

INSPECTION REPORT

TREKENNER PRIMARY SCHOOL

Trekenner, Lezant, Launceston, Cornwall PL15 9PH

LEA area: Cornwall

Unique reference number: 111933

Headteacher: Mrs C Green

Reporting inspector: Mr W Agnew
19956

Dates of inspection: 3rd – 5th December 2000

Inspection number: 224038

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Trekenner Community Primary School Trekenner Lezant Launceston Cornwall
Postcode:	PL15 9PH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs I Nash
Date of previous inspection:	6 th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr W Agnew (19956)	Registered inspector	Mathematics Science Information technology Design and technology Music Equality of opportunity	The characteristics and effectiveness of the school The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning Leadership and management
Mrs R Orme (999)	Lay inspector		Partnership with parents and carers
Ms M Turley (1921)	Team inspector	English Art Geography History Physical education Religious education The Foundation Stage Special educational needs	Quality and range of opportunities for learning Pupils' welfare, health and safety

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trekenner is a small community primary school in a rural area of East Cornwall. The area is neither economically advantaged nor disadvantaged. The school is subject to a falling roll. All of the 48 pupils are from a white ethnic background. The number of pupils on the special educational needs register (27%) is above the national average (18%). The number of pupils with a statement of special educational needs (4.2%) is higher than the national average (1.7%). Pupils' attainment on entry is marginally higher than the national average but year groups vary significantly. Consequently, the National Curriculum Test results are wildly fluctuating at times and this makes target setting at whole school level very difficult.

Since the last inspection, significant staffing changes have taken place. A new headteacher is in post. The 0.3 part-time teacher on the staff at the last inspection is now a full-time teacher and a new part-time teacher has been appointed. Since September 2000, a part-time specialist who visits the school on Monday afternoons has taught music.

HOW GOOD THE SCHOOL IS

Trekenner School provides a good education for its pupils. Pupils attain high standards in literacy, mathematics and swimming. The teaching is good overall. The ethos is that of purposeful learning and encouragement for good behaviour. The headteacher, supported by the governors and staff, provides very effective leadership and management that result in a commitment to raising pupils' standards. Significant improvements have been achieved since the last inspection. The pupils enjoy school and respond positively to the wide range of learning opportunities that the school provides. Overall, the school provides good value for money

What the school does well

- The teaching is good, particularly at Key Stage 1 and for literacy. Pupils use their literacy skills effectively to support work across the curriculum.
- National Curriculum Tests results for English last year were above average for Key Stage 1 and high for Key Stage 2.
- Pupils' behaviour is good throughout the school.
- Good provision is made for pupils with special educational needs.
- Procedures for assessing pupils' attainment are very good. The marking policy is implemented effectively and consistently and helps the pupils to make progress.
- Leadership and management are very good and provide a clear vision for improving standards, a purposeful ethos and effective monitoring of teaching and learning.
- Support staff provide very effective help for individuals and small groups of pupils.
- The school keeps parents well informed and maintains good relationships.

What could be improved

- The balance of the curriculum for the Foundation Stage pupils to provide better opportunities for exploratory and investigative activities.
- The match of tasks to pupils' abilities at Key Stage 2, particularly for the older and higher attaining pupils.
- The teaching and opportunities for pupils to develop their information and communication technology (ICT) knowledge and skills and to use these to enhance learning across the curriculum.
- The provision of tasks matched to pupils' abilities in the non-core subjects at Key Stage 2.
- The inclusion of attainment target levels and short and achievable academic targets in all reports to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in July 1998, it was judged to have serious weaknesses. Since then significant improvements have been made and sustained, particularly in the leadership and management of the school. Standards have improved in some subjects, in music for example and particularly for English. Teaching and learning are good. The ethos is purposeful and behaviour and relationships are very good. The National Literacy and Numeracy Strategies have been successfully implemented. The key issues for action identified in the last report have been addressed successfully.

STANDARDS

In the last National Curriculum Tests at the end of Key Stage 2, the pupils' scores were high for English and average for mathematics and science. At Key Stage 1, they were above average for reading and average for mathematics and science. Since the last inspection, the trend in results has been upward with some annual fluctuations that are typical for schools with very small numbers of pupils in each year group. The school sets appropriate targets for the pupils by taking the different pupils' abilities in each year group into account. English is a particular strength. The numeracy strategy and the increased emphasis on investigative and problem-solving tasks are contributing to major improvements in mathematics. The staff have undertaken information and communication technology (ICT) training and the teaching is improving. The recent appointment of a part-time music specialist has broadened the music curriculum and will improve pupils' attainment overall. Pupils' standards in art are not as good as they were.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are positive.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good.
Personal development and relationships	Pupils establish and maintain good relationships with staff and their peers. They accept responsibility for their own learning and show independence in thought and actions in the classroom. Pupils throughout the school are given responsibilities, which they carry out conscientiously.
Attendance	Attendance rates are higher than the national average.

Pupils are interested and involved in lessons, particularly when they are engaged in practical activities. They collaborate purposefully with each other in a range of situations. Their attitudes to reading are positive and they respect the feelings, values and beliefs of others. They show initiative in lessons and in their general behaviour, which is of a very good standard.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	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.

Literacy and numeracy skills are taught very effectively and together with the teaching of music and swimming are particular strengths of the school. In all other subjects observed, the teaching is satisfactory and some is good. The school broadly meets the needs of all its pupils. Activities are matched carefully to pupils' abilities in literacy and numeracy, in particular. Where the teaching is unsatisfactory, it relates to the provision for the older and higher attaining pupils in a class containing Year 3 to Year 6 pupils.

Overall, the teaching is 99% satisfactory or better, including:
 36% good
 21% very good
 1% unsatisfactory

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced curriculum that is sound overall. Some imbalances occur in the provision for the Foundation Stage pupils.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is good and pupils are confident. Spiritual, moral and social development is good and cultural development is satisfactory.
How well the school cares for its pupils	The school makes good provision for the care of its pupils. Good procedures are in place for monitoring, assessing and supporting pupils' academic progress.

The school fully meets the requirements for the National Curriculum, except for physical education (PE) because of the lack of a hall for gymnastics. Parents are well informed about life in school but individual targets for pupils are not sufficiently precise, so that parents and pupils know what they have to do and when they will be achieved. Parents receive detailed annual reports of their child's progress, but not all reports include comments about personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very effective leadership and has established a clear vision for the development of the school. She is supported well by other teachers, support staff and governors. The management and administration of the school is efficient.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They have approved a range of documentation in the last few years that has provided consistency in the approach to teaching and learning. They visit the school regularly and some write perceptive reports for the governing body.

The school's evaluation of its performance	The school undertakes stringent evaluation of its own progress and uses the information to determine the training needed for teachers.
The strategic use of resources	The school makes effective use of its resources. Although classes have reduced from three to two, three groups operate in the mornings and a specialist teacher takes each class for music. Support staff hours have also been increased.

The staffing decisions taken by the management of the school have worked well. Support is provided for small groups in critical lessons, such as English and mathematics and in some other subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • Behaviour is good • Teaching is good. • School is approachable about problems. • Children are expected to work hard and do their best • Children become mature and responsible. 	<ul style="list-style-type: none"> • Provision of more interesting activities outside lessons. • Closer working relationships with parents.

The parents' comments in response to the questionnaire and at the parents' meeting were very positive about the school. No significant percentage of parents objected to any aspect covered by the questionnaire or the meeting. The inspection agreed with the parents' views with the exception of the range of outside activities, which the team considered to be good for a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the pupils in the reception is marginally above average. By the end of the Foundation Stage, they have reached the appropriate level of the early learning goals for pupils of this age and some are working towards Level 1 of the National Curriculum. They have made good progress in their personal and social, language development. Good progress is also achieved in reading, handwriting, physical control and swimming, in particular.
2. By the end of Key Stage 1, pupils' attainment is in line with national expectations for most subjects and some pupils are beyond these in most subjects. In swimming, their attainment overall is above average. In all year groups at Key Stage 1, some pupils achieve above average standards. Literacy standards are above average, pupils read and spell well, and their handwriting is neat with letters that are mainly formed properly. Many opportunities are provided for them to make effective use of their literacy skills in other subjects. In science, the pupils observe carefully, record their work in diagrammatic form and handle safely a range of equipment. ICT skills are now in line with national expectations. The pupils make more and better use of their literacy skills in other curriculum areas than their numeracy skills. These findings are broadly in line with the National Curriculum Tests results for last year where reading was above average and writing and mathematics were average.
3. At Key Stage 2, the pupils' overall attainment matches the national expectation and exceeds it for mathematics. Some above average achievement occurs in English where lower Key Stage 2 pupils achieve well in the development of style and content of writing for different purposes. Attainment is broadly average in all other year groups, except for swimming where the pupils' achievements are higher than expected for their age. With small numbers of pupils in each year group, the overall attainment varies considerably. In general, the youngest age group in a mixed-age class benefits from being with older pupils and makes better progress. In Year 6, the oldest and higher attaining pupils only compete with pupils they have known for a long time. Consequently, Year 6 pupils find the tasks less challenging than the other groups. The inspection findings do not altogether match the National Curriculum Test results for last year when English standards were high and standards for mathematics and science were average. At this point in the year, standards in science are similar to those obtained last year. Mathematics' standards are higher and this is the result of the emphasis this year on problem-solving. English standards are currently lower than last year because of a number of factors for example, the overall average level of the intake, the increase in the degree of special educational difficulties and the degree of staff turnover that has occurred during the period these pupils have been in the school.
4. Pupils with special educational needs make satisfactory progress throughout the school and some make good progress in some areas of work. Higher attaining pupils, who are in the younger age group of the class, achieve good standards. Higher attainers who are the oldest age group in the Key Stage 2 class are often insufficiently challenged by the tasks they are set and, as a consequence, they make less progress in some subjects and their levels of achievement are average rather than high.

5. Overall attainment is similar to that identified in the last inspection report. Standards have been maintained with improvements in some areas such as writing and music. Standards in art have fallen since the last inspection.

Pupils' attitudes, values and personal development

6. Pupils continue to have positive attitudes; they are keen to come to school, and to take part in all the activities it has to offer. A sense of coherence exists in the school, which is underpinned by the good and purposeful relationships established between staff and pupils. Pupils are interested and involved in lessons and their enthusiasm is high, particularly when they are engaged in practical activities such as performing in music, carrying out investigations in mathematics and science or taking part in a swimming lesson. The pupils co-operate with each other well and share resources and equipment from an early age. By the time they have reached upper Key Stage 2, they collaborate purposefully in a range of situations for example, to solve mathematical problems, to make complex switches in science, and to write a script. Pupils have a good understanding of their own levels of understanding. A Year 6 pupil for instance, took one look at the mathematical problems to be undertaken and remarked wryly that he had failed to solve similar ones before. On the other hand, pupils make effective use of their previously acquired knowledge to make predictions. After considering their designs for switches, Year 6 pupils made sensible predictions about whether they would be successful by tracing the circuits. Pupils have positive attitudes to reading throughout the whole school. They identify what they need to improve in their reading. They respect the feelings, values and beliefs of others for example, they reflect on the question of faith and debate whether a study of religion is a valid activity for a non-believer. They show initiative in lessons. All pupils know where materials and resources are kept and they collect them when they are needed. Older pupils collect dinner numbers and say grace before the meal, and younger pupils take turns to collect the attendance registers.
7. Pupils behave well outside lessons, and there is no evidence of oppressive behaviour in the playground. There have been no exclusions. Pupils talk to visitors with confidence, interest and courtesy, and it is a pleasure to visit the school. The parental survey shows that the large majority of parents acknowledge that behaviour is good and that the school's attitudes and values have a positive effect on their children.
8. Levels of attendance, at 95.8%, are good and are well above the national average. Unauthorised absence is below the national average. Pupils arrive punctually for the beginning of the school day. Registration procedures meet statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. Almost all of the teaching is at least satisfactory and over half is good or better. This is an improvement since the last inspection. Good teaching occurs throughout the school. Where the small amount of teaching is unsatisfactory it results from the lack of sufficiently well matched tasks to the abilities of a group of pupils of the same age within a mixed age class, notably the older and higher attaining pupils at Key Stage 2. These findings are in line with the parents' impressions, which were stated at the parents' meeting and in their responses to the questionnaire, that the teaching is good.
10. The teachers generally have a sound knowledge and understanding of the subjects and the levels they teach, particularly at Key Stage 1. Staff know their pupils well. At Key Stage 1, these are good. The teaching of literacy is implemented effectively. The staff's enjoyment of English rubs off on the pupils and entices them to work hard. Key Stage 2 pupils for example, described writing as "fun". The basic skills of literacy, numeracy and

the ability to read charts, tables and graphs are taught well. Literacy skills, in particular, are applied effectively in a number of subjects. Teachers' planning is satisfactory overall. It is good at Key Stage 1 where what the pupils are to learn is precisely identified and made clear to the pupils at the beginning of each lesson. In other classes, pupils are not made aware of what they are to learn so frequently. A full range of teaching methods is used effectively. Whole class teaching is often effective. Where this occurs explanations are clear, questions are carefully targeted to match the pupils' abilities and tasks consolidate the new learning. Teachers also listen carefully to what the pupils have to say, analyse the content and shape their teaching accordingly to meet the pupils' needs. Teachers manage the pupils very effectively and little time is lost during lessons. Support staff are deployed well and they make a significant contribution to the learning of individuals with special educational needs and of small groups of pupils. Homework is set regularly and makes a valuable contribution to the pupils' learning. The marking of pupils' work is of a good standard. Constructive comments are added that provide pupils with guidance about improving their work as well as recognising what is good. At times, too great a reliance is placed on published worksheets, which are not always well matched to the pupils' needs or their reading ability. At Key Stage 2, the expectations are sufficiently high for most pupils, but insufficient consideration is given to anticipate the differences and the needs of groups of pupils as they undertake the same task. At Key Stage 2, the oral work at the beginning of lessons is sometimes overlong and leaves insufficient time for the pupils to complete their individual tasks. Teachers are attending courses to develop their ICT skills and using them effectively to teach their classes. The use of ICT to enhance learning in other subjects is relatively undeveloped. Lesson plans contain a range of activities organised at various levels to match the age groups in a class. Where a pupil has a specific ability, that child may be promoted to the older class for lessons in that particular subject. This is an efficient and effective use of resources to match an individual's need. Teachers' planning, however, generally assumes that pupils of the same age are of the same ability. Consideration needs to be given to forming sets of similar ability in the Key Stage 2 class, particularly for English and mathematics' lessons.

11. The pupils' acquisition of skills, knowledge and understanding is good. For example, in English they build on their knowledge and use what they know to help them read and write. Intellectual effort is a strong feature in a number of lessons. In music, for example, they had to think and recall complex sequences of drumming patterns, remember how to play the drum properly and combine with others to maintain the regular pulse of the music. In almost all lessons, the rate of productivity and the pace of working are satisfactory. Few pupils lost concentration, particularly when they were engaged in practical activities. Interest levels are high for example, they are keen to experiment in science, to perform in music, to write stories and poems, and to swim. Generally, they sustain concentration for suitably long periods and work independently and confidently. Pupils with special educational needs receive very effective and patient help and advice from support staff. They contribute confidently to whole-class discussions. Their achievements are good in relation to their prior learning.

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

12. At all key stages an appropriate statutory curriculum is in place with the exception of physical education where there are no adequate indoor facilities for gymnastics and dance. Curriculum provision is broad and mainly balanced. The quality and range of learning opportunities provided for the pupils are sound overall.
13. Since the last inspection, the school has effectively implemented successfully the literacy and numeracy strategies. These initiatives have led to an improvement in planning for

English and mathematics to provide for better progression and continuity in the teaching for the mixed-age classes. It has enabled the average attaining pupils to achieve better. The classes are organised so that these two core subjects are taught to the smallest and most appropriate age groupings. The Qualifications and Curriculum Assessment Authority's (QCA) schemes of work guide provision for science and for most other subjects of the curriculum. At Key Stage 2, the learning outcomes for each year group are not regularly identified and the learning opportunities for the older and higher attaining pupils do not enable them to achieve as well as might be expected in English, geography, art, ICT and religious education. Overall, the pupils are suitably prepared to undertake the secondary stage of their education.

14. The curriculum for the under-fives is based appropriately on the QCA guidelines for the Foundation Stage. The curriculum is broad but the balance between the areas of learning is not wholly appropriate for the youngest pupils. The joint planning between the reception class and the Key Stage 1 class ensures continuity and the children are suitably prepared in their personal and academic development to undertake the Key Stage 1 curriculum.
15. Literacy skills are used effectively to support work in science, history, geography and religious education. Numeracy skills are not applied across the curriculum as well as they might be, particularly in science, geography and design and technology. In ICT the pupils are taught appropriate skills. The computers are used regularly but the range of learning opportunities is restricted.
16. The provision for the pupils' health education is good. The school is participating in the National Healthy School Standard initiative and is working to meet the targets it sets. From the Foundation Stage the school encourages healthy eating. The youngest pupils enjoy a choice of seasonal fruits and milk for their morning snack. This activity also contributes effectively to their social development. Science includes topics such as a healthy diet and the care of teeth. In physical education, the pupils are encouraged to work energetically and appreciate how important this is to good health. Outdoor exercise is taken regularly at breaktimes, except in the most inclement weather.
17. For the most part, the teachers plan a range of interesting learning opportunities that promote the pupils' enjoyment of learning. Joint activities with other local schools are viewed as an important means of promoting the pupils' academic and social development and include events such as sports day. Suitable opportunities are made for the pupils to learn from firsthand experiences. Recently Key Stage 1 visited the church and the whole school went to the Eden Project. There is an annual residential visit for Years 5 and 6. Weekly swimming at the Launceston pool effectively enhances the provision for physical education. The range of extra-curricular activities, through which the pupils can develop their interests and talents, is satisfactory for a school of this size and includes sports, music, environmental and First Aid Groups. In lessons, the teachers strike a proper balance between individual and group activities and the pupils make good progress in learning how to work as part of a team. Older pupils appreciate the opportunity to undertake independent pieces of research in their history and geography studies: this improves their information skills and their ability to work independently. Appropriate role play situations are set up in the early years classroom but were not seen in use during the inspection week. Limited opportunities are provided for the youngest pupils who are under five to investigate through play or to work creatively.
18. For the most part, the pupils have equality of access and opportunity. All are taught the National Curriculum and participation in additional activities is open to all. No discrimination exists on the grounds of gender and the school monitors the performance of boys and girls in test results. Good provision is made for the pupils with special educational needs, particularly when they are withdrawn for additional teaching and when they are guided by

the learning support assistant in lessons. Occasionally the degree of support in class-based activities restricts the opportunity for them to develop the independence they show in other activities. The school makes proper provision for pupils with a particular talent but the higher attaining pupils at the upper end of Key Stage 2 are insufficiently challenged to achieve the standards they might reasonably be expected.

19. The provision for the pupils' personal development is good and most are confident. This was reflected in the discussions with the older pupils who were polite, mature and understanding of the inspectors' needs. The school provides well for the pupils' spiritual development. Assemblies are attended by all staff and convey a sense of unity and harmonious relationships. Daily acts of collective worship contribute significantly to the pupils' spiritual development by providing good opportunities for them to reflect on non-materialistic matters. The sense of awe was palpable in one assembly when the head demonstrated the respect with which the holy book, the Koran, was handled. One pupil described her own experience of feeling 'inside a book'. In religious education, the teachers create good opportunities for the pupils to empathise with the situations and feelings of the people in Bible stories and so develop an awareness of the needs and achievements of others. Their spirituality is developed further in other aspects of the curriculum including literature and appreciation of the environment.
20. Provision for moral development is also good. The pupils understand right from wrong and act appropriately. Weekly spelling tests are carried out without any discussion or reference to one another's work and they do not have to be reminded of the proper procedure. A positive behaviour code is set out, inappropriate actions are dealt with firmly and discreetly and the pupils behave well.
21. Good provision is made for the pupils' social development. The adults in school relate very well to one another and to the children and are good role models. The pupils have regular opportunities to participate in whole-school events such as swimming, assemblies and visits. Shared events give the pupils the opportunity to interact with their peers from other schools. Teachers provide opportunities for pupils to discuss a range of personal and social issues in group time known as 'circle time'. Years 3-6 discussed the difference between rules and laws and all had a chance to contribute.
22. The provision for the pupils' cultural development is satisfactory. In religious education, they learn about other world faiths. Geography includes studies of life in other parts of the world. The school also promotes the pupils' appreciation of the Cornish culture. In the early years classroom there is a good range of artefacts and books to raise the children's awareness of ethnic diversity in British society. Literature and music make a reasonable contribution to cultural development but generally the role of the creative arts in this aspect of the pupil's education is underdeveloped.
23. Provision for the pupils' spiritual, moral, social and cultural development is good overall and has improved since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school has good procedures for monitoring the pupils' attendance and their personal development. It has a comparatively small number of pupils and this enables the staff to know the pupils very well. Pupils feel comfortable about sharing any concerns with the adults in school. In addition to the informal procedures, the school takes formal steps to monitor the pupils' personal development, particularly if specific difficulties are noted. Effective use is made of the support assistants' time to carry out specific recorded observations of individual pupils. In the case of pupils with special education needs, a record is kept of their personal progress and discussed with parents. These pupils are

given a great deal of praise for their achievements to boost their self-esteem. More opportunities could be identified to provide for their social-integration in the classroom. If teachers feel that any issues need to be discussed at a whole-school level, these are planned into the time allocated to personal, social and health education on the timetable. The great majority of pupils feel confident and enjoy the experience of coming to school.

25. For the most part the school has good procedures for monitoring, assessing and supporting the pupils' academic progress. The additional class taught by the headteacher in the morning and the additional afternoon ancillary support enables the youngest pupils to receive close one-to-one attention. The headteacher has effectively led the school in developing procedures for monitoring and assessing the pupils' attainment and progress. In addition to baseline and the end of key stage statutory assessments, the school carries out optional National Curriculum Tests in English and mathematics in Years 3, 4, and 5. Regular reading and spelling tests are carried out across the school. Test results are recorded and used to track each pupil's progress through the school. The school has begun to analyse the outcomes of tests to identify weaknesses to be addressed at whole-school level and to take effective action to remedy them. For example, the pupils' writing was judged to be lacking in style and range of vocabulary. The steps taken have led to significant improvements. Pupils' files contain reports with targets for the core subjects, examples of work and records of achievement awards so that pupils are helped to gain understanding of their learning and achievements.
26. The teachers' ongoing assessments are very good and they have a clear picture of each pupil's attainment. Notes are made on the weekly planning sheets of the pupils who have had difficulty or achieved well. Teachers ensure that the pupils read books that are suitably matched to their reading attainment and at Key Stage 1 the pupils learn to spell words that have been spelled incorrectly in their work. Through homework, the school effectively encourages parents to support their children's progress and regular entries in the home/school reading records indicate that the support is ongoing. Targets for improvement, based on assessment, are identified for the pupils by means of a special sticker so that they are clearly visible in the pupils' workbooks. The pupils appreciate the assessments made of their work because it helps them to focus on what they need to do to improve their work. The use of assessment to inform curriculum planning is satisfactory. When planning the curriculum, the teachers at all key stages are expected to make provision for the separate attainment/year groups within their classes. This is done consistently at Key Stage 1 but not at Key Stage 2, particularly in the planning for the non-core subjects. There is an over-reliance on the assumption that the older, higher attaining pupils will achieve their potential by virtue of their advanced knowledge, skills and understanding.
27. Pupils with particular learning needs are identified early. The support for pupils with special educational needs is good overall. The additional help they receive is carefully planned and helps the pupils to make sound and often good progress, notably in literacy. Class work is guided well by the learning support assistants. The individual education plans (IEPs) contain appropriate learning objectives that are achieved well when the pupils are withdrawn. They are insufficiently detailed to be of maximum use in the classroom. The support teacher is not sufficiently informed about overall curriculum planning and opportunities to consolidate what has been taught in class are missed.
28. In the relatively short period since the last inspection, the school has made considerable progress in improving its monitoring and assessment procedures. The headteacher is fully aware of the weaknesses that need to be addressed.
29. The school makes good provision to ensure the health, safety, care and protection of all pupils. The governors undertake regular health and safety audits. No health and safety

concerns were noticed during the inspection. Staff know pupils very well. Good levels of supervision are provided at lunchtime. The headteacher will receive training in child protection within the next three months to meet statutory requirements.

30. The school promotes good behaviour well and parents are satisfied with standards achieved. Parents consider that their children are helped to become mature and responsible, and the inspection reached to same conclusion.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. Parents have a positive view of the school. Almost all the children like school and the large majority of parents consider that their children make good progress. Most parents think that the teaching is good and that children are expected to be sensible, mature, behave responsibly and to work hard.
32. The school provides the parents with good general information through the prospectus, the governor's annual report, fortnightly newsletters and the monthly open afternoons. Reports on individual pupils to parents are satisfactory but less effective, with variation between reports of different teachers. Attendance rates are not reported and targets are not sufficiently defined so that parents and pupils know what they have to do and how long it will take to achieve them. Some reports do not include personal development in the general comments. National Curriculum levels are not used to pinpoint what pupils understand and can do.
33. Three- and four-year-olds are invited to join the reception class activities one afternoon per week and this facilitates a smooth transition from home or playgroup to school. It also provides an opportunity for new parents to become familiar with the school. Good procedures are established with the secondary school to which pupils transfer at eleven years.
34. Parents make a good contribution to the work of the school, through supporting the completion of a wide range of homework activities, by accompanying educational visits and by running an enthusiastic parent teacher association. Younger pupils are heard reading on a regular basis by a member of the local community. The school has use of the playing fields owned by the local community. The school and the local community are considering how this area might be developed for the benefit of both parties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. Significant improvements have been achieved since the last inspection through the sheer industry of the headteacher. The headteacher is a very effective leader. She has a very clear vision for the educational direction for the work and development of the school. The teaching and support staff ably support her. They work together very effectively to promote high standards of achievement and behaviour that reflect the aims of the school. Teaching is rigorously monitored and evaluated and improvements have been achieved. The headteacher is fully aware of the weaknesses that need to be addressed.
36. The changes since the last inspection have been managed diligently and sensitively by the headteacher. The appraisal of teachers' performance is very effective. Appropriate targets have been identified, priorities determined and appropriate action to ensure they are fulfilled. The shared commitment to improvement is a significant part of the school's success since the last inspection. This is especially evident when talking to staff and to governors.

37. The governors are actively supportive of the school. They discharge their responsibilities very efficiently and effectively through a number of committees. Individual governors have a responsibility for a subject or an aspect of the school. Many visit during the school day and provide the governors with perceptive reports on their area of responsibility. These, together with the headteacher's comprehensive report to governors' meetings, keep the governing body well informed about events and developments in the school. By these methods, the governing body fulfils its statutory responsibilities.
38. Realistic educational priorities are identified in the school improvement plan. The current plan aims to develop better links for co-ordinators within the cluster of small local schools to help the spread of ideas and good practice. Other significant initiatives include raising pupils' standards and tracking their progress. Funding is carefully allocated to each initiative. Overall, funding is prudently managed. For example, the number of classes has been reduced from three to two but an extra teacher is employed in the mornings so that three groups are organised for the teaching of the literacy and numeracy strategies together with extra support staff. This is a sensible approach for a school of this size. The teaching of smaller groups contributes to the raising of pupils' standards. The specific grant for special educational needs and for administration is used very effectively. The school's administration is efficient. The administration area, recently relocated to be adjacent to the main entrance to the building, is a significant improvement. It ensures safety from unwanted visitors and that legitimate visitors are welcomed as they enter the school. Effective use is made of new technology to support the school's administration even though the new computer has teething problems. The governors work hard to ensure that best value principles are applied to all forms of purchases. Although the unit pupil costs are high, the school provides good value for money.
39. The staff are appropriately qualified to teach pupils of primary age. They have delegated responsibilities that match their interests and expertise, as far as is possible, and the needs of the school and the curriculum it offers. For example, the lack of musical expertise has been resolved through the appointment of a specialist part-time teacher to teach music throughout the school for one afternoon per week. The staff fulfil their management responsibilities as effectively as they can within the constraints of the time available to them. They have all, for example, contributed to the monitoring and evaluation of teaching. Their attendance at in-service training is high and the knowledge and understanding they gain is passed on to the other teachers.
40. The school has good accommodation to teach the National Curriculum, with the exception of physical education. Classrooms contain displays that stimulate and support pupils' learning and celebrate their achievements. The buildings and grounds are maintained and cleaned to a high standard. The grounds have been developed thoughtfully and effectively for a good range of educational uses.
41. Resources for learning are adequate. Effective use is made of them in lessons to support pupils' learning. For example, in music they experience using a wide range of percussion instruments to develop their performing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the provision for the full range of pupils' abilities, particularly for the older and higher attaining pupils.
(Paragraphs:
- Improve the provision for the range of pupils' abilities in the non core subjects at Key Stage 2.

(Paragraphs:

- Ensure that sufficient time is allocated to all the areas of learning in the Foundation Stage.

(Paragraphs:

- Increase the opportunities for pupils to use computers and consider ways of using ICT to enhance learning in other subjects.

(Paragraphs:

- Improve the written reports to parents by including information about Attainment Target levels, achievable academic targets and evaluations of personal development.

(Paragraphs:

- Review the length of time allocated to the National Literacy Strategy and the way it is organised for the for the Foundation Stage.

(Paragraphs:

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	21%	36%	42%	1%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	48
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

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	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	12.3
Average class size	24

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	39

Financial information

Financial year	1999/2000
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	£
Total income	152,584
Total expenditure	129,822
Expenditure per pupil	2,405
Balance brought forward from previous year	3,101
Balance carried forward to next year	25,863

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	6	3	0
My child is making good progress in school.	44	44	9	0	3
Behaviour in the school is good.	47	47	6	0	0
My child gets the right amount of work to do at home.	29	59	12	0	0
The teaching is good.	35	41	15	0	9
I am kept well informed about how my child is getting on.	32	56	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	50	32	12	6	0
The school expects my child to work hard and achieve his or her best.	62	32	6	0	0
The school works closely with parents.	44	26	21	3	6
The school is well led and managed.	47	29	12	0	12
The school is helping my child become mature and responsible.	47	47	6	0	0
The school provides an interesting range of activities outside lessons.	26	41	18	6	9

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

42. The children start school at the age of four and attend part-time until the term in which they reach their fifth birthday. In the morning, they are taught with the Year 1 pupils. In the afternoon, they join the Key Stage 1 pupils where a different teacher and a learning support assistant teach them. Most have attended some form of pre-school playgroup or nursery. Baseline assessment indicates that their attainment at the start of statutory schooling is just above average.
43. By the age of five, the children achieve the early learning goals set out in the Qualifications and Curriculum Authority (QCA) guidelines for pupils of this age. They make sound or better progress in all areas of learning and achieve well in their personal and social, language and physical development.

Personal, social and emotional development

44. In their personal and social development, the pupils make good progress due to good teaching. The staff in both classes provide secure and caring environments for the pupils under five and, as an outcome, children are confident. Regular, recorded observations are made of their responses so that proper provision is made for each child's emotional and social development. The staff give praise and emphasise the positive. Classroom management is discreet but firm. The children know what is expected of them and for the most part, they behave very well both in and out of school. For most of the time, they work keenly. If a lesson is too long or they are unclear about their next activity then, understandably, they lose concentration and become restless. The staff set good models of co-operation and this is reflected in the very good relationships the children have with one another. They work amicably together. Some good opportunities are made for the children to take on responsibilities and they contribute effectively to the day-to-day running of the classroom, for example, they wash their own cups after mid-morning snack and they bring in items for the letter/sound display table. Teachers could provide more opportunities for pupils to work independently and to make decisions for themselves through investigation and experimentation. Provision for the children's spiritual development is good. They respond appropriately when asked to reflect quietly and during story time their responses indicate a strong empathy with the feelings of the characters.

Communication, language and literacy

45. The children make good progress in their language development and some work comfortably towards Level 1 of the National Curriculum in their reading. Teaching is good. Teachers listen and respond to the children's comments and give them the opportunity to speak. The outcome is that the children also listen attentively and are confident to express their ideas, particularly when they work with the Year 1 pupils. The children enjoy books very much and their early reading skills are well developed. The use of big books in the group reading sessions undoubtedly fuels their interest and enthusiasm. They acquire a good knowledge of phonics. They use picture, phonic and other cues intelligently to make sense of a text and begin to recognise a number of the most commonly used words: one of the youngest pupils selected an unfamiliar book from the library and through her use of these strategies learned about the habits of badgers. A particular strength in the teaching of literacy is that the teacher emphasises the link between the spoken and written word and encourages the children to think of themselves as writers as well as readers. For example, the children record their lunch arrangements by signing their names on the

appropriate lists; in group language sessions they are encouraged to write their answers on small white boards and display their responses. Occasionally the direct teaching inputs are too long, particularly when what has been taught at the start of the week is practised and consolidated each day, and the children's motivation declines. They make good progress in their handwriting and are able to write their names and copy words clearly.

Mathematical development

46. In mathematical development, the children make sound progress and reach levels higher than expected for their age. They count up to ten accurately and can carry out simple sums using their fingers. In play situations, they use their knowledge of number to describe what they are doing. The teacher makes good use of situations that are familiar to the children to help them to learn and consolidate what they know. In a lesson on time, they were encouraged to use the appropriate positional vocabulary when they compared birthday dates and were able to identify the most frequent bedtimes from information collected. They consolidated their knowledge of shape by printing shape patterns. Role-play shops are a regular part of the provision to promote an understanding of money. The teacher makes effective use of the concluding part of the session to help the children reflect on what they have learned. The children listen well to their teacher and to one another and contribute confidently to the discussions.

Knowledge and understanding of the world

47. Teaching is generally satisfactory and as a result, the children make sound progress in their knowledge and understanding of the world. When they join up with the whole of Key Stage 1 in the afternoon, the full-time pupils participate in history and geography lessons and carry out appropriate follow-up activities under the guidance of the learning support assistant. They start to gain an understanding of how things change over time by looking at domestic artefacts and they begin to learn about land features such as islands. Science is taught well and, with help, pupils make an electrical circuit. The children know the familiar Bible stories. The reception classroom has sand and water trays to help the children learn about the properties of familiar materials. However, these resources are not organised sufficiently well to promote rigorous investigation and experimentation and their use is incidental. The children learn how to operate a computer but tend to use it carelessly when they are unsupervised.

Physical development

48. In their physical development, the pupils make good progress and achieve well. They control the speed and quality of their movements when moving to music and try very hard to improve what they do. Provision for them to learn how to swim at the local pool is good. The teacher and the learning support assistant work very effectively as a team to help the pupils to have fun, exercise vigorously and feel confident about moving through water. The school now has outdoor climbing and mobile equipment but these were not used during the 'watery' inspection week. Most children use pencils and other small tools and equipment competently.

Creative development

49. In their creative development, the children attain expected standards and make satisfactory progress. The teacher gives them opportunity to draw, paint, print and model. The children were not observed doing any of these activities but the quality of the work on display suggests that they use these media with an appropriate level of skill. In their drawings, they achieve recognisable representations. At the time of the inspection, the

facilities for role play included an Eden Project shop in the reception classroom and an estate agent in the Key Stage 1 classroom. These were not seen in use.

50. The teaching of the under-fives is mainly good. Particular strengths of the teaching include the enthusiasm for learning that the adults convey to their young pupils. The children are given a high level of personal support so that they manage the daily change of classroom and teacher without any obvious difficulty. Teachers have high expectations of what the pupils can achieve and, as an outcome, the children apply effort to their work. They help the pupils to understand what they are taught by making links with the children's own experiences whenever they can. Planning and the organisation of lessons is sound overall but the use of the literacy strategy needs to be reviewed to ensure that its length and organization is appropriately matched to the children's concentration level and to ensure that sufficient balance is achieved between all areas of the curriculum, particularly for the part-time attenders.
51. There are sufficient resources to teach the foundation curriculum and they include a good range of books and equipment to promote multi-cultural understanding.
52. The pupils acquire an enjoyment of learning, a secure grounding in the basic skills and good working habits. Overall, the provision has improved since the last inspection.

ENGLISH

53. The year 2000 National Curriculum Tests for seven-year-olds show that the percentage of pupils attaining average levels in reading is well above the national average. The percentage attaining beyond the expected level is broadly in line with other schools. When compared to schools where the pupils have similar backgrounds, reading is average and writing is well below. In 1999, the results in reading and writing were very high in comparison with other schools. Until 2000, the trend has been for test results to improve over the last four years.
54. The 2000 National Curriculum Tests for eleven-year-olds show that the percentage of pupils attaining average levels is very high when compared with schools nationally and with similar schools. The percentage attaining beyond the expected level is broadly average. In 1999, the results in English were well below those achieved by other schools. Over the last four years, the trend has been for test results to remain below average.
55. The inspection findings mainly reflect the 2000 National Curriculum Test results except at Key Stage 1 where the standards are higher than those shown in the test results. The numbers of pupils starting school each year are small and fluctuate considerably. The small cohorts mean that the overall percentages in the tests are significantly affected by the attainment of each individual pupil. Literacy is taught effectively at the Foundation Stage and at Key Stage 1 and it appears likely that the fall in the 2000 results is an outcome of the size and composition of the cohort. At Key Stage 2, taking into consideration the below average attainment in the National Curriculum Tests prior to 2000, it is likely the effective implementation of the literacy strategy is having a positive impact on raising standards significantly. It can reasonably be assumed that the small cohorts will continue to have a varied effect on the annual results.
56. By the end of Key Stage 1, the majority of pupils attain average standards and a significant number attain beyond in aspects of English. Standards in literacy are good. The under-fives make a good start in acquiring basic literacy skills and by the age of five a significant number are working comfortably towards Level 1 in their reading. In general, the pupils in Years 1 and 2 make good progress, especially in reading, spelling and handwriting, which

is well supported in school and at home. The higher attaining pupils make good progress in reading expressively and writing for different purposes. By the end of Key Stage 2, the majority also attain average standards and beyond. Literacy skills are also good. The pupils' overall progress at Key Stage 2 is very sound. In Years 3 and 4, the higher attaining pupils make good progress and achieve well in developing the style and content of writing for different purposes. The oldest pupils, whose attainment is highest, do not achieve as well as might be expected because the work they are given does not always provide a sufficient educational challenge. Most pupils with special needs make sound and often good progress. The school's approach to the teaching of spelling effectively helps those with significant difficulties to improve their accuracy. At both key stages, the pupils' competencies in reading and writing enable them to apply them without undue difficulty to their studies in other subjects. Literacy is used effectively to support learning in science, religious education, history and geography.

57. When they start school most pupils speak confidently and listen well. This is evident by their speedy responses to the teacher's questions in group work. At Key Stage 1, the teachers use questions effectively to encourage the pupils to learn through talk. They give the pupils sufficient opportunity to speak and respond to their comments. The outcome is that the pupils are confident about speaking, including to people with whom they are unfamiliar. They are mostly articulate and listen very keenly. They listen with rapt attention to stories and remember facts clearly. At Key Stage 2, the pupils are also articulate and have good listening skills. The oldest pupils talk with a well-developed appreciation of the audience they are addressing. They contribute their ideas clearly when they are working on shared assignments and this has a positive impact on what they achieve. In class discussions, the teacher raises interesting questions to challenge the pupils' thinking but insufficient opportunities are provided to allow them to explain their ideas clearly. Few pupils respond and the regular contributions tend to be made by the same pupils. At both key stages, effective opportunities are provided in science for the pupils to develop speaking and listening skills.
58. Across the whole school, the pupils have very positive attitudes towards reading. By the age of five, the pupils have acquired the early skills of reading, begin to recognise familiar words and use cues intelligently to make sense of the words they are unable to read. Regular and effective teaching of phonics during the Foundation Stage and in Year 1 gives the pupils a good understanding of letters and sounds and common spelling patterns. They build on their knowledge well and use what they know to help them read and write as they progress through Key Stage 1. Individual pupils are heard to read regularly in school and at home, and a record kept in the home/school reading record. Those with difficulties receive additional support. By the age of seven, most read with good expression. For some pupils this was identified as a target for improvement and they have achieved well. The pupils understand the significance of punctuation even if they do not always use it to guide their reading of the text. Some have learned how to use a library and find information in books. They have a keen interest in stories and some pupils talk about books they cannot read but enjoy listening to, for example, Harry Potter stories. By the age of eleven, most pupils read accurately. Some read very fluently and expressively, to the enjoyment of the listener. The lower attaining pupils in Year 5 do not always make use of their knowledge of phonics and spelling patterns to read unfamiliar words. The school has a good range of fiction books and pupils have the opportunity to read a variety of books at home. The outcome is that the pupils read widely from a range of fiction, particularly by contemporary authors: Jacky Wilson is a current favourite with some. The pupils with special educational needs share the same interest in literature. The school ensures that the pupils have the opportunity to enjoy literature, which they might not be able to read for themselves: one pupil's choice was the original version of Robinson Crusoe. Pupils who find reading difficult have a good understanding of their own attainment and progress. One

boy described himself as, 'getting there'. By Year 6, the pupils begin to analyse features of the text such as theme, character and style. Pupils make regular visits to the school's library and their skills in locating information are good. Some gain information from the Internet at home. In Years 5 and 6 some pupils know the meaning of skimming and scanning for information. Last term the pupils applied these skills well in their self-selected history and geography topics. There is no evidence in their current work that they have regular opportunities to extract and collate information from across the curriculum

59. By the age of seven, the majority can write at a level appropriate for their ages and some achieve good standards across a range of writing styles. From the Foundation Stage, the pupils are encouraged to think of themselves as writers. The teachers use the small white boards to very good effect in their lessons. In their phonic work, the pupils write down their answers. This method motivates them to try. It gives each pupil a chance to consolidate what has been learned and to practise handwriting, as well as enabling the teacher to make a rapid assessment of individual progress as the lesson proceeds. The teachers provide the pupils with some interesting opportunities for writing and by Year 2, most pupils make good progress in writing appropriately for different purposes. They had written evocative poems on the theme of autumn. The teachers have taken steps to extend the range of the vocabulary used in writing, for example, by displaying wordbanks on the wall to which pupils can refer. Spelling lists are compiled to include words that have been frequently misspelt. This strategy encourages accuracy in the common words and the pupils make very sensible attempts at words they cannot readily spell. The pupils are taught to use joined-up writing and by Year 2, some are using it consistently in their finished work. Simple punctuation is usually correct and some higher attaining pupils begin to use quotation marks. At Key Stage 2, the pupils continue to make good progress in developing the variety of vocabulary they use in their written work. The teacher makes effective use of literature to extend the pupils' appreciation of how words can be used. A poem by a Year 3 pupil included the line, 'The wind howls strongly like a wolf up a mountain'. A Year 6 poem referred to 'fins like sharp sheets of steel'. The teacher provides good opportunities for the pupils to plan and write in an appropriate style for different purposes and audiences. Recent work included a newspaper report of the sinking of the Titanic, a descriptive piece about a cycle ride, instructions for building a barbecue, and a story about the House of Horrors. The best written stories are well structured with a balance of narrative, description and speech. Progress in writing is best in lower Key Stage 2. There is little evidence of significant progress in Year 6, particularly among the higher attaining pupils. Spelling is mainly correct in the finished work and handwriting is satisfactory. The presentation of final pieces of work is generally of a good standard.
60. The teaching at all key stages is at least satisfactory and often good at Key Stage 1. Strengths in the teaching include the enjoyment of the subject that, in turn, enthuses the pupils and prompts them to work with application and concentration. Key Stage 2 pupils described writing stories as 'fun'. The teachers implement the literacy strategy effectively. The different parts of the lesson are timed appropriately and a challenging pace is sustained. Sometimes when writing is set in other subjects, too little time is allowed for the pupils to carry it out. At Key Stage 1, the word work is well planned and is taught clearly so that the pupils understand and remember what they are taught. At Key Stage 2, when the needs of three separate year groups have to be addressed, the explanations are not clear to all pupils: some had difficulties recalling spelling rules they had been taught recently. Teachers use suitable vocabulary when talking about language and this encourages appropriate usage by the pupils. Literature is chosen well for a purpose, for example, at Key Stage 2, a modern version of Cinderella was an appropriate choice to help the pupils adapt the story into a play and understand the meaning of parody. At Key Stage 1, a reading of 'The Owl who was Afraid of the Dark' contributed effectively to the pupils' enjoyment and their spiritual development. The support staff are deployed effectively and

provide good guidance for the pupils, particularly those with learning difficulties. Teachers mark the pupils' work well and provide relevant information on what the pupils have achieved and how they can improve. This enables the pupils to have a clear picture of their learning. Homework includes reading and spelling at both key stages, and written assignments at Key Stage 2. It plays an effective role in helping the pupils to achieve. Satisfactory use is made of ICT for word processing.

61. The subject is led well. Teaching and planning are monitored regularly. The literacy strategy is effectively implemented and properly resourced. The school is very well stocked with books. Significant improvements have taken place in planning, assessment and recording since the last inspection. These are bringing about improvements in the teaching and attainment in English, for example, in writing. The school has succeeded in raising the achievements of the average and lower attaining pupils in literacy, in particular. The co-ordinator is fully aware of the need to raise the achievements of the higher attaining pupils in English.

MATHEMATICS

62. In the 1999 National Curriculum Tests, the Key Stage 1 pupils attained scores that are high in comparison with other schools and the Key Stage 2 pupils attained below average scores. In 2000, the pupils' results at both key stages are broadly in line with all other schools. These differences are more likely to reflect the differences in small groups of pupils than any other factors.
63. Attainment overall exceeds the national expectation. Baseline assessment shows that pupils' mathematical and numerical knowledge broadly matches other children of the same age and some are higher than this. By the end of Key Stage 1, pupils' overall attainment continues to be in line with national expectations for their age with some pupils attaining levels beyond this. By the end of Key Stage 2, their attainment is higher than that expected nationally. The attainment of some of the younger pupils at Key Stage 2 is very high. The inspection finds levels to have improved since the last National Curriculum Tests and this reflects the efforts of the staff in implementing the numeracy strategy and improving their teaching of investigative mathematics. In the previous report, Key Stage 1 pupils' attainment was higher than the national expectation and, at Key Stage 2, it was in line with national expectations. The differences between the findings of this report and the last one reflect the differences between the two cohorts and the improvement in the teaching of mathematics at Key Stage 2, which are partly due to the implementation of the numeracy strategy.
64. Pupils at Key Stage 1 make satisfactory progress. Younger Key Stage 1 pupils know their number bonds to ten, tell the time in hours and some in half hours. They all glean relevant mathematical information from charts and graphs. By the end of Key Stage 1, the pupils tell the time in minutes and many make a realistic estimate of the length of a minute together with other estimates of time taken for common activities such as taking off their shoes. A review of their previous work indicates that they have made satisfactory progress in their knowledge of number operations, shape and space, a range of measurements and in handling data. Progress continues throughout Key Stage 2 and overall, pupils' attainment is average but varies considerably for each year group. The attainment of the Year 3 pupil is well above average. In Year 4, attainment is above average overall. In Years 5 and 6, attainment is average overall, with some pupils achieving above average standards. Many pupils calculate mentally both swiftly and accurately. They identify prime numbers and other relationships. Younger Key Stage 2 pupils discovered facts about odd and even numbers. For example, when two odd numbers are added together they always make an even number. Year 5 pupils in the same lesson discovered how square numbers

grow and used this information to make predictions. Year 6 pupils have average skills for calculating but their understanding of fractions, equivalences and the attributes of two and three-dimensional shapes are above average. They use their knowledge and understanding effectively to tackle problems and mathematical puzzles.

65. The pupils with special educational needs at both key stages receive sensitive support from special educational needs' assistants that helps them understand and to contribute to lessons. Overall, they make good progress in relation to their prior attainment.
66. The teaching is satisfactory overall and there are examples of good teaching at both key stages. The teachers' knowledge and understanding of mathematics is satisfactory at Key Stage 2 and good at Key Stage 1. Much effort is made successfully at Key Stage 2 to ensure that pupils are taught at Level 5, above average for the Y6 pupils. Planning is good. All classes contain pupils from different age groups. The activities are mostly matched to each year group in the class. This is more difficult in the class of older pupils where there are three age groups. A very able pupil from Year 3 joins this class for mathematics and works with the Year 4 group. Teachers' expectations are high. In the class of older pupils, they are high for the Years 3, 4 and 5 pupils and satisfactory for the Year 6 pupils. In mixed-age classes, the abler and younger pupils benefit from working with older pupils. The able Year 6 pupils have no one to compete with and make less progress. Effective use is made of whole-class and individual teaching, in particular, and group teaching to a lesser extent. These strategies ensure that all pupils are given the same information and the small numbers enable teachers to follow up and check the understanding of individual pupils. Classes are managed, organised very efficiently, and work progresses at a suitably brisk pace in most lessons. At times, the introductions to lessons are too long at upper Key Stage 2 and for the Foundation Stage pupils. This reduces the amount of progress that the pupils make. Support staff are effectively deployed and they make a valuable contribution to the learning of individual and small groups of pupils. Pupils' answers are listened to carefully and analysed and the information used promptly to guide the immediate teaching. Homework is set regularly and it supports and extends the learning in school.
67. The quality of learning is good throughout the school. In some lessons at Key Stage 2, the pupils' efforts and enterprise are very good. The pupils are keen to learn and eager to answer questions. They put their knowledge and skills to best use in lessons for example, a Year 3 boy studying the calendar calculated the number of days in a year by mentally adding the tens figures for each month and then the unit figures to arrive at the right answer. This example reflects earlier effective teaching of the structure of the number system. Pupils at Key Stage 2 work well. Their rate of application is high. Year 6 pupils for example, persevered to solve problems relating to triangular numbers. They collaborate purposefully and productively when necessary. Their production rate is good and they work with much concentration independently and in small groups. The pupils' responses are a measure of the good and productive working relationships that exist between the teacher and the class. Pupils are trusted to work independently and collaboratively when appropriate and they do not let the teacher down. Pupils with special educational needs are part of the lessons and they integrate well with other pupils.
68. Pupils have positive attitudes. Overall, their attitudes and behaviour are very good and some behaviour is excellent in lessons at Key Stage 2. They show initiative, when appropriate. The older pupils, in particular, are confident and highly motivated learners, particularly when they are faced with a problem-solving situation. They are tolerant of one another and co-operate purposefully to achieve common targets

69. The numeracy strategy is beginning to have a positive effect. Judicious use is made of a range of worksheets and a published scheme. The co-ordinator prepares documents and discusses these and any training she has received with the whole staff. In these ways, the staff are kept abreast of developments. Resources are satisfactory and effective use is made of them in lessons to support the pupils' learning.

SCIENCE

70. Pupils' attainment by the end of Key Stage 1 and Key Stage 2 meet national expectations. The attainment of some pupils at both key stages is higher than this. The standards achieved during the inspection by the Year 6 pupils are similar to those obtained in the National Curriculum Tests for last year when most pupils attained Level 4, the level expected. Some pupils, however, are attaining standards approaching Level 5 in December, some five months before the National Curriculum Tests. The last inspection report found that pupils' attainment at Key Stage 1 was higher than the national expectation and in line with it at Key Stage 2. The current inspection finds that pupils' attainment at both key stages is in line with the national expectation and that some pupils are achieving higher levels. The differences between this and the previous inspection report are minimal.
71. By the end of Key Stage 1, the pupils handle equipment safely and with care. They use appropriate scientific vocabulary, for example, pathway and circuit, to explain diagrams they have drawn to show how electricity is conducted. They observe intently and identify gaps that cause failures in their circuits. They predict successfully whether their circuit will light the bulb. By the end of Key Stage 2, the pupils make switches with parallel circuits where bulbs light up alternatively. A survey of the pupils' previous work reveals that Year 6 pupils identify cause and effect relationships, and draw logical conclusions based on evidence.
72. The teaching is good for Year 1 pupils and satisfactory for Year 2. Teachers have a secure knowledge and understanding of the programmes of study. The planning includes experimental and investigative opportunities, builds effectively on previous learning and develops a range of skills such as observing, testing and predicting. Instructions are detailed and very clear. As Year 1 pupils made their circuits, the teacher provided a running commentary that contained a mix of specifically scientific vocabulary and commonly used words the pupils understand. The Year 2 pupils undertake the same basic task unsupported by the commentary. They quickly complete circuits and draw realistic diagrams, which they understand and explain articulately. The task lacked challenge for these pupils but provided a satisfactory level of consolidation of their previous learning about circuits. The teaching at Key Stage 2 is good. Groups of pupils experiment with batteries, wires, bulbs and miscellaneous materials to make a range of switches. Groups are monitored effectively to ensure that pupils understand and can explain how their switches control the flow of electricity. Pupils consolidated their knowledge of circuits and extended it to include a variety of switches. The pupils with special educational needs make good progress. They collaborate with other pupils and receive help by a member of the support staff. The plenary sessions in both classes are managed very effectively to provide the pupils with opportunities to display, explain and operate their switches. This is a valuable speaking and listening activity.
73. The pupils enjoy science lessons. Levels of interest and application are high as pairs of pupils grapple with a maze of wires, bulbs, batteries and connectors. They collaborate purposefully in pairs and show sustained concentration and effort as they adjust and readjust circuits to meet their objective. They seek and welcome support from their peers and the teacher, and treat each other courteously and with respect. The older pupils are

confident and highly motivated learners who have pride in their achievements. They are willing to predict and form hypotheses and smile at their efforts when they are off target. They approach their work and that of others with a critical eye. Their maturity and growing understanding of each other's nature helps them to consider different viewpoints and ideas. The pupils respond well to the high expectations set by the teachers for co-operation and purposeful activity at all times.

74. The curriculum is firmly rooted in the programmes of study for the National Curriculum. The planning is detailed but with too heavier a reliance on allowing pupils to find their own levels of understanding. The co-ordinator works hard and fulfils the requirements of the role. The resource level is satisfactory. The classrooms, especially for the older pupils, have barely sufficient room for pupils to experiment using a range of equipment. This situation, however, does encourage tolerance.

ART AND DESIGN

75. No lessons in art were observed during the inspection. A scrutiny of work and discussions with pupils indicate that standards are in line with the pupils' ages in Year 1 but across the rest of the school they are lower than might be expected.
76. The youngest pupils use paints and pencils confidently to produce bold images, including some interesting pictures of themselves, and are able to work in different scales. Their printed patterns are very carefully done. They make good progress in the use of tools and a range of media competently. By Year 2, the pupils make good progress in designing what they are going to produce for example, they sketched their design for a Christmas card with a particular recipient in mind. At Key Stage 2, there are limited examples of work that are of a good standard. These include some prints and pencil sketches in which texture and tone were well reproduced. The teachers continue to develop the pupils' abilities to use the design process effectively. As part of the term's project to enhance the external environment of the school, the pupils produced clay models of sculptures they would like to install. This enabled them to evaluate the suitability of their artefacts for the intended purpose. The pupils' appreciation of the works of artists and craftspeople is insufficiently developed and, as an outcome, their knowledge of this element is weak. Overall, progress in art is unsatisfactory. Pupils have too few opportunities to experiment, develop their skills to an appropriate level and produce original works of quality in two and three-dimensions.
77. The shared responsibility for leading the foundation subjects is not effective in ensuring a balanced curriculum and sustaining high standards in this subject, which was identified in the last inspection as a strength of the school.

DESIGN AND TECHNOLOGY

78. Pupils' attainment at Key Stage 1 meets the national expectation for their ages. No lessons were seen at Key Stage 2 but a review of their plans for models that were made earlier indicate that their attainment is at least average. The findings of this inspection are consistent with those of the last inspection.
79. Year 1 pupils in making a greetings card carefully selected images that met the criteria set by the teacher. They used tools and materials with confidence and control and were able to explain the reasons for their selections. Year 2 pupils were challenged to design a card before making it. Each design was individual and the pupils provided mature reasons for their choice of images and materials. Pupils with special educational needs made good progress. Designs drawn by Year 3 pupils are more elaborate and sophisticated. They

include labelled diagrams, lists of requirements, cross-section drawings of the inside of the object to be made and success criteria for evaluation. By Year 6, the designs are more draughtsman-like and include measurements and descriptions of how parts move.

80. The teaching at Key Stage 1 is satisfactory. Appropriate tasks are chosen and an adequate range of tools and materials is available for the pupils to use. Skills and processes are demonstrated simply and clearly for the pupils. Technical terms are used, where appropriate. Teaching methods and strategies are suitable for young pupils. The support staff provide effective help for the younger ones in the class and the teacher discusses ideas with older pupils and reminds them of the brief they have been given. Good and supportive help enables the pupils to evaluate their work. The concluding session of lessons provide important opportunities for pupils to speak at length and to describe, explain and evaluate their efforts. The pupils enjoy designing and making models. They settle quickly to tasks and choose appropriate materials. Concentration levels are high and the lessons proceed at a brisk pace.
81. The school has a satisfactory range of tools for the materials that are available, including some for working with resistant materials.

GEOGRAPHY

82. No lessons were observed during this inspection. Discussions with the pupils and a review of the work in books indicate that the pupils attain levels of knowledge and understanding appropriate for their ages and make satisfactory progress. At Key Stage 1, the pupils learn that people live in places that are different from the locality in which they themselves live and develop an understanding of how this affects their way of life. They recently studied about life on an island. Resources and activities had been selected carefully to help the pupils understand the physical features and identify with this particular way of life. They read the story of Katy Morag and in their groups, they made relief models of an island. A recent visit to the Cornish Eden Project also helped them to appreciate developments in their own county.
83. At Key Stage 2, the pupils begin to compare life in their own country with localities in different parts of the world. From a study of life in an Indian village, they gained a good understanding of the difference in economic conditions by, for example, comparing statistics. Some pupils in Year 3 made good progress in acquiring knowledge about other places and wrote clear accounts of life in Chimbakoli. There was no significant difference in the content of the Year 6 accounts and, consequently they made less progress than might reasonably be expected. By Year 6, some pupils identify major features on maps and use co-ordinates to locate positions. During their final year, the pupils undertake a residential visit, which not only extends their knowledge of their own county but also contributes effectively to their personal and social development. Year 6 pupils expressed ambivalent attitudes towards geography. They reported that, unlike English, it is not taught regularly and it takes them a while to 'get into it'.
84. The whole school team undertakes the co-ordination of the subject and, in the context of a small school, it is satisfactory. Overall, provision is monitored through the planning. A weakness at Key Stage 2 is that the planning does not identify the learning outcomes that each year group is expected to achieve in order to build on what they already know. It is assumed that pupils will achieve in line with their ages and prior knowledge, skills and understanding.
85. The picture of geography has not altered significantly since the last inspection.

HISTORY

86. No lessons were observed during the inspection. Work samples and discussion with the pupils indicate that they make sound progress and achieve standards appropriate for their ages. At Key Stage 1, the pupils gain an understanding of how things change and develop over time. They compared the differences between kitchen items used now and those of a century ago. An appropriate display of objects had been set up in the classroom so that they could use first-hand evidence. Through their visit to the church, they gain an understanding of the history of buildings in the locality. Because of timetabling arrangement, Key Stage 2 pupils have not yet studied history in the current school year. Last term, the oldest pupils undertook an independent research project of their own choice. They learned a great deal of information about the period they chose and they organised the information well. The opportunity to select their own projects motivated the pupils to work on them at home also. It helped them develop the skills of historical enquiry and was an effective means of furthering the reading and information skills of the older and higher attaining pupils. They understand about change and development in history and find the time-line a helpful aid.
87. The staff are jointly responsible for the co-ordination of the subject. The curriculum provision is monitored by means of the planning and there is close co-operation at the Foundation Stage and Key Stage 1 to ensure continuity. The school should ensure that learning objectives for each year group are identified at Key Stage 2 to enable the pupils to make maximum progress in acquiring knowledge, skills and understanding. Resources are adequate and there are enough books to support recurring topics.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. During the inspection week only Key Stage 1 pupils were observed using computers. The pupils treat computers with respect and they know that by manipulating the mouse they control movements on the screen. Older Key Stage 1 pupils consolidated their knowledge of the keyboard. During the lesson, they extended their knowledge as they were introduced to the number keys and required to enter simple sums, use the "Caps Lock" key and enter the print command. Attainment at the end of Key Stage 1 is broadly in line with expectations for their age. The situation remains the same as it was in the previous report.
89. The teaching is at least satisfactory and some is good. Lessons have clearly defined and appropriate aims and teachers are supported effectively at Key Stage 2 by support staff. Cross-curricular links are firmly established, for example, safe use of electricity and discussion about class rules. Whole class teaching is satisfactory but the pace of the lesson is slow as the teaching is mostly aimed at the younger age group or the less experienced in a class. Instructions are detailed and judicious use is made of published workcards to monitor pupils' progress. The learning that occurs is of a good standard but is beginning from a low starting point for many pupils. The pupils are keen to answer questions and keener to use the computer. They watch others with interest as they enter data and hold discussions among themselves that produce much more challenging examples than those used in the program.
90. The school is making effective use of the Cornish curriculum and the recommendations from QCA to plan a programme for the development of the pupils' ICT skills. The number of computers available is similar to that of other schools of the same size. The software is adequate and covers a range of uses such as word processing, art, data handling and programs that reinforce simple basic skills such as matching and sorting objects. The school lacks CD-ROMs that help to develop pupils' research skills as well those for ICT.

MUSIC

91. Attainment in music matches national expectations at both key stages. This is an improvement since the last inspection.
92. Since September a visiting specialist teacher has taught the pupils. The teaching is very good. Younger pupils imitate accurately rhythmic patterns but have difficulty sustaining them over a long period. They sing tunefully and quickly learn new songs. When given encouragement, they use their voice imaginatively to create a wide range of sounds of different pitches and volume. They particularly enjoy playing instruments and approach the task with much concentration. During the lessons, the pupils' ability to make sounds at the correct pitch and to control instruments to play on the beat improves significantly. This occurs because the pupils are given time to experiment and to practise. Lessons contain a carefully considered and broad selection of musical experiences that provide good opportunities for performing, listening and appraising.
93. Pupils in the Key Stage 2 class quickly identify the steady pulse of a piece of music and they tap it out accurately. The teaching is challenging and encourages them to try to tap different beats for example, the last beat of a bar or the second beat. Pupils have good listening skills. They identify the cyclic pattern of a recording of Indian drumming. The teacher reminds them about the names of the instruments and the respect that Indians have for their drums and the range of ways they use them. The teacher demonstrated different patterns of Indian drumming ably. Pupils appreciated the complexities of the rhythms especially when they first tried to repeat them and struggled to remember the sequence. Groups of pupils were given opportunities to practise their patterns. Significant emphasis is placed appropriately on the regularity of the beat. The younger the age group in the class the more difficulty they have contributing to maintaining a steady pace. The pupils work well together to improve their drumming skills and to learn the patterns. The pupils with special educational needs play a full role in the lessons and their peers sensitively help them. The lesson ends with each group performing for the others who listen carefully.
94. Through the diligent teaching and opportunities to use the instruments, the pupils' skills improve significantly as lessons progress. Each lesson has a broad and balanced range of activities that include most of the musical skills embedded in the National Curriculum. The QCA materials are used selectively and are carefully matched to the needs of pupils in mixed age classes. High expectations are set and the teaching encourages the pupils to experiment and to try hard to improve. Their work is carefully assessed and analysed and the information used promptly to shape the immediate teaching. The school's resources are broadly adequate to meet the needs of the National Curriculum and are supplemented by the visiting teacher. Desks are cleared in the classroom that is spare in the afternoons to create a large floor space where pupils may sit in a circle or work in small groups without distracting or disturbing others.

PHYSICAL EDUCATION

95. Swimming at Key Stage 1 and 2 was observed during the inspection. At both key stages, the pupils attain beyond the average expectation for their ages in swimming.
96. At Key Stage 1, the quality of teaching is mostly good and at times very good. The teachers have high expectations for both effort and performance. As a result, the pupils work hard and improve what they do during the period of a lesson. In dance, their movements are controlled and co-ordinated and they use the limited classroom space sensibly. They interpret the rhythm and mood of the music appropriately. In simple

musical games, they synchronise their movements with other members of the performing group. Lessons are appropriately organised to allow a time for winding down and include a review so the pupils gain knowledge of their own learning. In all lessons, the pupils who experience difficulties are given a good level of support to help them achieve their best. The partnership in the swimming lessons between the teacher and learning support assistants has a positive impact on the pupils' confidence and achievement. All pupils are happy to be in the water and exercise vigorously with due attention to safety. By the end of the lesson, the majority of the pupils are encouraged to propel themselves unaided across the width of a small pool and are obviously very proud of their achievements. Parents provide valuable help with dressing and supervision and enable the staff's time to be focused on teaching.

97. The pupils at Key Stage 2 also achieve well in swimming and benefit from being taught in groups matched to their ability. Swimming coaches teach the two most advanced groups; the quality of their teaching is very good. The teaching of the group consisting mainly of Year 3 is also very good. The lesson is well organised and includes a variety of activities so that the pupils are highly motivated and waste no time. Pupils are managed well and their behaviour is good. The teacher and learning support assistant give them an appropriate level of guidance. Most swim a width unaided and swim for a short period under water. The pupils continue to make good progress and by the end of Key Stage 2 swim competently and unaided using a variety of different strokes. They begin to participate in synchronized swimming, learn techniques for starting and finishing, and skills of water safety and survival, including those with special educational needs. In a recent sponsored swim, several pupils swam 50 widths for charity. Pupils work to achieve the Amateur Swimming Association grades.
98. Regular weekly visits to the swimming pool are relatively costly in terms of time and money but the initiative is an effective use of resources. The pupils achieve well and are very enthusiastic. The opportunity to use professional facilities to provide for the pupils' physical education partly compensates for the lack of proper facilities within the school for gymnastics and dance and the limitations this places on winter sports. Extra-curricular activities include netball and football. Parents pay for a coach for the latter. The school participates in local competitions and events and the annual sports day is run in co-operation with other area schools. Pupils in Years 5 and 6 make a residential visit to an outdoor centre. Physical education contributes effectively to the pupils' personal, social and health education.
99. Overall, the mainly positive picture of provision and standards reported in the last inspection has been maintained.

RELIGIOUS EDUCATION

100. At both key stages, the pupils attain the knowledge and understanding expected for their ages and meets the expectations of the Locally Agreed Syllabus.
101. At Key Stage 1, the pupils make good progress in their knowledge of Bible stories and stories from other world religions. When discussing the journey to Bethlehem they were quick to recall and compare the details of St. Paul's and Rama's journeys. They develop their capacity to reflect on what they have learned. Many were willing to explain why these journeys were special. Through drama, they demonstrate their ability to empathise with others' feelings and beliefs.
102. At Key Stage 2, the pupils continue to acquire knowledge that is more detailed. They further their understanding about Christianity and the other major world religions and gain a deeper understanding of the significance of, for example, buildings, rituals and festivals.

When they are given the opportunity to express their ideas, the oldest pupils reflect on the question of faith and begin to debate whether a study of religion is a valid activity for a non-believer.

103. The quality of teaching is satisfactory overall. One of the strengths in the teaching is that stories are told well and key points to further the pupils' understanding are emphasised. At Key Stage 2 for example, the pupils were asked constantly to reflect on the ordinariness of Jesus' earthly conditions with the concept of Christ as King. The pupils' interest is held, they listen keenly and remember details. In the best lessons, good provision is made for the pupils' spiritual development. Pupils at Key Stage 1 were asked to express through mime the feelings of a weary Joseph and his tired, pregnant wife. Their responses demonstrated how intently they were looking beyond their own immediate situations and identifying with others' needs. A further good feature of lessons is that the teachers' questions encourage the pupils to think, but these are only effective when the pupils are given time to answer and the teacher in turn gives a considered response. Literacy is used effectively to support the work in religious education and helps the pupils to consolidate their learning. On occasions, it is not an appropriate method when the focus is on the improvement of spelling and handwriting with the result that the religious education element of the lesson is lost. Writing is not always completed. The planning at Key Stage 2 does not take sufficiently into account the different ages and levels of attainment in a mixed-age class. For example, the retelling of the Christmas story added little to what the older pupils already knew and understood.
104. The school has built up a good range of artefacts to support the curriculum and makes visits to the local church to support work in religious education. The increase in resources is a major improvement since the last inspection. The curriculum is broad and balanced but the planning needs to be more closely monitored to ensure progression.