

INSPECTION REPORT

**St. MADDERNS C. E. VOLUNTARY AIDED
PRIMARY SCHOOL**

MADRON, PENZANCE

LEA area: Cornwall

Unique reference number: 111996

Headteacher: Mrs. T D Rowe

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 25-28 June 2001

Inspection number: 212447

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bellair Road Madron Penzance Cornwall
Postcode:	TR20 8SP
Telephone number:	01736 364845
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. P Hersant
Date of previous inspection:	4 May 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1962	Jennie Willcock-Bates	Registered inspector	English, geography, history. Information and communications technology, music.	What sort of school is it? How high are standards? How well are pupils taught? How good are curricular and other opportunities offered to the pupils? How well is the school led and managed?
10329	Brian Sampson	Lay inspector		Pupils attitudes, values and personal development, How good does the school work in partnership with parents?
16227	Jim Phillips	Team inspector	The Foundation Stage curriculum, special educational needs, mathematics, science, art and design, design and technology, physical education.	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Maddern's CE Voluntary Aided school, renamed since the previous inspection, is a small village primary school with 51 pupils on role between the ages of 4 and 11. Set on the edge of the village of Madron, the school is supported by a trust that began in 1705 to maintain a school in the village. Pupils, all white United Kingdom heritage, largely come from the village, although a small number is from neighbouring Penzance. No children speak English as an additional language. While a minority of families owns their own homes, the area has high unemployment and only half of the families have someone in full time work. Incomes are low and there is serious rural deprivation. Half of the children are entitled to free school meals. Attainment on entry is generally poor, although there are also very able children. The tests on entry to school show that children have poor language and communication skills and use a limited vocabulary to speak. Despite a good start in the pre-school situated on the school site, they find it very difficult to sit and listen and work and play with others. Nearly 50 percent of the pupils are on the special educational needs register and 12 percent have statements of special educational needs, which is very high. There is very little turnover of pupils. All the full time teaching staff, except the headteacher are relatively new.

HOW GOOD THE SCHOOL IS

This is a very effective school where pupils achieve and reach above average standards because of highly successful teaching. The quality of education is good and it is a lively, friendly school where pupils enjoy learning and work hard. In spite of a significant proportion who has extreme problems with behaviour, relationships are very good and nearly all pupils behave well. The leadership of the headteacher is very effective and management is good enabling teachers to fulfil their roles effectively. The provision for special educational needs is good and pupils are well supported by an effective team of learning support assistants. The school has made significant improvements since the previous inspection and maintained good standards. It provides good value for money.

What the school does well

- The pupils' achievement is good and by the time they leave the school standards in English, mathematics, design and technology, singing, dance and swimming are above average because teaching is very successful in Key Stage 2.
- The very effective leadership of the headteacher, with the support of staff and governors, has created a successful team that has a significant impact on school improvement.
- The school cares for its pupils very well, the ethos is strong and positive and the provision for the pupils' spiritual, moral and social development is very effective.
- Relationships are very good, pupils' contributions are valued and with praise and encouragement they work hard and behave well.
- The provision for special educational needs is well managed and the diverse needs of the pupils are very well met, helping them make good progress.

What could be improved

- Standards in information communication technology are still not as high as they should be.
- Writing and mathematics are not as carefully planned as they could be in other subjects to make a contribution to pupils' achievement in literacy and numeracy.
- Insufficient attention is given to developing the pupils' awareness of the richness and diversity of the full range of cultural traditions in society today.
- The length of the taught day at Key Stage 2 is well below the recommended minimum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in 1999, the school has made very significant improvements. All full-time teachers but the headteacher are new. Achievement continues to improve and the school has maintained good standards in English and mathematics. More work is required to further raise standards in information and communications technology by continuing current developments. The curriculum is broad and balanced. Good improvements have been made to the provision of special educational needs with the appointment of an effective special educational needs co-ordinator and more precisely written Individual Education Plans. Leadership and management are now significantly improved and there are no weaknesses. The procedures for helping new teachers settled into school are now good and the provision of support staff has increased successfully.

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
	1998	1999	2000	2000
English	C	A	B	A*
Mathematics	C	A	D	B
Science	A	A*	B	A

Key

well above average A

above average B

Average C

Below average D

well below average E

The results of the 2000 national tests for 7 year-olds, in reading, writing, mathematics and science are very low and in the lowest five percent of schools nationally. These results do not compare very favourably with similar schools. Variations in results from year to year are due to the very small numbers taking the test and the absence of one pupil seriously affected results. Overall the pupils' achievement is good and the school performed well in the 2000 national tests for 11 year-olds. Results in English and science were well above the national average and well above the average of similar schools. In fact, results in English were in the top five percent of the results of similar schools. In mathematics, results were below the national average but still above the average of similar schools. With only three boys in the year group comparison with girls is unreliable. The trend over time is broadly similar to the rising national trend. The school exceeded its 2000 target in English but not in mathematics. The targets for 2001 are appropriate and based on the analysis of pupils' performance.

Attainment on entry is well below average but by the end of the Foundation Stage this summer, children are on course to reach the national Early Learning Goals in physical and creative development and many of the goals in their personal, social and emotional and mathematical development and their knowledge and understanding of the world. Their language, literacy and communication skills remain below average. By 7, overall standards in reading, writing and speaking and listening remain below average but by the time pupils are 11 standards in speaking and listening are in line with expectations for this age group and reading and writing are often above average. Standards for 7 year olds in mathematics are below average. Pupils' achievement is good and by 11, the pupils in the current Year 6

perform better than last year's test results show. They often reach above average standards. In science, standards for 7 year olds are average and above average for 11 year olds. Standards are below average in information and communications technology but standards and achievement are good in design and technology, singing and dance and very good in swimming. In art and design, history, geography and the listening and appreciation skills in music, standards are average. The pupils' composing skills in music are not well developed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: nearly all pupils like school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Good: pupils are friendly and boys and girls mix well. In the few instances of silly behaviour pupils responded quickly to discipline.
Personal development and relationships	Very good: pupils play and learn effectively together. They enjoy each other's successes and respect each other's feelings.
Attendance	Satisfactory: authorised absence is mainly due to medical conditions. The school has no unexplained absences and pupils are punctual.

The school is a happy place and pupils' attitudes, values, behaviour and personal development make a significant contribution to their learning. High rates of temporary exclusions are due to a small group of pupils with serious behavioural problems.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall 28	Good	Satisfactory	Very good

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

Teaching is good and pupils learn effectively. It is at least satisfactory or better in all lessons, good or better in 82 percent and in a third it was very good or better. Five outstanding lessons were seen. Overall, teaching meets the needs of all pupils whatever their gender or special educational needs. Teaching in the basic skills of speaking and listening, reading, writing and numeracy is good. This is contributing to the rise in standards. While there are good examples of writing and number in other subjects, opportunities for pupils to practise their reading, writing and numeracy skills in other subjects are not as well developed as they could be.

Teachers' expectations of pupils' learning are usually very high and they know how to motivate pupils. They ask skilful questions, which stretch and challenge pupils. Consequently, this enhances the quality of learning, helping pupils to concentrate and work hard. Most lessons are appropriately planned to extend pupils' learning but in a few planning was not detailed enough and tasks not helpfully designed. Resources are well organised to support all pupils' learning and there were very good examples of brisk and lively lessons that pupils thoroughly enjoyed. Activities throughout the school are varied and interesting, motivating pupils to work at a steady pace producing considerable amounts of work. Pupils are managed well and teachers expect to be listened to. Work is generally

carefully marked and homework is satisfactory. A team of able learning support assistants works well with the teachers using their many skills to the full, helping pupils to learn successfully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum at each stage is broad and balanced. Writing and number in other subjects is not as well developed as it could be.
Provision for pupils with special educational needs	Good: the curriculum is successfully modified to meet their needs. Their learning benefits from focussed Individual Education Plans
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: successful opportunities are provided for spiritual, moral, social and cultural development. Insufficient attention is given to developing an awareness of the richness and diversity of other cultural traditions.
How well the school cares for its pupils	Very well: progress, attendance and behaviour are effectively monitored. Child protection procedures are very good.

The school has very good links with the parents and most are very supportive. The information that the school provides about pupils' progress, including annual reports is very good. A good range of learning opportunities outside the classroom, including clubs, visits and visitors, enhances the curriculum. After school clubs have stopped this term because of swimming lessons. The school cares for its pupils effectively and knows them well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the leadership of the headteacher is very effective. This small and successful team manages subject leadership and improvements efficiently.
How well the governors fulfil their responsibilities	Very good: governors are very supportive and know the school's strengths and weaknesses and what has to be done to further improve.
The school's evaluation of its performance	Good: an extensive range of analysis of results and evaluation of teaching and learning helps the school set targets to help pupils and teachers improve.
The strategic use of resources	Good: the budget is efficiently used to raise standards and enhance the pupils' learning. Financial control is good and the budget well managed.

The school is successfully applying procedures to get best value out of its resources and critically analyses its performance. The weaknesses previously identified have been rectified. Parents and staff have been consulted. Administration is efficient, enabling the headteacher to manage her complex role as headteacher and teacher

very well. The adequacy of staffing, accommodation and learning resources are good to meet the demands of the curriculum in a small school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel that teaching is good and the school has high expectations of their children.• They feel that their children are making good progress and being helped to become mature.• They are comfortable approaching the school with concerns or suggestions.	<ul style="list-style-type: none">• A minority felt that their child does not like school.• Some are concerned about homework.• A minority does not feel that there are sufficient activities after school.

The parents are generally happy with the school and particularly with the support they get from the headteacher. Inspectors support what pleases the parents. Teaching is good and pupils are making good progress. Homework is satisfactory but the policy and practice needs reviewing. Over the year a broad range of activities is offered to pupils after school. This term, because swimming is taught, after school, clubs and activities have been suspended until September.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the pupils' achievement is good and, by the time they leave at the end of Key Stage 2, standards are generally above average and the school performs well in the national tests. Children's attainment on entry to school in the Foundation Stage in the mixed Key Stage 1 class is well below average and they score poorly on the tests undertaken during their first few weeks in school. They have poor language and communication skills. Many have extreme behaviour and find it hard to sit and listen. A very small minority is well above average and these extremes are challenging to manage. With sound teaching they settle quickly into school and their achievement is good. From the low start, by the time they leave the Foundation Stage this summer they are on course to reach the national Early Learning Goals in their physical and creative development. The children will reach many of the goals in their personal, social and emotional and mathematical development and their knowledge and understanding of the world. However, their language, literacy and communication skills remain below average despite effective teaching and support from the teacher and learning support assistants who work with them.
2. The results of the 2000 national tests for 7 year-olds, in reading, writing, mathematics and science, are very low and in the lowest five percent of schools nationally. They do not compare very favourably with similar schools. Despite sound teaching, the pupils do not have time to catch up from a very low start. However, the results of current Year 2 for 2001 tests indicate an unexpected number of pupils gaining average levels. In 2000 an above average proportion reached higher than average levels when compared to similar schools. Variations in results from year to year are due to the very small numbers taking the test and the absence of one pupil seriously affected results. Consequently, analysis is not statistically reliable. Girls are performing better than boys in English and mathematics, and about the same as boys in science. There is very little difference in the attainment of boys and girls in lessons, although more boys than girls have special educational needs. Again, with only two boys taking the test, this comparison is not significant.
3. By comparison, the results of the 11 year olds in 2000 tests were significantly higher; indicating that the pupils' achievement is very good, from when they took the tests for 7 year-olds from the end of Key Stage 1 to the end of Key Stage 2. Results in English and science were well above the national average and well above the average of similar schools. In fact, results in English were in the top five percent of the results of similar schools. In mathematics, results remained stubbornly below the national average but still above the average of similar schools. These results show an improvement since the previous inspection in all subjects except mathematics, although results in mathematics have improved since the previous year. Again, very few pupils took the tests and yearly variations may be due to the absence of one pupil. Boys out-performed the girls in all subjects. With only three boys taking the tests, comparisons are not reliable and there is very little evidence of differences in attainment between boys and girls in lessons. However, over the last three years results have improved and are rising at the same rate as the national trend.

4. Despite sound achievement overall from a low starting point, the standards of work seen remains below average at the end of Key Stage 1, where a significant proportion of pupils has complex special educational needs. Work seen generally reflects the test results and achievement is good and by the end of Key Stage 2, pupils reaching at least average and often above average standards. The difference between the 2000 mathematics results and the work of the current 11 year-olds is largely due to the different ability of the pupils and the improved teaching programmes.
5. By the time they are 7 years old, despite the strong and effective emphasis on speaking and listening, the pupils have not had enough time to benefit from the teaching programmes. However, most are more confident to speak. Good teaching enables the pupils to begin to develop words to express their ideas. Listening is below average and pupils only concentrate for a short time. Often pupils listen but interpret what they have heard incorrectly. The teacher and learning support assistants are careful to ask them to repeat messages and information, successfully helping them to understand what is said to them. Achievement is very good from Key Stage 1 to Key Stage 2 and by the time they are 11 years old pupils have a good command of spoken English. They communicate their thoughts and ideas clearly and can discuss and argue a point.
6. Standards in reading are still below average at the end of Key Stage 1, but a small proportion of pupils is confident readers and is reaching average levels. Because the pupils are effectively taught the sounds and names of letters, they are developing strategies to help them read. Pupils with special educational needs benefit from systematic and regular support with key words and their achievement is good. The pupils enjoy books but only very few are able to read their own writing and other simple text, using more than one strategy such as letter sounds or clues from pictures to work out words they do not know. With successful teaching and the systematic development of skills the pupils' achievement is good throughout the school. Consequently, by the time they are 11 years old the standard of reading is at least average and often above average. They read and enjoy a range of fiction and non-fiction, including poetry. They read fluently and with expression, understanding the main ideas, themes and characters. The pupils know how to retrieve information using the computer and other materials to support their studies. The school places great importance on reading and strives to motivate the pupils to read a good range of different authors. However, only a few pupils read for enjoyment. The pupils' knowledge of how a library works and how books are catalogued and stored is not as secure as it should be.
7. There are marked improvements to the standards in writing because of the developments to teaching and pupils' skills. From the low start in writing, while standards remain stubbornly below average at the end of Key Stage 1, pupils' achievement is good and they build steadily on what they have learned. While the most able in the class are reaching appropriate levels, the vast majority use simple words and phrases and know how to use full stops. Letters are shaped correctly but their writing is not always well presented. Achievement is good across Key Stage 2 and in Year 4 pupils are beginning to understand how to enhance their writing using adjectives and adverbs. Excellent teaching in the Years 3 and 4 class gives some able pupils the encouragement to produce outstanding writing. By the end of Key Stage 2, the writing of the 11 year-olds is often above average. Teaching remains good and challenging work motivates pupils. They apply what they have learned in previous writing lessons, spontaneously editing what they have written and achieving a more interesting result. Standards in spelling are average and some pupils are able to spell

well by the time they are 11 years old. However, more work needs to be done to give pupils confidence to apply what they have learned in spelling lessons. Handwriting is clear and joined and pupils achieve well as they move through the school. Work is generally well presented.

8. Overall standards in mathematics at the end of Key Stage 1 are below average but pupils make steady progress towards average standards. The less able pupils continue to develop basic matching and sorting skills, counting in ones and twos and are beginning to understand addition and subtraction of numbers to ten. They can tell the time to the nearest five minutes, measure in centimetres, give change from 50p and understand whole and half. By the end of Year 2, more able pupils know and use a 100 square for multiplication and division, understand place value to 100. By the end of Key Stage 2, the current 11 year-olds often attain above average standards. They are confident in numeracy and skilled in the use of addition, subtraction, multiplication and division. Pupils understand place value and use long division or multiplication to solve problems involving decimals. They have a good understanding of fractions and their relationship to decimals, ratios and percentages. They measure accurately length, weight, capacity, time and angles, understand symmetry, area, volume and co-ordinates and can solve problems relating to everyday contexts. They often reach high standards because effective teaching challenges them.
9. Overall, the quality of teaching in science is good and by the end of Year 6, pupils attain above average standards. By Key Stage 1, more able 7 year-olds reach satisfactory standards in science. They know that living things move, feed and breathe, how to make an electric circuit with wire, battery, a light bulb, and a switch, about different sources of light and how shadows are formed, and can predict which materials are attracted by a magnet. They record results of investigations on simple charts. Teaching is satisfactory overall. Because science is frequently taught alongside art, the division of the teacher's time between two subjects reduces the quality of learning for less able pupils, who need more continuous support and direct teaching. By the end of Key Stage 2, the 11 year-olds pupils develop a good scientific approach to conducting and recording investigations and understanding about how to conduct a fair test. They represent the data and know about the force of gravity, the solar system and understand the relationship between the sun, earth, and moon, day and night, and the changes in seasons. The pupils understand the water cycle, and know about water treatment. They know how the heart works and about the circulatory system.
10. Standards in information and communications technology are broadly average in the work that is covered such as control, communications and simulation. However, standards overall are below average at the end of both key stages because the new programme of work is still developing. Seven year-olds manage the mouse, moving it across the screen to work an art programme, for example. They know how to print their work. By the end of Key Stage 2, the 11 year-olds know how computers drive technology. They have a good understanding of how to control logo to create shapes, including a complex flower made from decagons. They have some understanding of how to put in data and amend, combine and organise text. They know how to use a program to control the light in a lighthouse and to use a simulation program to light crossing patrol lamps. Pupils are currently in communication with another school in the North West of the country, using E-mails. The work sample contained very few examples of pupils' work in information and communications technology and computers are still not used sufficiently well to support work in other subjects. The intensive training programme for teachers is proving helpful and effective and teachers are more enthusiastic and confident to use the technology to support pupils' learning.

11. Standards and achievement are good in design and technology, singing and dance and very good in swimming because of challenging teaching and brisk lively lessons that make pupils work hard. In art and design, history, geography and the listening and appreciation skills in music, standards are average. Pupils are learning enough and achievement is sound. Composing skills in music are not as well developed as other elements of the music curriculum by the time the pupils leave the school.
12. The main reasons for the rising standards and good rate of learning are the good teaching, well-targeted support for the pupils with special educational needs and the positive attitudes of the pupils. In English, mathematics and science teachers plan a variety of tasks for the different ages and abilities in their classes. This helps pupils make good progress particularly if they have special educational needs. Individual Education Plans are detailed and contain specific targets that are regularly reviewed. There are examples of very good learning when teachers organise the class to give them special attention. However, at times in Key Stage 1 the wide age and ability range is challenging to manage and too much responsibility is given to pupils to work on their own without the teachers' guidance. As a result, they do not learn effectively, as they should. Overall, pupils are keen to learn new things and work hard, confident in their successes.
13. The school has sensibly concentrated on raising standards and achievement in English and mathematics. The headteacher and her staff carefully analyse the results of a broad range of tests and assessments. Information is successfully used to set targets based on previous performance for individual and groups of pupils and teachers. The targets in English were exceeded in 2000 but the school fell short of the mathematics target, mainly because of the absence of an able pupil from the small number who took the test. The targets in the current Year 6 are appropriately challenging. Effective use is made of local and national data to track pupils' progress. Governors, teachers and learning support assistants have a very clear idea of what has to be done to raise standards further and there is an impressive commitment to improving the pupils' levels of attainment. Consequently, the school is well placed for further improvement.

Pupils' attitudes, values and personal development

14. Overall, pupils' attitudes to school are good and they behave well and this has a significant impact on their learning and achievement. This marks an improvement since the previous inspection. Children in the Foundation Stage work and play happily together with one another and with the older pupils in the class. They have positive attitudes to learning and work and play hard. They are confident and know the routines of the class and the school well. For example, they carry their chairs sensibly into the hall for assembly and sit enthralled, listening to stories. Sometimes constraints on time, limits their opportunities to learn to help themselves by fastening buttons and undressing for physical education.
15. Nearly all the older pupils, including those with special educational needs, like school. They are enthusiastic about their work and keen to learn. They are interested and involved in lessons, talking amongst themselves or with adults. During both a physical education and a music lesson in the Years 3 and 4 class, the pupils concentrated for a long time and worked hard at moving and singing and their personal control was excellent. In a history lesson for pupils in the Year 5 and 6 class, they became deeply involved in looking and discussing, photographs of village life in the past. They enjoy

lessons and other activities and are generally keen to contribute to discussion. Pupils take a full part in the life of the school and quickly grow in confidence.

16. Most of the pupils' behaviour is good and this has also improved since the previous inspection. This has a significant impact on the success of lessons. When they first come into school many find it hard to sit still and some younger pupils show extremes of behaviour. Calm handling and high expectations ensure that they sit quietly to learn. The pupils often arrive early for school and proceed into their classes very orderly indeed. Whilst moving around the corridors, for example when going to lunch, they are invariably well behaved and controlled. At playtimes, all pupils play cricket or skipping, using a successful range of outside resources provided by the school. Pupils are friendly towards one another and boys and girls mix well. No signs of oppressive behaviour, including bullying, sexism and racism were observed. Those pupils whose special educational needs are related to behaviour are well managed, enabling them to enjoy the successes of working towards the targets set for them. In the very few instances where behaviour of one or two was silly, they responded quickly to the teachers' discipline and no adult needed to shout. Lapses of behaviour are more often natural exuberance rather than disobedience. Older pupils have a good understanding of the impact of their actions on others. They realise the implications of retaliation or, alternatively, turning the other cheek. Although the school has had four fixed term exclusions during the previous twelve months, these were entirely due, to a small group of pupils with serious behavioural problems.
17. Adults in the school provide good role models and work well as a team. In spite of the very high numbers of pupils with special educational needs, and particularly those with extreme behavioural problems, relationships are very good. This is a significant strength of the school and has improved considerably since the previous inspection, when it was judged as unsatisfactory. The pupils use their initiative and take good responsibility for the many tasks allotted them during the school day. One good example of this was the way in which pupils organised the equipment for playtime and lunchtime breaks. The pupils' personal development is very good. The school has three team houses and each has a chosen team and vice-captain. A position held with some pride. Older pupils are asked to look after the younger ones and this they do well, with great sensitivity. Teams of pupils put out play equipment and individuals arrange assemblies. At lesson times, a delegated class monitor puts out resources and tidies up, whilst others take and collect registers and dinner money to and from the office. The vast majority of pupils really like each other. They really appreciate each other's successes. They clap each other and pat each other on the back when they are congratulated on a good piece of work or receive a special award. The children really appreciate and respect their teachers, support staff and supervisors.
18. The majority of the pupils also have good respect for the feelings, values and beliefs of others. During the inspection they always stood back and opened doors or asked inspectors if they were lost. They are engaging to talk to and carry on a very sensible and respectful conversation. Because the children like each other they also look after each other and know whom to turn to in need. For example, the young ones turn to an older child or the older ones towards a special friend. There is a lot of trust between most children. The pupils are proud of their school and keep it free from litter. They respect other people's property.
19. Although the school has a significant amount of authorised absences, these are mainly through sickness, the special medical needs of three pupils and children's frequent visits to family doctors and hospitals. Attendance is satisfactory and still improving.

This compares well with the previous inspection and has increased considerably within the previous year. The majority of pupils arrive at school and into classes on time and most lessons commence promptly. The school has no unexplained absence trends.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Teaching is good and has a positive impact on standards and achievement and the quality of learning. It has improved since the previous inspection. All teaching staff, except the headteacher, who has a heavy teaching commitment, and the specialist teachers, have changed since the previous inspection, two years ago.
21. Teaching is at least satisfactory or better. In 82 percent of lessons it was good or better and in 32 percent it was very good or better and five lessons were observed where teaching was outstanding. Teaching in the mixed Key Stage 1 class containing the few children in the Foundation Stage is satisfactory. An able learning support assistant, who plans appropriate tasks, works effectively with the youngest children every afternoon supporting the teacher very well. The provision is good and they are well prepared for the next stages of learning. In Key Stage 2 teaching is never less than good and in a third of lessons it was outstanding. Teaching is particularly effective with the mixed Years 3 and 4 class, where there are a significant number of pupils with challenging behaviour. Teaching in the basic skills of speaking and listening, reading, writing and numeracy is good. This is contributing to the rise in standards. Literacy lessons are generally well planned and teachers seize every opportunity to help the pupils extend the range and complexity of words they use. While good examples of writing in geography, history and science were observed there is a lack of co-ordination between written work in English and writing for learning in other subjects. Teaching in mathematics is good overall but very good in Key Stage 2. In the Key Stage 1 class, good management enables the wide range of pupils' mathematical needs to be met but sometimes direct teaching is limited and opportunities to practise number are missed. In Key Stage 2 well-targeted lessons, high expectations and a demanding pace is set. Pupils rise to the challenge, and put a great deal of effort in to their activities such as the 'maths challenge', enabling them to gain confidence in the mastery of basic number. Links between mathematics and other subjects are not as well developed as they could be.
22. It is not possible to make a judgement about teaching in information and communication technology at either key stage because very little took place during the inspection. The use of computers and other forms of information and communication technology in other subjects such as English or mathematics are at an early stage of development although pupils are learning appropriate skills and understanding. A stronger emphasis could be made on using information and communications technology as a tool for learning across the curriculum. Teaching in science is good particularly at Key Stage 2 when good use is made of pupils' ideas and suggestions in developing an understanding of scientific vocabulary. Teaching is good in art and design, design and technology, music, satisfactory in games and excellent in swimming and dance. Too few lessons took place to make a secure judgement about teaching in geography and history.

23. Overall the school meets the needs of different pupils, whatever their gender or social background. Those pupils with special educational needs are taught well. The teachers in most lessons adapt work effectively to meet their wide-ranging needs and the best work is very good. In science in Key Stage 2, pupils are effectively supported, enabling them to make positive contributions to the investigations carried out by the class. In one outstanding lesson in English, a good range of support and carefully planned work enabled the pupils to enjoy success when writing sentences for a scary story. The work of the learning support assistants was sensitive and the teacher acted as a writer for one child with behavioural and concentration difficulties. This enabled him to take a full part in the lesson and raised his self-esteem. The special educational needs co-ordinator works closely with pupils one morning each week. Carefully targeted work with a good range of activities ensures that pupils are successful because they maintain their concentration and work hard. Where teaching of pupils with special educational needs is not successful it is because they are left to their own devices too much without sufficient direction from the teacher.
24. Teachers generally have good subject knowledge and they understand how to motivate the pupils and broaden out their experiences. This enhances the quality of learning and challenges the pupils to work at a good physical and academic pace. Teachers' expectations of pupils' learning are usually very high. For example, in both dance and swimming lessons, a good balance of learning new skills and creating sequences and using what they already know and can do makes children work enthusiastically physically and intellectually hard. In Years 3 and 4, pupils were challenged to write scary stories about being trapped in a lighthouse. Excellent preparation and teaching of skills excited the pupils and motivated them to write creatively but sensibly. Teachers generally use effective technical language to extend their limited vocabularies and insist that pupils use the right terms when describing their work. This is particularly successful in English, mathematics, science and information and communications technology.
25. Teachers ask skilful questions that stretch and challenge pupils enabling them to make effective on-going assessments of their learning. There are many examples in lessons where questioning had an impact on achievement, helping pupils increase their understanding and learn new things. One such example was in a history lesson in Year 6 where pupils were studying photographs of the village covering the last 100 years. They were excited about what they saw but the teachers' questioning became more and more probing, helping pupils to think historically about the comparisons they were making between life in Victorian time, during the war and today. The introduction to most lessons contains effective question and answer sessions, enabling teachers to check the pupils' knowledge. In one mathematics lesson in the Years 3 and 4 class, during an introductory lesson on fractions, oranges were expertly used to capture the pupils' interest. Good questioning determined the extent of the pupils' previous learning. With an emphasis on correct mathematical vocabulary, the teacher ensured that pupils recorded their work confidently and correctly. Very successful questioning and direct teaching enabled lessons to build effectively on each other and this had a significant impact on all pupils' achievement and learning skills.
26. Most lessons are appropriately planned to extend pupils' learning and the different abilities and gender in each class. There are examples of good planning in Key Stage 2. Most pupils are clear about what they are going to learn because teachers carefully discuss the objectives to lessons. In some instances the objectives are displayed for future reference. In some lessons there are too few opportunities planned for pupils to apply what they have learned in different situations. In a few lessons particularly in Key

Stage 1, planning was not detailed enough and tasks were not helpfully designed. For example, in one science lesson taught alongside art, the division of the teacher's time between two subjects reduced the quality of learning because less able pupils who need more support had to work independently and began to lose concentration. Activities throughout the school are varied and interesting, motivating pupils to work at a steady pace producing considerable amounts of work. Resources are well organised to support all pupils' learning. Technology such as the overhead projector, and, in some lessons, the computer or other information and communications technology, are used appropriately. However, more use could be made of the computer as a tool for learning in all subjects. Time is used well and there were very good examples of brisk and lively lessons that pupils thoroughly enjoyed. While appropriate but basic amounts of time are spent on subjects such as geography, history, art and design and technology, literacy and numeracy tend to dominate the timetable. Satisfactory progress has been made in this area since the previously inspection but more adjustment of the balance of time is required to ensure that literacy and numeracy skills are developed coherently in other subjects.

27. Pupils are managed well and teachers effectively meet the challenge of teaching more than one age group in their classes. They have very high expectations of pupils' learning and behaviour. Clear boundaries are set and teachers expect to be listened to. In addition, the vast majority of activities are interesting and sufficiently varied to capture the pupils' imagination. Those pupils with significant behaviour problems are handled calmly and consistently by their teachers and the talented learning support assistants. For example, in one music lesson outstandingly led by the specialist teacher with pupils in the Years 3 and 4 class, captivated the pupils and even those with challenging behaviour joined in joyfully. They met the challenges of difficult songs with spontaneous delight at their success. The pupils were interested and able to sustain concentration for the whole lesson. Group work is being effectively developed and pupils confidently share ideas. This significantly enhances their learning skills.
28. The quality and use of on-going assessment are good. Assessment is successfully used throughout the school to plan what pupils need to learn next. This ensures that work is planned to meet the pupils' needs and extend their learning. Satisfactory use is made of assessments in Key Stage 1, where individual needs are suitably identified, but for pupils with similar levels of attainment assessments are not sufficiently well used to set clear targets for learning during group-work. Work is generally carefully marked, with examples of very good marking in Key Stage 2, which encourages the pupils' successes and points out what must be done next to improve. There is little evidence to show that pupils are given time to read teachers' comments in Key Stage 2 or that marking is used to show that there is a purpose for writing in Key Stage 1. The use of homework to support pupils' learning is satisfactory. Pupils take home books to read and spelling to learn; older pupils take homework to finish or prepare for future lessons. Some parents feel that homework is not set consistently, while others feel that there is too much particularly in the summer months. One of the difficulties the school faces is that several pupils do not have an environment at home that is conducive to homework. As yet, there is no facility for pupils to complete homework at school. The policy is sound but the practice needs reviewing.
29. A team of able learning support assistants fulfils a range of functions. The leader of the pre-school groups works successfully with children in the Foundation Stage of the Key Stage 1 class enabling them to have space to play and learn on their own in a specialist area during the afternoons. Learning support assistants work closely with teachers to support individuals and groups of pupils. They work well with the teachers

who direct their work. They use their many skills to the full, interacting successfully with pupils, helping them to learn.

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

30. Overall, the quality and range of learning opportunities are good and the appropriate statutory curriculum is in place. Since the previous inspection satisfactory progress has been made in ensuring that the curriculum is broad and balanced, in particular in relation to history and geography. More work is still to be done to consolidate improvements and the school is currently developing the information and communications technology curriculum, giving pupils frequent use of computers and other technology. The curriculum for children in the Foundation Stage in the Key Stage 1 class is broad and balanced covering all the areas of learning effectively. Pupils have a well thought out range of activities planned for them, enabling them to enjoy literacy and numeracy with older pupils and activities specifically planned for their needs each afternoon in a specialist area in the pre-school. They are well prepared for working within the Programmes of Study of the National Curriculum at Key Stage 1.
31. The school has adapted the National Curriculum to meet the needs of its pupils, by emphasising literacy and numeracy in its timetable, giving priority to speaking and listening in each lesson. The curriculum has been suitably modified to meet the needs of pupils with special educational needs. Since the previous inspection good progress has been made in improving all aspects of provision for pupils with special educational needs and it is now successful. A governor actively monitors and supports the staff. An experienced special educational needs co-ordinator works part-time and effectively, supporting and managing the provision. The special educational needs register is very well maintained according to the Code of Practice. Good screening of pupils' educational needs and abilities through assessment on entry and tests enable the early identification of pupils for whom there is concern. Individual Education Plans are appropriate, well maintained, supported and overseen by the co-ordinator, who liaises well with teachers and learning support staff. Provision for pupils who have visual or hearing impairment or behavioural difficulties is suitably assisted by visiting specialists. However, external specialist support for the significant number of pupils with speech and language difficulties is poor. To compensate for the lack of available therapy, the school is striving to enrol support staff on suitable training courses but are finding these oversubscribed. This is an aspect of provision that requires urgent action.
32. The provision for numeracy is well co-ordinated, and leads to good learning and achievement across the school. The co-ordination of literacy ensures that English teaching is based on the National Literacy Strategy and that pupils make good progress. However, writing and numeracy, in subjects other than English and mathematics is not as carefully planned to make a contribution to pupils' progress in literacy and numeracy. The headteacher and staff monitor the school's out-line of the four-year rolling programme and weekly plans. This outlines what will be taught in each class and, with the nationally recommended schemes of work and guidance ensures that requirements are met. However, it does not always provide a means of identifying and planning how pupils' learning skills in the different subjects can be systematically developed as they progress through the school. Appropriate plans are in place to further develop this area of the curriculum. The length of the teaching week is short of the recommended time in Key Stage 2 and governors are currently exploring ways of

rectifying this shortfall. Sometimes lessons are too long and this compromises the time available for other activities.

33. Overall, the provision for the pupils' personal development is good. Personal, social and health education takes place within the school's Christian ethos. Arrangements for sex education and for education on the consequences of abusing drugs are sound and under review in response to the extreme needs of some of the pupils. Governors are finalising the organisation of sex education as a feature of the Years 5 and 6 programmes of study. The school also has very good relationships with other schools and the local community and these are strengths. Links with pre-school are very effective and forge a positive introduction to full time school. As an active member of the local school's group the pupils compete in various sporting activities. Effective links with a special school and two secondary schools enhance the pupils' experiences through participation in industry days, curriculum and sporting events and provides pupils in their last two years good insight into the next stages of their education. The school benefits greatly from shared policies and practices as a member of a Beacon Schools Group, providing useful expertise and support.
34. The overall provision for extra-curricular activities is sound. A good range of after school activities for art and sport takes place throughout the year but stop in the summer term when weekly swimming lessons begin. The school makes good use of visits and visitors. For example, the recent boat trip around St Michael's mount excited the pupils when they saw seals swimming in the sea. The school has very good links with the community, which have improved since the previous inspection. There are very close associations with the neighbouring church and the vicar, the vice-chair of governors, is a popular visitor taking assembly. Local industry provides prizes and funds for the school and a local catering company sponsors healthy eating donating prizes for a painting competition. The pupils regularly support such charities as the National Society for the Prevention of Cruelty to Children, Red Nose Day, Christian Aid and Macmillan Nurses. Senior citizens are regularly invited to Christmas events and the children visit their home and sing carols. The local police attend the school regularly, contributing effectively by raising pupils' awareness to the dangers of talking to strangers and talking about drugs and alcohol awareness to the older pupils. The school is used regularly by the community.
35. Since the last inspection there have been good improvements in provision for pupils' spiritual, moral and social development, which is now very good. The school provides pupils with many opportunities to develop a sense of spirituality with a strong emphasis on Christian beliefs and values. Whole school and class assemblies have a strong Christian emphasis and make a major contribution to pupils' understanding of themselves, the importance of self-respect and respect for others, and the meaning of religious symbols. For example, pupils knew that a priest's green robes relate to the subject of the world around us, and that purple represented a king or royalty. Older pupils understand the meaning of the taking of bread and wine in Holy Communion. During a project on the environment, younger pupils develop a sense of awe and wonder at the structure of a conch shell and sea urchins as they explored by touch and marvelled at what they looked and felt like. Teachers gave them good opportunity to reflect on their experience and imagine them being amongst creatures under the sea. Older pupils are given opportunities to explore their feelings and find the best words for expressing them, for example when sharing ideas during a writing lesson on the subject of fear.

36. Pupils' moral development is a strong feature of school life. Staff provide very good models and pupils develop a strong sense of fair play. They appreciate and follow the school rules and are involved in discussing and setting class rules. Pupils learn right and wrong at the foundation stage and older pupils show a good understanding of the needs of others particularly younger or less able or those with special needs and are generally helpful and supportive. Issues such as keeping promises were well illustrated during a school assembly. Older pupils become independent of adults during their games at lunch-time, play fairly to the rules and agree their own adaptations, for example, the scoring of runs when playing cricket in a small area.
37. Several pupils start school with poor social skills, some have severe social and emotional difficulties and many come from poor socio-economic backgrounds. Social skills are promoted effectively in the reception and Key Stage 1 class, building on the good social experiences they have in the pre-school group. They develop good self-confidence and learn to mix and understand the needs of others in class activities where they work together in pair or groups. A good example of this is group work called 'circle time' where pupils take turns and become confident to interact as part of a large group. Good social arrangements are provided at lunchtime. Pupils take their meals together in all-age 'home' groups with a member of staff, who provides a good model for social behaviour and encourages conversation. Pupils readily take responsibility for daily or weekly tasks. They increasingly collaborate effectively on group tasks during lessons, sharing ideas and agreeing solutions or answers, for example, movement routines during dance lessons. Morning greetings include a welcome to visitors and pupils were confident, polite and friendly when interacting with the inspectors. There is a good sense of school community and the 'House' system effectively promotes a social identity and healthy competition. Pupils respond positively to the reward of house points and encourage and appreciate each other's achievements and contributions.
38. Provision for pupils' cultural development continues to be satisfactory. Pupils receive good experiences in their local Cornish culture through the arts. An interesting range of music in assemblies and dance and music lessons encourages pupils to appreciate a wide range of music. They enjoy singing and have opportunities to learn to play instruments. Their experience of art is also suitably broad and they are inspired when working with visiting artists. Local culture features strongly and pupils are involved in local festivals and events along with the work of the church. A study of Pakistan, an understanding of other faiths, such as Hinduism and Judaism, in religious education and appreciation of music from around the world contribute to the pupils' understanding of other cultural traditions. The school has no pupils from other ethnic or cultural backgrounds and insufficient attention is given to developing pupils' awareness of the richness and diversity of the range of cultural traditions in society today. Satisfactory progress has been made since this shortfall was identified as a weakness in the previous inspection, but more is required to ensure the pupils' understanding of the world they live in.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The governors, headteacher and staff are totally committed to taking good care of all their pupils and know them well. There have been good improvements since the previous inspection. The procedures for child protection and for ensuring pupils' welfare are very good. Monitoring and promoting pupils'

academic performance, personal development and the educational and personal support provided by the school are now very successful. Support and guidance has a very positive impact on the pupils' achievement and their academic, personal and physical development and wellbeing.

40. Child protection procedures are very good and the school is successful in ensuring the welfare of its pupils. These are considerable strengths and have improved upon the existing high standard of the previous inspection. The designated person, the headteacher, is suitably trained and very experienced. She has ensured the relevant training for all of her staff, who are aware of the procedures and their importance. There is very good liaison with the local protection agencies. The incident book is well maintained. The school makes good provision for pupils' welfare and teachers and learning support assistants are always to hand if a child needs support or comfort.
41. The accident book is well maintained and procedures for reporting accidents to parents and governors and the health services are effective. Currently, the learning support assistant in the pre-school is qualified in first aid and other staff are being trained. First aid and the giving of medicines are in line with agreed procedures. Pupils are well supervised and the school is safe and secure. Very good use is made of outside agencies, such as the educational psychologist, nurse, behavioural support, voluntary support, counselling facilities from the local authority, visual and hearing impaired specialists and the local educational welfare officer. This ensures that pupils' personal safety, personal hygiene and general wellbeing are carefully and sensitively covered. The support and advice from a speech therapist urgently required by the school, are very rarely available and causing considerable problems for several pupils with special needs in speech and language.
42. The head teacher is also the trained health and safety manager. She works very closely with the school representative and the relevant governor also both highly trained. They have instigated a very detailed and current risk assessment and a written health and safety policy. All portable electrical, physical educational and fire fighting equipment in the school is appropriately tested and recorded. The school holds regular, well-logged fire practices. Lunches are wholesome and nourishing.
43. The procedures for monitoring and improving attendance at the school are good and can be linked directly to the improved attendance rate gradually achieved over the previous twelve months. All classes maintain a well-marked register for both morning and afternoon. Technology is used effectively to produce data for analysis. For any absences the school immediately contacts the parents. All parents are well aware of their relevant responsibilities. Lateness is not usually a problem but the school has an efficient routine to deal with it. Very good use is made of the educational welfare officer to promote good attendance.
44. Since the last inspection, systems for assessment and monitoring of pupils' progress have been significantly improved and are now very good. Assessments on entry to the foundation stage provide a helpful basis for tracking progress. Clear on-going records of pupils' attainment and achievement are regularly reviewed and additional support is provided as required to boost attainment and increase rates of progress. A collection of examples of pupils' work is carefully maintained and, together with teachers' records, provides a very good basis for discussing pupils' progress with parents during termly meetings. Performance data is very carefully analysed to track and monitor pupils' progress as they move from class to class. Evaluation of this information provides a sound indication of areas for improvement and for deciding whole-school

priorities for future development. Very good use is made of assessment in managing provision for pupils with special educational needs. Overall, the quality and use of assessment is good.

45. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are now very effective and another of the school's strengths. The very detailed, positive and explicitly written behaviour policy is closely adhered to. The pupils are very well aware of the classroom and playground rules, which are clearly displayed. Teachers and lunchtime supervisors manage the pupils' behaviour very successfully in classrooms, at play and lunchtime. Rewards and sanctions are clear and realistic. For example, any inappropriate behaviour at playtime can result in time out at the side of the playground. House points are well sought after for good behaviour. Specific pupils have behaviour strategies on their individual education plans and some have separate individual behaviour plans linked to their special educational needs. All plans are updated every half term. Others have daily behaviour targets recorded in a little book held and monitored by the teacher. The school's written bullying policy is clear and unambiguous. All teachers are well aware of any relevant symptoms and the pupils feel confident to report any potential incidents.
46. The school also has very good procedures for monitoring and supporting the personal development of its pupils. Some pupils' personal problems are due to extreme behaviour. Personal development is carefully plotted. The school also monitors relationships at all levels. The personal, social and health education programme is successful and sessions are carried out during regular group discussions called 'circle times' and assemblies. For example, a recent theme was related to good manners and another how to be kind to people. Other aspects of personal development are covered in most of the curriculum but particularly in religious education, although pupils' personal development is not reported upon separately to parents. However, parents are regularly informed, through interviews and the open nature of the school. Progress in personal development is carefully recorded in the pupils' collections of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Overall, the school works well with its parents and has very good links with them. These successful links have a positive impact on pupils' learning. Most parents are very supportive of the school but it is taking time for a few to move to a position where they can see the value of being actively involved in the life of the school and their children's education. The impact of the majority of parents' involvement on the school and their children's learning is satisfactory.
48. Parents have positive views about the school. The majority believes that it is a good school for their children. They think that the teaching is good, that teachers have high expectations of their children, who are currently making good progress and are being helped to become mature and responsible. They believe that the school is well led and managed and that it works closely with parents and keeps them well informed of their child's progress. Parents are kept well informed about the school. The quality of the information provided, particularly about the pupils' progress, is very good. This is one of the school's strengths and has improved on the already high standard noted at the previous inspection. Each parent receives an updated informative prospectus and an annual copy of the Governors' report. This report does not yet contain a statement about the provision for pupils with additional physical needs. The 'open door' policy allows parents to talk regularly with staff. An outstanding feature of this school is that it

formally interviews each parent at least once a term. Parents have regular newsletters, the home and school agreement, a copy of the homework and the behaviour policies. The school has arranged evenings for parents on curriculum and the numeracy hour. Annual reports provide helpful information about pupils' progress, with some indication about what they need to do to further improve their work.

49. Parents of pupils with special educational needs are kept well informed of their children's learning difficulties and progress. Regular meetings to discuss Individual Education Plans and targets complement the annual reviews. The contribution of the parents towards their children's learning is satisfactory. A few parents help with outside visits, swimming trips and functions in school, such as the Christmas play. Some occasionally help the pupils with design technology. The governors' community committee is active in arranging various social events and raises considerable funds for the school. Recent funding has gone towards computer and literacy resources. Some parents offer to support the school by raising money or providing transport such as a boat trip around St Michael's mount.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management are very good overall and contribute significantly to improved teaching and rising academic standards and standards of behaviour. The serious weaknesses identified by the previous inspection have been successfully rectified and significant improvements have been made.
51. The leadership of the headteacher is very good. She is enthusiastic and committed to raising standards and has the confidence of the parents, governors, staff and pupils. The headteacher, together with the governors and teaching and non-teaching staff, has a strong commitment to improving the school's reputation in the area. For example, there have been significant improvements to pupils' behaviour and those pupils with extreme behaviour problems are managed effectively. The quality of teaching is now good, with substantial amounts of very good or outstanding teaching, particularly at Key Stage 2. The headteacher is a very successful teacher and a good role model for her staff. The curriculum has improved and the strong emphasis on improving pupils' achievements has led to the literacy and numeracy strategies being successfully implemented. This is largely due to effective support from the local education authority and encouragement and support from the headteacher. This very clear educational direction is creating an effective teaching team who work hard to improve the pupils' personal, academic and physical development.
52. There is a strong sense of teamwork from teaching and non-teaching staff and morale is high. This means that there is a purposeful and supportive ethos that permeates the school and has a positive impact on the pupils' attitudes and behaviour. The aims and values are strongly reflected in the school's work at all levels.
53. The governing body fulfils its responsibilities very well and governors are very supportive of both the headteacher and the school as a whole. This marks a significant improvement since the previous inspection. An appropriate committee structure enables them to understand the strengths and weaknesses of the school and a successful programme of visits and monitoring pupils' responses in lessons helps them to know what has to be done to raise standards and improve the pupils' attitudes to their learning.

54. Statutory requirements are met. The weaknesses identified in the provision and management of special educational needs have been addressed and the provision is now a strength. A very able special educational needs co-ordinator, working part-time, effectively manages the register. The procedures for identifying and supporting pupils is now well managed. As a result the provision is well targeted to the pupils' complex needs and their achievement is good.
55. This new and small teaching staff has a range of individual roles and responsibilities but good use is made of their precious time by corporate responsibility of some subjects, such as geography and history. With no deputy head the headteacher relies on the staff for support and delegates appropriately but her leadership is clear and dynamic. Key roles for English, mathematics, science and information and communications technology are well established. Systems for monitoring and evaluation are developing well and the staff know what they have to do to improve.
56. The monitoring and evaluation of the school's performance is now good. An extensive range of practices is in place to monitor standards, achievement and pupils' learning. The headteacher undertakes to monitor pupils' work and evaluate teaching. Both teachers and pupils are set targets. Teachers are given helpful feedback. The school's strategy for appraisal and performance management is effective. Planning is evaluated and each of the staff analyses results by gender and ability, providing helpful information to formulate the priorities in the school development plan and feedback about the curriculum and teaching programmes. For example, concerns about pupils' results in writing from a range of tests led to targeted teaching to improve the quality of writing in the school. The school development plan is now a successful tool for development. Priorities are appropriate and linked to subject development plans. Time scales are sensible given the size of the staff.
57. The school has a good number of appropriately trained staff, with some specialists working part time on an hourly rate who extend the learning opportunities for the pupils and have a significant impact on pupils' achievement. One part-time teacher is on a temporary contract, acting as the headteacher's relief. Learning support assistants form a strong team with the teachers. Efficient use is made of their skills and abilities. They carry out a range of tasks, all of which make good contributions to the progress the pupils make. However, while they are appropriately trained to undertake their tasks, further training in specialist speech and language development would enable them to be even more successful. Effective use is made of an early years' specialist to support children in the Foundation Stage in the mixed Key Stage 1 class.
58. Overall, the adequacy of the accommodation and its facilities add considerably towards the success of the pupil's learning. The accommodation is good, enabling the curriculum to be successfully taught. The building is very well maintained and the three modern classrooms are more than adequate for the numbers of pupils. The well-equipped hall and library and communications room are well used by pupils and teachers. The dining room is pleasant and provides sufficient room for the pupils to have lunch in comfort. Classrooms and the hall double up as specialist areas such as for, music, cookery, science or design technology. The playground provides plenty of room for the pupils to play. However, the lack of a sports field makes some sporting activities difficult, but not impossible to organise.
59. The school has a good range of resources for teaching and learning and prioritises its spending to enable significant improvements to be made in updating and improving what is available in each subject. Resources for literacy and numeracy are effective.

There is a good range of musical instruments and the provision for the Foundation Stage is good. Resources for science are sound and as science is currently an area for development, they are currently under review. The number of computers and other technology such as a scanner and digital camera is good and pupils benefit from computers in their classroom and in the library and communications room. The range of software is reasonably good and pupils have access to E-mail and the Internet. The library is well equipped and there is a good range of fiction and non-fiction.

60. The school makes good strategic use of resources and benefits from an additional grant from the Charitable Trust that ensures a school in the village. The budget is efficiently and effectively used to raise standards and enhance the learning of all groups of pupils. Specific grants are used well to raise levels of achievement and improve the quality of education for all pupils concerned. For example, the special educational needs grant is successfully targeted at those pupils with additional and complex needs. The grant to boost pupils' attainment in English and mathematics has contributed to the rise in standards. The grant for improving teachers' subject knowledge in information and communications technology is currently being used very effectively to improve teachers' confidence and extend the use of technology. Educational priorities are effectively supported through efficient financial planning and carefully linked to spending in the school development plan.
61. Fluctuations in the numbers and the small size of the school make the budget problematic to manage. The governors purchase the expertise of the local authority's finance department and this is cost effective in terms of the time available to the headteacher because of her significant teaching commitment. The governors' finance committee is keeping a watchful eye on the reducing contingency fund. Consequently, the budget is very well managed and finance and budgetary control are good and carefully based on accurate information. New technology is used effectively for finance and administration.
62. The school is successfully applying procedures in management and use of resources to get best value. For example, the headteacher and the staff team analyse test results and track pupils' progress in comparison with similar schools nationally and locally. Groups of parents and staff have been consulted about issues related to improvement. For example, the parent governors are very active through the governors' community committee to seek the views of parents about the home to school agreement, social and fundraising functions. Governors carefully seek ways of obtaining value for money and cost effectiveness in relation to improvements to the school building. Administrative procedures are efficient and the school is well organised to enable teachers to concentrate their efforts on the pupils and the headteacher to effectively manage her complex teaching and leadership roles. The quality of education that the school provides is good, standards are above average by the time pupils leave the school and their achievement is very good across Key Stage 2. Pupils' confidence and behaviour are continuing to improve. The school is very effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. Improve standards in information communication technology by: *
 - i. continuing the present training programme and ensuring that the Programme of Study is fully implemented in each class;
 - ii. ensuring that information and communications technology is used as a tool for learning in other subjects. (Paragraphs: 10, 22, 26, 69, 79, 94, 97, 99-101.)
2. Ensure that writing and mathematics, is carefully planned in other subjects to make a contribution to pupils' achievement in literacy and numeracy by:
 - i. revising the programmes of work in all subjects to include, where appropriate opportunities for pupils to apply what they have learned in English and mathematics;
 - ii. revising the time available in lessons to accommodate these plans;
 - iii. using everyday routines as opportunities to write, record, count, calculate and apply what they have learned. (Paragraphs: 21, 32, 68.79, 84, 94.)
3. Develop the pupils' awareness of the richness and diversity of the full range of cultural traditions in society today by:
 - i. ensuring that pupils learn about the work of people from other cultural traditions in each area of the curriculum and in particular art, music and literature;
 - ii. draw on people from other cultural traditions and countries to share experiences with the pupils. (Paragraphs: 38, 96.)
4. Ensure that taught time during the school day for pupils in Key Stage 2 meets the recommended minimum.* (Paragraphs: 32, 87.)

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

- i. Ensure that the skills and specialist knowledge of the learning support assistants are further developed to help them provide even more effective support for the diverse range of pupils' special educational needs especially speech and language.* (Paragraphs: 31, 57.)
- ii. Continue to strive to get appropriate specialist support for pupils with severe language and speech difficulties and delay. (Paragraph: 67.)*
- iii. Review the homework policy and think of ways of supporting pupils who cannot complete homework at home. (Paragraph: 28.)

- iv. Ensure that the governors' annual report to parents contains a statement about the provision for pupils with additional physical needs. (Paragraph: 49.)

(The * shows areas that the school has already identified for development.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	14	50	18	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	51
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	24

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	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	9.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	2	3	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	60 (64)	60 (82)	60 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	60 (27)	60 (36)	60 (27)
	National	84 (82)	88 (86)	88 (87)

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

Figures have been omitted from these tables because the numbers taking the test are below 10.

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
	2000	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	86 (100)	71 (100)	86 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	86 (100)	86 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

Figures have been omitted from these tables because the numbers taking the test are below 10.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	51
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	14.1
Average class size	16.0

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	179731
Total expenditure	195567
Expenditure per pupil	3835
Balance brought forward from previous year	36327
Balance carried forward to next year	20491

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	41	14	5	0
My child is making good progress in school.	41	50	0	5	0
Behaviour in the school is good.	14	64	5	9	9
My child gets the right amount of work to do at home.	18	36	27	5	0
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	45	41	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	55	41	5	0	0
The school is well led and managed.	55	36	5	0	0
The school is helping my child become mature and responsible.	32	64	0	0	5
The school provides an interesting range of activities outside lessons.	27	55	18	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Overall, the provision for children in the in the Foundation Stage is good and has been maintained since the previous inspection. Children are four years old when they join the mixed Key Stage 1 class containing pupils in Reception, Years 1 and 2. They are taught each morning as a group within the class. The children benefit from interacting with more mature pupils and working alongside them particularly during group work called 'circle-time' and introductory activities in many areas of the curriculum such as literacy and numeracy. Teaching targets relate to extending these key skills towards the first level of the National Curriculum. During the afternoons, they are mainly taught on their own in the rich learning environment of the pre-school group with appropriate activities for the Foundation curriculum. They are well supported by the pre-school group leader, who is also a learning support assistant, and the class learning support assistant and work towards other national Early Learning Goals. They provide a wide range of good opportunities using the specialised resources available. Effective use is made of assessments on entry to school for setting learning targets.
65. Children's attainment on entry is well below average and they score poorly on the tests taken when they enter school. They have poor language and communication skills and have a very small vocabulary of words to express their views and ideas. Many have extreme behaviour and find it hard to sit and listen for all but short periods of time. They achieve well and during their time in school their behaviour and social skills improve but many still need support with their language development and speech. A small minority is well above average and settles quickly into school, learning enthusiastically. These wide extremes are challenging to manage. Teaching is good and from the low start, by the time they leave the Foundation Stage at the end of their Reception Year this summer, they are on course to reach the Early Learning Goals in their physical and creative development. The children will reach many of the goals in their personal, social and emotional development and mathematics development and their knowledge and understanding of the world. However, their language, literacy and communication skills remain below average despite effective teaching and support from the teacher and learning support assistants who work with them.

Personal, social and emotional development

66. Teachers and learning support assistants have good positive relationships with children, and provide effective support, enabling them to tackle new activities or join in with the older pupils. Through praise and encouragement they enable children to achieve good levels of independence. They set successful routines, which require children to take responsibility for putting away equipment and clearing up after activities. Children are enthusiastic learners. They show a good awareness of the needs of others by helping each other and sharing equipment, which effectively promotes confidence and self-esteem. However, because of pupil numbers and time constraints staff do not pay sufficient attention to enabling children to progress in some important self-help skills such as fastening buttons when dressing/undressing for physical education. Children have a positive attitude to learning. They know what is right and wrong, behave well, follow class rules and routines, and work collaboratively

with a partner or in a small group. They make satisfactory progress and are likely to achieve many of the Early Learning Goals. They have satisfactory skills in personal hygiene.

Communication, language and literacy

67. Work in literacy is well matched to children's needs and levels of attainment. Good support and emphasis is given to writing skills, copying letters, teaching letter names and sounds and encouraging communication. Teaching is particularly effective in generating children's interest in books and stories. More able children read their name and a few familiar words and most know and can write the letters in their name. Standards of speaking and listening skills vary. A minority of children reaches satisfactory levels but most have below average skills. For example, they have difficulty understanding instructions in physical education lessons and rely on support from learning support assistants or watch and copy others to take part in activities. When speaking to each other or explaining to staff, at best they use short phrases and often use single words. There is a lack of specialist support for speech and language development despite the referral of several pupils for whom speech and language difficulties have been identified. Although their achievement is good, from a low starting point, by the end of the Foundation Stage most children will not achieve the early learning goals.

Mathematical development

68. When introducing new mathematical ideas, children are encouraged to use the wealth of colourful materials and structured resources. They match pairs by size, colour, shape and texture. During one-to-one interactions, good counting strategies are encouraged and key words of shape and position are effectively taught. Most children successfully count groups of items and recognise and write the numbers up to ten. They understand one more or less, recognise groups of two or three, match objects in pairs, use their fingers for simple addition and some are beginning to understand addition and subtraction by combining or taking away from groups of items. When using construction equipment, children are effectively encouraged to choose colours and components purposefully, understand and use key words to describe size, such as bigger, longer, and positional words such as in front, behind, side and top. They know the names of basic geometric shapes of triangle, square and circle and can use them to copy a sequence or repeating pattern. Overall, sound teaching is based on good assessment of children's attainment and tasks are well matched to individual needs. However, insufficient use is made of available opportunities to develop counting skills during daily activities. The children are likely to achieve the early learning goals in their mathematical development by the end of the Foundation Stage.

Knowledge and understanding of the world

69. Staff interact effectively with children, successfully encouraging them to explore and examine a wide range of objects and materials. Good links are made with science where flowers are planted in a colour sequence to match a rainbow. Teachers effectively introduce children to using computers and they are developing skills such as the use of a mouse when operating computer programs. However, insufficient use is made of information and communication technology to support teaching or broaden pupils' understanding and use of technology. Children enjoy and show a keen interest in plants and animals and show a good awareness of changes such as the growth of

plants and opening of flowers. They investigate and group materials according to texture, colour and shape. For example, as part of their class project on a local environment, they selected and used materials and tools safely to make items to represent features they had observed and identified, such as fish, seaweed or a lighthouse. Overall, most children are making good progress towards achieving the learning goals.

Physical development

70. Teaching is satisfactory within whole class physical education lessons and very good within dance sessions. Lessons are well planned and structured and provide children with good opportunities to develop their physical skills. In dance children effectively learn about the effects of vigorous exercise on the body. Good modelling and demonstration by the specialist teacher helps them improve hand-eye co-ordination and experiment by moving in different ways. They move skilfully and imaginatively, adjusting speed, direction and body shape when moving in different ways to music and stop quickly in response to the whistle. Children skilfully throw, catch, roll, and dribble beanbags and balls with hockey sticks, when working with a partner. They know that exercise is good for them and that the biscuits at break-time give them energy. Children are on course to reach the Early Learning Goals and are achieving satisfactory standards. Staff are effective in enabling children to manipulate tools and materials with increasing control. The children are becoming effective in using pencils, tools and construction equipment such as when they colour in drawings or secure pieces of wood with a hammer and small nails.

Creative development

71. Teaching is effective and activities are often based upon pupils' experiences such as a seaside visit or are inspired by exploration of interesting materials, objects or picture books. Children are ably supported by adults and encouraged to use their improving manipulation skills imaginatively. Close support in small groups effectively enables children to develop drawing, cutting and gluing skills. By good use of picture books and a wide variety of materials and resources the teacher and support assistants help them to achieve recognisable constructions and drawings. Children explore and use a wide range of materials confidently to make paintings, collages, and three-dimensional structures. They use colour effectively, select and cut out shapes of materials and fabrics according to texture for a 'sea-side' collage and, with help, weave paper strips into a pattern. They show awareness of safety when using equipment and co-operate well in a group. During dance sessions, children express themselves imaginatively. For example, they moved rhythmically to the music and changed position appropriately as they pretended to be surfers, having been inspired by watching a video of people surfing. By the end of the Foundation Stage, children will reach most of the Early Learning Goals for creative development.

ENGLISH

72. Overall standards in English are above average by the time pupils leave the school. Despite a low start and below average standards at the end of Key Stage 1, the pupils' achievement is generally good throughout the school. The main reason for this is the good teaching and work that stretches and

challenges the pupils' knowledge and understanding, particularly in Key Stage 2. This marks an improvement since the previous inspection.

73. Results in reading and writing in the 2000 national tests for 7 year olds at the end of Key Stage 2, are very low and in the lowest five percent of the country. They do not compare very well with the results of similar schools. Girls performed better than boys. The proportion reaching the average Level 2 and above was still low but more pupils than in similar schools reached the higher Level 3 in reading. In writing the numbers at the higher than average level was the same as similar schools. The results in the 2000 national tests for 11 year-olds were well above average. When compared to similar schools the results were high and in the top five percent of the country. While the proportion of pupils reaching the average Level 4 was well above the national average and compared favourably with similar schools, not many pupils reached the higher than average Level 5. The school's results are rising at a similar rate to the national trend. The numbers of pupils taking the test are very small. Therefore, the slight drop in results from the previous year's tests and the differences between the performance of girls and boys are not statistically significant and could relate to the performance of one or two pupils rather than a fall in standards.
74. When pupils enter the school they have poor speaking and listening skills. Several have problems forming words and nearly all have a limited range of vocabulary to use in conversations. By the end of Key Stage 1, despite the strong and effective emphasis on speaking and listening, the pupils have not had enough time to benefit from the teaching programmes and standards remain below average. However, their achievement is good and by the end of Key Stage 1, most are more confident to speak. Good teaching enables the pupils to begin to develop words to express their ideas. Listening is below average and pupils only concentrate for a short time, except when listening to a story which, captures their imaginations. Often they listen but interpret what they have heard incorrectly. The teacher and learning support assistants are careful to ask them to repeat messages and information, successfully helping them to understand what is said to them. Achievement is very good from Key Stage 1 to Key Stage 2 and by the time they are 11 years old pupils have a good command of spoken English. They communicate their thoughts and ideas clearly and can discuss and argue a point. For example, in a history lesson, the pupils excitedly debated the differences in photographs of the village, discussing comparisons between the houses in relation to the village today.
75. Standards in reading are still below average at the end of Key Stage 1, but a small proportion of pupils is confident readers and is reaching average levels. Because the pupils are effectively taught the sounds and names of letters, they are developing strategies to help them read. Pupils with special educational needs benefit from systematic and regular support with key words and their achievement is good. The pupils enjoy books and can effectively read the pictures but only very few are able to read their own writing and other simple text, using more than one strategy such as letter sounds or clues from pictures to work out words they do not know. With successful teaching and the

systematic development of skills the pupils' achievement is good throughout the school. Consequently, by the time they are 11 years old the standard of reading is at least average and often above average. They read and enjoy a range of fiction and non-fiction, including poetry. They read fluently and with expression, understanding the main ideas and themes and characters. A few pupils refer to other authors and texts to emphasise an idea. They know how to retrieve information using the computer and other materials to support their studies and are confident about their views on how different newspapers try to influence their readers. The school places great importance on reading and strives to motivate the pupils to read a good range of different authors. However, only a few pupils read for enjoyment. The pupils' knowledge of how a library works and how books are catalogued and stored is not as secure as it should be.

76. There are marked improvements to the standards in writing because of the developments to teaching and pupils' skills. From the low start in writing, while standards remain stubbornly below average at the end of Key Stage 1, pupils' achievement is good and they build steadily on what they have learned. Teaching is good and, while the most able in the class are reaching appropriate levels, the vast majority use simple words and phrases and know how to use full stops. Letters are shaped correctly but their writing is not always well presented. Achievement is good across Key Stage 2 and in Year 4 pupils are beginning to understand how to enhance their writing using adjectives and adverbs. A good example of this was in a literacy lesson where the focus of writing was on a 'scary' story about a lighthouse. Because teaching was excellent the way the lesson developed gave the pupils the right stimulus and ideas to produce some outstanding writing. The pupils were rightly proud of what they had achieved. By the end of Key Stage 2, the writing of the 11 year-olds is often above average. A poem based on 'Up in the attic' captured the pupils' imaginations and opening line such as, 'A twinkle of Christmas decorations' shows sensitivity in writing and a growing love of words. Teaching remains good and challenging work motivates pupils. Pupils clearly grasped the convention of Haiku poems about St Michael's Mount. In one lesson pupils showed a good understanding of how clauses can be used to improve the quality of writing. After experimenting with sentences, one or two pupils applied their knowledge to their previous writing spontaneously editing what they had written before, achieving a more interesting result.
77. Standards in spelling are average and some pupils are able to spell well by the time they are 11 years old. However, more work needs to be done to give pupils confidence to apply what they have learned in spelling lessons to other writing. Handwriting is good and pupils achieve well as they move through the school. Letters are joined at an early age and by the time they reach the end of Key Stage 2 most are developing their own neat style. Work is generally presented well in Key Stage 2.
78. Teaching in English is good and never less than satisfactory. Examples of outstanding teaching were seen in Key Stage 2 that challenged pupils to write imaginatively and discuss what they had written with a friend. This has a significant impact on pupils' learning, enabling them to work hard and

concentrate for increasing lengths of time as they progress through the school. Teachers are consistently careful to extend the pupils' experiences and providing them with a helpful range of vocabulary to use when they are speaking or writing. The basic skills of reading and writing are taught well and particular and appropriate attention is given to the teaching of letter sound that helps pupils when they are reading and writing. Lessons are brisk and lively and build effectively stretching the pupils to apply what they are learning. Consequently, they are interested in what they are reading and writing. Pupils are frequently excited by their success and benefit from the encouragement they receive because work is carefully planned to meet their wide-ranging needs. This is particularly true of the pupils with special educational needs. They benefit greatly from the support of the able learning support assistants, enabling them to achieve well towards the targets set for them. Weaknesses in teaching are usually related to planning that does not help the organisation of the lessons. Work is generally carefully marked and encouraging comments help pupils know what they are going to learn next. There is limited evidence that pupils are encouraged to read the teachers' marking and respond to it. The use of homework is sound but difficulties arise because of the home circumstances of some pupils.

79. English is well co-ordinated and the role is developing further to include the monitoring of teaching and learning as well as planning and pupils' work. The National Literacy Strategy has been successfully implemented. The English curriculum is broad and balanced and carefully planned to meet the needs of the pupils. Opportunities for pupils to practise their skills in other subjects are not systematically planned. Very little evidence was seen where pupils used information and communications technology to extend their writing or word process their final drafts. A good range of books and other materials are used effectively to support pupils' learning. Writing remains the focus for development. The school has a clear idea of its strengths and weaknesses and an appropriate strategy for further development.

MATHEMATICS

80. Overall, standards attained by the current Year 6 at the end of Key Stage 2 are above average and pupils' achievement is good, improving steadily as they progress through the school because the quality of teaching in mathematics is good. In last years' national tests, results at the end of Key Stage 1 were in the lowest five percent of schools nationally and did not compare very well with similar schools. The results of 11 year-olds in 2000 remained stubbornly below the national average but above the average of similar schools. The difference between last year's results at the end of Key Stage 2 and the standards of the current are largely due to the different ability of the pupils and improved teaching programmes.
81. By the end of Key Stage 1, overall standards are below average but pupils achieve steadily. The less able pupils continue to develop basic matching and sorting skills, making sets of similar items using colours, size, shapes and a wide range of objects. They count in ones and twos and are beginning to understand addition and subtraction of numbers to ten. By the end of Year 2, more able pupils know and use a 100 square

for multiplication and division, understand place value to 100 and use mathematical symbols to write number sentences such as $12 + 23 + 4 = 39$. They can tell the time to the nearest five minutes, measure in centimetres, give change from 50p and understand whole and half. Good management of resources provides a rich learning environment enabling the wide range of pupils' mathematical needs to be met, including the high number of pupils requiring additional support or identified as having special educational needs. Suitable challenges are provided to extend more able pupils and good support from learning support assistants help pupils to concentrate on learning tasks such as finding 'pairs' of objects. However, in some lessons insufficient planned activities for pupils of different age and ability results in much of the teaching being reactive to pupils' exploration of, or play with, mathematical materials and equipment. These individual or small group interactions ensure that pupils' learning is at an appropriate level but there is not enough structure to secure confident learning of the lesson objectives. More opportunities for pupils to count at registration, and other times during the day would enable the pupils to apply their skills. Overall, the quality of teaching is satisfactory.

82. By the end of Key Stage 2, pupils in the current Year 6 often attain standards that are above average. Achievement is good and they have a broad knowledge and understanding of mathematics. Pupils are confident in place value and can use long division or multiplication to solve problems involving decimals. They have a good understanding of fractions and their relationship to decimals, ratios and percentages. They measure accurately length, weight, capacity, time and angles, understand symmetry, area, volume and co-ordinates and can solve problems relating to everyday contexts. They often reach high standards. Pupils in Years 3 and 4 attain standards in line with national expectations by the end of Year 4. They have a secure knowledge and understanding of basic numeracy including the use of the appropriate mathematical symbols and operations to solve simple problems and a sound understanding of place value to 1000. They know the characteristics of the main two and three-dimensional shapes, lines of symmetry, the points of the compass, have a good grasp of measurement, and make sensible estimates of length. They complete charts of data during investigations and represent findings as bar graphs. The quality of teaching of younger pupils in Key Stage 2 is very good with clear lesson targets and good use of well-prepared resources. For example, in an introductory lesson on fractions, oranges were used to capture interest and actively involve each individual and an overhead projector was used effectively to illustrate the equivalence of fractions. Good questioning is used to determine the extent of pupils' previous learning with an emphasis on correct use of mathematical vocabulary and symbols to ensure that pupils confidently and correctly record their work. Good support from skilled learning support assistants is effective in enabling less able pupils to understand the fundamental principles. Effective use is made of the computer for pupils to practice and extend their mathematics skills.
83. For older pupils in Key Stage 2, very good teaching is evident with high expectations and a demanding pace being set. For example, timed activities such as 'maths challenge' and mental arithmetic are very effective in enabling pupils to become confident in numeracy and skilled in the use of addition, subtraction, multiplication and division. Tasks are well matched to pupils' mathematical development and pupils with special educational needs are given good encouragement and support. This is effective in them developing a good basic knowledge and understanding of mathematical processes such as representing data on bar graphs. More able pupils are given well structured challenges which effectively extends learning, for example, they apply their knowledge of graphs to select the most suitable way to represent

different types of data. However, mathematics lessons are too long at 75 minutes and although they are suitably broken up into clear parts the continuous effort required for pupils to maintain pace and concentration is too much to expect and lessons lose momentum.

84. Mathematics is well co-ordinated. Pupils are provided with a broad and balanced experience in mathematics and provision for numeracy is very good in mathematics lessons but insufficient attention is paid to the use and development of pupils' skills in other curriculum subjects. Since the last inspection, the school has successfully implemented the National Numeracy Strategy and maintained its improvement of pupils' standards of attainment.

SCIENCE

85. Overall the quality of teaching in science is good and by the end of Year 6 pupils attain above average standards. Results in the 2000 teacher's assessment for 7 year-olds were in the lowest five percent of the country and did not compare well to similar schools. Results of the national tests at the end of Key Stage 2 were above the national average and well above the average of similar schools.
86. By the end of Key Stage 1, pupils attain average standards in science. They know that living things move, feed and breathe, how to make an electric circuit with wire, battery, a light bulb, and a switch, about different sources of light and how shadows are formed, and can predict which materials are attracted by a magnet. They record results of investigations on simple charts, for example how much 'tights' stretch as weights are added, compare the properties of material, for example, transparent or opaque, know about solids, liquids and gas, and about absorbency and dissolving. Teaching at Key Stage 1 is satisfactory overall. Science being taught alongside art in a 'carousel' of activity. A division of the teacher's time between two subjects results in groups of pupils being required to work independently and this reduces the quality of learning for less able pupils who need more continuous support and direct teaching to achieve the learning objectives. Teaching is based on a sound knowledge of science and topics are taught appropriately with good emphasis on pupils discovering scientific facts and ideas through experiments and investigations. These are suitably planned and include a balanced programme of science experience across the National Curriculum. Good use is made of the school and local environment, everyday materials and science resources such as a glass prism, posters and pictures, water and pot plants with different coloured flowers to investigate and teach about light, a rainbow and its colour sequence. Pupils' knowledge of the colours of the rainbow is supported by good links with activities in art.
87. Achievement is good and pupils in Years 3 and 4 gain a good knowledge and understanding of the main topics across the range of the national curriculum. They know about the main parts of plants and animals, the structure and function of the human skeleton and investigate pulse rates. They know many uses of electricity, about conductors and insulators, how to make an electrical circuit, and more able pupils know the difference between series and parallel circuits. They secure and extend previous knowledge about light, magnetism and the properties of materials, and know about solutions and saturation. By the end of the key stage, standards are above average in the work they have covered. In Years 5 and 6, pupils develop a good scientific approach to conducting and recording investigations and understand about the requirements for fair tests. They can represent the data they collect graphically.

They know about the force of gravity, the solar system and understand the relationship between the sun, earth, and moon, day and night, and the changes in seasons. They understand the water cycle, evaporation, and filtration and know about water treatment. They know how the heart works and about the circulatory system. In Key Stage 2, the quality of teaching is good. Lessons are well prepared and good use is made of assessment of previous work to set clear targets for learning. When introducing new work, good use is made of pupils' ideas and suggestions in developing an understanding of scientific vocabulary. Resources are used effectively to ensure that all pupils are able to carry out investigations successfully, for example, pupils were all provided with hand-held magnifying glasses when investigating the structure of different soils.

88. Pupils receive a good balance of science within a programme of selected activity from the nationally recommended scheme of work. However, the time allocated is not always sufficient to effectively cover enough of the Programmes of Study outlined within the National Curriculum. Resources for science are adequate to meet present needs but reference materials need to be extended and some equipment renewed. The school has established science as a priority for development next year. Since the last inspection, provision for science has continued to maintain the improvement in pupils' standards of attainment as they progress through the school.

ART AND DESIGN

89. Overall, the quality of teaching in art is good throughout the school and standards are average with pupils achieving skills in keeping with their age and ability. These standards have been maintained since the previous inspection. In Key Stage 1, lessons are well planned to provide tasks suited to the age and ability of the pupils. Good use is made of stories, books and pictures to stimulate pupils to draw, colour or trace to create their own pictures. Pupils are given access to a wide range of fabrics and materials to choose from when working to produce items for a group collage or picture. Learning support assistants work effectively to support pupils in developing their skills or promoting independence. Successful links are made to the work planned in science and design technology. Pupils are effectively managed and good efforts are made to broaden pupils' vocabulary as staff encourage them to talk about their ideas and choices. They have a good range of experiences in the imaginative use of a wide range of materials and create a variety of artwork based on their observations and the work of others. They use tools and equipment appropriately to draw, trace, cut around, colour, paint, decorate, pin, glue and join items to make two and three-dimensional pieces of artwork. More able pupils can draw a self-portrait with all the features correctly placed and in good proportion.
90. In Years 3 and 4, lessons are well planned and thoughtfully prepared to challenge pupils to think about their artwork. For example, a very good selection of different coloured leaves were provided and pupils were challenged to create a painting of the leaves, which matched their shape and colour having been provided with paint of only primary colours. Their use of paint improved and they began to understand the principles of colour mixing. Pupils suitably extend their skills in using tools and equipment and refine their techniques with line and tone in drawings such as portraits and still-life.
91. Well planned lessons in Years 5 and 6 extend progressively pupils' knowledge and understanding of artwork. In a series of lessons to design and produce printing blocks,

the stages of development were well structured. Pupils were effectively encouraged to represent detail with basic shapes within their initial drawings and apply methods and techniques used by artists to select the best area to be used for the printing pattern. Good persistence, guidance and encouragement enabled pupils with special educational needs to gain confidence and become more effectively involved. More able pupils begin to understand the negative and positive elements when developing a printing block. Pupils extend and improve design skills and develop good techniques with perspective drawing. They work effectively in clay and produce sculptures on tiles and make ceramic faces.

92. Pupils throughout the school benefit when working together with guidance from a local artist to produce an impressive tiled picture of the church and school. An appropriate rolling programme from within the adopted scheme of work ensures suitable progression and continuity in pupils' art experience and there is a good range of resources. Since the last inspection the time allocated to art has been reduced with a corresponding reduction in the range of media used and the amount of artwork produced. As a consequence, present provision is satisfactory.

DESIGN AND TECHNOLOGY

93. Standards in the work seen in design and technology are above average and the quality of teaching is good. This marks a significant improvement on the previous inspection. In Key Stage 1, teaching is good and lessons are planned to meet the learning needs of pupils of different age and ability. Topics are effectively integrated into work in art and science. Good use is made of books, pictures, mechanical devices and the local environment to provide pupils with meaningful ideas upon which to base their choices for constructing models such as a lighthouse or making useful items such as winding mechanisms. By the end of Key Stage 1, pupils have a good basic understanding of the properties of materials and can put items into groups made from plastic, fabric, cardboard and wood. They learn to select glue, or tape for fixing or joining things appropriate to material and make effective products. For example, Easter cards with moving components such as an egg, which is opened by pushing up the top with a sliding cardboard strip. They acquire an increasing degree of skill with tools and equipment or construction kits. For example, they build a likeness of their drawing of a lighthouse or try to make effective winding mechanisms from cardboard, doweling and cotton reels. Overall, they reach satisfactory standards.
94. Throughout Key Stage 2, teaching is good and pupils are effectively challenged to design and make interesting products such as motorised vehicles by the end of the key stage. Good opportunities and experiences are planned which enable pupils to understand the use of cog-wheels, belts and pulleys and choose appropriate materials to make and fix components for their vehicle. Mathematical principles relating to size, ratio and speed of rotation are effectively discussed. Pupils learn good skills in researching, designing, and making products and make realistic evaluations of their effectiveness and sensible suggestions as to what could be improved. For example, suggestions as to how their structure of 'Pandora's Box' could be strengthened. They improve their skills in the use of a wider range of tools and equipment such as measures, saws, sawing boards and sandpaper to make components for a vehicle chassis, measure accurately and solve problems for assembling and joining the pieces. They understand the implication of pulley sizes on wheel rotation speeds when designing the motorised mechanism and more able pupils make good, detailed design

sketches. During lessons on food technology, pupils successfully design and make pizzas, sandwiches and bread according to personal choices.

95. The programme of work for design and technology is drawn from the nationally recommended scheme of work but, overall, the time allocated is sometimes too short to provide pupils with a sufficient range of experience. Resources are good with good quality tools and materials being supplemented by a thoughtful collection of everyday materials. Opportunities to apply key skills of literacy, numeracy and use of information and communications technology are limited and not a feature of overall planning. Since the last inspection, provision and standards of achievement have been maintained.

HISTORY AND GEOGRAPHY

96. Too few lessons took place to make a secure judgement about teaching in geography and history. However, in the three lessons observed, teaching was good. From analysis of pupils' work and discussion with them, standards are broadly average by the time they leave the school. This marks an improvement since the previous inspection.
97. By the end of Key Stage 1, standards in the work seen in geography are broadly average. Pupils have been observant when studying the local beach. They recognise and number houses in the village using a map. Pupils have a basic understanding of maps and plans. Pupils with special educational needs excelled in one lesson when drawing a plan of their table. Achievement is sound as pupils progress through the school and by the time they are 11 years old they have a good understanding of the village and its surrounding area. Standards are average and pupils make careful records of their findings. They have sound mapping skills and use a key accurately to find features of the area. They are beginning to identify changes that have occurred to the village with a developing understanding about the impact of tourism on the area. The pupils create their own keys to maps to identify public services. They know the names of the key cities in the United Kingdom and major continents and countries across the world. Their work shows that they understand how to use secondary sources to find out information about other countries. Their understanding of the range of cultures present in the United Kingdom and the richness of cultural traditions is not well developed.
98. A similar pattern emerges in history and pupils recognise what is old and have a developing understanding of the passage of time. Their achievement is satisfactory and by the end of Key Stage 2 they write lively accounts of the Roman invasion of Britain, showing that they use books to seek out information about aspects of Roman life. Their knowledge of the history of the local area is developing well and they are effectively taught. When discussing his work, one pupil applied his knowledge to the discussion, reminding me proudly that the Romans traded for tin with the Cornishmen. Each class is studying the local area and lessons are lively and interesting. On a walk, the pupils began to recognise older bricks and the dates on houses built in the 1800s. By the time they are 11 years old, they use photographs to make comparisons between life in the village in Victorian times, during the war and the present day. The pupils with special educational needs are carefully supported enabling them to achieve appropriately. Pupils make sensible observations, promoted by effective teaching and the teachers' skilful questioning that probes the pupils' understanding. They are beginning to produce structured work that contains dates and historical facts.

99. This small staff jointly co-ordinate geography and history. They are not yet the focus for development, although improvements have been made to the four-year rolling programmes of study to ensure that requirements are fully met, by the introduction of the nationally recommended schemes of work for both subjects. While appropriate time has been allocated to both subjects and satisfactory progress made since the previous inspection, the study units will need reviewing as planned to ensure that historical and geographical skills are systematically developed as pupils progress through the school. Planned opportunities for pupils to practise their literacy and numeracy skills in these subjects are not well developed. Resources are sound but limited use is made of information and communications technology to support the pupils' learning. Appropriate plans are in place for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. As in the previous inspection, no teaching in information and communications technology was planned and it is not possible to make a judgement about teaching. However, from the limited work seen and discussion with the pupils about what they have learned, standards are broadly average in the work that is covered such as control, communications and simulation. However, standards overall are below average at the end of both key stages because the new programme of work is still developing. This marks an improvement since the previous inspection but more work is needed to ensure that information and communications technology is used as a tool for learning in each class.
101. Information and communications technology is the school's current priority for development. The intensive training programme for teachers is proving helpful and effective and teachers are more enthusiastic and confident to use the technology to support pupils' learning. As subject knowledge develops, teachers are using a range of resources such as scanners, E-mail and the Internet. Nationally recommended schemes and guidance have been included in the school's rolling programme, which ensures progression from mouse control in Key Stage 1 to the use of control technology, simulation and opportunities to use Power-point to present ideas in Year 6.
102. Seven year-olds manage the mouse, moving it across the screen to work an art programme, for example. They know how to print their work. By the end of Key Stage 2 the 11 year-olds know how computers drive technology. They have a good understanding of how to control the technology using a program called logo to create shapes, including a complex flower made from decagons. They have some understanding of how to put in data and amend, combine and organise text. They know how to use a program to control the light in a lighthouse and to use a simulation program to light crossing patrol lamps. Pupils are currently in communication with another school in the North West of the country, using E-mails. The work sample contained very few examples of pupils' work in information and communications technology and computers are still not used sufficiently well to support work in other subjects.

103. The information and communications technology co-ordinator is knowledgeable and encourages teachers to try out new ideas with the pupils. The subject is no longer taught by a specialist, which enables pupils to have greater access to the computer suite. Information and communications technology is at an early stage of development. Improvements are carefully planned and managed to enable teachers to develop their skills. Consequently, the new programmes of work have not yet had time to have a significant impact on standards and pupils' competence. The school has consolidated work since the previous inspection and appropriate plans are in place for further improvement.

MUSIC

104. Standards in music are average and sometimes above average overall by the end of Key Stage 2. The standards identified by the previous inspection have, in the main, been maintained. Standards in singing are well above average in lessons because teaching by the specialist is at least good and sometimes outstanding. The pupils are successfully taught to exercise their voices and this enables them to sing challenging songs. They sing with great enthusiasm and apply their skills to singing in assembly.
105. By the end of Key Stage 1, standards are slightly below average. They sing tunelessly without accompaniment. Their favourite songs, such as action songs, inspire them to concentrate and reach a good standard. Their listening skills are poor and although a good choice of music was made in one lesson with the Reception, Years 1 and 2 class, some pupils with special educational needs became restless and affected the concentration of others. The teacher managed the pupils well by using a lively approach with different materials to stimulate their interest. The keyboard was used to good effect to command attention. Despite the support of the class teacher, the pupils' natural exuberance meant that at times their behaviour deteriorated and the specialist teacher had to work very hard to help them to learn.
106. Standards at the end of Key Stage 2 are at least average and some outstanding singing was heard from pupils of all abilities. In one lesson, with the mixed Years 3 and 4 class, teaching was excellent and captivated the pupils who worked very hard in the lesson. They sang beautifully and met the challenges of difficult songs with spontaneous delight at their success. Their behaviour was excellent because they were motivated and their listening skills were well developed. The teacher planned a skilful balance between teaching technical skills of breathing and appreciating Brazilian music. The lesson successfully enhanced the pupils' spiritual and cultural development and led the pupils joyfully back to their classroom. The 11 year-olds recognise music from around the world because the teacher is careful to use a good range of composers in the appreciation section of the lesson. Despite being a very small group, and nearly all boys, pupils sang well. However, their composing skills are not as well developed as their singing skills. Those pupils who are learning an instrument read music but others in the class have a limited understanding of notation. However, teaching is good and pupils are confident using the tuned percussion, electric piano and electronic keyboard to accompany their singing.

107. The pupils are still benefiting greatly from the specialist skills of the music teacher. Other teachers in assembly and hymn practices complement her work. Consequently, teaching is good and pupils reach a good standard of singing. Resources are generally good, with a successful mixture of tuned and un-tuned percussion, in addition to a keyboard. A few instruments from other countries and cultures enhance the provision. Music makes a significant contribution to the pupils' academic, personal and social development.

PHYSICAL EDUCATION

108. Provision for physical education continues to focus on dance along with the development of games skills in Key Stage 1. The quality of teaching is satisfactory in games and pupils are making progress appropriate to their age. Standards achieved in dance are good as a result of very good teaching.

109. In Key Stage 1, a good range of activities is well planned to develop pupils' hand-eye co-ordination and ball skills. Good organisation and management of very good resources for small games provides good opportunities for pupils to work on skills in small groups. Learning support assistants work effectively to enable pupils with difficulties to take a full part in lessons. Pupils make steady progress in hand-eye co-ordination, the sending and receiving skills of passing, stopping and rolling, throwing and catching, and dribbling with feet and hockey sticks. However, the confined space of the small playground and the wide range of age and ability results in some activities being disrupted by pupils from other groups retrieving misdirected or uncontrolled equipment.

110. Teaching is excellent in dance where the skilled teacher provides good progressive experiences appropriate to the different age-groups throughout the school. Consequently pupils achievement is very good. Very effective warm-up routines are used to stretch muscles, model dance movements and establish a good pace of activity. Very successful use is made of pupil demonstration and evaluations of each other's dance movements. The contexts for developing dance sequences is well matched to the needs of each age group. With pupils in Key Stage 1, excellent use of video and music stimulates pupils' dance ideas. They attain good standards in moving rhythmically and imaginatively to music and developing good movement sequences. Pupils in classes in Key Stage 2 are involved in creating dance sequences in groups when preparing for a performance for parents. Very good use is made of pupils to model their developing routines and these are often applauded by classmates. They work together well in groups to produce co-ordinated and agreed dance movement phrases and link these into a performance to illustrate a story. Older pupils begin to integrate sounds and gestures into their routines and they achieve good standards.

111. Swimming is taught to pupils in Key Stage 2 during the summer term as an after-school activity. The quality of teaching is excellent with sessions being well planned according to pupils' levels of attainment. For more able swimmers there is high expectation and a good sequence of challenging activity is followed at a demanding pace with pupils responding with effort and concentration leading to very good progress in swimming skills. They are achieving very good standards and swim distances with increasing stamina using the range of front and back strokes. They tread water, surface dive, retrieve heavy objects from the bottom of the pool and return

them to the pool-side competently. Less able swimmers benefit from the skilled instruction of a pool attendant and beginners are very well supported in the water by parent volunteers. Beginners are rapidly gaining confidence in the water and starting to use arms and legs effectively for propulsion when supported personally or by floats. More experienced pupils are gaining good controlled arm and leg movements as they learn to swim a few metres unaided.

112. Since the last inspection, efforts have been made to introduce a wider range of activities with staff attending courses as part of a Sports Development Scheme. Resources for games have been improved for rugby, hockey, tennis, cricket and badminton. At the time of the inspection, the 'Kwik Cricket' equipment was well used by pupils during the lunch-time break but these activities are yet to become included in lessons. Games and swimming are covered through after-school activities. However, not all pupils take part in the after-school sessions and this is a weakness in overall provision for physical education. The school plans to focus on the development of the physical education curriculum during the autumn term.