

# INSPECTION REPORT

## NEWQUAY JUNIOR SCHOOL

Newquay, Cornwall

LEA area: Cornwall

Unique reference number: 111885

Headteacher: Mr David Shillaber

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: 3<sup>rd</sup> – 7<sup>th</sup> July 2000

Inspection number: 197140

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	mixed
School address:	Edcumbe Avenue Newquay Cornwall
Postcode:	TR7 2NL
Telephone number:	01637 874543
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Karkeek
Date of previous inspection:	10 <sup>th</sup> -14 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Hazel Callaghan	Registered inspector	Art Design and technology	How high are standards? How well are pupils taught?
Mrs Juliet Baxter	Lay inspector		Pupils' attitudes, values and pupils' personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Graham Haynes	Team inspector	Information and communication technology Special educational needs	How good are the curricular and other opportunities offered to pupils?
Mr Mervyn Ward	Team inspector	Mathematics Equal opportunities	How well is the school led and managed?
Mrs Mary Wilkinson	Team inspector	English Music	
Mrs Geraldine Dinan	Team inspector	Science Physical education	
Mrs Mary Learmount	Team inspector	Religious education History Geography	

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

### **INFORMATION ABOUT THE SCHOOL**

Newquay Junior is a very large school of its type having 561 pupils on roll. The number of pupils is increasing because a significant number of pupils join the school through the key stage. Many of these new pupils have been identified as having special educational needs, bringing the number of pupils on the register to 111 (19.8 per cent), which is broadly average. At the time of the previous inspection there was an Area Special Class for pupils with special educational needs at the school. This has been removed and there are now nine pupils that have a statement of special educational needs integrated into the school, which is also similar to that found nationally (1.6 per cent). The socio-economic characteristics of the area are varied and, being a popular seaside resort, many families are involved in the tourist trade. Its seasonal nature results in financial difficulties for some families and 14 per cent of the pupils are eligible for free school meals, which is broadly average. There are no pupils who have English as an additional language and there is a small proportion of pupils from other ethnic groups (1 per cent). Most pupils transfer from the local infant school and, according to the Key Stage 1 National Curriculum tests, they often attain above average standards in reading and writing and satisfactory standards in mathematics.

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

Newquay Junior is a good school with many strengths. The quality of teaching is good through the school and the school's aims and values are consistently implemented by a hard working and committed staff. The headteacher provides excellent leadership in establishing and maintaining the very positive school ethos. Systems for monitoring the work of the school, however, need to be more rigorous to ensure pupils' best progress. Standards are generally in line with those expected in English and mathematics and, although improving, pupils make mostly satisfactory progress in their learning in these subjects. Pupils' progress in learning is at least good in information and communication technology, and often good in history, geography, design and technology and physical education. Pupils with special educational needs also make good progress. Parents are supportive of the school and recognise that pupils benefit from the very good pastoral care provided. The school provides overall good value for money.

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

- Standards in information and communications technology are good and pupils often make very good progress in their learning. Standards in reading, history, geography and physical education are also good.
- The quality of teaching through the school is good overall, which has a very positive impact on pupils' learning.
- The quality of leadership provided by the headteacher and governing body is very good.
- The school has very high expectations for pupils' good behaviour to which they respond well, and pupils have very good attitudes to their work.
- The provision for pupils' personal, social and moral development is very good, and relationships throughout the school are very positive.
- The school provides an excellent range of extra-curricular activities that promote pupils' learning well.
- Links with the local community are excellent, and enhance many aspects of pupils' learning.

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

- Procedures for monitoring the quality of teaching and pupils' learning.
- The use of information on pupils' attainment and progress to further develop the quality of pupils' learning.
- An overview of curricular development and assessment procedures to ensure consistent

approaches that will promote pupils' best learning.
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*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, improvement since the previous inspection is satisfactory. Standards in English and mathematics have fluctuated since the previous inspection made in June 1996, but have improved overall in line with national trends. In information and communication technology, good standards have been well maintained and continue to improve. In science, however, although standards in the school have been maintained, the national average has improved leaving the school well below average. This year, however, early indications of the National Curriculum tests show that standards in science have been improved. Most concerns in the previous inspection have been satisfactorily addressed. The role of subject co-ordinators needs to be further developed to involve them in monitoring more closely the quality of education provided in their subjects, to ensure the best quality of teaching and learning.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	B	B
Mathematics	C	B	C	C
Science	C	C	D	E

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the previous inspection standards have fluctuated, but generally they have improved in line with national trends. In 1999, standards in English improved to be above average overall in comparison to schools nationally and in comparison to schools with a similar intake of pupils. In science, the school's standards stayed similar to the previous three years, but standards improved considerably nationally, making attainment in the school well below average in comparison to similar schools. This year, standards have improved and are more in line with those required. A greater proportion of the pupils has attained the expected Level 4, and above, in the recent National Curriculum tests. There is no comparative data at present. At the time of the current inspection there was no indication of this year's results in English, but a good proportion of pupils were judged to be attaining standards in line with those expected. In reading they were above average. Standards in mathematics continue to improve and are judged as overall similar to the standards expected. In numeracy, pupils' skills are often good. Standards in information and communication technology are good, and pupils make at least good, and often very good, gains in their learning. This is due to the very good use of the information and communication technology suite (ICT suite) and consistent quality of teaching, well supported by the knowledgeable information and communication technology manager. The school is making good progress towards its targets in English and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are well involved in the many extra-curricular activities.
Behaviour, in and out of classrooms	Overall very good. It is very good in many lessons. Pupils respond well to the teachers' high expectations. Behaviour in the playground is usually good. A small number of pupils exhibit inappropriate behaviour due to emotional problems, but they are effectively contained and supported by skilled staff.
Personal development and relationships	Very good. Pupils take responsibility readily and carry out tasks reliably. They respond well to opportunities to develop their independent learning skills.
Attendance	Satisfactory but improved since previous inspection

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good

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

The quality of teaching through the school is good overall, which has a very positive impact on pupils' attitudes to learning and on their attainment. Teachers exhibit good subject knowledge that enables them to give clear explanations and demonstrations that clarify pupils' understanding and consolidate concepts. Teachers manage their pupils well so their behaviour is good and they are able to concentrate effectively on their tasks. The quality of teaching observed in English was good overall but there were inconsistencies in approach that lead to pupils' progress being often only satisfactory. However pupils' literacy skills are well promoted in many other subjects. Teaching of mathematics is good and the National Numeracy Strategy has been well implemented. Pupils' numeracy skills are consequently well promoted.

During the inspection 99 per cent of teaching was satisfactory or better and of that 64 per cent was good and better; 15 per cent was very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich curriculum is provided through effective links between subjects. Pupils' learning is greatly enhanced by the excellent range of out of lesson clubs, activities, visits and visitors to the school.
Provision for pupils with special educational needs	Very good provision enables pupils to make overall good progress in attaining their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, social and moral development is very good. Provision for the development of pupils' knowledge and awareness of their own local culture is good, but their knowledge of the multi-cultural society we live in, is underdeveloped. Provision for pupils'



	spiritual development is satisfactory.
How well the school cares for its pupils	Pastoral care is very good. Procedures for assessing pupils' progress are satisfactory, but the use of assessment information is not effective in ensuring the curriculum meets the needs of all pupils.

Parents are very positive about the work of the school. Most parents are very busy during the summer season, but support the school and the pupils' learning well when they have the time.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher ensures clear educational direction for the school and provides excellent leadership in establishing and maintaining the very good school ethos. Monitoring the quality of education provided is not, however, sufficiently formalised and rigorous to be fully effective.
How well the governors fulfil their responsibilities	The governors are very skilful, highly competent, and exceptional in their knowledge of the school, their vision for future improvement, and their efforts to promote and support the work of the staff and pupils.
The school's evaluation of its performance	The school has begun to use the data available to identify areas of weakness and develop effective strategies for improvement
The strategic use of resources	The finances of the school are very carefully planned and used effectively to promote the aims of the school. Very effective systems for the control and monitoring of the budget have been developed and spending decisions are evaluated well.

Resources for learning are good, in information and communication technology very good and they are used well to promote pupils' learning. There is a good number of learning support staff who work well with the teachers. Accommodation has much improved and is used effectively to promote pupils' learning.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Pupils really enjoy school.</li> <li>• The school enables pupils to develop maturity and become ready for transition to the secondary school</li> <li>• Parents feel welcome in the school and feel comfortable about discussing problems or concerns.</li> <li>• The school works hard to improve the behaviour of some difficult pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would welcome more information on their child's work and progress.</li> <li>• Some parents feel the school could work more closely with them.</li> <li>• Some parents are not happy with the quantity of homework provided.</li> </ul>

Although very few parents attended the meeting prior to the inspection, there was a very good response to the questionnaire. Many parents also added comments, which have also been taken into consideration.

The inspection team agrees with the positive comments of parents. The school recognises that parents are very busy during the summer season and are not able to attend many of the curricular meetings provided and arranges most meetings at other times of the year. Staff try hard to involve parents in the life of the school and they provide information on a wide range of aspects including their child's attainment and progress. The quantity and quality of homework provided is considered good, and is used effectively to support and enhance pupils' learning in lessons.

## **PART B: COMMENTARY**

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

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

1. In the National Curriculum tests in 1999 at the end of Key Stage 2, pupils attained standards that were above average in English in comparison to schools nationally and in comparison to schools with a similar intake of pupils. In mathematics, standards were similar to the national average and to similar schools. In science, standards were below the national average and well below the standards found in similar schools. Standards in science, had remained steady in the school, but nationally they had improved and so the school's standards had declined in comparison. This year, standards in the National Curriculum tests show improvement in English, mathematics and science, but there is no national data available at present to see how they compare to other schools.
2. Over the last four years, since the previous inspection, standards in English and mathematics have fluctuated, but have followed the national trends. Standards have been generally improving, but there has been a below average proportion of pupils attaining the higher than expected standard of Level 5, which has a negative impact on the overall average marks of the school.
3. During the inspection, a good proportion of pupils in Year 6 were attaining the expected standards in English. Standards in reading were judged as often good and in writing they were mostly satisfactory. In mathematics, a good proportion of pupils were judged as attaining the expected standards. Pupils' numeracy skills were often above average and pupils showed good understanding. In science, pupils' attainment was judged as better than in the previous year's National Curriculum tests, and pupils were attaining overall satisfactory standards in all aspects of their learning. This improvement is due, to a large extent, to the clearly focused teaching on elements that were identified as weaknesses in the previous year. In information and communication technology, standards are good and above those expected nationally. Pupils generally make good progress in acquiring the appropriate range of knowledge and skills through the school, and in Years 3 and 4 pupils' progress is often very good.
4. Boys make less progress than the girls and their standards of attainment, particularly in English but also in mathematics and science, are below those of the girls. The school has recognised this concern and has developed a number of positive strategies to promote boys' good attitudes to English and improve their learning. Teachers' awareness of the need to motivate and involve boys in their learning of mathematics and science is also starting to have a positive impact on standards.
5. There are often a below average proportion of pupils with the higher than expected standards in English, mathematics and science. However, most pupils are attaining above average standards in information and communication technology. Provision for higher attainers is not sufficiently effective to enable them to make best progress in English, mathematics and science. In mathematics, pupils are grouped according to their capabilities and prior attainment, which results in most pupils having work planned to match their learning needs. Pupils who have a higher level of attainment, are challenged in

their tasks, but often the level of challenge is not sufficient to promote good levels of progress.

6. Pupils on the special educational needs register mainly make good progress relative to their prior attainment. Clear and relevant targets are identified in their individual education plans, and reviews of their progress indicate that many of these targets are met. Effective support provided by the special educational needs co-ordinator (SENCO), class teachers and support staff has a good effect here, particularly with reading.
7. The school is making good progress towards its targets in English and mathematics. They are similar to the local education authority targets and reflect the range of attainment found in each cohort of pupils. The school's targets work progressively towards higher standards each year.
8. In most subjects, standards have been well maintained since the previous inspection. The introduction of the National Literacy and Numeracy Strategies has resulted in reduced teaching time for many of the other subjects, but the school has managed to maintain standards effectively in history, geography, physical education and many aspects of design and technology. Pupils make good progress in their learning in these subjects, resulting in standards often above that expected for their age. Progress in music and art is satisfactory, and pupils' attainment is similar to those expected. Standards in art are not as high as the previous inspection due to the wide variety in the teachers' subject knowledge through the school. In religious education, standards are in line with those expected in the locally agreed syllabus. Religious education, along with science and art, has been most affected by the changes in curricular time since the introduction of the Literacy and Numeracy Strategies. The reduction in time has impacted on standards and pupils make only satisfactory progress through the school. By the end of the key stage, pupils have an appropriate level of knowledge about religious beliefs and teachings in the different religions they study, and some of them are beginning to reflect upon questions of meaning behind the traditions, and the purpose of symbols and religious artefacts.

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

9. Despite a small increase in the number of pupils with behavioural difficulties since the previous inspection, the good standards of behaviour and positive attitudes reported at that time have been consistently maintained in the intervening years.
10. Every morning pupils arrive at school punctually, eager to start lessons and meet their friends. Most pupils have good individual rates of attendance, ensuring that the overall rate is satisfactory and broadly in line with the current national average for primary schools. Apart from inevitable absence because of illness, the main reason for the overall attendance rate remaining only satisfactory is the number of pupils who take discretionary holidays during term-time.
11. For most of the time most pupils are positive about their work and are keen to do well. They particularly enjoy lessons when they can use their imagination to capture the past, for example in a Year 5 history lesson when they explored a large bag of different fabrics to decide what materials would have been used by both rich and poor people in Tudor times. Similarly, in a Year 4 art lesson, pupils worked in complete and absorbed silence on their observational sketches of the mural in the school hall as part of a project on the work of Rousseau. However, a very small number of boys in some year groups exhibit negative

attitudes at times and it is to the credit of the majority of other pupils that they seldom allow themselves to be adversely affected on these occasions.

12. Pupils withdrawn from their classes for additional learning support are generally positive about their work and the help they receive. The vast majority work with good concentration and application due to their own efforts and the very good support they get from the SENCO and support staff. The pupils' behaviour is good, in line with the high expectations being set by all staff.
13. Throughout the school day, standards of behaviour are generally very good. Pupils conduct themselves very well as they move about the school. They are courteous and polite, holding doors open for adults and asking visitors if they need help in finding their way around the buildings. In lessons, most pupils behave very well, but a small number of boys in some classes find it difficult to concentrate and inappropriate behaviour disrupts their learning and, on occasions, that of their peers. In the playground, many invent games to play with their friends and only occasionally do a very small number of boys behave in an unacceptable manner. Behaviour at all assemblies was exemplary and pupils have a strong sense of the importance of these school gatherings. No overt bullying was observed during the inspection and conversation with a number of pupils made it clear that this seldom happens; when it does, staff intervene quickly and effectively. The school has only found it necessary to exclude one pupil in its history and this took place in the year prior to this inspection.
14. Relationships throughout the school are very good. Pupils look out for each other and the older ones speak of their pleasure at moving on to secondary school with their friends from Newquay Junior School. They also make the point that they make friends with pupils who are in all the classes within their year group and not just in their own class. Pupils speak affectionately of their teachers, whom they trust and to whom they know they can turn if they are in need of help or advice.
15. Overall pupils' personal development is very good. They regularly undertake helpful tasks around the school, for example when Year 6 pupils show prospective pupils and parents around the building on initial visits, and assist in the smooth running of each school day by acting as monitors in a variety of situations. Older pupils look after younger ones particularly when the latter are new to the school, and in all year groups they have an understanding of the needs of others when asking if they can help with fund-raising for charities of their choice such as the Blue Peter Appeal. The levels of maturity shown by many pupils are impressive. The school could do even more to enhance their personal development by providing further opportunities to undertake a range of more adult tasks or, for instance, by initiating a school council.
16. Continued high standards of behaviour, positive attitudes on the part of most pupils, very good relationships throughout the school and the mature manner in which many pupils are developing personally, are all features that make a considerable contribution to their often good standards of achievement and progress.

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

17. The quality of teaching through the school is good overall, which has a very positive impact on pupils' attitudes to learning and on their attainment. The vast majority of lessons observed were satisfactory, with more than six lessons in every ten being good or very

good. This high standard is found throughout the school, but with a greater proportion of very good teaching observed in Years 5 and 6.

18. In the most effective lessons, certain elements are clearly observed. Teachers exhibit good subject knowledge that enables them to give clear explanations and demonstrations that clarify pupils' understanding and consolidate the concepts being taught. Teachers manage their pupils well so their behaviour is good and they are able to concentrate effectively on their tasks. When inappropriate behaviour is exhibited by the small proportion of pupils with emotional and/or behavioural difficulties, the teachers are skilled at managing the situation, and with the effective assistance of learning support assistants, the problems are well contained so that pupils settle to their work and the disruption is successfully minimised. Teachers, through the school, have good relationships with the pupils, so that even when pupils change teaching groups, an easy and relaxed atmosphere is maintained which promotes pupils' learning.
19. The quality of teaching in English is, overall, satisfactory. A good proportion of the lessons observed were good, sometimes very good, but methods of teaching are inconsistent, resulting in pupils often making only satisfactory progress in developing their literacy skills. In the most effective lessons imaginative tasks are used to stimulate pupils' thinking. There are variations in the pace of learning so there is time for pupils to think and opportunities to work faster. Teachers' good questioning requires pupils to delve for meaning and so develop their thinking and clear understanding of a variety of texts. In some lessons, however, teachers do all the explaining themselves, which limits the opportunities for pupils to express and further develop their understanding. On the rare occasions that teaching is unsatisfactory, it is due to the slow pace of teaching, which results in the pupils making insufficient progress in their learning. Pupils' literacy skills are well extended in their learning of other subjects, such as history, geography and religious education.
20. The quality of teaching in mathematics and information and communication technology is good, and pupils' progress in these two subjects is also good through the key stage. In mathematics, most teachers have a good understanding and knowledge of the subject and, as a result, questioning is used effectively to check and extend pupils' understanding. Usually, the tasks set are appropriate to the level of attainment of each pupil. Lessons are well planned along the lines of the National Numeracy Strategy and learning objectives are explained to the pupils, in a majority of lessons. In information and communication technology, lessons are also well planned and based on a clear scheme of work, which provides for good continuity and progression of pupils' learning. Teachers are well supported by the co-ordinator and the information and communication technology manager who are both very knowledgeable.
21. The quality of teachers' planning in all subjects is good. Teachers work closely together to share ideas, and in some year groups, teachers support each other well by sharing expertise and planning of lessons in the different subjects. Teachers usually clearly identify what the pupils are to learn in the lessons, but activities are usually chosen by individual teachers to suit the pupils in their class and their own style of teaching, which often results in pupils in different classes in the same year group having different experiences. This in itself can be very positive, but also results in pupils' learning also being different in terms of what they know and are able to do at the end of the lesson. These differences are not sufficiently recognised through the monitoring of pupils' work and compensations made, if required. The planning of lessons for mathematics groups is, however, very thorough and

pupils are given activities within an agreed topic of learning that is well matched to their capabilities and needs.

22. Teachers monitor the pupils' work effectively in lessons and are usually quick to recognise difficulties and give support. This ongoing monitoring has improved since the previous inspection and teachers make adjustments in the next lesson's planning, if pupils need to revisit the activity in order to develop greater understanding. However, the school has a good proportion of pupils capable of attaining higher standards, but they are not always sufficiently challenged in the work provided to enable them to make best progress in some lessons. Pupils with special educational needs are well supported or given different tasks that enable them to succeed and make progress in most lessons.
23. Teaching of pupils with special educational needs is of a good and very good quality. Lessons are well structured and planned well to meet the needs of the pupils effectively. Pupils are kept on task by very good individual support provided by teacher and classroom auxiliaries. Support staff are well briefed by the teacher with whom they work well as a team. Good relationships exist between staff and pupils. Pupils are managed very well.
24. Individual education plans are well structured and identify appropriate strategies for learning. The school is staffed by an experienced and well-trained group of support assistants. Teachers liaise with the SENCO and support staff to a good extent, and these arrangements help pupils to make good progress. Day-to-day assessment of pupils' work is carried out effectively and future work is often based on such assessments. Work is marked regularly with encouraging statements included for good work. If required, the SENCO can administer a wide range of tests, some of which are of a diagnostic nature, in order to check on pupils' achievements over time. Reading and spelling are tested annually and results are tracked throughout the school.

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

25. The school meets statutory requirements to teach all subjects of the National Curriculum and religious education. The time allocated each week for teaching is less than the minimum recommended, and some subjects have been squeezed by the introduction of the National Literacy and Numeracy Strategies, resulting in the time given to science, religious education and art being considerably reduced and some aspects are not taught in sufficient depth to ensure good progress in pupils' learning. The school is aware of the situation and has arranged for the school day to be lengthened from September. The curriculum has good relevance to pupils through the meticulous planning of interesting and well-linked activities. A particular strength is the breadth of opportunities provided, for instance, in the way subjects are linked together, which enriches pupils' experiences and often makes learning more interesting. For example, pupils in Year 4 whilst working in the ICT suite and learning how to use a simulation programme, were also increasing their knowledge of the Ancient Greeks. Pupils in Year 6 studying the River Gannel are effectively developing their knowledge and skills in science, geography and mathematics.
26. A high proportion of time is spent teaching English and mathematics. The National Literacy Strategy has been implemented satisfactorily, but not all teachers plan lessons in line with the strategy, which results in pupils within a year group not all receiving similar opportunities and guidance on the development of their literacy skills. The National

Numeracy Strategy has been implemented well and teachers have adapted their teaching effectively. Curricular planning fits into a whole school format with increasing consistency being achieved through collaborative meetings of all teachers, held in each year group. The school has identified the importance of providing for higher attaining pupils and has set out a sound policy to guide the work of teachers. This is an improvement since the previous inspection, but its implementation needs greater consistency.

27. At the previous inspection, provision for pupils with special educational needs was judged to be good and this remains the case. The Area Special Class has closed and pupils are integrated into classes throughout the school. The policy is very clear, and offers good guidance to staff, ensuring that provision meets statutory requirements. The school effectively focuses its efforts and resources in providing for those pupils who experience difficulties in acquiring literacy skills. Clear commitment to making the best possible provision is shown by the governing body and headteacher through the application of additional resources in employing learning assistants in every age group.
28. All subjects have national guidance that teachers use to guide their long and medium-term planning, which has helped to achieve a greater consistency throughout the school. There are, however, some inconsistencies in the use and precision of learning objectives, and planning would benefit from being monitored and evaluated more rigorously.
29. The curriculum includes many opportunities to develop personal, social and health education well. Provision is frequently included through the linking of subjects such as science, as well as during meaningful classroom discussions on life in and out of school. These opportunities provide pupils with moments to express their feelings and develop their thinking. Policies drawn up by staff and governors provide clear guidance on the teaching of personal, social and health education, and drugs and sex education. There is an appropriate programme for teaching sex education in Year 5 that takes full account of the governing body's policy statement.
30. All pupils have equal access to the full curriculum exemplified by the inclusive nature of the charging policy for educational visits, which attempts to be all-inclusive for all pupils. The provision for extra-curricular activities is excellent. The classrooms, main hall, resource centre and ICT suite are available for activities at lunch times and after school. There are 26 clubs to which all pupils are eligible to join. The commitment of headteacher, staff and governors in providing such a huge range of opportunities is commendable. The activities add appreciably to pupils' learning in such areas as information and communication technology, music and sports. Additional learning support is used very effectively and targeted to improve the learning opportunities of less able pupils, particularly in mathematics, in addition to pupils who may be experiencing difficulties in literacy work. Links with other schools have been developed very well. There are frequent contacts with infant and secondary schools at all levels, for example, in the governing body and through curriculum meetings and visits. Transfer arrangements are well established and work well for pupils at both entry to and leaving the school. Staff from the infant and secondary schools visit, as well as exchanging information about pupils' achievements.
31. Educational visits include residential experiences and are used extensively to enhance provision in a wide range of subjects. During the inspection, Year 6 pupils visited a local hotel as part of their geographical work after interrogating the establishment's Internet web site. These visits bring relevance to pupils' learning. Visitors also come to the school on a regular basis to share their knowledge and expertise with pupils. Governor visits, for



example, to lead assemblies are one aspect of this provision and reflect the involvement and support of the governing body in the work of the school.

32. The school has excellent links with the local community that make a positive impact on pupils' learning as they are seen as an integral part of the curriculum. The numerous activities include links with business, arts and sports activities, charities and educational establishments, as well as the local community. There are extensive and very well developed business links, fostered through the Business Education Partnership, for example, with a local hotel, that leads to the involvement of both staff and children in the work of the hotel and in carrying out 'real-life' mathematical calculations. Arts and sports links include participation in county music and swimming festivals and the Royal Cornwall Show. In addition to links with local schools, school visits are hosted from both within and outside the county and connections exist with several colleges, for example to provide work experience for students. The school is pro-active in involving itself in the local community through participation in Newquay in Bloom, the Chrysanthemum Show and the Town Band Floral Dance. Charity links include Blue Peter Appeals, Save the Children Fund and Help the Aged.
33. Pupils' spiritual development is cultivated soundly and there are some good features within this. There are regular acts of collective worship and a strong portrayal of Christian values in the work of the school. These are closely linked to the high expectations and standards being achieved in pupils' behaviour and attitudes. Assemblies are used effectively to reinforce pupils' knowledge and understanding of spirituality in everyday life, for example through the use of Bible stories that extol good examples of thought, deed and actions. Year 5 pupils write poems about the journey that Jesus made to Jerusalem, which show good levels of empathy.
34. Pupils' moral development is promoted very well. Pupils of all ages have a clear view of the differences between right and wrong. Much of this provision stems from the high expectations set by the headteacher and reinforced by all staff through the well-structured behaviour policy. As the pupils become older, an increasing emphasis and expectation is placed on self-control and self-awareness. Assemblies provide good opportunities for highlighting such matters as honesty and respect. Staff provide good role models for pupils, resulting in a mutual respect being evident between all members of the school community. The home-school agreement helps to provide a basis for agreed understanding between parents, teachers and pupils.
35. The school promotes pupils' social development very well. The general caring and positive ethos and discipline of the school effectively promote pupils' development. The school values home-school links as part of its provision. This is reinforced through the use of a day report to parents of pupils who may be experiencing difficulties in behaving themselves or in relating in a socially acceptable way with other pupils. The parents of pupils with special educational needs are encouraged to work with the school. Pupils work frequently in groups and these experiences provide many opportunities to reinforce the need for co-operation and teamwork. They are given many opportunities to show responsibility. Older pupils take responsibility for resources and their organisation; each class operates a litter patrol and is accountable to the caretaker for the tidy appearance of the site; and they act as mentors for new pupils in Year 3. The house system provides opportunities for any member of staff to give award points for good work, and promotes pupils' awareness of the opportunities to work for the good of all.

36. The school provides well for the development of pupils' knowledge and understanding of their own culture. Many opportunities are planned for pupils to be involved in their community through charities, festivals and events. Speakers come into the school to tell of their work, such as police and fire officers, while educational visits bring first-hand experiences to the children. Within assemblies, music and prose introduce national composers and writers. The appreciation of the diversity and richness of other cultures is satisfactorily developed. Ethnic origins are explored through dance and religious education lessons. Geographical and historical studies of other countries and peoples reinforce provision soundly. Stories from other cultures are sometimes part of literacy or topic work, but this area of the school's work needs further development.

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

37. One of the school's many strengths is the high standard of pastoral care afforded its pupils, which is as strong today as it was at the time of the previous inspection. The school knows its pupils very well and the personal home difficulties of a number of them are clearly understood by all staff. This results in pupils feeling safe and secure, enabling them to flourish in a comforting and supportive environment.
38. Appropriate arrangements are securely in place for child protection and all staff are aware of the importance of the school's procedures, and know what to do if there is concern. The large school building receives intensive scrutiny from governors in exercising their responsibilities for health and safety and regular risk assessments are undertaken which are recorded and reported formally to the full governing body. Attendance registers were not always taken at the start of afternoon lessons during the inspection. Arrangements for registration need to be checked to ensure that pupils' whereabouts are known in the event of any incident or accident. Fire drills are held regularly, the school has four members of staff trained in first aid and a small medical room is available for pupils who are unwell in school.
39. Procedures for monitoring pupils' progress are satisfactory overall, but insufficient use is made of the information to evaluate teachers' planning and the curriculum provided in order for best progress to be made. The school has satisfactorily reviewed its assessment policy and procedures since the previous inspection. Some improvements have been made, notably the appointment of an assessment statistician who performs an efficient and valuable role for the school in collecting data from national tests and teacher assessments, and highlighting possible issues for discussion. This is a comparatively recent innovation and use of data is still in the developmental stages. There is no one with the responsibility for analysing trends to identify weaknesses or differences in attainment between groups or cohorts of pupils, or to monitor the consistency and reliability of teacher assessment through the school. Teachers make effective use of their monitoring in lessons to adapt the tasks in the next lesson to match pupils' learning needs, but there is insufficient use of assessment information to evaluate the effectiveness of curricular planning and pupils' learning, in order to improve the quality of education provided. The present situation is insufficiently rigorous to guide teachers' future planning in order for them to raise pupils' performance and is therefore judged to be unsatisfactory.
40. There is some good practice in mathematics and science, where analysis of test results and their emergent patterns have been used to provide information on areas of strength and weakness in the quality of pupils' learning, and strategies for improvement are

identified in the school development plan. However, the current procedures are inconsistently applied across all subjects to support pupils' progress. There is also an inconsistent approach to target setting for individual pupils to help them gain a better knowledge of their own learning and so seek improvement. The school has a sound marking policy, but there is wide variation in the ways teachers give feedback to pupils. Marking ranges from a cursory tick in some classes to more helpful written comments and diagrams in others, which give pupils a fuller understanding of what they need to do to improve.

41. All teachers have received school-based training in assessment. They keep class records of pupils' attainment scores, but the quality and range of information collected varies from class to class and across subject areas. Some subject co-ordinators have begun to collect samples of pupils' work and photographs in useful portfolios, which they use as exemplars of standards to compare other pupils' work, but their use is not sufficiently well established across the whole curriculum, to be purposeful in helping all teachers to recognise and raise standards, particularly in the foundation subjects. The school also has developed Records of Achievement for all pupils that provide a satisfactory record of pupils' attainment and progress through the school.
42. This is a caring school and all teachers have a good day-to-day understanding of their pupils' general needs and personal behaviours. Higher attaining pupils, although satisfactorily identified, are not, however, sufficiently challenged in all subjects. Teacher assessments are often much lower than the standards actually achieved in the National Curriculum tests, which indicates that teachers are not secure in their understanding of the standards required.
43. The school provides a high level of support and guidance for pupils with special educational needs. The system to identify pupils with special educational needs and to monitor their progress is good and having a positive impact on their learning. Detailed notes are kept on those pupils on the register of special needs. The needs of these pupils are identified informally and by the use of day-to-day assessment as well as through annual reviews. Statements of special educational need contain clear targets, as do individual education plans, and these are linked effectively to available support. The school complies with the Code of Practice. Support assistants play a useful role in monitoring and evaluating the needs of pupils with whom they work. Pupils receive good quality educational and personal guidance that enables them to make good progress and be thoroughly included in the life of the school.
44. Procedures for promoting and monitoring pupils' behaviour and personal development, although mostly informal, are very good. All members of staff have a consistent and corporate approach towards implementing the school's rules and codes of conduct. This is especially effective when applied to pupils who have particular behaviour problems. Parents recognise that there is a small but significant number of pupils who have emotional and behavioural needs and, although they regret the disruption that is sometimes caused in lessons, are very appreciative of the teachers' and headteacher's hard work and commitment to supporting these pupils, and enabling them to establish positive attitudes to work and play. Appropriate and positive use of the Detention Room at break-times gives pupils time to cool down and reflect on their inappropriate behaviour.
45. Attendance is very well monitored by the office staff and they are well supported by regular visits from the educational welfare officer. Absences are speedily followed up if no explanation has been forthcoming and parents are made clearly aware that regular and

uninterrupted attendance is essential for pupils to make good progress and achieve high standards of work.

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

46. Newquay is a town by the sea in a picturesque area, and many of the school's parents earn their living by providing seasonal holiday accommodation for the large numbers of visitors. This leaves them little time to be fully involved in the school's activities, certainly in the summer and at other busy times during the year. It is not surprising, therefore, to find that many of them are unable to give much time to help in classrooms or become more involved in the Parent Teacher Association. In spite of this, it is quite clear from the large number of completed questionnaires received by the inspection team that the vast majority of parents are warmly supportive of the school and appreciate what it does for their children. In particular, they like the open door policy and the warm welcome they receive at all times when visiting the school.
47. The majority of parents feel they are kept well informed of their child's progress through the annual reports and opportunities to meet with staff both formally and informally. Homework and reading diaries provide a sound link between the school and parents. The level of parental encouragement and support for their children's learning at home tends to drop noticeably in the summer for the reasons outlined above. This is particularly noticeable in some reading diaries where there has been no parental participation for some time and where some pupils say that their parents have not heard them read recently.
48. Parents of pupils with special educational needs are provided with many opportunities to become involved in supporting the work of the staff with their children. This is done through direct contact with the class teacher and with the special educational needs co-ordinator, as required. Parents are kept well informed through the regular reviews of pupils' work and at parent consultation evenings.
49. The quality of information provided by the school for parents is good. The prospectus is a well-structured document that is particularly helpful to prospective parents, newsletters are regular and informative, and parents are kept well informed of forthcoming topics of study and their children's progress through consultation evenings. Pupils' annual reports are of a particularly high quality and their individuality, together with clear and achievable targets, are much appreciated by parents.

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

50. The headteacher ensures clear educational direction for the school and provides excellent leadership in establishing and maintaining the very good school ethos. He is resourceful, enthusiastic, caring, and has developed excellent relationships with teachers, governors, parents, and pupils. Consequently, everyone feels valued, and he has been very successful in building a very committed team that works very well together to very successfully meet the aims and values of the school. The headteacher and the deputy headteacher, who form the senior management team, work well together in planning the day-to-day running of the school. Currently, due to the school's promotion of a team

approach to planning and development, there are no other teachers involved in the senior management team.

51. The governors are very skilful, highly competent, and exceptional in their knowledge of the school, their vision for future improvement, and their efforts to promote and support the work of the staff and pupils. The chair of governors has regular supportive and very effective visits to the school. New initiatives and statutory requirements are quickly adopted and established by the governors. Both the National Literacy and Numeracy Strategies have been appropriately introduced and the national focus on improving the provision for information and communication technology has been well promoted. Issues raised in the previous report have been satisfactorily addressed. School development plans are well organised and implemented very effectively. Governors readily undertake professional development in relationship to their role on the governing body. They regularly visit the school, even leading assemblies. Many governors have good expertise in education and they are effectively involved in monitoring and evaluating new initiatives, including the effectiveness of teaching. In short, the governing body is knowledgeable and well informed through monitoring the school's actions. Statutory obligations are met. There is an excellent relationship with the headteacher. He is appraised formally, and informally, on a regular basis, and targets are set for his future development.
52. The leadership and management provided by the co-ordinators of mathematics, information and communication technology, and special educational needs provision have been very effective and these areas have been successfully developed through the school. All co-ordinators give a lot of support in the development of their subject within the school; they monitor the quality of pupils' work in a variety of ways, but in most subjects their impact on teaching and standards is inconsistent. Apart from mathematics, where monitoring has been effective, further improvement in the quality of teaching is hampered by an insufficiently rigorous approach to the monitoring of teaching. Systematic monitoring of the quality of teaching by co-ordinators or senior staff is still in its infancy and consequently there are inconsistencies in the education provided. Other co-ordinators have not been given sufficient time out of their own classrooms to enable them to monitor standards. Where this has happened, it has not been based upon systematic observations and regular opportunities for teachers to reflect on their roles and responsibilities.
53. The governing body and headteacher have a clear vision of the importance of special educational needs provision in the school. They effectively support pupils' needs in several ways, for example by applying additional funds to provide extra classroom support staff. The school development plan contains a clear rationale for special education needs that is supported by the appropriate application of resources. A designated governor has a good oversight of provision and its success in moving forward the learning of pupils.
54. The special educational needs co-ordinator is a very capable manager. She is an experienced teacher who has a very good understanding and knowledge of children with special educational needs. She communicates well with staff colleagues, parents and pupils. Pupils' needs are being met. Assessment of their needs is good being based on informal and formal procedures, for example through discussions with staff and in regular testing. Resources for learning are of a very good quality and quantity and usually used effectively to promote pupils' learning, with the exception of the use of information and communication technology programmes, which are under-used. Since the previous inspection, the school has maintained the very good support of the governing body, the good quality of provision and very good resources available for use. The management of the provision for pupils with special educational needs by the co-ordinator has improved, as

she now has to work alone following the closure of the Area Special Class. Good improvement has taken place in increasing the level of classroom support.

55. The school development plan strongly reflects the aims of the school and its desire to improve. Co-ordinators identify the needs for their subjects and the areas for development are effectively prioritised by the headteacher and governors. The school development plan sets out the way forward in the long and short term, although targets and information on the action planned are not easily accessible owing to its style and format. As was noted in the previous report, effective monitoring of the school development plan to ensure effective action has taken place is not consistently evident.
56. Some aspects of school development are not however sufficiently clearly led and managed. There is an insufficient overview of a whole-school approach to curriculum development to ensure a consistent and effective implementation of curriculum planning. Teachers work effectively together to plan their work, but there is insufficient monitoring to ensure that all pupils make the best progress. Each co-ordinator works with the staff to develop the subjects, which are successfully taught through topics. However, there is no one to ensure there is an appropriate balance within these areas of learning since the introduction of the National Literacy and Numeracy Strategies and ensure that the subject-specific nature of the work is maintained appropriately. For example, studies in religious education are often absorbed into history and pupils' personal and social education. This overview will be even more necessary when the school starts to review the needs of the 'Curriculum 2000' changes due in September to ensure effective balance in pupils' learning if the topic approach is to be maintained. The role of curriculum co-ordinator was previously undertaken by the deputy headteacher, but with her involvement in the development of the National Literacy Strategy, there has been no one to provide direction in the management of the curriculum.
57. Another important area of the teachers' work that is not sufficiently co-ordinated to ensure the pupils make best progress is assessment. A recently appointed assessment manager has very effectively provided the school with data from tests on school performance. Some of this information has been carefully analysed to identify weaknesses in pupils' knowledge and understanding, but there is still much to be done in order for strategies for improvement to be developed. The process has begun, as can be seen from the successful focus on improving standards in science, and the school has identified the issue of the differing attainment of boys and girls, which it is in the process of addressing. Since the previous inspection, there has been successful development of assessment procedures in most subjects, but what information is required and the format for recording the information are often quite different for each subject and they are inconsistently implemented. Results of the teachers' assessment in 1999 were not accurate in identifying pupils' standards of attainment in the National Curriculum tests, which shows a lack of understanding of the standards required, by some teachers. Weaknesses in curricular planning are not sufficiently identified and adapted to enable pupils to make the best progress.
58. There is a good range of experienced and appropriately qualified teaching staff to meet the demands of the curriculum and time and trouble has been taken to ensure a good gender balance. Induction of new staff and newly qualified teachers is effective and enables them to settle quickly and take on their new responsibilities well. Professional development is good and the headteacher encourages all staff to look to the next stage of their career by supporting in-service training and guidance. The school is proud of the many staff who have been promoted and moved on to management positions in other

schools. Training is well linked to personal need and priorities identified in the school development plan. However, monitoring of professional capabilities is informal and although effective in many areas it is not based on systematic observations and regular opportunities to reflect on teachers' roles and responsibilities.

59. The school has made a wise investment in the number of classroom support assistants it employs. They are of a high calibre and are well deployed in all the classrooms where their hard work makes an effective and positive contribution to pupils' attainment and progress.
60. The school's accommodation has been greatly improved since the previous inspection. A new classroom block has been built that has large, airy classrooms and facilities for disabled pupils and staff. In the original school building, however, a number of classrooms, the library and the newly equipped information and communication technology suite are not accessible for severely disabled or wheelchair-bound pupils. The school hall is also part of the older building and is too small for the whole school community to meet together comfortably for assembly or on other important occasions. Two classrooms and the music room are still housed in mobile structures in the school grounds, some considerable distance from the rest of the school.
61. Throughout the school buildings, old or new, there are attractive, very high quality displays that are beautifully presented and provide an exciting learning environment for all pupils. The outside play space provides good opportunities for pupils to enjoy a variety of sports and extra-curricular activities. There is also a small environmental area that is used for science lessons in particular. Specialist accommodation is used well to enhance pupils' learning. For example, the library is used each week by all classes for research, and the regular use of the information and communication technology suite has had a very beneficial impact on pupils' learning in information and communication technology. Resources are good overall, and in English, information and communication technology and history they are very good. They are well kept and accessible to staff and pupils. Resources for pupils with special educational needs in the learning support room are plentiful and of very good quality.
62. The day-to-day organisation of the school is very effective and secretarial staff work together very well supporting staff, pupils and parents alike. The finances of the school are very carefully planned and administered by the headteacher and governing body, and very effective systems for the control and monitoring of the budget have been developed. Funds are used effectively to promote the aims of the school and meet many of the needs of the pupils. For example, recently, the need to improve the performance of boys, especially in their level of attainment in English was identified and governors acted promptly by approving the purchase of support material, which would more readily stimulate the interest of boys. There is a clear priority for improving the opportunities for teaching and learning and much time and money has been utilised very effectively on the establishment of a computer suite, and the appointment of effective support staff to work with pupils, particularly in the literacy and numeracy lessons. The large reserves accumulated many years ago are gradually being used to improve the quality of education provided, for example the provision of additional teaching staff to provide smaller teaching groups. Governors come into school regularly to see for themselves how initiatives are progressing and they are very effective in monitoring and evaluating new developments to ensure they are improving the quality of education provided.

63. Pupils have been making mostly satisfactory progress in their learning in English and mathematics, although this is improving. In information and communication technology, pupils' progress is at least good, and big improvements have been made in standards of science this year due to the many strategies employed to improve pupils' learning. Consequently, taking into consideration that financial planning and controls are very good, that pupils' progress in learning is often good and that staff promote pupils' very good attitudes to work, the school is judged as providing good value for money.

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

In order to raise standards further the governors, headteacher and staff should:

Ensure pupils' good progress in their future learning by:

- providing clear management of the development of assessment and its effective use to identify weaknesses and the development of strategies for improvement;
- developing and implementing whole-school procedures for assessment and recording of pupils' attainment in all subjects, so that information is provided and then used to evaluate the effectiveness of curricular planning to ensure appropriate progress is being made;
- ensuring all pupils' attainment is effectively assessed against National Curriculum levels so their potential is recognised and so that the needs of higher attaining pupils are met and their knowledge and skills appropriately extended;
- developing individual targets for pupils' future development, which are shared with them to promote pupils' skills of self-evaluation and their involvement in working towards further improvement.

(see paragraphs 39-42 and 57)

Develop and implement rigorous systems for monitoring the quality of education provided by the school by:

- enabling co-ordinators to be more involved in the systematic monitoring of the quality of teaching and learning in their subjects to ensure good progress is being made;
- formally monitoring the role of co-ordinators in meeting the targets set out in the school development plan.

(see paragraphs 21, 52, 55)



Manage the systematic development of the curriculum by ensuring that appropriate time is given to each subject, so that a broad balance is maintained whilst changes are made in line with those required as part of the ‘Curriculum 2000’.  
(see paragraphs 26 and 56)

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

93
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Number of discussions with staff, governors, other adults and pupils

28
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### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	49	34	1	0	0

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

### ***Information about the school’s pupils***

#### **Pupils on the school’s roll**

	Nursery	Y3 – Y6
Number of pupils on the school’s roll (FTE for part-time pupils)	0	561
Number of full-time pupils eligible for free school meals	0	79

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	111

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	28

## ***Attendance***

### **Authorised absence**

	%
School data	6.0
National comparative data	5.4

### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	86	82	168

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	57	55	55
	Girls	73	66	66
	Total	130	121	121
Percentage of pupils at NC level 4 or above	School	77 (69)	72 (67)	72 (72)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	48	46
	Girls	56	63	58
	Total	97	111	104
Percentage of pupils at NC level 4 or above	School	58 (70)	66 (65)	62 (75)
	National	68 (64)	69 (64)	75 (70)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	554
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3– Y6**

Total number of qualified teachers (FTE)	19.8
Number of pupils per qualified teacher	31
Average class size	33

#### **Education support staff: Y3– Y6**

Total number of education support staff	16
Total aggregate hours worked per week	359

### ***Financial information***

Financial year	1999
	£
Total income	910847
Total expenditure	922579
Expenditure per pupil	1636
Balance brought forward from previous year	175787
Balance carried forward to next year	164055

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

### **Questionnaire return rate**

Number of questionnaires sent out	573
Number of questionnaires returned	214

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	1	1
My child is making good progress in school.	51	43	4	1	1
Behaviour in the school is good.	24	48	19	4	5
My child gets the right amount of work to do at home.	31	51	14	3	1
The teaching is good.	54	43	1	0	2
I am kept well informed about how my child is getting on.	39	47	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	26	6	1	1
The school expects my child to work hard and achieve his or her best.	63	36	1	0	1
The school works closely with parents.	37	48	14	1	1
The school is well led and managed.	61	31	2	1	1
The school is helping my child become mature and responsible.	48	42	5	1	4
The school provides an interesting range of activities outside lessons.	54	39	4	1	3

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

### **ENGLISH**

64. At the previous inspection standards in English were found to be good overall. At that time the school was attaining standards well above those reached nationally. The more able pupils, however, were working below their abilities due to a lack of challenge in some of the tasks they were given.
65. Results of the 1999 National Curriculum tests show that pupils achieved standards above the national levels and above average in comparison with similar schools. After a drop in standards in 1997, attainment in English has been on a slight upward trend over the last three years and has kept abreast of national trends.
66. Standards in reading and writing have fluctuated, but are usually above average when pupils join the school, with the exception of pupils, now in Year 3, who were below average in reading. The school admits a significant proportion of pupils throughout Key Stage 2, many of whom have special educational needs and who, although making good progress against their own learning targets, do not attain the expected standards at 11, which has a negative impact on the school's overall achievement.
67. A survey of pupils' current work and observation of lessons shows a good proportion of pupils in Year 6 were attaining standards in line with national expectations. Standards in reading being above those expected. These high standards in reading are particularly evident in Year 4: pupils have particularly good skills, and most are reading above the usual levels for their age. Pupils make generally satisfactory gains in their literacy skills through the school. Boys, however, do not attain nearly as well as the girls in both reading and writing. The school has recognised this through the analysis of test results, and teachers now deliberately buy books that will appeal to boys, organise resources and plan lesson content and tasks, which will address the interests of boys as well as those of the girls. These strategies have begun to have a positive impact and teachers have been successful in engaging some boys in a love of words and reading; as one said enthusiastically, reading helps 'you build up your own imagination'.
68. Teachers give priority to helping pupils develop good reading habits; consequently, by the age of 11, pupils' reading standards are always satisfactory and often good. Many of the more able readers read with enthusiasm, accuracy and at speed without losing any understanding of the plot. The school's policy of guided choice, through the suggested library lists, gives pupils some personal control over what they read. Pupils take this responsibility seriously. Many explain how they select their next book by studying the blurb and skimming the text. Others look for a favourite author or select from a favoured series. The school's emphasis on the systematic development of research skills, including skimming and scanning, underpins these good standards. Even the less able readers read intelligently and discuss characters and story lines. They have firm opinions about what they like and don't like. One boy who did not share the author's humour declared, 'If ever there was a boring book!' Pupils read expressively at class assemblies and because they are developing a sense of audience, they communicate well.

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70. Pupils speak clearly and confidently and standards in speaking and listening are satisfactory even though insufficient attention is given to developing these skills. In Year 6 classes, in lessons which were aimed to develop speaking skills in the context of developing an argument, pupils were, in fact, reading their points from their books. They have opportunities at assembly and in the verse speaking competitions to speak before audiences. The development of pupil's speaking skills was more evident in religious education lessons when pupils engaged effectively in debate.
71. Pupils usually spell well because the basic secretarial skills are taught thoroughly in all classes. Standards in grammar are satisfactory and often good in that able, older pupils are generally proficient in understanding and using the apostrophe, a concept that most pupils found difficult to grasp. Less able pupils follow teachers' instructions but often have difficulty in retaining the sense of when to use the grammar they are taught.
72. Work for display is always well presented, though in a few classes teachers do not give proper attention to the need for pupils to set out their work neatly in their books. Pupils have a growing ability to express their ideas in a variety of ways. They write reports to support their science projects, make notes to organise their thoughts for extended writing and adopt various poetic forms such as haiku and the limerick. They have practical experience in how to construct a brochure, and associated visits, such as to a local large hotel, add real interest to their learning experience. English also supports the writing of personal reflections in religious education and the compilation, research, planning and writing of project folders in geography and history. The amount of extended writing varies between classes, but the quality is often good even though insufficient attention is given to revising the first draft. In some classes, revision is confused with proof-reading and pupils do not sufficiently improve the quality of their work, focusing mainly on spelling errors. In all classes, pupils are gaining a mastery of language through the study of literary texts. Teachers' careful choice of stories, myths, plays and poems helps pupils consider a range of values and points of view which enrich their understanding of life and relationships.
73. Pupils enjoy their English lessons and so they always work sensibly and usually apply themselves well. Consequently they gain appropriate new knowledge and skills in all aspects of English. In many lessons, they make good progress in learning about aspects of grammar or poetry but in some instances pupils do not gain as much from lessons as they should. This is because, although they always plan lessons very well, teachers do not always share the purpose of the lesson with the pupils to enable them to focus effectively on what they are to learn. Teachers do not sufficiently use the plenary session to check,

revise and ensure that they really have attained the targeted skills and knowledge planned for.

74. Pupils have good attitudes to their work and often look forward to lessons when they can enjoy reading, compare different versions of a traditional tale or compose a response in prose or poetry. When teachers ensure that pupils listen attentively to each other's stories and opinions pupils feel that they and their ideas are valued and this increases their motivation to learn well. Pupils are always well behaved because teachers use methods that engage their interest and because good relationships exist between teachers and pupils. Some pupils really want to please their teachers and work hard to win their praise. Teachers take the opportunities offered in the study of literature to encourage pupils to consider some of the deeper issues of life. After studying war poetry one boy, who does not find learning easy, wrote in an airman's last letter, 'I'm missing the home cooking and the warmth of your arms'.
75. Teaching is good, often very good, because teachers are well organised, conscientious and thorough in their preparation, resulting in pupils making good progress in individual lessons. During the inspection, almost six out of every ten lessons were good or very good. However, the literacy strategy has been introduced gradually with teachers left to make individual decisions about how they will organise the high proportion of time devoted to English. The previous inspection found inconsistencies in the teaching of many aspects of literacy and, although the school has now adopted a secure planning procedure that ensures development in key aspects of English across the key stage, there remain differences in approaches and procedures. Greater adherence to planning in accordance with the school's agreed strategy for promoting pupils' literacy skills is required for pupils to make steady progress through the school. On the rare occasions a lesson is unsatisfactory it is due to the slow pace of teaching which results in the pupils making insufficient progress in their learning. Monitoring of teaching has not yet identified the key elements of good practice to share with colleagues. In the most effective lessons imaginative tasks are used to stimulate pupils' thinking. There are variations in the pace of learning so there is time for pupils to think and opportunities to work faster. Teachers' questioning requires pupils to delve for meaning and provide really clear exposition of key teaching points. However, some teachers do all the explaining themselves, which limits the opportunities for pupils express their understanding and further develop their understanding. Pupils enjoy being challenged to 'Convince us all!' and they do it well when given the opportunity. The teaching of rules of language is particularly secure when teachers take the opportunity of checking out the basics, such as 'When do we use a capital letter?' as a preliminary to introducing new work. Some teachers provide challenging activities and, in such lessons, pupils gain high levels of skills, but insufficient provision is made for high attainers, and high expectations are not consistent in all classes.
76. Through good modelling of reading and good questioning teachers encourage pupils to predict how a story such as *Treasure Island* will develop, and to gain good vocabulary skills through work with a thesaurus. Their creativity and imaginative presentation of tasks help pupils draft strong plots with twists and unexpected endings to stories like *The Gammel Crake*.
77. Teachers know their pupils really well and are clear about exactly what they can do. However the quality of ongoing assessment of pupils' work and progress is inconsistent. Teachers keep different forms of records, many of which are not very informative. Marking also varies in its quality and usefulness in supporting pupils' improvement. A few teachers make constructive comments while others simply give a tick. Very few make



suggestions about how pupils can improve their work. Some teachers regularly check that pupils have completed homework. Teachers enrich classroom learning when they use in lessons the ideas that pupils have developed at home. The library is a rich and well-used resource. The library manager makes sure that it is a welcoming and interesting place with Bony, the skeletal assistant librarian, contributing comments on a topical issue or event. Teachers have quick access to carefully catalogued themed materials. All classes are time-tabled to use the library for an hour each week. The value of these periods depends on the preparation, the focus taken by the class teacher and how well pupils understand what they have to do. Some able pupils research very effectively while others just copy sentences without considering how useful this is. Pupils use the library during the lunch hour and after school.

78. The two co-ordinators are guiding the introduction of the literacy strategy, auditing resources, supporting colleagues, monitoring the use of the mid-term planning and preparing some changes for the coming year. Monitoring of teaching has started but is not yet sufficiently focused or rigorous to further improve classroom practice.
79. The school has a very good range of resources, which are well organised, in good condition and used effectively. Some teachers use them particularly well to enhance pupils' motivation and performance, for example, in a class where a teacher had a rich array of comparative material to illustrate alliteration. In most cases the learning support assistants contribute significantly to pupils' learning opportunities.

## **MATHEMATICS**

80. Results of the national tests in 1999 show pupils' standards in mathematics to be close to the national average overall and in line with similar schools. This was an improvement on the results of the tests in the previous year, and this year the improving trend has continued owing to the successful introduction of the National Numeracy Strategy, the generally good teaching, and the grouping of pupils into ability sets for teaching. This steady improvement is similar to that found nationally. There has been a steady increase in the number of pupils achieving a higher level, but there is a significant difference in the performance of boys and girls. This is evident in the teaching groups, where there are more boys in the lower sets than girls. Currently, inspection evidence shows that standards are in line with national expectations, but not as good as those judged at the previous inspection.
81. When they enter the school in Year 3, pupils' standards are similar to those found nationally. This average standard is maintained throughout the school. As a result pupils make satisfactory progress in their learning over time. Standards in mathematics have steadily improved over the last four years in line with national trends. The effective introduction of the National Numeracy Strategy has had a positive impact on pupils' learning and they now make generally good progress in lessons, which is beginning to have a positive impact on the overall progress in school results. The results of the National Curriculum tests this year show a continued improvement.
82. By the end of Year 6, pupils are still developing their own strategies for solving problems. Pupils use all four operations of computation, with those pupils of above average and average attainment, approximately three out of four pupils, achieving a satisfactory standard. This was well exemplified in nearly all the classes observed. Activities in the mental mathematics element of a lesson, ranged from calculating using 5's and 10's in

Year 3, to calculating the internal angles of regular polygons in Year 6. Pupils satisfactorily develop their knowledge and skills in the study of shapes, measures, and data handling. Pupils in Year 3 were utilising tallying information about shapes in the home, completed as homework, to produce bar graphs of the information collected. In Year 6, pupils were successfully utilising their knowledge and understanding about the angles of regular polygons to develop procedures so that the shapes could be drawn on a laptop screen. Tasks completed, and work undertaken in class, indicate that pupils are completing a beneficial and progressive variety of tasks in all areas of the curriculum, with a degree of over-emphasis on number activities. Pupils use their numeracy skills satisfactorily in other areas of the curriculum. For example, co-ordinates were used in a geography lesson in Year 3, and pupils in Year 6 used graphs effectively to represent their findings in their bread survey as part of their work in design and technology.

83. Pupils' good, or very good, progress in learning is achieved where the teaching is of a high quality, pupils have a positive attitude, and the tasks set are demanding but achievable. Within their sets, pupils of all levels of attainment are making progress in their learning due to appropriately planned tasks that help pupils develop their knowledge and skills effectively. Those pupils who have a higher level of attainment, in the top sets especially, are not being appropriately and effectively challenged in their activities on a consistent basis. Most pupils make only limited progress in using and applying their mathematical skills and knowledge, particularly in problem solving. Where pupils do develop well is in their acquisition of numeracy skills. As a result, a significant majority have the expected numeracy skills when they leave the school at 11 years of age.
84. Teachers are effective at promoting pupils' good attitudes to mathematics. In some lessons, pupils' attitudes are very good. This represents an improvement on the previous report. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. This was well exemplified throughout the school. It was especially evident in the Year 4 classes as they carried out tasks involving fractions. Here pupils were clearly interested and involved; as a result they successfully applied their skills and they made good progress. Pupils work well both on their own, and in pairs and small groups. Currently, there is little evidence of pupils being given the opportunity to show initiative in their tasks, such as being involved in more open-ended investigations that require pupils to develop their own strategies.
85. The quality of teaching is good overall, with no unsatisfactory teaching observed. This means that the quality of teaching, despite staff changes, has been maintained since the previous report. Most teachers have a good understanding and knowledge of the subject and, as a result, questioning is used effectively to check and extend pupils' understanding. Invariably, the tasks set are appropriate to the level of attainment of each pupil. Pupils, who have a higher level of attainment, are challenged in their tasks, but the level of challenge is not sufficient to promote overall good levels of progress. Lessons are well planned along the lines of the National Numeracy Strategy and learning objectives are explained to the pupils, in a majority of lessons. There is clear indication in the teachers' planning of how tasks are to be assessed and how those pupils with special educational needs are to be supported. In some lessons, as in those already mentioned, the delivery is lively with a very positive relationship between teacher and pupils. Lessons are conducted at a good pace within the timings of the National Numeracy Strategy. Only one lesson observed had a lengthy introduction, which caused pupils to lose interest. Invariably, pupils are well managed and as a result the teaching has a good impact on pupils' learning. In most lessons pupils are effectively kept on task and consequently their learning develops appropriately. Although there are some examples of constructive and informative marking,

this practice is inconsistent. However, there is good practice of oral support and feedback to pupils on their work during lessons.

86. The school is utilising national and commercial tests to assess pupils' development from term to term and year to year, and these results, with teachers' assessments, are effectively employed in the organisation of teaching groups and sets according to pupils' levels of attainment. Assessment of pupils' work and progress is a developing area. Teachers keep records of pupils' success in attaining the key learning objectives planned, and effectively use the previous years' test results to predict future levels of attainment to support their monitoring of pupils' progress. Test results are not yet analysed to identify areas of weakness in pupils' answers in order to adapt future planning and so further improve the quality of learning. Some teachers provide targets for individual pupils and in this way involve them in self-evaluation and the desire to seek self-improvement. This good practice is not consistently developed through the school. The teaching of pupils in ability sets has gone part of the way towards meeting the differing needs of the higher attaining pupils, which was a concern in the previous report.
87. Pupils' literacy skills are effectively developed in mathematics and there is a positive focus on the use of correct terminology and developing pupils' comprehension skills in problem solving. Information and communication technology is beginning to be utilised satisfactorily in the delivery of this subject, which is a slight improvement on the situation found previously. Computers in the ICT suite are under-utilised for the teaching of mathematics, but this is compensated, to a degree, by the use of laptops in the classroom. The selection of programs available to support pupils' learning in mathematics needs developing further. Homework supports the curriculum, but it does not fully extend tasks undertaken in class.
88. The co-ordinator provides clear and very effective leadership. Her contribution to the development of the Numeracy Strategy has been recognized locally, where she is a leading mathematics teacher. Through careful monitoring of teaching, pupils' books, and teachers' plans, she has definite objectives for the positive development of this subject. Using observations and data she prepares an action plan which is discussed thoroughly, before it becomes part of the school development plan. Standards are further supported by an adequate quantity and quality of general resources, and a good selection of equipment for numeracy tasks in the classroom. This leads to a full curriculum being effectively supported.

## **SCIENCE**

89. Standards of attainment have fallen since the previous inspection when they were judged to be good. Last year, both the National Curriculum test results at the end of the key stage, and teacher assessments, were lower than the national average. There has been a reduction in the time available for teaching science in order to accommodate the National Literacy and Numeracy Strategies; insufficient time was given to pupils' learning activities and standards fell. The school recognised the drop in standards in comparison to the national average and made modifications to its teaching programme. Booster classes were provided in Year 6 to promote pupils' learning. A new scheme of work has been adopted, additional training for teachers has been provided and staff have focused on more rigorous teaching of methods of aspects of knowledge and skills required. These strategies have had a positive impact and the most recent National Curriculum tests indicate a significant improvement.

90. During the current inspection pupils were judged to be attaining satisfactory standards, generally in line with those expected. In lessons, pupils make good progress in developing the skills of carrying out detailed investigations. They know what constitutes a fair test and carry it out in carefully controlled experiments. They are beginning to record their findings in a variety of recognised scientific ways. Pupils in Year 6 take part effectively in 'brainstorm' sessions and formulate intelligent predictions, for example about the solubility of sugar in water. They devise a suitable table for recording their methods and results, and use mathematical skills when finding fair and accurate ways of measuring quantities, time and distance. Pupils decide which apparatus they will need, allocate tasks within their teams, and take responsibility for clearing away sensibly at the end of lessons.
91. Pupils make satisfactory progress in acquiring an appropriate range of scientific knowledge. In Year 3, pupils undertake sustained study into life cycles of living things. In their lessons about plants and how they derive nutrients to sustain growth, pupils effectively set up tests to find out how water travels from the roots to the leaves and flowers. They know the correct terms of the different parts of the plants and use their skills in art and design to make large scale, three-dimensional models of flowering plants as visual aids, which are successfully displayed on the classroom walls. This knowledge of plants is further developed in Year 5, where pupils explain the purpose of the different parts in sustaining healthy growth. In Year 4, pupils understand that creatures require different habitats to sustain them and here pupils' displays are used very effectively to promote and consolidate learning.
92. Pupils with special educational needs make satisfactory progress in their learning. When supported, their progress is often good. For example, a self-selected spokesperson for a group of pupils with special needs was able to confidently explain the results of their brainstorming activity, read out their recorded data accurately and explain the underlying principles simply and clearly with good levels of understanding.
93. Pupils throughout the school show interest in and sustain long periods of concentration and co-operation. They record their outcomes thoughtfully using a variety of graphic and textual forms, take an increasing pride in presentation and apply literary skills appropriately when writing up their predictions, methods and findings.
94. Teaching is good. Teachers have good levels of subject knowledge and are now using consistent approaches to lesson planning. Resources are appropriately used, as is the implementation of the newly adopted schemes of work. Teachers cover the National Curriculum requirements well. The major themes of life processes, materials and their properties and physical processes are used for lesson planning, and from these areas, teachers enable pupils to use experimental and investigative methods. However, because of time restrictions, these tend to be rather teacher-led and do not always allow pupils to investigate ideas as freely as teachers would wish. Teachers make effective links between science and other areas of learning, which have a very positive impact on promoting pupils' interest and developing greater understanding. For example, pupils in Year 6 thoroughly enjoyed their visit to the local river where their learning in science was supported by their learning in geography and history.
95. The subject co-ordinator has high levels of personal expertise and enthusiasm, works hard to raise standards and has positive ideas for improvement in the subject. He attends training days held by the local education authority and gives useful in-school training to teachers. He has spent much time and effort making teaching materials, such as vocabulary work cards, and gives regular advice and assistance to year-group planning

teams. The subject co-ordinator also monitors the quality of learning by collecting samples of pupils' work which form the basis of a standards bank to benchmark pupils' attainment levels in order to raise teacher expectations in the subject. This needs to be more comprehensively annotated and clearly sequenced in order to exemplify what teachers need to do to raise standards further. The co-ordinator is unable to monitor teaching in the subject as no time allocation has been made for this purpose, which is preventing important developments taking place. He has begun to make useful analyses of test and teacher assessment data to identify areas of weakness and develop strategies for improvement. For example, it was recognised that the standards of boys' attainment was weak, and so extra help has been provided for boys in their recording and additional books have been purchased to promote their greater interest.

96. Pupils enjoy working in a wide range of venues. Apart from classrooms and playing areas, pupils are taken out of school to visit the River Gannel estuary, woodland and coastal areas. They are also taken to local environmental reserves where they study habitats of flora and fauna as well as physical features of the region.

## **ART**

97. Since the previous inspection, the amount of time given to art has reduced because of the greater focus given to the developing of pupils' learning in English and mathematics as part of the National Literacy and Numeracy Strategies. Standards in art were judged as good at the previous inspection, but they have not been sufficiently maintained. During the current inspection, the standard of pupils' attainment was very variable through the school because there is a wide variety in the quality of teaching provided. A significant proportion of teachers are not confident in their own skills and lack the expertise to promote good learning. Other teachers have skills that range from satisfactory to good - these are used successfully to stimulate pupils' skills and knowledge. In each age range this variety of provision and resultant variable standards of pupils' work can be seen, and consequently pupils' progress through the school, although mostly appropriate, is sometimes unsatisfactory.
98. The scheme of work provides an appropriate framework for promoting pupils' knowledge and skills, and art is also used well to complement pupils' learning in other subjects, such as literacy, history, geography and science, which enriches their experience. In Year 3, as part of their work on the rain forests, pupils used clay to make creatures that they might see there. In history, they made simple clay thumb pots, similar to those made by the Celts. In Year 4, the skills of working with clay continue to be satisfactorily improved and pupils made attractive representations of Ancient Greek pottery, showing consideration for the style and colouring used at that time in history. In Year 5, pupils made busts of famous personalities from the reign of the Tudors, which further developed their skills of modelling with clay. This was a difficult task, but many pupils made very good attempts at capturing their facial appearance and costumes. In Year 6, the topic on the 'Flowers of Crystal' was the stimulus of many aspects of artwork including the creation of fantastic flowers made from a wide range of materials. In one lesson, the teacher's good preparation in the way of collecting a wide range of resources and the introduction of paper folding skills, enabled pupils to let their imagination fly to produce well-constructed 'flowers' from a tremendous variety of ideas. The effective use of resources was also observed in lessons where pupils were studying the work of Rousseau. Plants with many shapes of leaves, in variable shades of green, promoted pupils' awareness of plants and they successfully recreated some of the shades by mixing pastels.

99. The quality of teaching, although variable, is satisfactory overall. In the most effective lessons, teachers have enabled pupils to focus clearly on details such as pattern and enabled them to reproduce them effectively, such as in the water-colour portraits of the Tudors in Year 5. The good standard of pencil portraits of other pupils in Year 5 and 6, also shows effective skills in the teaching of proportion, and the use of shading to produce effects of light and contours. Many of the portraits are evidence of pupils' good observation and careful work so the final picture shows a good resemblance. Sketchbooks are still in their developmental stage, but there is evidence of the development of pupils' skills, such as colour mixing and the use of hard and soft pencils to produce a range of effects to enhance their drawings. No unsatisfactory teaching was observed, but from the unsatisfactory quality of some work it is evident that in some lessons the teachers lack the knowledge and expertise to further develop pupils' skills in order to attain the standard expected for their age.
100. Pupils enjoy artwork and most exhibit good levels of concentration and perseverance. Those with special educational needs are well supported and make similar progress to their peers. They share resources well and show appreciation of each other's work. Learning in art is used satisfactorily to promote pupils' social and cultural development. Groups of pupils worked together to plan and then make large mythical beasts in Year 5 as part of their work in literacy on myths and legends. Pupils learn about the work of artists from around the world, although this aspect is not fully developed as most are from the western hemisphere. The study of a local Cornish artist and visits to the Tate Gallery at St Ives stimulated pupils' interest and enhanced their learning, as did the links with 'Artists in Trust', which gave pupils in Year 6 opportunities to create very effective pictures of local historical buildings.
101. The co-ordinator for art is very enthusiastic and provides good support for other colleagues. She monitors standards of pupils' work through the observation of displays and collects samples of work in a portfolio to show the range of standards of attainment produced. She has started to review the scheme of work in the light of the new regulations, but this will require whole-school discussion if changes are to be made to the balance and range of work across the topics. She has not had the opportunity to observe other teachers at work, but recognises the need to provide further training for some staff in order to raise standards. Displays of pupils' work are used well to provide a bright and colourful environment in which to learn, and promote pupils' pride in their own work, as well as to appreciate of the work of others.

## **DESIGN AND TECHNOLOGY**

102. Pupils, including those with special educational needs, make generally good gains in their learning through the school and at the end of the key stage have a secure understanding of the design and technology process. Standards in the skills of designing and making are satisfactory overall and in line with those expected for pupils' age. In these aspects standards are below that judged at the previous inspection. However, the pupils' good understanding of the design process has been effectively maintained, which is a very positive position considering the reduced teaching time given to design and technology since the introduction of the National Literacy and Numeracy Strategies.
103. Pupils through the school develop effective skills of creating designs for a range of artefacts to suit a specific purpose; for example pupils in Year 4 designed a picture frame

to fit a chosen photograph, and pupils in Year 6 designed sandals for a friend. By the end of the key stage, designs are carefully drawn and provide detailed measurements and explanations of the materials to be used. Diagrams show views from several angles and provide instructions on how the design will be made. The best designs give detailed explanations, using appropriate technical terms that illustrate the pupils' good understanding of mechanisms and structures.

104. Pupils' making skills are overall satisfactory. They have developed a good range of skills using a variety of materials, and techniques for cutting and joining, including sewing and using moveable joints, as well as utilising their knowledge of the most suitable sticking agents to employ on different materials. This wide knowledge is used effectively but the end results are usually finished to a satisfactory standard. Pupils' awareness of the need for accuracy in their measurements is not sufficiently developed and the skill of using careful measurements through the use of protractors or set squares to create accurate angles, is still in the early stages of improvement. Pupils in Year 6, for example, developed a wide range of designs to meet the requirement of making a package to hold four large seeds from the flowers of the 'Planet Crystal', but were unable to make designs, which would result in secure packets to carry 'such valuable seeds'. Pupils in Year 3, however, made effective miniature greenhouses exhibiting good understanding of making structures out of rigid materials. Some of the greenhouses are being used successfully around the school to propagate small plants.
105. Pupils' experiences in food technology are good. In Year 4, they design their own fillings for pancakes and in Year 6 design their own ingredients to make a kind of specialist bread. Their designs are based on effective product analysis of commercially produced brands and, from their reports it can be seen that the pupils' market surveys were much enjoyed. Pupils' mathematical knowledge of tables and graphs were effectively used to present their results. Their literacy skills are also well employed to record the stages of their work and evaluations of the final results. Very little use is made of information and communication technology in the study of design and technology.
106. Only one lesson took place during the inspection, but from the teachers' planning and the range of evidence on pupils' work it can be judged that the quality of teaching is at least satisfactory and often good. Work in design and technology has a high priority in the topic planning and is well represented in terms of time and effort. However, some teachers frequently plan an art activity as art/design and technology when in fact it is purely an experience in art design. There are, however, plenty of specifically planned design and technology experiences to ensure a good coverage of knowledge and skills, but it does call into question the teachers' clear understanding of the design and technology requirements.
107. The co-ordinator for design and technology is experienced and uses his own good subject knowledge to support and guide colleagues. There has been no time made available for the monitoring of the quality of teaching, but he monitors the standards of pupils' work and progress, which is illustrated effectively in a portfolio of pupils' work assessed against National Curriculum levels of attainment. A simple and effective assessment procedure for staff to use has been drafted, but it is not yet in use, although staff make satisfactory statements on pupils' progress in the annual reports to parents. This information is not used to identify areas of the curriculum that are in need of evaluation or improvement in order for pupils to make best progress. For example, pupils' making skills could be improved through a more appropriate range of experiences in Year 6. Resources for design and technology are overall satisfactory.

## GEOGRAPHY

108. Standards are generally good and by the end of the key stage, pupils have acquired the key skills of geography, as can be seen in their work on rivers and environmental change. Pupils make good progress in gaining a wide range of knowledge and skills through the school and pupils show that they are beginning to recognise and satisfactorily explain geographical patterns and processes. In Year 6, pupils demonstrate good knowledge and understanding in their comparative studies of places. They show their understanding of the importance of location when they compare Newquay with Luxor in Egypt and have a good understanding of why settlements develop in certain places based on the requirements of life. The results of human habitation and the damages that are made on the local environment are well illustrated in effective displays and collages. The pupils show they are beginning to recognise attempts to manage and improve the local environment when they write their own 'Code of Conduct for the River Gannel'. Pupils use correct terminology and geographical vocabulary and employ four-figure co-ordinates and grid references effectively to locate information on maps. They use appropriate symbols and keys in making large-scale maps of the River Gannel and its flood plain, and deduce information from globes, plans and maps of different scales when they find out about life in Egypt. They use geographical skills to interpret historical maps or interrogate a database.
109. When they are given opportunities to experience a range of activities in geography, pupils show keenness and enthusiasm. When they go on geographical field trips to the River Gannel and other places, pupils follow up such visits with interest and work co-operatively together. When they are given opportunities to base their enquiries on their own experiences and activities are presented in lively and interesting ways, pupils sustain their concentration and learn for themselves. Younger pupils are encouraged to use their initiative and to work independently by finding out about different places through using different sources of information, such as travel agents. Older pupils are encouraged to work collaboratively on projects such as making three-dimensional models of the river from source to sea. In all the Year 6 classes, pupils show that they are confident in expressing their ideas about environmental issues.
110. The previous inspection reported that standards of teaching and learning in geography were good, and these standards have been well maintained. In some lessons observed, teaching was very good. Most teachers are secure in their knowledge of the study of the local environment and of a good range of places and themes. They provide pupils with appropriate and effective opportunities to compare and contrast different areas and geographical features. They effectively promote pupils' learning through enquiry and investigation through the use of secondary sources and fieldwork activities. Their teaching is always clear and accurate and often stimulating. The most effective lessons are where the teacher has a thorough knowledge of the subject and provides a range of interesting approaches and resources to engage and captivate the pupils' interest. In some lessons, however, insufficient thought is given to providing more challenging activities; higher attaining pupils finish work ahead of time and opportunities for extending their knowledge and understanding are missed.
111. Teaching in geography is generally good and enables most pupils to achieve good standards in lessons and to make progress in geographical skills. Teachers relate well to their pupils and provide a secure and positive environment in which pupils can work for extended periods of time. Pupils of all ability groups are given opportunities to work



independently or co-operatively on projects. They are given appropriate support from the teacher or other staff, which gives them confidence to express their own opinions. In the majority of lessons pupils are given clear explanations and often intellectually challenging work to do. They respond appropriately by making the most of the time available. They produce good quality answers to questions, either orally or through their writing. In the best lessons, relationships in the classroom provide a positive atmosphere in which achievement flourishes.

112. Pupils across the key stage use the skills developed in literacy to enhance their learning of places and themes. Pupils in Year 3 show they can select and link information from different sources when they complete interesting projects on 'Places I Have Visited'. They are beginning to recognise the characteristic features of the different locations, and to offer explanations for similarities and differences between places. Pupils' literacy skills are enhanced when they respond to geographical questions in a range of ways, such as in their topic on the rainforest. They use satisfactorily their numeracy skills when locating places and measuring distances between places.
113. Pupils use a range of information and communication technology skills in their enquiries. They use computers effectively for word processing their accounts or data handling, and digital photographs taken of the River Gannel are used for presenting and acquiring evidence. They are developing their knowledge of communications technology when they make links with another school using email and the Internet. Pupils show good, sometimes very good, attitudes to their work in geography.
114. Despite the relaxing of the requirements for geography, standards of attainment remain good and teaching is good, sometimes very good. The main issue identified in the last report was that pupils' achievements were not sufficiently well matched to the National Curriculum levels so that assessment information was not always useful to the receiving teacher. Assessment procedures have improved but need to be developed further to ensure that teachers use the information to evaluate their planning and further improve pupils' levels of achievement.
115. The co-ordinator is knowledgeable and supportive to other teachers. He attends planning meetings and provides good quality resources. He has provided staff training in the past and has identified the need for more in the future. He collates a 'standards bank' of pupils' work and provides assessment sheets based on the National Curriculum levels to support teacher assessments for the end of year reports. He is aware of the need for the formative use of assessment to be more fully developed by teachers at the planning stage in order to have a greater impact on the progress pupils make in geography. He is also aware that the teaching of geography needs to be monitored in order to extend the good practice that is evident in the school generally.

## **HISTORY**

116. Standards of attainment are generally good and by the end of the key stage, pupils have acquired the key skills, which enable them to complete very comprehensive projects on the Ancient Egyptians. They communicate their knowledge in a variety of different ways. They write about and discuss the lives and beliefs of the Ancient Egyptians and make links with their work in other subjects. For example, they talk about the religious significance of animals such as the cat and make links with their studies of religious symbols. They use skills learned in art and information and communication technology to

make pastel drawings of the Pharaohs and conduct historical enquiries. They combine graphics and word processing to communicate information. They can interpret evidence and apply chronological skills and historical terms, for example, when they sequence the main events in the lives of the Pharaohs. They are able to make comparisons between the everyday lives of people in Luxor with their own lives. They can write knowledgeably about the process of mummification and the lives of the Pharaohs. They have learned about the significance of the discoveries of archaeologists such as Harold Carter.

117. The previous inspection reported that standards in history were good and sometimes very good. Teaching also was good, sometimes very good. Despite the relaxation of requirements for history, standards of teaching and learning have been maintained. During the current inspection the quality of teaching observed was usually good and sometimes very good. Teachers are secure in their knowledge of the history units to be taught and in the key skills required. Their teaching is clear, accurate, often stimulating and perceptive and involves all pupils. They plan effectively and make intellectual and creative demands on pupils, using imaginative resources, including a good range of high quality historical artefacts. In the best lessons, teachers challenge all pupils, particularly the more able, by developing pupils' own responses and questioning them further to deepen their understanding of historical issues. In their day-to-day working, teachers monitor pupils' learning effectively and use the results of their ongoing assessment to encourage and set targets for improvement. This enables pupils to achieve good standards in lessons generally. Lessons are well organised and allow most pupils to complete tasks in the time available. Relationships in the classroom provide a confident and positive atmosphere in which pupils are often able to work well for extended periods of time and make good progress. Pupils in Year 3 make good progress in learning about the everyday lives of people in the past when they ask and answer questions about the Vikings using historical artefacts. Pupils in Year 4 show they are starting to select and link information from different sources when they talk and write about the lives of the Ancient Greeks. Through their studies of the Tudors, pupils in Year 5 describe the main changes, events and people of the period and are beginning to give reasons for events.
118. Pupils across the key stage use the skills developed in literacy lessons to enhance their learning in history. For example, pupils in Year 6 retrieve and collate information from a variety of sources for their Ancient Egyptian projects. They write thoughtful poems about the desert and the pyramids and write detailed accounts to explain how the shaduf was used to draw water. Pupils' research skills are effectively developed in history through the regular use of the library and computers to access information as part of their enquiries into the past. They also make good use of their computer skills to communicate their knowledge of history, confidently combining information and graphics.
119. Teachers show their own interest and effectively stimulate pupils' good response so that attitudes to history are overall good, often very good. Teachers plan effectively and provide stimulating resources to involve pupils through enquiry and investigation. Pupils are keen to answer questions and concentrate well on the different activities provided. For example, when younger pupils visit the roundhouse on Bodmin Moor, their follow-up work shows that pupils have enjoyed participating in a good range of interesting activities. Good opportunities are provided for pupils to collaborate together in year groups to gather information as part of their 'Ancient Greeks Day' or 'Viking Day'.
120. Good links are made with other subjects; for example, when pupils are given opportunities to experiment with friction on sand, as part of their work on Ancient Egypt, they make progress in science as well as history. Opportunities to make pottery in the style of the

Ancient Greeks uses pupils' knowledge of their life styles, as well as developing techniques of using clay. The curriculum is enriched through visits to places of local historical interest, and by visitors to the school, such as 'Clive Pig', who involved pupils in drama workshops based on the different history units they are studying.

121. The co-ordinator is well informed and supports other teachers well. He attends planning meetings and ensures teachers are provided with high quality resources and artefacts. He provides good support and guidance for staff and has developed a portfolio of pupils' work matched to National Curriculum levels to support teachers' knowledge assessment. The co-ordinator is aware of the need to develop teachers' strategies for assessment in evaluating standards and identify areas of improvement. The issues highlighted by the previous inspection were the need for the development of monitoring of teaching and learning, which has not been sufficiently addressed, and his role in identifying and extending the good practice that exists in the school, which continues to be an area for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. At the end of Key Stage 2, pupils' attainment is above national expectations in all aspects of the subject. Through the regular use of the ICT suite, pupils of all ages and abilities show an ever-increasing capability to work with a wide range of hardware and software. In addition to building skills, they are able to use information and communication technology (ICT) to organise, refine and present information in different forms and styles for specific purposes and audiences. Pupils in Year 6 use a program to create a presentation on environmental issues being studied, for example, the results of acid rain and water pollution. Many presentations are being developed with the relatively sophisticated use of imported text, graphics and sound in order to 'get the message across'. Pupils create sets of instructions to control events at an ever-increasing level of sophistication. Pupils in Year 4 make good use of control devices; for example, control boxes are used to input procedures that control lights and wheeled models. One of the best examples of work seen involved the synchronised use of lights to command the movement of a model, just like the real effect of traffic lights! Pupils are very confident when exploring the effects of changing the controls and variables within software programmes. Pupils in Year 5 use digital photographs to explore how the image may be changed - with some interesting and sometimes unusual effects.
123. Pupils, including those with special educational needs, make good progress in all aspects of the subject. The expansion of the computer suite and its regular use during the current academic year has enabled pupils of all ages and abilities to have regular access to a wide range of learning opportunities. This provision has had a very beneficial effect on pupils' acquisition of knowledge, understanding and skills. Some very good progress was seen in Year 4, with the levels of learning in control and monitoring work reaching that achieved by Year 6 pupils. Other factors that are contributing positively to pupils' achievements are the well-structured and relevant curriculum and good quality of teaching.
124. Pupils' attitudes to learning are very positive. They enjoy using the excellent facilities in the ICT suite. Year 4 pupils were seen to work well due to their own enthusiasm and the skilful management by their teacher while investigating a simulation programme on the Ancient Greeks. Interest is sustained as they work in a co-operative way with their peers. Pupils' behaviour is very good, reflecting their interest and enjoyment in learning about IT and using their skills to support work in many other subjects. Many lessons have an

obvious relevance to the pupils, often being based on topic work and studies involving the local area. This represents very good practice.

125. The overall quality of teaching is good. The subject policy provides clear guidance for staff. The adoption and amendment of a national scheme of work gives good detail on which teachers can base their lessons. This structure is important as both teaching and non-teaching staff have a range of subject knowledge. The subject co-ordinators and ICT manager are highly skilled. All staff are working to develop their own expertise further. All are to be commended for taking a positive attitude to in-service training, with the result that they manage to keep at least one step ahead of their ever-improving pupils. Lessons are well planned and in line with the school's scheme of work. Planning takes account of pupils' needs and provides for a continuity and progression of learning to take place. Pupils are managed well with classes being split between their teacher and the ICT manager while working in the computer suite. High levels of support are offered by teachers and support staff, which reinforce and increase pupils' achievements.
126. The curriculum provision is good across all aspects of the subject. As indicated above, learning opportunities are well organised. The assessment of pupils' work is satisfactory with some examples of good practice being developed. Two good examples include the use of a word-processing assessment task, based on dinosaurs, being used to test a range of skills and to indicate pupils' future learning needs; and the use of self-assessment being carried out by pupils while working on control and modelling activities and overseen by the ICT manager. Further development of these practices will assist all staff in having a better and clearer appreciation of pupils' attainment levels and future learning needs.
127. Resources for information and communication technology are very good, indicating the continuing high levels of support being provided by the governing body and headteacher. There is a good amount of high quality equipment organised well for effective use. The ICT suite is an excellent resource with very good hardware and software provision. Provision for the use of information and communication technology around the school is uneven, and underdeveloped in its use with special educational needs pupils. There are computers of varying age and capability in most classrooms and during lesson observations these were noted as being used infrequently. The school is aware of the need to extend the learning opportunities currently being provided in the ICT suite into more regular class use, and has plans to develop further computer clusters around the school. Technical difficulties have delayed this development. Some good practice is taking place with the use of laptop computers in literacy lessons. The initial success of this provision is planned to be extended further, so that additional machines become available for more frequent use.
128. The leadership and management offered by the two co-ordinators and the ICT manager are very good. Their teamwork and expertise have been instrumental in not only maintaining the good standards noted during the 1996 inspection but in improving several aspects of the subject. For example, all have been involved in ongoing staff training and curriculum development that has significantly raised skill and confidence levels of their colleagues. Since the last inspection national standards and expectations have risen appreciably. The school has managed to match these improvements and further improve ICT facilities and staffing with the appointment of an ICT manager, the access to the Internet and the use of email. They have made good improvements in standards of pupils' control and monitoring work, and in the structure of the curriculum and teachers' planning, and in the use of outside technical expertise to maintain the efficiency of systems.

## MUSIC

129. Standards in music are satisfactory. Pupils sing pleasantly in unison, with good phrasing. Everyone takes part in, and benefits from, the regular musical opportunities offered by the music specialist. Pupils regularly listen to music selected to act as a stimulus for their own compositions. They discuss some of the qualities of the recorded works and then use particular sounds or rhythms as a basis for joint composition. Pupils increasingly use musical terminology appropriately. They hold instruments properly but sometimes strike percussion with a lack of finesse. The knowledge of pupils who have music tuition adds considerably to the quality of pupils' understanding and appreciation. By Year 6, pupils have gained an appropriate repertoire of musical skills and insights.
130. A notable feature of pupils' achievement is the high quality of co-operative group work. Pupils plan their compositions together, arrange which instruments will be used, and how they will match and pattern their rhythmic interchanges. They structure their work and use tempo and dynamics to achieve a desired mood or effect or to illustrate a story. They discuss sensibly how they will find a complementary or dramatic way to draw their music to a satisfying conclusion.
131. Pupils perform regularly in their small groups. They have no inhibitions and are interested to hear the constructive comments that other pupils make. Groups are then able to improve and refine their work. Different aspects of music form the focus for different terms. Pupils make noticeable gains in competence in rhythm and pitch over time. Within a lesson, when pupils concentrate on the skills being taught, they gain pleasure and knowledge. Year 6 pupils can read and interpret simple notation and play in an ensemble. The previous inspection found that attainment and progress in music lessons was satisfactory and that is also the finding of this inspection.
132. Pupils enjoy their music lessons. They generally behave sensibly because they find the work interesting and want to learn. They gain satisfaction from completing a work of their own devising. For example, pupils in Year 6 created an accompaniment for a rhyme or poem. They enjoyed practising parts for different instruments, which were finally drawn together in a nine or ten-part harmony.
133. The quality of teaching in lessons observed was good. It is marked by a high degree of careful organisation. Everything is ready for each class as they reach the music room and the pupils come prepared to move swiftly into their lesson. Lessons build upon pupils' previous skills, so that pupils get a sense of achievement. Continuity of pupils' learning through the school is well established, because the music specialist teaches all classes. She refines and improves her lesson preparation, matching the subject matter to the skills of each year group. Organisation and methods used in music lessons are good because all pupils are actively engaged all the time. There is a very good pace to the lessons and also proper time for practice and reflection.
134. The range of learning experiences provided is good, but the time given to music, half an hour per week, is low and this limits what can be achieved, and the progress that pupils make in their learning. More could be expected of them as far as remembering sounds, singing in parts, and listening to a much wider range of music from other cultures. They listen, appraise, compose or perform with increasing concentration. There is a good range of instruments, and resources are used well, though there is no work linked to keyboards, or computerised recording and synthesising of sound. Video recordings of pupils

performing together demonstrate good co-operative skills, mastery of tempo and dynamics. Some work with instruments is productively linked to class topics. All pupils enjoy a well-balanced music curriculum.

135. The co-ordinator has written a policy for her subject that expresses a commitment to giving all pupils access to a rich musical experience that will give them pleasure as well as promote appropriate skills and knowledge. It stresses the personal nature of music interpretation and the insistence, which is also a reality, that music should be fun. There are good extra-curricular opportunities provided in music. The choir, for example, meets regularly and sings with proper control of volume, crescendo, and expressiveness. Great attention is given to enabling pupils to sing clearly and with good tone by improving their posture, breathing and enunciation.
136. The room set aside for the specific use of music teaching is a particular bonus, which means instruments are kept correctly and are ready for use. There is good range of tuned and untuned percussion instruments, which enables pupils to produce a wide range of exciting rhythms. Aspects of multi-cultural music are satisfactorily promoted.

## **PHYSICAL EDUCATION**

137. Pupils' attainments in all areas of their physical development exceed national expectations and these standards have been well maintained since the previous inspection. By the end of the key stage, pupils have gained a wide repertoire of games, gymnastics and dance skills. The majority of pupils can swim between 25 and 120 metres.
138. Particularly good learning was observed in a Year 5 class, when pupils used their knowledge of Tudor times, to compare a favourite dance of Queen Elizabeth 1 with traditional square and circle dances they had been practising. Pupils were also able to relate their current work in science on pulse rates to their own heightened heart and lung activity after each dance. Pupils develop good social skills; boys and girls take their partners and hold hands whilst listening to instructions with no silly behaviour. They learn that in Tudor times, men kept their sword hand free to protect the lady and that bowing and curtsying were part of everyday life. They learn specific vocabulary like 'promenade'. In a progressive dance they heel and toe daintily, swing their partners well and develop easy flowing lines of dance, keeping to the mood and rhythm of the music. Pupils discuss Elizabethan instruments and compare them with those of today. They enjoy the exhilaration of dance sessions because of their teacher's personal enthusiasm, skills as a caller and humorous asides, which particularly please the boys and increase their motivation.
139. In outdoor games lessons, pupils in Year 3 experience a wide range of activities designed to raise fitness levels and promote team-building skills. The recent acquisition of a multi-coloured parachute brings an added element of fun to exercising. The use of pupils' mathematical knowledge on shape adds to the interest. Pupils with special needs particularly enjoy games sessions, where they generally work at the same level as their peers, which builds confidence and raises self-esteem. Pupils learn games with rules, work as part of a team and develop strength and stamina. They learn to throw accurately and extend their range when using small apparatus such as balls and bats, beanbags and hoops. Girls and boys make similar good progress in their learning. They partake equally and enjoy their activities. Pupils develop a sense of fair play and take pride in achievement.

140. Pupils' learning is effectively supported by a very good range of lunchtime and after school activities that enable them to apply and improve their skills and to compete against other schools. There are opportunities to take part in the skipping club, basketball, cricket, girls' football, line dancing and athletics which takes place in partnership with the local secondary school. These activities, their work in lessons and other aspects of their physical education, make a very good contribution to pupils' social and moral development.
141. The quality of teaching is good, sometimes very good. Teachers make effective links with other subjects, which promotes pupils' learning across the curriculum, as well as their social and moral development. Teachers have good subject knowledge, which enables them to plan tasks that motivate pupils and allow them to achieve well. In most lessons, teachers use a variety of methods to sustain pupils' interest and they intervene effectively to improve performance. This also helps to keep up a brisk pace and provide good levels of aerobic activity for pupils. Teachers give good individual encouragement and help pupils to evaluate their own and each other's performance. Teachers manage their classes well and achieve high standards of behaviour.
142. The well qualified and experienced co-ordinator provides strong leadership and management of the subject and has clear ideas for future development. She supports less confident staff well by supplying skills tuition and helping with lesson planning, and has introduced more simplified assessment procedures, which are outlined in the recently adopted scheme of work.
143. The accommodation, both indoors and out is good. It supports pupils' learning well and promotes a rich diversity of activities to match both the educational needs and personal preferences of all pupils. Swimming takes place in the autumn and spring terms at a local pool. Some outdoor and adventure activities take place during school visits.

## **RELIGIOUS EDUCATION**

144. Standards of achievement are generally satisfactory and in line with those set out in the locally Agreed Syllabus and have been maintained since the previous inspection. By the end of the key stage, pupils have an appropriate level of knowledge about religious beliefs and teachings in the different religions they study, and some of them are beginning to reflect upon questions of meaning behind the traditions and purpose of religious artefacts. Older pupils have a generally sound knowledge of many of the characteristics of the Islamic and Christian faiths and explain the meanings of different creation stories and religious symbolism. They identify and respond to values and commitments in themselves and others when they discuss the qualities they look for in a friend or debate environmental issues. They are less certain when they are asked to reflect upon questions of meaning and purpose or consider more deeply questions about human identity, personality and experience.
145. Younger pupils make good progress in acquiring knowledge of Judaism and Christianity and in learning about the lives of religious figures and places. They also make good progress in their spiritual and moral development when they reflect upon their own values on the theme of friendship. When they visited St. Michael's church they were asked to think quietly about their experiences, which gave them the opportunity to develop an awareness of the fundamental questions of life which were well expressed in their poems about the cemetery.

146. The progress in learning of older pupils is more variable. In some classes pupils make good progress in developing explicit knowledge and understanding of the main religions studied, as well as learning from the implicit values being taught. In other classes, however, pupils find it difficult to relate what they learn in religious education to other areas of the curriculum and to their knowledge of the world.
147. A good example of learning was seen in a lesson in Year 6 when pupils debated environmental issues: they were also developing their sense of belonging to a community and they responded positively to the need to protect the natural world. Pupils in a Year 5 lesson discussed friendship and how to resolve conflict, making good progress in developing positive attitudes towards other people. Pupils of all ability groups show they welcome opportunities to explore religious questions in smaller groups that enable them to explore more deeply questions of meaning.
148. Teaching of religious education is generally sound with some good features. In the most effective lessons, teachers are knowledgeable about the subject and speak from their own experiences; they provide interesting resources and time for pupils to reflect on what they learn. In those lessons where pupils were not provided with opportunities to reflect on the meaning of religious values and experiences, they did not fully acquire the skills and processes required and they made insufficient progress in their learning. Teachers often give good opportunities to learn from first hand experience. Pupils in Year 3 and 4 were given the opportunity to listen to people from the different faiths talking about their religion and describing the significance of religious clothes and artefacts, which enabled them to develop good knowledge about a range of different religions.
149. Pupils' attitudes to religious education are good and sometimes very good. Pupils in all year groups show very positive attitudes when they are given opportunities to discuss and reflect upon feelings and relationships. They are developing skills of collaboration when they listen to each other in small groups and help each other express their feelings. Pupils in Years 4, 5 and 6 all show an above average ability to listen to and consider the opinions of others when they debate religious issues.
150. The study of religious education is enhanced by the links made with other subjects, for example, when older pupils study the environment and the beliefs and myths of people in the past, and when Year 4 pupils described their 'fraction friends', deciding which proportion their best characteristics take up in their personality. However, the greater focus on literacy and numeracy results in some classes having insufficient time to learn about religious education. There is often a blurring of the specific nature of developing the skills of religious education, particularly the reflection on the meaning and impact of religious beliefs.
151. The co-ordinator provides good leadership in supporting teachers with planning and high quality resources. He has provided effective training for staff on Judaism for colleagues at his own and other schools in the area. He has identified the need for further training to support teachers in implementing the new unit on Sikhism required in the locally Agreed Syllabus from September. He has begun to develop systems for assessment and recognises this as an area for further development to ensure information about pupils' progress is used to improve planning. At present, the co-ordinator has had insufficient opportunity to monitor the teaching of religious education throughout the school. His overview of the subject is mainly limited to the lower school.



152. The subject is enriched by a range of visits to a variety of churches and other places of interest, and from visitors to the school. Members of the local faith communities provide good input into pupils' knowledge of different religions and spiritual awareness and other visitors provide positive role models when they promote shared values. When Year 4 visited the open-air Minack Theatre to watch a play about ancient wisdom, they were provided with an excellent opportunity to reflect on ultimate questions and to develop many of the skills required by the Agreed Syllabus.