little money available for resources. Appropriate systems are now in place that enable the governors' finance committee to be well informed about spending, enabling future planning to be efficient. The current surplus is due to savings on the capital grants to be used for the building in the summer. New technology is used well to manage the budget and research information that teachers use in lessons. Further plans are appropriately in place to use technology to monitor results and assessments.
61. Satisfactory systems are in place to ensure that the headteacher and governors are appropriately applying principles in management to ensure that they get the best value. The headteacher and staff analyse test results and track individual pupils' achievements in comparison with previous performance. Comparisons with similar schools are complex because of the small numbers in each year group, but the school is making comparisons with small schools locally and nationally. Groups of parents and individuals are consulted informally about issues related to school improvement. Parents and their children are consulted about individual targets set. Some parents have been co-opted on to the governors public relations committee that has been formed to promote the school to parents and the community. Parent governors are active in consulting individual parents. There are no formal mechanisms for consulting with pupils, although their views are taken into account through discussion. The governors are careful to seek best value when planning improvements to the building or appointing additional staff.
62. Administrative procedures are generally efficient and minimise bureaucracy. The school secretary and administrative assistant support the headteacher well. The school is well organised to enable the teachers to concentrate their efforts on the pupils, and the headteacher to manage her complex role as teacher and manager. However, the few administrative hours available mean that the headteacher still undertakes unnecessary administrative tasks, such as collecting dinner and other money when no one else is in the office. The quality of education is good and standards are above average. Behaviour is excellent and pupils enjoy school. St Wenn provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To improve the effectiveness of the school further the governors, headteacher and staff should:

- (1) raise standards and improve achievement in information and communication technology by:
 - i) ensuring that all applications of information and communication technology are taught;
 - ii) ensuring that information and communication technology supports learning in other subjects;
 - iii) improving curriculum planning to ensure that the possible uses of information and communication technology are identified in each subject;
 - iv) ensuring that pupils have a broad range of technology to support their work.

(paragraphs 7, 17, 28, and 112-116)

- (2) improve the breadth and balance of the curriculum for pupils in the reception year and ensure that they have effective opportunities to use their physical, creative and imaginative skills by:
 - i) ensuring that planning in the reception Year 1 class includes a section for what the pupils' will learn, which recognises the steps to learning in the Early Learning Goals;
 - ii) ensuring that there is an overall plan of what pupils will cover over the long and medium-term, which ensures that all the Early Learning Goals are met;
 - iii) adapting the helpful planning for the reception year from the local education authority for all the children in the reception year;
 - iv) planning regular opportunities in the day and week when the pupils can extend their physical, imaginative and creative skills.

(paragraphs 2, 11, 19, 26, 64, 74-6)

The following minor weaknesses should be considered for inclusion in the governors' action plan:

- improve the provision for spiritual development (paragraph 35);
- broaden the opportunities for pupils in art and design (paragraphs 95-97);
- continue to seek ways of improving attendance (paragraph: 15).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	9	6	0	0	0
Percentage	0	21	47	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	26
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	2

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	12.4
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Tables showing results of national tests and teachers' assessment at the end of Year 2 and Year 6 in 2001 have been omitted to protect the pupils' identity because there are less than ten in each year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	26
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	11
Average class size	11

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	28

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.6
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.

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.

Financial information

Financial year	2001-2
	£
Total income	155,868
Total expenditure	150,165
Expenditure per pupil	6,470
Balance brought forward from previous year	9,341
Balance carried forward to next year	15,044

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	28
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	0	5	0
My child is making good progress in school.	47	47	0	0	5
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	47	47	0	0	5
The teaching is good.	58	32	0	0	11
I am kept well informed about how my child is getting on.	53	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	74	21	0	0	5
The school works closely with parents.	74	21	0	0	5
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	37	32	11	5	16

Other issues raised by parents

Parents are very supportive of the school after some years when relationships were not as good as they should be and parents took their children to other schools. They are proud of the family atmosphere. They have confidence in the governors and the headteacher.

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

64. The provision for children in the reception year in Class 1 is satisfactory. No evaluation of the provision was made in the previous inspection and, therefore, no comparisons can be made. Because each intake is less than ten pupils, it is only possible to make a judgement about achievement. Children are admitted to school part-time for two terms before they are formally required to start school. These young four-year-olds attend for mornings only and are taught by the classroom assistant. When pupils reach the term in which they are five years old they start school full-time, joining a class that contains small numbers of pupils from Years 1 and 2.
65. Overall, the attainment on entry of the current reception year is average, but there are wide variations. Some of the pupils find it hard to sit and listen, while others show great interest, are learning quickly and their achievement is rapid. Attainment on entry varies significantly from year to year, because of the small intake. By the end of the reception year, most children are achieving well. They are exceeding the nationally recommended Early Learning Goals in their personal, social and emotional development. They are meeting the goals in communication, language and literacy, their mathematical development, and knowledge and understanding of the world. This is mainly due to satisfactory teaching. In their creative and physical development they are not yet reaching all the elements of the goals.
66. While teaching is generally satisfactory, it is inconsistent and aspects of some of the recommended goals are not covered appropriately. There are strengths in the teaching of communication, language and literacy, mathematical development and the children's personal, social and emotional development because the teacher has a good understanding of how to teach these aspects to young children. However, there are shortcomings in the teaching of knowledge and understanding of the world and creative and physical aspects of the curriculum because planning does not identify clearly what the children who attend full-time in the reception year will learn. This is mainly because the curriculum for these children is too closely related to the Programmes of Study for pupils in Years 1 and 2. They have too few opportunities to use their creative and imaginative skills. Many important learning opportunities are missed. Pupils are kept waiting for others in the class for long periods, and do not have enough independence in their learning or choice about what they can do.

Personal, social and emotional development

67. The part-time pre-school children are confident and happy in school. They work and play enthusiastically with each other and the classroom assistant who works with them for the majority of time. They work well with the older children in the reception and Years 1 and 2, and are happy to demonstrate their skills and achievements. For example, in assembly, they confidently talked happily about the weather forecasts they had made, delighting the rest of the school. The teacher and the classroom assistant encourage them to talk about what they are doing and how they are feeling. The classroom assistant in particular is sensitive to their needs, helping them to learn to listen and take turns.
68. Children in the reception year are constantly encouraged to feel confident by sharing their successes with the rest of the class. They work confidently together and with older children. Relationships are very good, and they respond well to the teacher and classroom assistant. The 'special person', was a child in the reception year. She was proud to undertake her responsibilities and was happy to go into the class with the older pupils in Years 3 to 6 to deliver the dinner numbers. Children are proud of their good achievements and happy to talk to visitors in the school. They take turns and share equipment sensibly. They are generally interested in their work, but sometimes become bored when the activities continue for a long time or are too closely directed at the older pupils.

69. Personal and social development is well promoted in all areas of learning, and planning is satisfactory. The adults provide good role models for the children, always treating each other and the children with respect. This is a strong feature of the class, and older pupils in Years 1 and 2 are careful to support and encourage the younger members of the class. This leads to trusting relationships and helps pupils to develop an awareness of others. However, children do not have enough opportunities to choose activities for themselves, and to initiate their own ideas through play. There is in general a good range of resources to support this area of learning, including a good range of artefacts and books from other cultures.

Communication, language and literacy

70. Children's language and communication skills develop well and most talk freely about their experiences and the things that interest them. Teaching is good, and children achieve well. The part-time children enjoy listening to and using spoken language. They are keen to offer suggestions in a session on letter sounds and are enjoying learning their own special letter sounds, playing with the words they could make. The children at the end of the reception year have a good understanding of letter sounds. They speak clearly and most use long phrases or sentences. The part-time children recognise and can write their names legibly. Older pupils are able to write simple sentences or captions. Their spelling is above average because they can sound out letters and join the sounds to make words. The children in both groups enjoy stories and can remember the characters they have read about. At the end of the reception year the children know that print carries meaning and they can read simple sentences. Most letters are correctly formed. By the time they leave the reception year, most children can write independently for an appropriate range of purposes.
71. The reception teacher has successfully adapted the National Literacy Strategy to meet the needs of all the pupils. The sounds letters make are frequently reinforced through stories, rhymes and discussion sessions. Children are provided with an appropriate range of activities to develop their use of language for reading. The sounds they make are corrected and this helps them to remember what they have learned. In one lesson on connectives with Years 1 and 2, some children were successfully building on the previous day's work by using 'then' and 'after'. Children are achieving well. Consequently, while most are meeting the Early Learning Goals, a few are already working within the levels of the National Curriculum required in Years 1 and 2. The teacher knows the children well and, while planning does not always clearly identify what the children in reception will learn, high expectation of children's achievements enables them to extend their communication, language and literacy skills well.

Mathematical development

72. The part-time pupils know mathematical language such as 'more than' and 'less than', 'before' and 'behind'. They recognise most numbers up to ten and can match pencils and paper to each child in the group. The older children in the reception class can count up to ten and write their numbers with reasonable accuracy. When counting dinner numbers and the number of children present in the class, they can tell what number one more or less would be. Achievement is good and children are beginning to match hours of the day to events in school. Some of the higher attaining children are recognising smaller divisions of time. For example, in one mathematics lesson with Years 1 and 2, one child was delighted with her work, claiming 'I'm really good at these half hours!'. However, sometimes tasks are not practical enough and too much time is spent writing. Pupils become tired when they have to concentrate on one activity for a long time at the end of the day.

Knowledge and understanding of the world

73. Children enter the reception class with a good general knowledge, particularly those who attend part-time before they start school. The teacher builds effectively on their knowledge, helping them to learn more about the world. Achievement is satisfactory. The part-time children have been studying the weather and the classroom assistant, skilfully extends the learning of high attaining children using a map of the British Isles. Most children know where Cornwall is and

one child could point to Scotland on the map as he talked other children through the weather forecast for the week in a whole-school assembly. They can name different boats, recognising those they had seen before on trips to local harbours.

74. Planning is satisfactory and covers a wide range of tasks. Teaching is satisfactory overall, but there are strengths in the skilful questioning that helps pupils to understand what they have learned. The older children know where they live and that the school is in a small village. They enjoyed comparing St Wenn with a small town in Mexico and discussing photographs of Mexican families. They have made salsa and can recall the ingredients. They know that tortillas are small pancakes and that people in the town in Mexico do not have taps and sinks and that cookers are often outside and food is cooked on an open charcoal fire. When playing a game called the 'Hot Seat' the reception children made sensible answers to questions about the lives of the Mexican families on the photographs. In science, pupils knew that they had two ears and that they hear with their ears. However, activities in this lesson did not have clear objectives for children in the reception year and children did not fully understand what was expected of them. The curriculum is often more relevant for the pupils in Years 1 and 2 in the class and does not cover all the aspects recommended for the Foundation Stage. There are limited opportunities for children to be involved in role play about the areas about which they are learning.

Physical development

75. Children's achievement is generally satisfactory and they participate fully in physical education lessons with the children in Years 1 and 2. They can run and dodge about the space, stopping with reasonably good control. They can throw a ball with accuracy and some pupils can catch the ball from others. The village hall is small, which limits the space available for running, jumping, and throwing balls. They know that their heart beats faster when they have been running. When given an opportunity they can move wheeled toys around the playground with sound control, but this is not a planned aspect of the provision. The limitations of the accommodation mean that the pupils do not have climbing equipment and the range of equipment is limited because of the size of the area. They handle scissors and paint brushes carefully and manage glue sticks carefully. However, there are too few opportunities for pupils to construct models using small and large construction equipment, even though it is available, which limits the range of experiences and their physical development.

Creative development

76. The part-time pre-school children enjoy their creative activities, and achievement is satisfactory. For example, they delighted in constructing and painting a boat out of cardboard. Children were excited that the model was big enough for them to play in. Colours were carefully chosen and everyone enjoyed painting the finished model. Paint was administered with care and the classroom assistant skilfully steered the discussion about colours and what should or should not be included in their creation. They planned vigorous imaginative play about pirates and their creativity was enhanced by conversations about whether pirates were good or bad and how the 'goodies' could rectify the misdemeanours of the 'baddies'.
77. No creative activities for full time children in the reception year took place during the short time of the inspection. Examples of children's work showed that they draw and paint using pencil and a good range of colours. They know how to mix colours together and enjoy making patterns and prints. Children are beginning to remember the names of some of the percussion instruments and sing enthusiastically in assembly. They make interesting models from boxes and have achieved well in drawing the members of their families over the year, from small circles with eyes to bodies with a torso and legs as well as arms and a head that has features and shows emotions. There was too little evidence of imaginative role play for the reception year, but the pre-school children enjoyed playing in a shop and Noah's ark. Creative development is not emphasised enough and not enough time is given to imaginative role play.

ENGLISH

78. Overall, standards of attainment in English are above average and the pupils' achievement is good. From an average start, pupils attain above average standards in the work seen by the time they leave the school in Year 6. Pupils of all levels of attainment achieve well. High attaining pupils are appropriately challenged to enable them to read and write skilfully. Pupils with special educational needs are very well supported and produce English that is close to the levels expected nationally for their ages. Good improvement has been made since the previous inspection and the National Literacy and Numeracy Strategies have been successfully and thoroughly implemented.
79. There are too few pupils in Years 2 and 6 to make a reliable analysis of national test results or comparisons with similar schools. Because of the very small numbers in each year group, variations in attainment each year do not paint a reliable picture about standards in the school. This is because of the different ability of individual pupils and not a decline in standards. One pupil's results are 25 per cent of the results. School records over the last two years show good improvement and that individuals, including both high attaining pupils and those with special educational needs, are achieving well as they move from year to year. One of the main reasons for this is that teaching is good and firmly based on an effective knowledge and understanding of how to successfully teach basic literacy skills.
80. Standards in speaking and listening are above average by the end of Years 2 and 6, and pupils' achievement is good. From Year 1, pupils are encouraged to engage in discussions about their work. In Years 1 and 2, skilful questioning from the teacher encourages pupils to explain their ideas using a good range of vocabulary. Because the teacher corrects the English pupils use and promotes speaking in sentences, pupils gradually use a good range of words to express their ideas. They listen well to each other and the adults who work with them. In Years 3 to 6, pupils are developing increasing skill in discussion. By Year 6, they are starting to use standard English. They talk and listen confidently in a broad range of contexts. They adapt their talk to the purpose; for example, discussing their work informally, answering questions or presenting work in assembly. In relaxed conversation at lunch-time, they are articulate and amusing. Drama and role play are not used as effectively as they should be to promote speaking and listening and imaginative skills.
81. Achievement in reading is good. Pupils attain average standards by the end of Year 2, and standards are above average by the end of Year 6. Basic skills of reading are taught well in Years 1 and 2 and pupils have a good knowledge of the sounds letters make individually and when joined together. This helps them to use a range of strategies to read unfamiliar words. The new scheme for teaching letter sounds motivates the pupils and they enjoy the success they achieve. They read simple passages of writing with reasonable accuracy and enjoy describing what they have read. Good achievement in Years 3 to 6 means that by the end of Year 6, pupils have knowledge of a broad range of authors in different genre. They enjoy reading poetry and read with good expression, using punctuation effectively. When discussing different authors' work, they describe how characters and themes develop. Teaching is good, and very effective methods are used to encourage pupils to find and make use of ideas and information from a well catalogued, but small, library, the Internet and CD-ROMs.
82. Standards in writing are above average throughout the school. Achievement is good because a strong and appropriate emphasis is given to writing for different purposes in each class. Teaching is good and in Years 3 to 6 it is very good, providing successful opportunities in all subjects for pupils to practise their writing skills. For example, in Years 1 and 2 pupils were writing instructions about how to make a salsa dish related to their study of Mexico. Another good example is in Years 3 to 6. Pupils practise their report-writing skills when recording the results of science experiments. In music a very effective link between the rhyming couplets written in a literacy lesson and pupils' musical compositions reinforced their understanding of different forms of poetry. Pupils use interesting words to explain their ideas and their spelling of simple words is accurate. They have a good knowledge of the sounds letters make so they make good attempts at spelling complex words. Teaching is successful and promotes good

achievement. For example, in one lesson about connectives pupils had a thorough grasp of connectives and both Years 1 and 2 were using 'then', 'next', 'first' and 'after'.

83. Achievement is good, and by the end of Year 6 writing is above average. Writing that was well above average was observed in Year 4, where pupils confidently and accurately used speech marks and exclamation marks to make an impact in their writing. Numerous examples in science, history and geography showed writing of good quality, enabling pupils to apply the skills they have learned in literacy lessons. Examples of effective extended imaginative writing in Year 6 developed ideas interestingly. For example, good use of phrases and imaginatively chosen words such as, 'Little Red Riding Hood giggled and went very red in the face' and 'The plane plummeted to the ground' capture the interest of the reader. Handwriting is systematically taught throughout the school. Consequently, handwriting is of good quality, fluent, joined and neat.
84. The quality of teaching is good in each class. Teaching consistently helps pupils to learn effectively and attain above average standards throughout the school. There are particular strengths in the way that teachers question pupils to motivate them and maintain their interest, as well as elicit what they have learned. Teachers make sure that at the beginning of lessons, pupils of the different ages and abilities know what they are going to learn, and how it builds on previous work. The National Literacy Strategy is implemented in a way to suit the small size of the school and the mixed ages in the class. Teaching methods are effective and very good in Years 3 to 6. For example, in a poetry lesson the teacher modelled writing poetry very well. He challenged the pupils to improve his work by changing the rhyming words. The pupils were really excited about the activity and worked hard and successfully to create their own verse. They learned about using words creatively to have an impact in the poem, as well as consolidating their knowledge about rhyming couplets. Planning is sound in Years 1 and 2 and good in Years 3 to 6 because it is more detailed about what pupils in each age group and attainment level will achieve in each lesson. Some opportunities for pupils to brainstorm ideas quickly with a partner are missed in lessons. At times in Years 1 and 2, the pupil in Year 2 has to wait too long at the end of lessons while each child presents their ideas, and she loses concentration.
85. English is very well led and managed by the co-ordinator, who is the headteacher. Information and communication technology is used very effectively as a tool for learning in English and pupils word-process their work, when the computers are available. The school has benefited from very effective support from the local authority. Assessment is thorough and teachers track the pupils' achievements very carefully. Teaching is effectively monitored in English and feedback is provided to help teachers to improve. The accommodation is unsatisfactory and there is no designated room for a library. However, the small library area is well organised and resourced. Pupils know how to use the number system to retrieve information. Successful leadership promotes a shared commitment to succeed and this is reflected in the performance of the pupils. The school has a good capacity for further improvements.

MATHEMATICS

86. Standards in Years 2 and 6 are above average and have been maintained since the previous inspection. There are very small numbers in each year group and comparisons with national statistics and similar schools are not secure. The work seen shows that all groups of pupils achieve well throughout the school. This is supported by the national test results, although the results of one pupil are 25 per cent of the results. Achievement is good overall. There are no significant differences in the achievement of boys and girls and pupils with special educational needs achieve well.
87. By the end of Year 2, pupils have a good understanding of place value, and can work out simple problems in mental arithmetic such as 'ten more than' a given number and '20 less than' a given number. They can calculate change from a pound coin if they purchase three items costing 20 pence. Pupils confidently order a set of numbers up to 100 and accurately add three two-digit numbers. They are able to measure accurately using centimetres, and have worked successfully with millimetres. Pupils know the properties of two-dimensional shapes such as

squares and rectangles, and some of the properties of three-dimensional shapes such as cubes and cuboids. They can tell the time accurately using half-past and a quarter to the hour, and are successfully working on problems about measuring the passage of time. Pupils can draw simple graphs to show data collected and they understand what the graphs represent.

88. Achievement is good and by the end of Year 6, pupils show confidence in a range of mathematical strategies to work out answers in their heads, although some take longer than others. They have a very good understanding of place value and this enables them to work confidently and accurately with decimal fractions. They can write equivalent fractions as decimals and vulgar fractions, and translate them into percentages. Pupils are able to work out the area of regular shapes and use the formula to work out the area of triangles. They are confident in working with angles and most can use and interpret coordinates in the first quadrant. Pupils are less confident in solving word problems, and attainment in data handling is average.
89. Pupils achieve well in most aspects of mathematics. In Year 1, pupils tell the time to the hour and can add and subtract numbers up to twenty. They recognise shapes such as a square and triangle. They can recognise odd and even numbers. In Year 3 pupils build well on the work they have covered in Class 1. Higher attaining pupils understand decimals to two places and simple fraction equivalencies. They recognise acute angles in shapes and draw shapes with two lines of symmetry. In Year 4 there is evidence of exceptionally high standards in number work and in Year 5 standards are also above the levels expected nationally for their age group.
90. The quality of teaching in mathematics is never less than good throughout the school. In Class 1, pupils are given appropriate tasks and good support. A good example of this was when Year 1 tried to solve problems about 'how long since' using a play clock and when Year 2 had to solve the problem of 'how long did I practise my violin?'. In Class 2, the pupils in each group know what their targets for improvement are. The teachers and classroom assistants address the needs of individuals well. The organisation and planning show clearly what each group will learn and, where appropriate, younger high attainers work with the older pupils so that the work is sufficiently challenging. Very good relationships and skilful questioning of individuals as well as high expectations of behaviour and effort are reflected in the levels of concentration shown in lessons, particularly in Class 2. Older pupils are expected to write the learning objective in their books, which acts as a good reminder when they are looking back at previous work. Most marking is good and clearly identifies what pupils do well, and what needs to be improved. The brisk pace and good range of methods used were a feature of the very good teaching observed when pupils were challenged to write vulgar and decimal fractions as a percentage. The whole-class introduction is brisk, lively, and challenging. However, this means that the younger pupils are not always able to contribute. Mental challenges across the range of work covered would enable pupils of all ages to participate more fully.
91. Since the previous inspection, the school has successfully implemented the National Numeracy Strategy. This has provided a clear framework to ensure that pupils cover all aspects of mathematics, however, currently, there is insufficient emphasis on data handling. The school is addressing the need to improve pupils' ability to answer word problems. Mathematics is used well across the curriculum in subjects such as science and design and technology. Opportunities for the use of information and communication technology to support learning in mathematics, particularly for data handling, are not yet developed well enough. Regular assessment is used to track pupils' progress and teachers are very aware of individual strengths and weaknesses.

SCIENCE

92. Standards are average at the end of Year 2 and above average at the end of Year 6, and pupils' achievement is good. However, this judgement does not match the recent national test results for pupils in Year 6. The results are unreliable because of the very small size of the group and the different abilities of the pupils in the current Year 6. Comparisons with other schools are also not reliable, because one pupil's results count as 25 per cent. Also, the test does not cover all

the requirements of the National Curriculum. Standards at the end of Year 6 have improved since the last inspection when they were judged to be average. The previous inspection also identified weaknesses in scientific enquiry in Class 2. This weakness has been addressed and pupils in both classes, including pupils with special educational needs, are achieving well.

93. By the end of Year 2, pupils know the conditions needed to grow plants and are able to record their findings. They know about the life cycle of creatures, such as butterflies, and can accurately label the stages of their development. Pupils can draw a simple electrical circuit and explain how a bulb lights up. They know that sounds are louder if you are closer to the source. Achievement is good and by the end of Year 6, pupils are confident in discussing how to set up a fair test, and which variables will change and which will stay the same. They can respond to challenges such as 'Does the size of a piece of paper affect how long it takes to fall through the air?' They conduct simple experiments to find out how to separate salt and sand from water, and use scientific vocabulary such as 'condensation' and 'evaporation' accurately. Pupils know that some changes in materials are reversible and some are not. Knowledge and understanding of physical processes is less secure and this is because they have not had enough recent opportunity to revisit or apply their previous knowledge in this aspect.
94. Teaching is good overall and is never less than satisfactory. One lesson in each class was observed and although the lesson in Class 1 had both strengths and weaknesses, it is apparent from the work in pupils' books, and the level of pupils' knowledge that good teaching takes place. Exceptionally good use of questioning and very good relationships are strengths. However, there were weaknesses in the lessons seen when the learning objectives were not always sufficiently challenging for all groups of pupils and lessons were not of a brisk pace. Features of good teaching were seen when older pupils were setting up a fair test to muffle sound. The enthusiasm of the teacher, high expectations of all pupils, good subject knowledge, as well as well prepared resources and very good questioning, were strong features of the lesson. In this lesson the pace was too brisk at times and the teacher sometimes did too much 'telling' rather than giving the pupils, particularly the oldest, time to use their initiative and work out the answer for themselves.
95. Teachers mark work constructively and learning objectives written in books, remind the teacher and the pupil of the standards attained against that objective and what needs to be learned next. Formal assessment procedures are being developed. However, currently work is not checked against national levels and there are no collections of pupils' work to show achievement. Pupils show very positive attitudes towards science. The good teaching promotes good learning. Consequently, pupils concentrate effectively in lessons, and carry out experiments with minimum supervision, sharing resources and taking turns. Written work is neatly presented.
96. Subject leadership is well informed and enthusiastic and the recent audit of resources has informed budget spending appropriately. The school uses a planning pack from the local authority for science and has received helpful advice on how and when to teach each component to mixed-age classes. However, pupils do not have enough opportunities to apply their knowledge and understanding of scientific ideas through links with other subjects. While planning is monitored, the co-ordinator does not ensure that the learning objectives are appropriate for the age of all the pupils in Class 1. Opportunities for pupils to use information and communication technology are limited by lack of resources, and there is not enough emphasis on data handling. The impact of this is that pupils' ability to interrogate and interpret their findings is sometimes limited.

ART AND DESIGN

97. By the time pupils reach the end of Year 2, standards are in line with the levels expected nationally and by the end of Year 6, standards in the work covered are also broadly average. Achievement is satisfactory overall. It would appear that standards have fallen in Years 1 and 2 since the previous inspection and have been maintained in line in Years 3 to 6. Since that time the school has rightly had to concentrate its efforts on implementing the National Literacy and

Numeracy Strategies and establishing information and communication technology. This has left little time for development in art and design.

98. At the end of Year 2, achievement is satisfactory, and pupils mix and apply paint to show the heat and patterns of fire. They make prints using different materials and create collages to represent the Isles of Scilly from different textured materials. They produce line and pattern art by using the computer. By the end of Year 6, pupils can mix paint well to create skin tones such as in the Tudor portraits, and create a wide range of colour shades when attempting landscapes based on digital camera images. They create a still life composition and evaluate their composition and subsequent work. Some pupils can draw accurate representations of objects, but overall, the standard of observational drawing is below average and pupils have difficulty in proportionality and perspective. Sketchbooks indicate that some pupils do not make the expected progress over time in mark-making to create light and shade or in figure drawing. They have limited experience of working with textiles and other art materials and not enough opportunity to study or find out about the work of artists, past and present, both locally and elsewhere in the world.
99. The art and design curriculum is somewhat narrow and older pupils lack knowledge about the work of famous artists. Information and communication technology is not used enough to promote design or explore different art techniques. Resources are satisfactory, but the small classrooms do not promote and facilitate practical activities. The joint co-ordination of the subject is sound, but there is no means of ensuring that art and design is appropriately emphasised and that skills are taught systematically as pupils progress through the school. Good strategies for pupil and teacher assessment and evaluation in art have recently been introduced, which could be used in other subjects to actively involve pupils in identifying areas for improvement.

DESIGN AND TECHNOLOGY

100. Although no lessons in design and technology were observed during the inspection, standards of work are broadly average at the end of Year 2 and above average at the end of Year 6. Achievement is generally good. It is not possible to make a secure judgement about teaching, although planning, photographic evidence, discussion with pupils and pupils' work indicates that teaching is at least satisfactory in each class, with some good teaching in Years 3 to 6. Satisfactory progress has been made since the previous inspection where it was a key Issue. Design and technology is now secure on the timetable and a good range and quality of learning opportunities ensure that requirements are now fully met.
101. By the end of Year 2, pupils design a picture with a moving part, and design and make clothing using different fabric. The pupils have a good understanding of what constitutes a healthy meal, putting protein, carbohydrates, vegetables and fruit together in healthy portions.
102. Achievement is good because teaching is systematic. Work shows that teachers have a good grasp of the requirements for the subjects and what will help pupils to learn new ideas. By the end of Year 6, pupils generate ideas by collecting information. For example, they evaluated value for money from a range of biscuits, by measuring the proportion of different ingredients. This effective link with mathematics helped pupils to use technical language effectively as they described their findings. Pupils know how to design and make sandwiches after investigating pupils' likes and dislikes. Their work on moving toys followed an investigation about appropriateness and safety. The school made very good use of a visiting specialist and this enhanced the pupils' learning. They evaluated and modified their designs, clarifying their ideas through labelled drawings. Achievement was good when they learned about pulleys and cranks and mechanisms that could make their toys move. While more could be done to help pupils to make good quality finishes to their final products, pupils are rightly proud of the successful toys they made. Several pupils are already planning how they could improve what they have done.
103. Design and technology is jointly and effectively co-ordinated. A broad range of learning opportunities is planned to successfully motivate pupils to want to learn. Information and

communication technology is used effectively to support learning through data handling, such as the work about potato fillings. Pupils experimented with a graphics program, when looking at the designs of boxes that could promote a product. The accommodation is inadequate and models and products are difficult to store and display. The school is well placed to improve the design and technology curriculum further.

GEOGRAPHY

104. Standards at the end of Years 2 and 6 are average. This was also the judgement of the previous inspection and standards have been maintained.
105. By the time pupils are in Years 1 and 2, they have a sound understanding of their own locality. They can identify where people live and label them on a simple map. They can use a map of the British Isles and know where the different countries are. They can compare life, work and climate in St Wenn and Tocuaro and have some understanding of the geographical features, which make the Isles of Scilly a good holiday destination. Achievement is satisfactory and, by the end of Year 2, pupils compare their own locality with Bodmin and places in other countries. They know how changes affect the lives of people living there and can use a range of maps with confidence. Pupils are able to use a good range of geographical vocabulary such as 'source' and 'estuary' as part of their river study, and enquiry skills are well developed through fieldwork and research. Information and communication technology is used well in geography and pupils can access information with confidence.
106. In some lessons gains in learning are very good. A good example of this was seen in a lesson when older pupils were finding out about rivers and appropriate challenges were set across the age range. This is mainly because teaching is never less than good and the teachers' enthusiasm and subject knowledge is evident in the work produced. The quality of teaching and pupils' very good learning in the lesson observed indicates that when geography is being taught pupils achieve very well and standards could be even higher if more curriculum time was allocated to geography. The gaps between the periods of time allocated to geography result in a slowing down of achievement to satisfactory. There are good cross-curricular links with history, art and design, and literacy and numeracy are further developed through opportunities to research, record and apply previous knowledge. At the time of the previous inspection, resources were limited and there was no scheme of work. Both these issues have been effectively dealt with. The school uses the local education authority planning pack, supported by the nationally recommended schemes of work, and appropriate resources have been purchased.

HISTORY

107. There is insufficient evidence in history in Years 1 and 2 to make a secure judgement about standards, achievement, teaching and learning. However, work seen in Year 3 indicates that standards are average at the end of Year 2 because the pupils have a good grasp of the passage of time, and recognise that time can be broken into different periods. Pupils apply their knowledge to the current study of the Tudor period and achieve well in presenting their ideas pictorially.
108. From pupils' work in Years 3 to 6 and informal discussions with them, standards are above average, particularly in their understanding of the impact that different periods of time have on the present day. Achievement of all pupils, including those with special educational needs and high attaining pupils, is at least satisfactory and often good. This is mainly because they are challenged by the work they are given. Work seen shows good improvement as they become older and are faced with important issues such as the consequences of the Spanish Armada on life in England. Pupils can identify important characters in Tudor times. Work is very well presented and pupils are applying their literacy skills significantly well. They have a good knowledge of local history and are developing a clear understanding of the impact of Victorian England on their lives today. Pupils had great enjoyment in their study of Ancient Egypt and made good comparisons with Egypt today.

109. Particularly good examples of marking were noted. The comments made by the teacher on a piece of work were noted by one pupil, who responded positively making their own comments and subsequent improvements to their work. Such responses should be encouraged to give credibility to successful marking. The curriculum for history is broad and balanced and planning is at least satisfactory. Trips, visits and artefacts from the local museum service enhance the curriculum. In Years 3 to 6, planning clearly indicates what each group of pupils will learn. The teachers jointly and successfully co-ordinate the subject, ensuring that it is taught appropriately. Work and planning are evaluated, but further developments to monitoring and evaluation of teaching are required. Information and communication technology is used effectively to support learning and pupils know how to seek information from the Internet and through CD-ROMs. This marks a good improvement since the previous inspection. The curriculum has been broadened and standards have improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. By the end of Year 2, standards are broadly average. While standards at the end of Year 6 in the applications taught are average, not all the elements are yet covered in full, and pupils do not yet know what they should know in this age group. It is important to recognise the new challenges set for 11-year-olds in this subject area. Standards far surpass what was expected at the time of the last inspection and the school has made good improvement in the last two years. Most pupils are achieving well. The previous lack of investment in computers and appropriate software to match the demands of the curriculum has impeded further progress. However, opportunities for the use of information and communication technology to support learning in other subjects is growing and remains one of the school's priorities for improvement.
111. By the end of Year 2, pupils are able to use the computer for a range of purposes such as spelling games, presentation of their written work and art to make patterns and fill in colour. They can program a toy to make simple movements. With help, they can save and retrieve their work and access the Internet to find out information about Mexican sombreros. They can use other technology such as listening centres to enjoy story tapes, the mobile phone to report a fire in role play and the digital camera to take pictures for their food folders.
112. Achievement is satisfactory. By the time pupils reach the end of Year 6, they can access and use the Internet to search for information. They word-process text, drop pictures from the Internet into text and use the digital camera unaided. Some pupils use email at home. Pupils lack opportunities and experience in a range of elements of information and communication technology, such as framing questions when finding and interrogating information, the use of sensors and other information and communication technology equipment, data presentation using a range of methods such as spreadsheets and line graphs. Opportunities for pupils to present information using multimedia have been limited and this has impacted on standards.
113. There is insufficient evidence on which to form a judgement about teaching. However, subject knowledge has improved and all the teachers have recently completed an in-depth training programme and attained 'Silver Standard'. Teachers and other staff act as good role models in their own use of information and communication technology to aid lesson planning, often accessing the Internet to download pictures and information. They are enthusiastic, knowledgeable and committed to further improvement. From the limited evidence available pupils show very positive attitudes towards information and communication technology. They are keen to use the available programs and show good levels of concentration when working on their own.
114. The school improvement plan appropriately identifies the need for more planned links with other subjects, the use of information and communication technology using CD-ROMs, the need for progression across the key elements to be carefully planned and pupils' achievement to be monitored. Assessment procedures are beginning to be used, but records of the acquisition of skills leading to target setting are yet to be introduced. The school is well placed to make further good improvement.

MUSIC

115. There was too little evidence of music during the week of the inspection and it is not possible to make a secure judgement about standards, achievement, teaching and learning in Years 1 and 2. The one lesson observed and the taped music analysed indicate that standards at the end of Year 6 are average. Achievement is satisfactory because pupils are making appropriate gains in their learning as they move from year to year. One of the reasons for this is that, although teachers are non-specialists they work hard to provide a broad and balanced curriculum for pupils, using a nationally recommended scheme of work and good support from the local authority advisory service. The standards in Years 3 to 6 have been maintained since the previous inspection.
116. By the end of Year 6 pupils use correct musical terminology when describing their performances. The standard of singing is satisfactory. Pupils can improvise rhythmic phrases and maintain a pulse when adding accompaniment to rhyming couplets they had previously written. Teaching was good and this effective link with an English lesson enhanced the quality of the pupils' learning in music and consolidated their learning about poetry. Pupils can maintain their part by ear when performing a series of notes called an 'ostinato' and compose and perform their own compositions using percussion.
117. The curriculum is reasonably broad and balanced, but more should be done to enhance the pupils' knowledge about notation and modern and past composers. Music is not used effectively as it should be to support assembly, although pupils sing the hymns appropriately, guided by taped music. The range of musical instruments is broadly satisfactory, but some of the drums, tambourines and tambours are broken and do not make appropriate sounds. More instruments from other cultures would enhance the provision. Information and communication technology is not yet used to support the pupils learning, although compositions are tape-recorded.

PHYSICAL EDUCATION

118. Standards in the two at the end of Years 2 and 6 lessons observed in physical education are broadly average. By the end of Year 2, pupils are able to catch and throw a ball quickly and accurately. Achievement is good because the teacher intervenes successfully in the pupils' learning to teach them skills to facilitate accurate throwing, such as stepping forwards onto one leg. Pupils know how to exercise safely and describe the affect on their bodies after vigorous running.
119. Achievement is good in Years 3 to 6 because teaching is often very good. Consequently, by the end of Year 6, pupils know the importance of stretching and warming-up the body ready for exercise. They have an increasing understanding of the importance of exercise on fitness and health. In the lesson observed, pupils worked hard to perfect a sprinting start because specialist teaching was very good. Pupils worked hard, extending their knowledge of how they use different feet to start a run. They developed confidence in what their bodies can achieve with effort and good balance. The learning of all pupils, including those with physical needs, was very good and they made considerable gains in sprinting from a start position, despite the restrictions of the hall.
120. Lessons are well planned and teachers use pupils effectively to demonstrate for others. Teaching is at least good and there are particular strengths in Years 3 to 6, where a specialist teaches physical education. Relationships in physical education lessons are very good and pupils are very well managed. This enables them to extend their physical skills. Teachers encourage pupils well, inspiring them with confidence to try new activities.
121. Subject leadership is very good and benefits from the enhanced subject knowledge and enthusiasm of the co-ordinator. The curriculum is broad and as balanced as the accommodation allows. Pupils are engaged in a good range of sports, including table tennis, tennis, athletics and outdoor activities. Improvement since the previous inspection has been rapid and the pupils now participate in competitive sport as part of teams with other small schools. Adventure weeks and orienteering are jointly organised. The whole school swims during the autumn term enabling

the youngest as well as the oldest pupils to learn to swim by the time they leave the school. The co-ordinator is active in planning new experiences for pupils and the school is actively involved in a national sport programme. A recent grant has been used to buy table tennis equipment for the local group of small schools and parents are beginning to be actively involved in learning with their children. Information and communication technology is not yet used as a tool for learning. More could be done to help pupils to collect data about their individual performances or fitness.

122. Accommodation remains unsatisfactory. The field is of generous size and reasonably level for team games. Despite every effort made by the school, the lack of a hall and the small space in the village hall limits the full extent of what pupils can achieve, particularly in gymnastics. Because there is no climbing equipment to challenge pupils across the age range, the school is planning to build an adventure area on the field.

RELIGIOUS EDUCATION

123. Standards in religious education are average at the end of both Years 2 and 6. They are in line with the expectations of the locally agreed syllabus. This was also the judgement reached by the previous inspection, although comparisons are not secure as the syllabus has been revised and levels of attainment more clearly defined. The achievement of all groups of pupils is satisfactory and pupils with special educational needs achieve well because they receive good support.
124. In Years 1 and 2, pupils have a good knowledge about the major Christian festivals such as Christmas and Easter. They know that people believe different things about God. They are able to talk in simple terms about pictures of Hindu gods, which are on display, and explain why Hindus ring a bell before they pray. Pupils write sensitively to show their concerns for the feeling of others such as 'I will try not to laugh at other people's thinking because I might hurt their feelings'. By the end of Year 6, pupils have some understanding of the world religions they have studied such as Sikhism and Judaism. They are able to see similarities and differences in naming ceremonies and understand the reverence given to sacred books such as the Torah. They have overall sound knowledge of Christianity. High attaining pupils are able to talk about what they feel about other people's religious beliefs, 'It doesn't matter what people believe that's up to them - we are all people and what matters is what's inside not outside'.
125. Teaching overall is good, particularly in the knowledge aspects of the subject. In the lesson on choices of names linked to the Sikh naming ceremony, the teacher was knowledgeable and enthusiastic and this was communicated well to the pupils. Literacy links are well established and there is some use of information and communication technology. There are not enough planned opportunities for pupils to discuss and reflect on issues that puzzle or concern them and good opportunities for spiritual development are missed. However, the subject makes a good contribution to pupils' cultural development through the study of world religions.
126. The school does not yet use the levels of attainment shown in the agreed syllabus to assess pupils' achievement or use assessment information to further improve planning and record keeping.