

INSPECTION REPORT

**SUMMERCOURT COMMUNITY PRIMARY
SCHOOL**

Summercourt

LEA area: Cornwall

Unique reference number: 111906

Headteacher: Mrs M Davies

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 22nd – 23rd April 2002

Inspection number: 198347

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Hopkins

Date of previous inspection: 3rd November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Summercourt is a smaller than average primary school with 98 pupils. There are variations in the numbers in each year group, ranging from 20 in Year 2 to ten in Year 1. The pupils are organised into four classes, each with two age groups. The majority of pupils are white and all the pupils are fluent in English.

About ten per cent of pupils are eligible for free school meals; this is broadly average. Sixteen pupils, about 15 per cent, are on the register of special educational needs with about seven per cent having significant learning difficulties, including moderate learning and behavioural difficulties. Three pupils have statements of special educational needs, which proportionally is above average.

There is a higher than average mobility amongst pupils, with 23 entering and 11 leaving at times other than the usual start and finish dates during last year. There are no specific reasons for this, other than individual circumstances.

When children start school in the reception year they are attaining standards that are about the same as most pupils within the county.

HOW GOOD THE SCHOOL IS

This is a successful school with several strengths that outweigh the few weaknesses. Overall, pupils achieve average standards and most achieve as well as they should; some younger pupils do not make as much progress as they could, particularly in writing. The teaching overall is satisfactory. The headteacher provides a clear sense of purpose and direction and is very successful in ensuring that the school plays a full part in the life of the community. The governing body provides effective support for the school. The school provides satisfactory value for money.

What the school does well

- Pupils have very good attitudes to school, work hard and are well behaved
- The older pupils make good progress
- Standards in art and design and design and technology are above expectations
- There is very good provision for pupils' personal development
- There is good provision for pupils with special educational needs
- The curriculum is rich and well-balanced
- The school builds and sustains a very constructive partnership with parents and the local community

What could be improved

- The rate of progress for some younger pupils, particularly in writing
- The use of assessment data to drive the work of the school

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in November 1997. Standards are similar to those found in the last inspection, with older pupils achieving better than the national average and better than the younger ones. Standards in English are variable across the school but below average for seven-year-olds. Standards in mathematics and science are similar to those found in the last inspection.

Progress for pupils with special educational needs is consistently satisfactory and often good. The school has maintained the high standards in art and design and design and technology (DT). The standards reached in information and communication technology (ICT) represent an improvement on the last inspection.

The school has successfully tackled the issues identified in the last inspection. Teachers consistently identify learning objectives for their lessons and the school improvement plan now has some clear targets that indicate the effectiveness of action taken to address weaknesses. The building programme has vastly improved the quality of provision and physical education (PE) lessons now take place in a splendid new, well-equipped hall.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	A	B	C	C
science	B	A	C	C

Key

well above average A

above average B

average C

below average D

well below average E

The results in National Curriculum tests attained by eleven-year-olds are well above the national average in English and broadly average in mathematics and science. It is the same picture when results are compared to similar schools. The standards noted in the inspection indicate that overall standards in the three subjects are in line with the national average. Overall, eleven-year-olds achieve as well as they should, often making good progress.

The results in tests for seven-year-olds are weaker. Overall, pupils attain standards that are below or well below the national average in reading and mathematics. Standards attained in writing are also well below the national average. Although most pupils get off to a sound start, some pupils do not achieve as much as they should by the time they are seven. This is particularly evident in writing and to a lesser extent in mathematics.

Results of standardised tests over the last three years indicate that attainment for eleven-year-olds is consistently higher than for seven-year-olds and that boys are generally doing better than the girls at both seven and eleven. The pupils with special educational needs achieve well and thrive in the positive ethos.

The very youngest children get off to a sound start and the majority of them achieve the goals set out for children when they start Year 1.

Throughout the school, standards attained in art and design and DT are consistently higher than those usually found in primary schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They collaborate effectively,

	work hard and apply themselves very well.
Behaviour, in and out of classrooms	Pupils behave very well throughout the school in and outside lessons.
Personal development and relationships	Relationships are very good at all levels and there is a friendly family atmosphere that pervades the school.
Attendance	Satisfactory, with attendance in line with the national average.

This aspect is a strong feature of the school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory. The teaching of English and mathematics is sound. There are weaknesses in the teaching of writing that impact on the progress made in some literacy skills. The teaching of numeracy skills is sound overall and good for the ten and eleven-year-olds. Pupils are benefiting from the introduction of the numeracy strategy.

The pupils benefit from steady, consistent teaching that helps the majority of them to make steady progress. The teaching of the ten and eleven-year-olds is often good and enables pupils to make good progress. Lessons are characterised by very constructive relationships that are conducive to learning. In most lessons, teaching assistants are very well used to provide support and help to groups of pupils, although on a small number of occasions their time is not as efficiently used as it could be. Effective lesson planning generally ensures that learning builds on what pupils can already do. Occasionally, the work planned for particular groups of pupils is not sufficiently challenging and they do not make as much progress as they might in the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is a good feature of the school. The curriculum includes all subjects and is significantly enhanced by the good range of extra-curricular activities for the older pupils.
Provision for pupils with special educational needs	The school makes good provision; pupils are encouraged to feel important members of the school community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a very strong feature of the school. This is a very inclusive school that provides a high quality, supportive atmosphere which helps all pupils to grow and mature with a high level of regard for one another.
How well the school cares for its pupils	There is a very high level of care and support for pupils. All staff know pupils well and look after them in a supportive manner. Personal progress is well monitored, but not enough use is made of the assessment information to inform teaching.

The curriculum is significantly enriched through a good range of visits and visitors. There is a good

programme for personal and social education. Work on the environment is also a valuable dimension of the curriculum. The school is particularly successful in building and sustaining strong partnerships with parents and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a firm steer to the school and is well supported by the governing body and staff. There is a strong sense of teamwork throughout the school.
How well the governors fulfil their responsibilities	The governing body works hard and is very committed to the school. Governors are well organised, take their work seriously and fulfil their responsibilities effectively.
The school's evaluation of its performance	Monitoring and evaluation strategies are under developed; not enough use is made of the information about pupils' performance to inform the way the school improves.
The strategic use of resources	The school uses resources in an effective manner.

The governing body works hard to ensure best value. The school improvement plan is specifically designed to achieve an improved perspective on the value for money the school is achieving.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school helps pupils to mature • Pupils are expected to work hard • The way the school is led and managed • The standard of behaviour is good 	<ul style="list-style-type: none"> • There were no significant concerns raised by parents.

The parents' views of the school are based on comments at the parents' meeting held prior to the inspection and the responses to the questionnaire sent to all parents. There was a very high level of response with 88 per cent of questionnaires returned. Parents' very high level of confidence in the school is fully justified.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils have very good attitudes to school, work hard and are well behaved

1. A key feature of the school's success is the positive and cheerful approach the pupils have to school. In all the lessons seen during the inspection the pupils were keen to learn and invariably worked hard, maintaining a high level of concentration.
2. The very youngest children rapidly pick up on the positive atmosphere in lessons and even those who have been in school for only a few days already join in activities and busy themselves in the daily routines. Children are very eager to respond to the teacher's questions and they listen intently to what they are being told. The youngest children work effectively together, for instance, during one activity they were amicably sharing equipment in the sand tray and working together very happily. This was replicated in the water tray where children were sensibly taking turns and helping each other.
3. The mixed-aged classes are characterised by pupils of all ages working comfortably together. Older pupils worked very effectively together in a dance lesson. Pupils worked very constructively in pairs to create a short routine using different steps. They discussed their sequence and practised the steps to produce short performances, picking up on the changing beat of the music. It was particularly good to see the boys fully engaged and intent on producing creditable performances.
4. The eight and nine-year-olds also work very effectively together. In an ICT lesson, pupils co-operated very sensibly whilst working on the computers. The limited number of machines means that pupils have to share and take turns. The good teaching in this lesson encouraged the pupils to work together as a group to produce a pattern by moving the 'screen roamer' in fixed shapes. The groups worked hard and sensibly took turns to create squares in different colours. This activity was particularly successful; effective use was made of limited resources in a manner in which pupils could learn from each other. All achieved some success.
5. Parents commented at the pre-inspection meeting that there is a pervasive family atmosphere throughout the school. This is evident on all occasions, during lessons and at other times. Lunch time is a pleasant, social occasion where pupils sit together and talk about what they have been doing or are going to do. The older pupils help to serve lunch to younger pupils and generally look after them. Again, this is very characteristic of the school. The harmonious, constructive relationships are a key feature at all levels of school life. Relationships between children are very positive. Similarly teaching and non-teaching staff get on very well with each other and with all the pupils. The 'family atmosphere' is further reinforced by the fact that all the staff know all the pupils, and often their families. The school is very much a 'thriving community' in every sense of the word.
6. Throughout the school pupils are very well behaved in classrooms and around the school. Teachers manage pupils very well in lessons, creating a very constructive working atmosphere that is conducive to learning. Even when some pupils occasionally struggle to maintain concentration, the teachers are very skilful in managing them and ensuring that learning is not interrupted. In the playground, pupils play sensibly without any hint of tension or animosity. In assemblies, the pupils enter the hall quietly, listening to the music. They are attentive and very well behaved. The openness of the pupils,

their courteousness and their willingness to talk about what they have been doing makes visiting the school a thoroughly pleasant experience.

The older pupils make good progress

7. As pupils move through the school their rate of progress improves and many make good gains in their learning. In English, the quality of writing improves with more opportunities for pupils to use their literacy skills across the curriculum. There are good examples of pupils writing for a range of purposes, for instance in describing science experiments or tackling the demanding task of explaining how a burglar alarm works. The latter is well done; the explanation is clear and makes full use of technical vocabulary such as circuit, conductor and phrases such as 'electricity flow'. On other occasions, pupils devise a table to describe succinctly the appearance of different breads, and use diagrams and labels to explain the appearance of split wheat.
8. Overall, the quality of written accounts improves, with ideas expressed more clearly and generally in a coherent order, although there are occasions when writing is confused and lacks a clear structure. Ten and eleven-year-olds begin to use words to create more interesting stories and accounts. Descriptions are clearer and provide a good picture of people, places or events; phrases such as '..... is a very pretty girl with a quite pale face' begin to engage the reader in the character. In many instances, the quality of the writing shows a mature and sympathetic attitude to other people. Stories often indicate that pupils have a good grasp of right and wrong. In one story, a character was described in the following manner, 'she cares for other people and doesn't just think about herself'. There are however, some occasions when good quality writing is let down by weak spelling.
9. Good progress is made in mathematics with the majority of pupils developing a good range of skills and learning to apply them to solve problems. Some of the work of the ten-year-olds is particularly high, often up to the standard usually attained by eleven-year-olds. The standard of work by both ten and eleven-year-olds in data handling is high and gives pupils good insights into how mathematics can help people. For instance, the work on conversion graphs illustrates the usefulness of presenting information clearly; graphs showing the varying costs of placing adverts on television is a very good application of mathematics to a real issue. Overall, pupils are well equipped for the next stage of education. They know their tables well and have rapid recall. They generally use effective strategies for calculating, although some pupils persist in using inefficient methods to work things out mentally. Again, some of the standards achieved by the ten-year-olds are high, they are familiar with positive and negative numbers and are comfortable working with four and five digit numbers. Most pupils understand the relationship between fractions, decimals and percentages although only the higher attaining pupils can use what they know to solve problems.
10. The teaching of the oldest pupils is shared on a regular basis and so pupils have access to two teachers whilst being in the same class for two years. The generally good teaching ensures that pupils are given work that builds on what they have already done. The teaching is often challenging and the pace of the learning means that pupils often cover plenty of ground in lessons. Good mathematics teaching gives pupils plenty of opportunities to consolidate and use their current knowledge as well as to extend what they already know. Introductions are sharp and well focused, snappy questions keep pupils on their toes and give them a chance to extend their understanding. The lessons are well planned to ensure that learning progresses in a sensible manner and that pupils have the opportunity to acquire understanding in careful stages.

Standards in art and design and design technology (DT) are above expectations

11. The school ensures that the creative elements of the curriculum are well served. Work in art and design and DT is very evident throughout the school and the standards that pupils attain are above expectations. The school has very successfully maintained these high standards since the last inspection.
12. There are examples of good artwork throughout the school with displays that encourage pupils to think about the work of a range of artists, many with local connections. Seven and eight year olds have produced some splendid illustrations to accompany their writing about the 'Big Bad Wolf', while older pupils have taken a painting by Van Gogh as a starting point for their own studies. Using pastels, paint and mosaic they have created some interesting three-dimensional images. The older pupils have been looking at the work of Monet and used pastels again to effectively create tone and depth in their landscape pictures. Observational work is also of a high standard. Examples on display include some very carefully observed paintings of local buildings.
13. Design technology work also has a high profile throughout the school. Pupils respond very well to the opportunities that they have to plan and make a range of items that take them through the designing and making processes. The very youngest children for instance, follow instructions carefully to make peg dolls using different means of joining things together. Pupils have also designed and made vehicles using recyclable material. They have labelled the different parts and added good details such as number plates and captions that give the finished item a more authentic appearance. A particularly successful project challenged pupils to design and make a toothbrush. Again, some very sharp detail contributed to the quality of the model, but pupils also developed some useful skills in cutting and shaping a range of materials.

There is very good provision for pupils' personal development

14. Provision for pupils' personal development is very good. The school is highly inclusive, valuing pupils of all abilities. Relationships with the children and their families are strong and parents are always warmly welcomed to discuss any concerns they may have. Pupils and adults alike are successfully encouraged to have a high regard for each other and form positive relationships. Parents feel strongly that their children are happy and excited about the learning opportunities that they are given. A great deal of care is taken to ensure that the school is safe and inviting. The building and grounds are beautifully maintained and provide a very pleasant learning environment. The new hall and extensions have significantly improved the accommodation. Staff ensure that pupils are given plenty of opportunities to work collaboratively in lessons and give them a range of responsibilities, not only to help the smooth running of the day but to give them an idea of how a community works together successfully. All pupils take their given responsibilities seriously, helping in their classrooms, delivering registers to the office or helping in the dinner hall. Year 6 pupils are given particular responsibility for helping to set up and clear away for assemblies and to manage the music centre. They also set up apparatus in the playground when it is needed.
15. All pupils are involved in agreeing class rules, and parents feel that these are clearly understood. The school involves parents at an early stage if there are any problems and appreciates their positive support. This strong partnership between school and home makes a significant contribution to pupils' moral development. Individual and whole class star awards for good achievement have recently been introduced and contribute positively to raising pupils' self esteem. Despite being a small school, there are many

opportunities for pupils to participate in extra-curricular activities such as tag rugby, art club, football, cricket, country dancing and Latin. Clubs run by a parent and meals supervisor, netball and needlecraft respectively, also make a good contribution to pupils' social development. Sports matches against other local schools in netball, football and cross country give pupils greater opportunities to interact with children of their own age and this also contributes to their social development.

16. Pupils participate in local and national fundraising activities in order to enhance their awareness of the importance of supporting others less fortunate than themselves. Non-uniform days appeal to the children most of all and these are held in support of a range of charities such as Unicef UK, Children in Need and Red Nose Day. They are particularly compassionate about supporting the charity 'Jeans for Genes', as they know one of their school friends suffers from a genetic disease. Regular Christmas productions are enthusiastically received by the parents, who are very clear that the school is successfully helping to develop their children's confidence through participation in these performances, as well as public speaking events such as the Wadebridge Festival of Music and Speech.
17. Throughout the school pupils are given good opportunities to take part in outdoor activities and raise their awareness of environmental issues. They make good use of the locality to support their work in lessons, for example, visiting a local farm to enhance geographical work on rivers, and studying the ages of the three roads that run through the area. The school grounds are used for pond dipping to enhance work in science. A puppet theatre has visited to give a performance centred on environmental issues and pupils have taken part in a 'Yellow Pages' recycling initiative.
18. Visits further afield are plentiful and not only help to broaden pupils' horizons but also make a contribution to their social and cultural development. They have been to Newquay to visit a contrasting area, the Eden Project, Minack theatre, and Geevor Tin Mine. There are also regular visits to the Truro Museum to enhance work in history about the Tudors, the Greeks and Victorian life in Cornwall. School camp this year takes place at Tehidy Woods for children in Years 4 to 6 and there have been overnight visits to London to visit the Dome and the London Eye. In assembly, pupils are given a taste of music from around the world, and discuss its origin to enhance their cultural awareness. On St. George's Day, pupils were quizzed not only about England's patron saint but also about the patron saints of Ireland, Scotland and Wales to help them to remember that there is a wider world beyond the school.
19. A regular programme for personal, social and health education (PSHE) enhances pupils' understanding of a range of issues such as healthy eating, personal safety and citizenship. Circle time (when children sit in a circle and discuss issues of importance with their teacher and one another) is used regularly with the youngest children to address issues such as friendships and feelings. Relationships between teachers and pupils in the older classes are strong, the children say they feel well supported and able to talk about concerns with their teachers freely. Circle time is used as and when necessary to discuss specific issues. Sex education is taught appropriately with the help of the school nurse and pupils are made aware of the dangers of substance abuse through work with the local police force. A Healthy Schools award is currently being worked towards, with a focus on mental health and well-being, introducing initiatives to help both staff and pupils to deal more effectively with stress. A school council is in the early stages of being developed as part of this project, with a view to giving pupils a more formal say in the running of the school.

There is good provision for pupils with special educational needs

20. Pupils with special educational needs benefit from the good provision the school makes. Pupils with special needs are successfully integrated into lessons and feel very much involved in all aspects of the school. Teaching assistants are sometimes successfully used to support pupils with learning difficulties. In one particular lesson the assistant was able to support a pupil who had difficulty remaining focused and was over-excited. The assistant was using an approach that had been agreed between the teacher and parents and this was ensuring that the pupil benefited from the teaching.
21. Parents of children with specific physical and learning difficulties are particularly pleased with the high standard of support their children receive and how well they are included in everything the school has to offer. All teachers and staff are highly praised by parents for their hard work and dedication to their children.
22. The records maintained on pupils with special needs are up-to-date and provide a good record of the progress they have made in all aspects. The register indicates that some pupils have been successfully supported and helped to the extent that they no longer need specific support. The school has recently adopted an ICT program that assists them in creating pupils' individual education plans (IEPs), this is proving useful and the targets being set for pupils are clear and measurable. Review dates are also indicated on the IEPs and parents are fully involved in reviewing progress and planning the next stage in their children's learning. The school is also well on the way to implementing the new Code of Practice for dealing with special educational needs.

The curriculum is rich and well balanced

23. The school offers all pupils a well-planned, broad and balanced curriculum that generally meets their needs. There are a number of key features to the curriculum that enrich pupils' experiences and make a genuine contribution to the quality of education.
24. The creative opportunities provided by the school are very evident in work from the 'creative day' that was held recently. Pupils had opportunities to be involved in a range of activities including cooking, painting and dance. These not only provided good learning opportunities but also encouraged parents and other members of the local community to come into school and work with children.
25. Another significant dimension to the curriculum is the emphasis given to environmental education. The tremendous success of the Eden Project has given greater impetus to this particularly important element of the curriculum; the school has also actively sought to work with different agencies to enrich and expand the opportunities available to pupils. This has, for instance, resulted in the establishment of the Cornish 'tree library', a butterfly garden and a pond and bog garden. Again every opportunity has been taken to involve the local community, through practical help and/or sponsorship.

The school builds and sustains a very constructive partnership with parents and the local community

26. Staff at the school feel that the successful building of relationships with parents is one of their highest priorities. A warm, family atmosphere prevails. Parents feel that the school belongs to them and their children and that there is a strong emphasis on open communication that makes them feel justifiably confident that their children are being cared for well.

27. Parents are highly supportive of the school. Almost all of them took the time to respond to the inspection questionnaire and their comments are overwhelmingly positive. They feel strongly that the school is successfully encouraging their children to work hard and behave well and is preparing them well for the next stage in their education.
28. Parents of children about to start school are given a helpful booklet telling them what their children will experience in their early days in school and how they can help them. There are plenty of opportunities for children who are still at playgroup to visit with their parents during the 'learning together' sessions. This helps to make them comfortable and feel welcome in their new surroundings.
29. The school also works effectively with other local institutions to the benefit of children and pupils. A nursery will shortly be opening within the school grounds with the full support of the school, as it will be providing childcare before and after school to help meet the needs of working parents. When pupils are ready to move on to secondary school, teachers from the two local schools to which most transfer spend time at Summercourt School to work with the pupils and discuss their needs with their teachers. A day visit is also arranged and this helps to reassure parents that the transition is as smooth as possible.
30. Parents are given a good deal of information to help keep them informed about, and involved in, school life. Letters at the beginning of each term outline what their children are doing. A termly class assembly then gives children the opportunity to show their parents what they have learned. These are always very well attended and make a good contribution to the home-school learning partnership. Reading diaries contain good information about how parents can help their children. Regular consultation evenings to which there is normally one hundred per cent attendance, and good quality annual reports on progress keep parents well informed. They are given clear information on how their children are getting on and what they need to do to improve or move on to their next steps in learning.
31. Many parents are successfully encouraged to be fully involved in their children's education. They are generally supportive of helping them with homework. Parents appreciate the effort teachers take to make homework interesting through, for example, setting research tasks which they feel will prepare pupils well for secondary school. A good number of parents help in school with reading, clubs, swimming and accompanying the children on visits. A very committed parent-teacher association is highly successful at organising fundraising events. The association regularly organises community bingo evenings, which are well supported, Christmas and summer fayres as well as sponsored walks. The association is also generous in supporting school trips, paying all transport charges, and has funded the 'Trim Trail' in the grounds which is highly valued by the children, many of whom say it is what they enjoy playing on most when outside.
32. The pupils are fully encouraged to take part in local events and the school's many successful links with the community make a significant contribution to their personal development. They regularly demonstrate their country dancing skills at church and community fetes, the next such event being in celebration of the Queen's Jubilee. Pupils sing for local elderly citizens at Christmas time and at local church celebrations, such as the Flower Festival. The older pupils have had tennis coaching from the Cornwall Lawn Tennis Association; close links with a local secondary school have made a positive contribution to pupils' sporting activities through the Schools Sports Co-ordinators Scheme which has enabled them to receive specialist coaching.

WHAT COULD BE IMPROVED?

The rate of progress for some younger pupils, particularly in writing

33. Some of the younger pupils do not make as much progress as they could in lessons. There are a number of reasons for this. Firstly, although teachers work very hard in planning their lessons, occasionally the work given to some pupils is not sufficiently challenging and is not enabling them to move on rapidly enough. Secondly, support staff are not always used in the most efficient manner and resources are not always readily available to help pupils to work independently.
34. The quality of lesson planning has improved since the last inspection, however, occasionally the work given to some groups of pupils is not quite at the right level and this hinders their progress. This was evident in two mathematics lessons with the younger pupils, where the older or higher attaining pupils were not given enough opportunity to work at their own level.
35. In some lessons, teaching assistants are used very effectively to provide different groups of pupils with good support. This was evident in a mathematics lesson with seven and eight-year-olds, where the assistants worked with pupils on the computer, extending their understanding of the work done during the early part of the lesson. During the introduction the assistants sat with specific pupils, ensuring that what the teacher was saying was readily understood by pupils who needed extra help. However, in a lesson with the youngest children, although the teaching was effective in introducing some key ideas about counting patterns, the teaching assistant could have been used more effectively earlier in the lesson to enable the teacher to spend more time with the older pupils to extend their learning.
36. The limited progress is most evident in writing, especially with the younger pupils. There is not enough attention given to ensuring that all pupils are consistently and frequently reminded about the importance of spelling and writing high frequency words and consequently spelling is weak. This persists throughout the school and results in not all of the oldest pupils being secure in basic spellings. During one lesson, there was not enough support material to help pupils to write independently.
37. The way that teachers mark pupils' work is not always as helpful as it could be. Marking is generally encouraging and positive but it does not indicate what pupils should do to improve further. It is also not related to the targets that pupils have for improving their writing and this is a missed opportunity to reinforce the very useful target setting work that the school is doing.

The use of assessment data to drive the work of the school

38. The school has some very useful information that indicates how pupils are progressing. This information is supplemented with performance data made available by the local education authority (LEA) that enables the school to compare its performance with other schools.
39. Whilst the number of pupils in each year group means that the information should be viewed cautiously, nevertheless, more use could be made of it to identify potential weaknesses or strengths in the curriculum and/or teaching or any underachievement by individual pupils. This is beginning to happen, for example the analysis of errors in mathematics test papers gave some insights into areas of the curriculum that were proving problematic for some pupils. This resulted in some adjustments being made to

the emphasis given to parts of the teaching programme. By contrast, one of the reasons why the progress in writing has been slow, despite the school being aware of the problem, is the lack of rigorous analysis of the actual weaknesses in writing. The result is a lack of precision in tackling these weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the governing body, working with the headteacher and staff should:

Improve the rate of progress for some younger pupils, particularly in writing, by:

- making more efficient use of the resources available in lessons;
- making sure that the work given to pupils is sufficiently challenging;
- ensuring that pupils have enough support materials to help them to write independently;
- ensure that marking gives pupils clear guidance about how to improve.

Make better use of assessment data to drive the work of the school by:

- Being more precise in identifying the weaknesses in subjects;
- Using performance data to track the progress of individual pupils through the National Curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	6	5	0	0	0
Percentage	0	0	55	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	98
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.4

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	9	12
Percentage of pupils at NC level 2 or above	School	80 (86)	60 (86)	80 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	80 (86)	80 (100)	80 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	9	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	90 (100)	80 (83)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Separate boys and girls figures are not included as there are less than ten boys or girls in the year group taking the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	96
Any other minority ethnic group	

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		
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: YR – Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	22.3
Average class size	24.5

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	95

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	218,800
Total expenditure	209,348
Expenditure per pupil	2,463
Balance brought forward from previous year	18,039
Balance carried forward to next year	27,491

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	1	0	1
My child is making good progress in school.	57	37	5	0	1
Behaviour in the school is good.	53	45	0	0	1
My child gets the right amount of work to do at home.	36	50	8	1	5
The teaching is good.	74	22	1	0	2
I am kept well informed about how my child is getting on.	58	38	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	16	3	0	2
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	52	42	5	0	1
The school is well led and managed.	73	24	0	1	1
The school is helping my child become mature and responsible.	63	4	2	0	1
The school provides an interesting range of activities outside lessons.	56	35	6	1	2