

INSPECTION REPORT

**ST DAY AND CARHARRACK COMMUNITY
SCHOOL**

St Day, Redruth

LEA area: Cornwall

Unique reference number: 111840

Headteacher: Mrs Jenny Green

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 30 October – 2 November 2000

Inspection number: 224343

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Hill Burnwithian St Day Redruth Cornwall
Postcode:	TR16 5LG
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Brenda Moore
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kay Cornish (21080)	Registered inspector	Religious education Art Music	What sort of school is it? The school's results and achievements How well are pupils taught? Leadership and management What should the school do to improve?
Brian Sampson (10329)	Lay inspector		Extra-curricular provision Accommodation How well does the school care for its pupils? How well does the school work in partnership with parents?
David Whalley (15409)	Team inspector	Science Physical education Geography History	Attitudes, behaviour and personal development Staffing
Jean Newing (21992)	Team inspector	English The Foundation Stage Special educational needs	Resources
David Speakman (20086)	Team Inspector	Mathematics Information communications technology Design and technology	How good are the curricular opportunities?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Day and Carharrack Community School, which opened in 1878, has 166 pupils on roll and is smaller than other primary schools. Eleven traveller pupils are supported well by the Traveller Support Service during the school year. No pupils come from homes where English is not the main language. Exclusions are nil. The number of pupils receiving free school meals, at 22 per cent, is above the national average. Fifty-nine pupils, including those with a Statement, are on the school's register of special educational needs which, at 36 per cent, is above the national average. The percentage of pupils with Statements of Special Educational Need is three per cent, which is well above the national average. The number of teachers is 7.4 and the average class size is 26 pupils. On entry, there is a wide range of attainment. Some pupils are above the expected levels of attainment on entry, but the majority are below. Numbers on roll are rising on entry to reception. Since being in post, (three years), the headteacher has had a full team of permanent staff only since January 2000 due to prior long-term sicknesses. However, staffing has now stabilised. The school and site are spacious and offer good facilities. There are imaginative plans produced to link the modern Key Stage 1 section to the main building by a transparent covered Atrium, as part of the Private Finance Initiative (PFI) for Redruth.

HOW GOOD THE SCHOOL IS

St Day and Carharrack Community Primary School is an effective school that provides a good quality of education in the main. It helps pupils to make good progress in their learning. Twenty-six per cent of teaching is very good or better. The good leadership constantly strives to achieve higher standards in all aspects of the school's development. The significant strengths of the school outweigh those aspects in need of improvement. The school's use of strategic grants, such as the PFI initiative for Cornwall is excellent. The school gives good value for money.

What the school does well

- The headteacher leads the school with purpose and clear educational direction.
- The support of the Chair of Governors is outstanding and the governors are good at strategic planning.
- Teaching in Years 1, 2 and 6 is a major strength and has a significant impact on pupils' learning.
- The very good relationships, attitudes and behaviour of pupils are ensured by the hard working talented staff who work well as a team.
- The provision for pupils with special educational needs and for travellers' children is good.
- There are very good links with parents and the community.
- Financial and daily administration are of a high standard and the use of strategic grants is excellent.

What could be improved

- The quality of provision for pupils' learning in the Years 4 and 5 class.
- Pupils' standards in design and technology and geography.
- The monitoring of teaching and curricular planning in order to improve standards of pupils' work even further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection. A new senior management team has been established following the appointment of a new headteacher and deputy within the last three years. New teachers have been appointed following staff leaving after long-term sickness. Co-ordinators have a greater understanding of their roles but a full complement of co-ordinators has been in existence only since January 2000 only. As yet, they have had insufficient time to develop their monitoring effectively. Pupils' attainment and achievement have risen and higher attainers are better challenged. Systematic procedures have been implemented efficiently to assess pupils' standards. Pupils' attainment has been improved in information communications technology (ICT). However, pupils' standards in aspects of design and technology and geography, and some aspects of standards of the younger pupils at the Foundation Stage in the reception class, still need improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	C	A
mathematics	E	D	C	B
science	E	D	C	B
All subjects	E	D	C	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in 1998 and 1999 reflect fluctuations in staffing and their long-term illnesses. Staffing provision had stabilised by January 2000. Year 2000 results, which are better than the previous year, reflect the present stability of school and influence of the new headteacher and her senior management team. Small cohorts must be taken into account to explain variations as well. The area of the school, with its high mobility factor, which includes travellers' children, also needs to be considered to explain variations in National Curriculum test results.

During the current inspection, evidence shows that pupils' attainment is mainly in line with the national averages for reading, writing and science by the end of both key stages. Despite the very good teaching for the age group, mathematical attainment is still below the national average at the end of Key Stage 1 due to the well-below level on entry to the Foundation Stage. By the end of Key Stage 2, standards in mathematics have improved and pupils' attainment is in line with the national averages. There has been very good improvement in pupils' attainment in ICT since the previous report, and pupils' standards are mainly in line with nationally expected levels and above in some aspects of ICT. Pupils' attainment is above expected levels in music at Key Stage 2 and in art throughout both key stages. Standards in religious education are above the expected levels of the locally agreed syllabus. Standards in design and technology and geography are below expected levels by the end of each key stage. Standards in all other subjects are satisfactory. Overall, an improving picture of standards emerges. Pupils with special educational needs and travellers' children make good progress. Generally, higher attainers are well challenged and attain above average standards. Attainment of the Early Learning Goals at the Foundation Stage in the reception class, is mainly in line with expected levels but below in some aspects of language and in mathematics and in knowledge and understanding of the world. Attainment on entry to school at the beginning of the Foundation Stage is mainly below expected levels and well below in mathematics. From the beginning of entry, therefore, to the age of 11 years, pupils make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and purposeful. They are very happy to come to school.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Personal development is very good. Pupils make maximum use of opportunities to take responsibility, conduct independent research, use their initiative and help others. Relationships are very good.
Attendance	Satisfactory overall after allowances have been made to exempt the effect of social mobility in the area, for example, travellers' children. Pupils are punctual each day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory but some weaknesses	Mainly very good	Satisfactory overall with some very good features and some weaknesses

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

Teaching is overall satisfactory with some significant strengths. There was some unsatisfactory teaching in the class for Years 4 and 5 pupils and in the aspect of knowledge and understanding of the world at the Foundation Stage for the younger children of the school in reception. There was some very good teaching observed in Years 1, 2 and 6. An excellent literacy lesson was observed at Key Stage 1. Approximately 50 per cent of lessons seen were good or better, with 26 per cent of lessons as very good or better. Eleven per cent of lessons were unsatisfactory, including one poor lesson, the rest were satisfactory. The impact of the good and very good teaching has been substantial in raising consistency in progress, particularly in a school with a high mobility factor of people moving in and out of the area.

Teaching at Key Stage 1 is mainly very good. Teaching at Key Stage 2 is satisfactory with some very good features and some weaknesses. The teaching of literacy, numeracy and science is satisfactory overall with some very good features and some weaknesses. Aspects of teaching in design and technology and geography are unsatisfactory. Teaching in art and music and religious education is good. Pupils' progress reflects the strengths and weaknesses in teaching accurately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Planning for the curriculum is broad and balanced and meets the requirements of the new Curriculum 2000, apart from planning in design and technology and geography, and of knowledge and understanding of the world at the Foundation Stage.
Provision for pupils with special educational needs	All pupils' needs are identified early. Pupils with special educational needs are welcomed and good provision gives them a good foundation for learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. There is an all-encompassing health education programme which gives good advice. The school is successful in developing spiritual insight, values of fairness, honesty and respect for others. The school encourages a well-developed sense of mutual responsibility and is protective of people in the environment. Provision for cultural development is good.
How well the school cares for its pupils	The school has very good procedures for child protection and for ensuring the welfare of all its pupils. A strength. The provision for pupils from travellers' backgrounds is good.

Partnership with parents is very good. The school is held in high regard, it is an orderly community, offering a warm welcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The purposeful headteacher has a very good grasp of the school's strengths and needs, and the senior management team has initiated some worthwhile developments since being newly formed in the last 18 months. The talented deputy headteacher gives very good support. The new co-ordinators are implementing change effectively, apart from in design and technology and geography at both key stages, and in some aspects of language and knowledge and understanding of the world at the Foundation Stage.
How well the governors fulfil their responsibilities	The Chair of Governors gives outstanding support. The governing body is very good at strategic planning. Governors are well informed and show obvious commitment.
The school's evaluation of its performance	The school is good at evaluating its own strengths and needs, and has identified the issues still to be rectified.
The strategic use of resources	The school uses its budget prudently and is excellent at gaining extra strategic funding. Financial and daily administration are highly efficient. Resources of building and equipment are used effectively. However, the timetables of all co-ordinators need reorganising to ensure maximum efficiency of time, resources of learning support assistants, and staff expertise.

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 are happy to come to school, and even want to attend in the holidays! • Headteacher is very nice and approachable. • Rewards for attendance. • Pupils' positive attitudes are encouraged for learning. • Good behaviour of children. 	<ul style="list-style-type: none"> • More sports and activities after school. • The inconsiderate car parking of some parents outside school. • Widening of the entrance gates. • Covered facilities to wait for children in bad weather.

Inspectors agree with the positive comments made by parents. They consider that for the number of teachers, extra-curricular provision is at least satisfactory and enriched by visitors to school and educational visits to places of interest. Problems arise when parents park incorrectly outside the school gates, but inspectors consider that the school has done its utmost to encourage co-operation over car parking. Alterations to the entrance gate would be an improvement. Inspectors consider that this might be an option when the new 'atrium is completed. The provision of a new atrium would provide improved facilities for meeting children after school, particularly on bleak, wintry days. Inspectors consider that the proposed new atrium is likely to solve these problems after school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. During the previous inspection, by the age of five, children's attainment was "appropriate" and children had made satisfactory progress. Present attainment of children by the end of the Foundation Stage is overall below the expected levels, apart from physical, creative and personal and social development, which is in line. Mathematical development is well below on entry to the Foundation Stage and is still below by the time children begin their formal schooling at Key Stage 1. Overall, because of the high quality of support from a generous number of adult assistants at the Foundation Stage, children make steady progress in their learning, apart from some aspects of language development and of their sense of history in knowledge and understanding of the world.
2. At the time of the previous inspection, by the end of both key stages, pupils' attainment was in line with the nationally expected levels; progress was satisfactory, apart from attainment in design and technology, geography and information technology, which was below the expected levels. Pupils with special educational needs made satisfactory progress, but higher attainers made insufficient progress.
3. During the current inspection, pupils' attainment is mainly in line with national averages for reading, writing and science, by the end of both key stages. Mathematical attainment is still below the national average at the end of Key Stage 1, despite the good teaching for the age group. By the time pupils reach the end of Key Stage 2, standards in mathematics have improved and pupils' attainment is in line with the national average. There has been very good improvement in pupils' attainment in ICT since the previous report. Now pupils are mainly in line with the nationally expected levels and above in some aspects of ICT. Design and technology standards, overall, have not improved sufficiently in all aspects and are still below expected levels. Likewise geography standards are still below. History standards have improved at Key Stage 2. They are above the expected levels by the age of 11, and in line by the age of seven. All other standards are in line with the expected national levels, apart from music, where standards are above at Key Stage 2, and pupils' standards in art are above the expected levels at both key stages. Standards in religious education are above those expected in the agreed syllabus for the local education authority. Overall there has been good improvement and very good improvement in ICT. In design and technology and geography there is insufficient improvement.
4. In the 2000 National Curriculum test results, standards were much higher than in 1996. In 1999, at Key Stage 1, reading and writing standards were above the national averages. In reading, pupils reaching the higher Level 3 were in line with the national figures. In writing, they were below. In mathematics, pupils scored similar results to the national average, but the proportion of higher attainers was below the expected levels. In science, scores were above national average levels according to teachers' assessments. In 2000, there was a higher proportion of pupils with special educational needs, and results at Key Stage 1 were below the national averages. However, Level 3 results improved in 2000. Overall, taking the four years from 1996 to 1999 inclusive, graphs show upward trends in the core subjects at Key Stage 1.
5. At Key Stage 2, the National Curriculum test results of 1999 show standards in English and mathematics which were below the national averages. Science results were well below national averages. In the year 2000, results improved, particularly at Level 5, the higher score. For example, the school's Level 5 in mathematics doubled in the year 2000. Science scores improved dramatically in the year 2000.
6. Trends over four years show a sharp drop in standards in 1997 and 1998 and the drop matches the turbulence factor of long absences of key staff. Staffing has now stabilised. There has been an

upward trend in results since 1998. Key Stage 2 results in 2000 show improvement in English and mathematics and very good improvement in science. There was very good improvement when comparing this school's results with schools in a similar context. The average trend overall was below the national scores, but still upwards. The school has carefully analysed these trends. In the last four years there have been a number of teaching staff changes at both key stages. The new team has stabilised and influenced the improvement and consistency in pupils' achievement.

7. Pupils' progress in learning is good, overall, in the core subjects of English, mathematics and science. There is good achievement in art, ICT, history, music and religious education. However, pupils make unsatisfactory progress in learning in their knowledge and understanding of the world at the Foundation Stage, and in design and technology and in geography at both key stages. At Key Stage 1 and in Year 6, there are some very good aspects in pupils' learning, reflecting some very good teaching. In the Years 4 and 5 class, pupils make unsatisfactory progress overall, mainly due to unsatisfactory teaching when tasks do not match pupils' needs sufficiently and there is a lack of monitoring of the teaching. The progress made by pupils with special educational needs is good and is due to their early identification and good support from extra adults. During the current inspection, pupils' progress in literacy and numeracy is mainly good apart from the class which has been highlighted. Despite this group of pupils, higher attainers elsewhere are well challenged in the core subjects and are successful. They are less successful in design and technology and geography.
8. Since the new headteacher and new permanent teaching appointments, trends show a clear rise in standards in most subjects. This is in spite of the influence of high mobility in population in the area. The literacy and numeracy strategies have had good influences on pupils' standards and progress. The overall picture of standards and progress in learning is one of consistent improvement, with the exception of the Years 4 and 5 class and in design and technology and geography.

Pupils' attitudes, values and personal development

9. St Day and Carharrack is a school where pupils enjoy coming to learn. The vast majority of pupils are very enthusiastic about their school. They like their teachers and other staff in the school and appreciate the feeling of community. The oldest pupils, for example, look forward to moving into secondary education, but say that they will miss the friendliness of their primary school. In the morning, pupils want to come to school. They know that their teachers care for them and there is a shared respect for each other. An example of this care is the way in which the oldest pupils have a rota for using the computers from well before the start of the morning school. Pupils regularly come into school to practise mathematics skills on the computer, knowing that their teacher will be there to help if necessary.
10. The caring ethos of the school encourages very good behaviour. Class rules for behaviour are usually developed jointly between the class teacher and pupils. These form the framework for a code of conduct that is respected by all. In lessons and around the school the pupils behave very well. The strategies to develop this very good behaviour are well thought out. In the dining room, for example, pupils from different classes sit together so that the older ones can help the younger ones. This is very effective and is just one way in which good behaviour and relationships are maintained. During the inspection there was no evidence of any bullying in the playground. The staff deal with minor incidents of inappropriate behaviour effectively and sensitively. Non-teaching staff play a key role in promoting the good behaviour and relationships.
11. Around school and in their classes pupils are courteous and well mannered. In their classroom activities, they are willing to listen to others and to respect the views of other people. They are polite to other pupils and to adults in the school. This helps to reinforce the feeling of community throughout the school.

12. Pupils' personal development is good. In their classroom and around the school, all pupils are sensible and mature. They take their fair share of responsibility in their own learning and in helping others. In lessons, many teachers explain to their pupils what they will learn and then give them an opportunity to reflect on the learning that has taken place during the lesson. This encourages the pupils become more independent in their learning and to show a greater maturity in their work. At present this good strategy to promote effective learning is not uniformly applied throughout the school. In the most effective classes, pupils are treated as real partners in learning. For example, in Year 6 the pupils are encouraged to be responsible and mature. This very positive encouragement helps the pupils to be much more aware not only of what they have achieved, but of what they need to improve and makes them more effective. In many classes pupils are very ready to help with routine organisation of resources. All pupils are careful with property. In practical work they take great respect of the resources they use.
13. Attendance at the school, within the previous twelve-month reporting period, is satisfactory and contributes directly to the pupils' sound learning. Attendance is in line with the national average for this type of school and the figure of 94.07 per cent compares well with the previous inspection. The school's unauthorised absence is above the national average. However, this figure is distorted by a comparatively minor group of pupils. The school has a volatile, turbulence factor of short-term traveller children and other pupils, moving in and out of the area at short notice. The school is now working well to limit these figures and currently has no unexplained absences. The majority of pupils arrive at school and into classes on time and most lessons commence promptly.

HOW WELL ARE PUPILS TAUGHT?

14. During the week of the inspection, the quality of teaching was overall satisfactory with some significant strengths. There was some unsatisfactory teaching in the class for Years 4 and 5 pupils and in the aspect of knowledge and understanding of the world at the Foundation Stage. There was some very good teaching observed in Years 1, 2, and 6. An excellent literacy lesson was observed at Key Stage 1. Approximately 50 per cent of lessons seen were good or better, with 26 per cent of lessons as very good or better. Eleven per cent of lessons were unsatisfactory, including one poor lesson. The rest of the lessons were satisfactory. The impact of the good and very good teaching has been substantial in raising consistency in progress and standards, particularly in a school with a high mobility factor of people moving in and out of the area.
15. The quality of teaching for children at the Foundation Stage is generally satisfactory. The contribution made by the generous allocation of learning support assistants makes a significant impact on helping to raise standards. When teaching is unsatisfactory, the planning of lessons lacks sufficient opportunities to challenge pupils in some aspects of language and knowledge and understanding of the world, for example history.
16. The teaching of literacy at both key stages is mainly good, apart from the Years 4 and 5 class, where tasks are not matched to pupils' needs sufficiently. Where teaching of English is at least good, pupils' standards are rising significantly, particularly in reading and knowledge of phonic strategies. In numeracy, the quality of teaching ranges from very good to poor. Despite some poor teaching at Key Stage 2, the quality of teaching in numeracy is overall good at both key stages. There is good teaching of written calculations and work is neat and presented logically. Teaching ensures that pupils' progress for calculating mentally is competent by the end of their schooling.
17. There is good teaching of science and religious education at Key Stage 1 and in music at Key Stage 2. Teaching of ICT, art, history and religious education is good at both key stages. Strengths in teaching at Key Stage 1 are in the teachers' very good knowledge and understanding of the requirements for the younger age group and in teaching the basic skills. Teachers of pupils in Years 1 and 2 have high expectations of pupils' work, behaviour and presentation. Teaching in Year 6 has many strengths, mainly in the expertise for the year group, the very good management

strategies used to achieve very good behaviour, presentation of work and secure progress of pupils in most subjects. There is very good expertise in music to ensure a rich, imaginative repertoire and good opportunities for higher attainers in the subject to develop individual talents. Teachers' planning is good in the main and the use of time, support staff and resources, is good at both key stages. Teachers use assessment data about pupils thoroughly, in the main, to plan tasks to meet all pupils' needs. Teachers promote very good relationships in classes.

18. The teaching seen for pupils with special educational needs was good or very good. The co-ordinator for special educational needs has very good subject knowledge, a high level of expertise and experience that enables her to give good support to other teachers. The individual education plans are very good and explain clearly how the targets are to be addressed, by whom, and when. Support in the classroom and teaching in withdrawal groups, are very well targeted to meet the pupils' needs. Assessment and record keeping are thorough and clearly indicate the progress being made. There is a range of teaching initiatives taking place this term. For example, small group and individual teaching by the co-ordinator, Reading Recovery, and 'Toe by Toe' for pupils with dyslexic tendencies, and booster classes for Year 6 pupils in mathematics and literacy.
19. Areas for development in teaching are in the planning and expectations for the subjects of design and technology and geography. There is a limited range of opportunities for pupils to reach high standards in their knowledge and products, for example, there is no evidence of models using mechanical features or electricity. The teaching of maps and map-making is unsatisfactory. Teaching in the Years 4 and 5 class is mainly unsatisfactory overall. Weaknesses in teaching in the Years 4 and 5 class are mainly focused on the lack of different tasks for pupils with a wide range of attainment across a two-year age-range. In this class; teaching does not take into account the differing needs of pupils and tasks given to them are the same. Where teaching is weaker, the pace of the lessons is slow and higher attainers are under-challenged. A result of the weaker teaching is that pupils make insufficient progress in their learning all-round, compared with other year groups.
20. Teaching overall, however, has improved significantly in most classes since the previous inspection report and is having a positive impact on pupils' standards, attitudes and behaviour.

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

21. The school provides a satisfactorily broad and balanced curriculum for all its pupils. The curriculum for pupils in the Foundation Stage is planned within the areas of learning and leads appropriately towards the Early Learning Goals at the end of this key stage. The curriculum for pupils at Key Stages 1 and 2 includes all National Curriculum subjects and religious education, which is planned in line with the Locally Agreed Syllabus for Cornwall. All teachers plan appropriately to the literacy strategy for English, the National Numeracy Strategy for mathematics, and to government recommendations for science and non-core subjects. The curriculum meets the requirements of the new Curriculum 2000. The balance of the curriculum is overall satisfactory. It provides satisfactorily for pupils' intellectual, physical and personal development. This represents maintenance of the quality in curricular provision since the time of the previous inspection, with all new initiatives since then being satisfactorily implemented.
22. The school's provision for pupils' personal, social and health education is good. There is a suitable health education programme that encompasses sex education and drugs awareness. This follows the local education authority guidelines and is a full and comprehensive programme. It includes advice on drug awareness, sex education, the importance of family life, safety, health-related exercise, food and nutrition, and personal hygiene. The school is due to review its policy on sex education. The separate policy on drugs awareness states the school's intention to enable pupils to make healthy and informed choices through an increased awareness of the effects of harmful

substances. The school has plans to review this provision and to develop it further within the their citizenship provision.

23. The curriculum for pupils with special educational needs is very good. There is a generous number of teaching assistants who have all received training. They are generally deployed effectively and make a very significant contribution to the learning of pupils with special educational needs. There is a range of support available to address the wide-ranging needs of the pupils' physical, emotional, communication and learning difficulties. The needs of pupils are accurately assessed and well-targeted support is provided. The curriculum for higher attainers is overall satisfactory.
24. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum and the provision for this is very good. This is particularly effective in the case of pupils with special educational needs as they mostly integrate into classroom work. If they receive support out of class, care is taken to ensure that they do not miss out on other important work, or that they miss the same lesson each week. The school also ensures that pupils from traveller backgrounds receive their full entitlement to the curriculum and that they are helped to make the best possible progress. Extra support through 'booster' groups for literacy and numeracy, receive their support at appropriate times in English and mathematics lessons.
25. There is a good provision of extra-curricular activities. Parents expressed concern about the lack of these activities, but the questionnaire was completed at the time when the school had not begun its programme. These include recorder groups for both Key Stage 1 and Key Stage 2 pupils, choir, computer club, cycling proficiency, art, country dancing and a range of sporting activities, including football, netball, summer sports and cross country. All pupils have opportunities to join in the extra-curricular activities. They support them enthusiastically.
26. The community makes a good contribution to pupils' learning. The school is part of an Education Action Zone, and as such, benefits considerably. Building projects are in hand which will be of good benefit to the pupils. The school benefits from the surrounding area and undertakes studies in and around the village, including the local ruined church. The church plays a part in the life of the school, particularly in providing sources of study and celebration. The secondary school in Redruth supports the school through its hosting of sports events such as the feeder school swimming gala, and cross-country events. They also support specialist teaching of physical education. There are also useful links between the reception class and the independent nursery that operates within the same building. The school takes part in competitive sports with other primary schools in the area.
27. The school's provision for the spiritual, moral, social and cultural development of its pupils is good. This is improved since the previous inspection. Although there is no whole-school policy outlining opportunities for the promotion of pupils' spiritual development, opportunities are taken as they arise in subjects such as science, art, information and communication technology, history, geography and music and the provision is good. However, there are planned opportunities for pupils' spiritual development. Pupils have visited the Tate Gallery at St Ives, and reflected on pieces of artwork. They are photographs of pupils running barefoot on the sands at St Ives showing high levels of pleasure at this activity. Pupils take part in the Arts in Trust, where they visit National Trust properties or gardens, work with professional artists and then produce inspired poetry or pieces of art. Pupils who do not take part in the Key Stage 2 residential trip, study the village's ruined church, and this provided a spiritual experience. The school provides suitable opportunities for reflection in the daily act of collective worship. This was seen in an assembly when the story of David and Goliath was graphically illustrated using pupils (and ladders). The speaker made pupils aware of David's trust in an unseen God, and that they can do the same when they find themselves in difficult circumstances.
28. The provision for the moral development of pupils is very good. This is, again, an improvement on

- the findings of the previous inspection. The school teaches pupils the principles that distinguish right from wrong and this is very effective as pupils demonstrate a high moral awareness about the effect of their actions on others. There is a system of appropriate rewards and sanctions that is applied to good effect and supports the school's behaviour management policy well. The school has a very strong code of conduct implicit in all actions by members of staff. Teachers and non-teaching staff provide positive and effective role models. They ensure that their dealings with issues are firm but fair. Teachers talk through any breach of the school's code of conduct with pupils and, when necessary, with parents. When appropriate, teachers use circle time to discuss important issues, or to settle any problems, at an early stage, that might be emerging between pupils. Pupils have a strong awareness of what constitutes acceptable and unacceptable behaviour. They tidy away equipment and most pupils learn to look after it carefully. This enables them to begin to appreciate moral issues concerning other people's property. Pupils respect their teachers, other pupils, adults who work in the school, and work on display around the school.
29. The provision for the social development of pupils is good. This again reflects the findings of the previous inspection. Pupils are grouped into family groupings in their dining room. Older pupils care for younger ones. Pupils in Years 4 and 5 are arranged into groups of eight with Key Stage 1 pupils and Year 6 with Year 3. Older pupils support younger ones and conversation is encouraged between pupils at the tables. This promotes the effective development of social skills. There is evidence of good levels co-operative and collaborative work. Throughout the school, pupils work well together, sharing ideas and thoughts. As pupils get older, opportunities to take on responsibility increase. Younger pupils help in class, return registers to the office and look after equipment. Older pupils help in assemblies, in the library and computer suite, welcome visitors to school and help in the school garden. There are plans to set up a school council soon with elected members from each class. The school prepares pupils satisfactorily for their transfer to secondary school.
30. The school makes good provision for the cultural development of pupils. This is the same as at the time of the previous inspection. Pupils have opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history, religious education and art. They have heard talks from a local miner, who provides them with information on the local tin-mining industry, which is important in this locality. They learn about the village's Patron Saint Day, so that their Feast Day is meaningful. On this day each pupil receives a 'tea-treat bun' another Cornish tradition. There has been some improvement in developing pupils' knowledge and understanding of local traditions. The pupils have limited opportunities to experience the life of other cultures. Teachers in religious education successfully teach about how other faiths, such as Sikhism, influence the lives of followers. However they have no opportunity to visit places of worship other than Christian. An African drumming group visited school and provided a valuable cultural experience for pupils. The culture of traveller children is important in this school and is appropriately celebrated. The school has a link with France, and each year a student from France visits the school to teach pupils basic French and something about the French way of life.
31. The school has good provision for extra-curricular activities and this compares well with the previous inspection, when provision was said to enrich the curriculum for those who took part. Currently, the school offers: football, netball, an art club, recorders, a choir, piano training, country dancing, guitar lessons and, in the summer, Cycling Proficiency. In addition, once a year, local feeder schools hold an out of school hours, swimming gala at Redruth Secondary School and there is also an area cross-country run from Redruth Cricket Club. It is appreciated that the comment of some parents, that there is not enough provision for the infant children, is valid. The school is currently addressing this problem and is arranging more for these pupils this term.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has very good procedures for child protection and for ensuring the welfare of its

pupils. This aspect is a strength of the school and has improved upon the already high standards of the previous inspection when, pupils' support, guidance and welfare was described as effective and caring. These very good procedures ensure that the pupils can learn well in such a caring and safe atmosphere.

33. The headteacher is the well trained, named child protection person. One other teacher in the school has also received similar training and, both she and the headteacher have ensured, that all staff are made well aware of their relevant responsibilities. There is very good liaison with all of the relevant local authority services. The school has a very detailed written policy and any relevant documentation is securely locked away in the headteacher's office.
34. The school's deputy headteacher is the named and trained health and safety representative. In conjunction with both the health and safety and the premises governor she has ensured that a detailed, relevant policy has been written and a very concise risk assessment carried out. All other necessary records are very well documented. The school holds and records regular fire emergency exercises. Exits to and from the school are well marked and clearly accessible. All relevant fire, portable electrical and physical educational equipment is in date, tested and recorded. The school has very good procedures for recording and reporting accidents and dealing with the administration of medicines. The school also has several, well trained first aid persons. Pupils are supported at lunch, at play and when going home. All meals are cooked, served and consumed in hygienic conditions.
35. The school has satisfactory procedures for monitoring and improving attendance and these compare well with the previous inspection. The school works hard to try and establish a regular relationship with the local educational welfare officer. Internally, registers are kept for each class and are well marked in accordance with current regulations. They are returned to the school office after every session for checking and safekeeping. The school has a very good range of absence letters for sending home to parents. At the parents' meeting, they confirmed their relevant responsibilities towards the school. Very good use is made by the school of the Traveller Liaison Teacher, in trying to ensure regular attendance by these pupils. The school's lateness routine is secure and effective.
36. Procedures within the school for monitoring and promoting good behaviour and eliminating oppressive behaviour, are very good and are strengths of the school. These procedures have improved on the already effective ones reported upon at the previous inspection. They contribute directly to the calm and caring atmosphere within which the children can so readily learn. The school has ensured a very detailed, written discipline policy complete with very effective rewards and sanctions. There are school and 'golden' rules in each classroom and all pupils are very well aware of their contents. The school's whole ethos is based on the reinforcement of positive behaviour, the product of which is so very obvious to see throughout the school. Every opportunity is taken to inform parents of how well behaved their child is. On the occasions where sanctions are required they can consist of withdrawal of playtime and/or reporting to parents. The school makes very good use of individual behaviour support plans and help from outside professional behavioural support agencies.
37. Bullying is very rare at the school but, when it does occur, the staff are very quick to try and avoid any proliferation. All pupils are told to report even the most minor incidents. Details are then recorded and investigated immediately. During one playtime being observed, a boy reported to the duty teacher that another boy had just come up to him and twisted his arm. The teacher very professionally immediately brought both boys and witnesses together and sorted things out on the spot.
38. The school has good procedures for monitoring and supporting pupils' personal development. The health and social education policy is explicit and relevant education is taught discretely within other subjects of the curriculum, such as: science, religious education and geography. Good use is made

of outside agencies. For example, the police, who come in and talk about drugs, alcohol, substance misuse and also 'Stranger Danger', or the school nurse who advises on sex education. The school has set up a 'Nurture Group' for its traveller children and the general support for pupils with special educational needs is very good. All pupils are very proud of their individual records of achievement in which they maintain records of special school work, personal achievements, such as swimming or dancing certificates, and their annual academic reports.

39. The monitoring of the pupils' academic and personal development is good. A new assessment co-ordinator took over the responsibility for assessment recently and competently continues to develop this area. There is a draft policy, but this needs to be finalised and approved by the governors. The policy is comprehensive and informative, and provides a good basis on which to base future development. The policy identifies aims, uses of assessment in curriculum planning, strategies for assessing pupils' progress, ways of reporting to parents, record keeping and target setting. There is also a marking policy, which is brief and offers little guidance for teachers in making their responses to pupils work meaningful. As a consequence, the marking of pupils' work is inconsistent. There are good procedures in place to assess pupils' attainment and progress. Information from these is used to track individual pupil's performance, particularly in English and mathematics. It helps teachers to plan the next steps in learning. A strength of these arrangements is the way that assessment information is used to form targets for individuals and groups in some classes. This practice is not yet embedded in school routines and does not yet operate in all classes. This has led to the identification of booster groups in literacy and numeracy. Pupils are aware of their own targets and are often involved in their own target setting. This process enhances the pupils' attainment and helps in ensuring standards improve.
40. Procedures for assessing and monitoring pupils' personal development are good. Assessment records are kept of pupils' social skills, their attitudes and behaviour. They are assessed on entry to the school and their personal development is monitored regularly throughout Key Stage 1. Arrangements are less rigorous and systematic at Key Stage 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The majority of parents think that this is a very good school and this was most obvious from talking to them, both at the pre-inspection meeting and during the course of the inspection. Their children like the school, make good progress and benefit from good teaching. They believe that the school is well led and managed, and that it is helping their children to become mature and responsible citizens. Parents emphasise strongly that they are always comfortable about approaching the school with questions or problems at any time. However, there was some disagreement on the amount of homework supplied to their children and also the adequacy of extra-curricular activities. The current inspection has not confirmed these as being major problems.
42. The school provides a good range of information for its parents, particularly about pupils' progress. Each parent receives regular newsletters, an updated prospectus, an annual Governors' Report and their child's academic report in July. In addition to the latter, all parents also receive termly reports on their child's literacy and numeracy progress and targets and meet with the class teacher at least twice a year. Home/school diaries are a very popular way of keeping in touch with the school and much appreciated by parents. Most documentation to parents complies with current statutory requirements. However, the current Governors' Report has a few minor omissions of which the school has now been made aware. In addition, pupils' annual reports do not comment on progress over time or quote targets. Home/school agreements have now been accepted and signed by most parents. The school has conducted literacy and numeracy evenings for parents and these were generally well attended. Nevertheless, most parents would also like to be given details of what their child is doing throughout the term. Parents really appreciate the coffee afternoons that the school puts on for them.

43. The contribution that parents make toward their children's learning, both in school and at home, is very good and yet another strength of the school. The school appreciates the strong nucleus of parents who come in regularly and help with readers, guitar club, cycling proficiency, computer club, football team support and arranging the tuck shop. Currently interested adults from the community work with small groups of pupils to embroider a map of the two local villages of St Day and Carharrack. Other specific gifts of parents are very well employed in producing various plays and shows throughout the year and also making the costumes. The Friends of St Day initiate many social and fund-raising events, the finances from which greatly enhance facilities for the pupils' learning. The school has a very good response from parents of children with specific educational needs. They are fully involved in their children's individual education plans.
44. Most parents are very keen to help with their children's homework at all stages. This can involve readings, tables, spelling and various topics. Parents stated how impressed they were with the new homework planners supplied for the junior pupils. They appreciated that these would now greatly enhance their children's potential when going on to secondary education. They also appreciated specific homework, such as, challenge sheets set over the holiday period.
45. Overall, the effectiveness of the school's links with its parents is very good. This is a major strength of the school and contributes considerably towards the success of the pupils' learning. Links have now improved over the good judgement of the previous inspection, and are now very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of leadership and management is good overall. This is an improvement from the previous inspection when this aspect was described as "sound". The new headteacher leads purposefully and has a very good grasp of the school's strengths and needs. She is strongly supported by her talented deputy. The headteacher and her senior management team have initiated some worthwhile developments, for example, the pre-playgroup now working on site in the reception class area. The clear, educational vision of the headteacher has maintained and improved stability over the last three years when the school suffered significantly from long-term staff sickness and resulting resignations. The new and established staff co-operate well as a team and are committed to good relationships and equal opportunities for all the children in their care. There is a clear focus in the school's work on raising standards. All the key issues from the previous report have been rectified successfully, apart from improving pupils' standards in design and technology and geography and to monitor even further the quality of teaching in all subjects.
47. The governing body is good at strategic planning and in supporting the senior management team. The Chair of Governors gives outstanding support and is fully involved in the life of the school. Governors are well informed and show obvious commitment. The governors' role in shaping the direction of the school is good. There is very good shared commitment to improvement and the capacity to succeed.
48. The co-ordinator for special educational needs manages the provision for pupils with special educational needs very well. Her job description is wide-ranging and her influence permeates the school. The individual education plans are of a very high quality. She has a clear overview of the provision, both teaching and support. She liaises very effectively with outside agencies and with the secondary school to which the pupils will transfer. Her job description for this year includes enhancing and monitoring the provision for the more able pupils. She meets termly with the governor for special educational needs. The governor could usefully report back to the governing body on the effectiveness of the provision for pupils with special educational needs.
49. The delegation of key staff with curricular responsibilities is clear and well managed. The changes in staffing have settled and the school's development plan is successful at monitoring key changes

in managing the curriculum. The monitoring of standards and teaching in all subjects is less successful. The contribution of staff with management of subject responsibilities is not uniform throughout and the co-ordination of design and technology and geography is markedly weaker than for the rest of the subjects. The focus given through the literacy and numeracy strategies has proved beneficial for teaching overall. The headteacher and senior management team have already identified the need for all co-ordinators to have time and support to monitor standards. The monitoring of teaching has been successful in the last three years to enable staff changes. However, this is still an area for development, particularly in the year group and subjects already highlighted in the report, and needs urgent attention.

50. The school has faced a number of years without a settled teaching staff. This has had a detrimental impact on the capacity of the head teacher and senior staff to improve standards. This year the teaching staff is settled. A newly appointed deputy head teacher has brought new strengths to the management team. The school has a large number of non-teaching staff. Some of these are funded directly by the local education authority to assist in the support of pupils with special educational needs. However, the governing body has made the decision to augment these with additional support staff. Some staff are employed to support class teachers whilst others are appointed for specific purposes. One of these is a technician to provide additional specialist teaching in ICT. Whilst many of these staff are very effectively deployed, the way in which they are used is not consistent. Where they are used effectively, they support the teaching very well and are used extremely usefully. In some classes, however, they spend too long merely sitting listening to the teacher talk to the pupils and are not well deployed.
51. The arrangements for performance management of teachers are well advanced. Senior teachers have already trained and further training is planned. The professional development provision is good. There is a sensible balance between the priorities identified by the school, such as the improvement of literacy standards, and the needs of individuals to improve their expertise. Non-teaching staff receive a good level of training and frequently attend training sessions provided for teachers.
52. The adequacy of the school's accommodation is good with some very good features. It allows the curriculum to be taught effectively and compares well with the previous inspection. However, there are now no slight class restrictions in 5 and 6 classrooms as commented upon then, as pupils now have sufficient room in which to work. The school utilises its old building very well. An effective rolling programme of repairs and maintenance ensures that the structure is currently in very good condition and the good sized hall, pleasant library with inclusive computer suite, the TV/Music Room, special needs room and additional open work area are very well utilised by the school.
53. Resources generally are good and they are used effectively by teachers to support pupils' learning. Resources for pupils with special educational needs and music are very good; they are good for literacy, science, ICT, religious education and art and satisfactory for all other areas of the curriculum.
54. The school's financial and daily administration are highly efficient. New information technology is linked to the local education authority's computerised system and used very efficiently. There is high efficient use of a learning support assistant to teach pupils good progression in ICT skills. There is a good finance policy showing clear financial delegation and a register of pecuniary interests maintained by the governing body. Most of the school's educational priorities have financial implications. Governors are fully informed about budget monitoring by the headteacher, and all are given good auditing support by a representative of the local education authority. The use of specific grants is excellent. The school has successfully won financial support through the Private Finance Initiative (PFI) for Cornwall to provide a glass atrium linking all the three main buildings of the school.

55. The school uses the principles of 'best value' very effectively. The overall effectiveness of the school is good. Standards have improved and pupils' attainment is mainly in line with national expectations. Pupils show good achievement overall, and their attitudes and behaviour are very good. The quality of teaching is mainly satisfactory with a significant proportion of very good teaching, despite a smaller proportion of unsatisfactory teaching. Costs of running the school are appropriate for its size. Overall, the changes of the last three years have settled and there is every indication that the school is moving forward successfully. The school gives good value for money, an improvement from the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. Improve the quality of provision for pupils' learning in the Years 4 and 5 class by:

- Ensuring all pupils' tasks carefully match their needs.
- Improving the pace of lessons.
- Planning for the different year groups in the class.
- Challenging the higher attaining pupils.

Refer to paragraphs: 7, 8, 14, 19, 74, 79, 81, 88, 109.

57. Raise pupils' standards in design and technology and geography by:

- Improving the quality of the management of the subjects by the co-ordinators.
- Monitoring closely the teaching of these subjects.
- Monitoring closely the samples of pupils' work to check for progression of skills.
- Ensuring that all aspects of the National Curriculum's subjects are planned for.
- Reorganising the timetables of the co-ordinators to ensure that the good use of learning support assistants is applied consistently to support all classes and to ensure good staff expertise is shared.

Refer to paragraphs: 3, 7, 19, 46, 49, 99, 101, 107.

58. Provide opportunities for the headteacher and co-ordinators to monitor all teaching and curricular planning, so that standards of pupils' work are improved even further, by:

- Ensuring that good practice is observed and shared by all staff.
- Enabling co-ordinators to observe all relevant teaching in classes.
- Giving co-ordinators sufficient time to analyse teachers' planning and sampling of pupils' work.
- Ensuring that the planning of lessons at the Foundation Stage challenges children's learning in language and in their knowledge and understanding of the world, particularly for the aspect of history.

Refer to paragraphs: 1, 7, 15, 39, 40, 46, 49, 60, 63, 65, 91, 102, 107, 111, 115, 127, 133.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	24	26	37	9	2	-

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)	166
Number of full-time pupils eligible for free school meals	37

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	59

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	25
Pupils who left the school other than at the usual time of leaving	20
Number of Travellers' children attending the school	11

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

The above figures for attendance includes those of travellers' children. When the school's attendance figures are analysed with travellers' attendance figures omitted, results are within the normal national

range. Currently, in the autumn term 2000, travellers' children are now attending more consistently.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 (99)	9 (8)	8 (14)	17 (22)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6 (7)	5 (7)	7 (8)
	Girls	8 (13)	7 (13)	8 (11)
	Total	14 (20)	12 (20)	15 (19)
Percentage of pupils at NC level 2 or above	School	82 (91)	71 (91)	88 (86)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6 (7)	7 (8)	7 (8)
	Girls	8 (12)	8 (12)	7 (12)
	Total	14 (19)	15 (20)	14 (20)
Percentage of pupils at NC level 2 or above	School	82 (86)	88 (91)	82 (91)
	National	(82)	(86)	(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 (99)	12 (17)	9 (19)	21 (36)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5 (11)	7 (11)	9 (12)
	Girls	8 (11)	6 (10)	9 (11)
	Total	13 (22)	13 (21)	18 (23)
Percentage of pupils at NC level 4 or above	School	62 (61)	62 (58)	86 (64)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6 (11)	7 (11)	8 (12)
	Girls	8 (12)	6 (10)	9 (13)
	Total	14 (23)	13 (21)	17 (25)
Percentage of pupils	School	67 (66)	62 (58)	81 (71)

at NC level 4 or above	National	(68)	(69)	(75)
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Percentages in brackets refer to the year before the latest 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	133
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)	7.4
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	182

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	328,248
Total expenditure	329,783
Expenditure per pupil	1,963
Balance brought forward from previous year	16,448
Balance carried forward to next year	14,913

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	44	53	3	0	1
My child gets the right amount of work to do at home.	22	60	14	1	3
The teaching is good.	51	45	0	0	4
I am kept well informed about how my child is getting on.	36	53	8	0	4
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	49	46	4	0	1
The school works closely with parents.	35	56	8	0	1
The school is well led and managed.	44	47	5	0	4
The school is helping my child become mature and responsible.	49	44	1	0	6
The school provides an interesting range of activities outside lessons.	18	42	24	5	10

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

59. The children in the Foundation Stage are taught in an early year's class of 24 children. Children are admitted part-time after their fourth birthday and are full-time in the term in which they become five. Assessment of children when they start school shows a wide range of ability with some children above the expected levels, nationally. However, the majority of children start school with skills below the standard expected, particularly in language and mathematical development. The majority of children do not achieve all the Early Learning Goals at the end of the Foundation Stage, despite the very good ratio of adults to children, because of their low starting level on entry.
60. At the previous inspection, the quality of teaching of youngest children was judged to be good. Now the quality of teaching for children in the Foundation Stage is overall satisfactory. The contribution made by the generous allocation of learning support assistants makes a significant impact on helping to raise standards. When teaching is unsatisfactory, the planning of lessons lacks sufficient opportunities to challenge pupils in some aspects of language and of knowledge and understanding of the world, for example history.
61. The headteacher has recently provided facilities on site for the village playgroup in the same building that houses children at the Foundation Stage. This initiative is very much appreciated by the playgroup and the parents. It provides good opportunities for co-operation and continuity in learning.

Personal, social and emotional development

62. The teaching of personal skills is satisfactory. The youngest children have settled into school happily and relate well with each other. Children listen well to the teacher and other adults, follow instructions and persevere to complete the set tasks. They are developing a good awareness of knowing right from wrong and co-operate well in their group sessions helped by learning support assistants, for example, in a 'Snakes and Ladders' game to reinforce an understanding of numbers. Children get themselves ready for physical education, playtimes and home-times, sensibly.

Communication, language and literacy

63. The teaching of language and literacy is satisfactory, but has a few unsatisfactory features. Progress is satisfactory with some variability. Children are read a wide range of stories and the teacher uses her skills of illustrating books successfully, so that children enjoy looking at the books she has made. During the literacy hour, children are beginning to learn to associate the sound a letter makes with the symbol, and to write the letter correctly. They have acquired a basic sight vocabulary, but for most, it is insufficient. Planning for sessions lacks sufficient challenges in the amount of letters and words which higher attainers need to experience for reading and writing.

Mathematical development

64. Teaching is satisfactory in mathematics and children make satisfactory progress. Baseline assessment shows that children start school well below the expected standard. Despite the very good ratio of adults to children, the majority of children do not achieve the Early Learning Goals by the end of the Foundation Stage. Children recognise the numbers nought to nine, and put them in a sequence correctly. About a fifth of the class trace over numbers and match objects to numbers accurately. None write the numbers nought to five independently. Children recognise and name the most common shapes, 'square', 'oblong', 'triangle' and 'circle'. About a fifth of the class use pennies up to 5p when 'buying' hats in the class 'Milliners'. Few children have real understanding

of 'more' or 'less'.

Knowledge and understanding of the world

65. Teaching is overall unsatisfactory in this area, due to weaknesses in the planning, and not in the management of pupils, nor in a lack of clear areas of focus within the classroom displays. Children are presented with a limited range of learning experiences and they do not achieve the expected standards at the end of the Foundation Stage. During the inspection, children looked at old and new toys, but planning for learning objectives lacked clarity and were undemanding, so that children became bored in an over-long lesson, and did not have a real sense of change taking place over a period of time. Following a walk around the village, children have produced collaboratively, a simple map locating some of the places they saw, for example, the church, shop and school. However, more challenging activities were not planned for the higher attainers. Other aspects of knowledge and understanding of the world are successfully planned for. Children use the computer confidently in pairs, to reinforce learning. The children were well motivated by a science investigation to find out that light travels in a straight line. They offered sensible suggestions of other senses that could be used when in a dark place. Most understand that they could hear, touch and smell if they were not able to use sight.

Creative development

66. Teaching is satisfactory in this aspect of the Foundation Stage. Learning support assistants are used effectively and, together with the class teacher, provide a good range of activities to enable these young children to reach the expected standard by the end of the Foundation Stage. Children model competently with play-dough, apply paint with animation and clean lines, print carefully with leaves and objects, and make imaginative collage pictures. The cards and candles they have made to celebrate Diwali show that children use a range of skills and have been taught effectively.

Physical development

67. Only one lesson for physical education was observed during the inspection, when three children from the Foundation Stage joined in a lesson with Year 1 pupils. However, children were observed outdoors and indoors using a wide range of facilities. Children achieve appropriate levels in physical education in line with the expected levels nationally. Children listen carefully, follow instructions and move with good balance. There are good facilities for physical development in the Foundation Stage. There is an area shared by the playgroup and children have frequent access to the slide, tunnel and sponge mat, giving them appropriate opportunities to develop running, jumping and balancing skills to an acceptable standard. A good climbing frame with a safety surface, located near the unit, is used effectively to encourage children's muscle-building and confidence. The school has a good playground and a large, flat field, frequently used in good weather. Due to the satisfactory teaching and good facilities, children's progress in their physical development is appropriate and has some good aspects, such as children's awareness of space and balancing skills.

ENGLISH

68. Standards of the present pupils in Year 2 and Year 6 are in line with national averages and have improved from previous years and the previous inspection. The results of the national tests in 1999 indicate that, at the end of Key Stage 1, standards in reading and writing were in line with the national averages. At the end of Key Stage 2, standards were below the national average and well below compared with similar schools. The reason was that there was a high proportion of pupils with special educational needs in Year 6. In the same year, higher attaining pupils were in line with pupils nationally in reaching the higher Level 5. In June 2000, Key Stage 1 standards were below the national average due to a much higher proportion of pupils with special educational

needs on the register. At Key Stage 2 in June 2000, standards were in line with the national average and well above standards of schools with a similar context.

69. Pupils enter Key Stage 1 with literacy skills below the expected level but, as the result of the good and very good teaching in this key stage, pupils make good progress and achieve the expected standard at the end of Key Stage 1. In Key Stage 2 pupils make satisfactory progress in reading and good progress in writing. Writing has been targeted as an area for improvement and the strategies that the school has put in place have been effective in raising standards. The very good teaching in Year 6 makes a very significant contribution to the pupils' progress in Key Stage 2.
70. Current pupils' speaking and listening skills are in line with those expected at the end of both key stages. Pupils in Key Stage 1 listen attentively when the teacher introduces new work or explains a task and in assemblies. They answer questions enthusiastically, but often use a limited vocabulary. At the end of Key Stage 2, pupils listen to the teacher, to each other and participate well in discussion. Their confidence has increased and most pupils speak clearly in front of the class, using an appropriate vocabulary.
71. At the end of Key Stage 1, reading is in line with the national average. Pupils enter school with underdeveloped skills in language and literacy and at the beginning of Key Stage 1 about a third of pupils do not have a secure grasp of early reading skills. However, by the end of Key Stage 1, as a result of the consistently good teaching, most pupils are reading fluently, with understanding and expression. Pupils have a variety of opportunities for reading; they regularly read individually to an adult in school, to parents and carers at home and experience guided, shared and silent reading in school. A useful home/school diary is kept which shows which book pupils have read, but this does not give parents any idea of the skills being developed or the level of achievement. Reading records show that a large proportion of pupils in Year 2 have made good progress in reading this half term. At the end of Key Stage 1 most pupils write a story or an account using capital letters and full stops correctly and spell commonly used words accurately. Pupils are strongly encouraged to read their work through and correct any errors. Phonics is well taught in the literacy hour and words are clearly displayed. Pupils use these effectively in their writing.
72. At the end of Key Stage 2, reading is in line with the national average. Pupils are presented with good quality literature during the literacy hour for example, Macbeth, Hiawatha, Oliver Twist, and Jungle Book. A good example of homework being used effectively was seen in Year 6. Pupils were asked to research a character in preparation for writing a biography. A very wide range of people were chosen, pop stars, sports personalities, authors, and inventors. Pupils enjoy reading, use the attractive library competently and willingly talk about books they have read and enjoyed. Older pupils know how to use dictionaries and the thesaurus, but some have difficulty in finding information in encyclopaedia.
73. At the end of Key Stage 2, pupils' achievement in writing is in line with that expected. Although it is the school's policy that pupils should start to learn joined script in Year 2 the policy is not implemented by all teachers and many pupils in Key Stage 2 do not confidently use joined script in all their work. At the top of Key Stage 2, pupils show a good understanding of sentence structure and grammar, for example, they identify nouns, verbs, adjectives and adverbs accurately and add suffixes and prefixes to root words. Their writing shows that they choose words carefully and to good effect. The older pupils are able to write notes and to sequence these in preparation for writing their biography. By the end of Key Stage 2 pupils present their work well; they are frequently reminded that presentation is important.
74. At Key Stage 1 teaching in English is consistently good and is sometimes very good. High quality planning which identifies clear learning objectives that are shared with the children, is a strength of the teaching. Tasks are very well differentiated so that the needs of all pupils are met. Target setting is well established and all pupils are aware of their targets. At Key Stage 2, the quality of teaching is more variable. In a lesson in the early part of the key stage, the task set was too

demanding for many of the pupils and although the teacher gave good support to individuals and small groups, this had a negative impact on the learning. In the middle of the key stage no attempt is made to match the work to the pupils' prior learning and as this is a mixed class with a very wide range of experience and ability this has a detrimental impact on the attainment and progress of the pupils. Teaching in Year 6 is very good. The teacher has high expectations, to which the pupils respond positively. Lessons are brisk, tasks set are interesting and challenging and pupils are clear about what they have to do and thus work with sustained concentration and enjoyment. Relationships are very good and pupils have the confidence to ask for help if they need it.

75. Pupils with special educational needs are well supported in the classroom by teaching assistants who work closely with the class teachers. Some pupils receive one-to-one, or small group teaching by the special educational needs co-ordinator during the literacy hour. In most classes, lessons are planned in detail to ensure that the needs of all pupils are met. The school has a good range of strategies to enhance the learning of lower attaining pupils. These include classroom support, individual teaching, Reading Recovery and booster classes etc.
76. Pupils show very good attitudes to learning in English and this has a positive impact on the standards they achieve and the progress they make. They listen carefully, answer questions thoughtfully and apply themselves well, working with enthusiasm and concentration.
77. The impact of the quality of leadership is positive overall. The English co-ordinator has updated the English policy in the light of the National Literacy Strategy, but has not yet monitored the teaching and learning of literacy throughout the school. This is something that should be undertaken as a matter of urgency in order to raise standards further, to ensure that progress is more consistent in the key stages and that the needs of all pupils are met in each lesson. There are sufficient good quality resources for literacy and the attractive library is well used. The voluntary librarians make a very significant contribution to the effectiveness of the library. However, some clear guides of numbers for the Dewey System would help pupils locate non-fiction material more quickly.

MATHEMATICS

78. Pupils enter school with standards that are well below what is expected for five-year-old pupils. Pupils, including traveller children and those with special educational needs, make good progress but, by the time they are seven, their attainment is barely average. This is consistent with judgements made at the time of the previous inspection. Results of the National Curriculum tests of attainment in 1999 indicate that standards were below average. When compared with similar schools, standards remained below average. There was a slight increase in the proportion of pupils achieving the nationally expected Level 2 in 2000. Over the last four years trends have varied, but the rate of increase has been greater than the national trend. This represents a picture of rising standards at the end of the key stage.
79. At the end of Key Stage 2 standards are currently in line with expectations. This again compares with judgements made at the time of the previous inspection. Although progress is variable throughout the key stage, pupils, including those with special educational needs, make good progress overall. Progress is best in Year 6 and less satisfactory in Years 4 and 5. In the National Curriculum assessments in 1999, the proportion of pupils achieving the expected Level 4 was well below average and well below average when compared with similar schools. The co-ordinator assessed reasons for this situation, took appropriate action through more focused teaching, and this led to an improvement in the year 2000. This supports the judgement of standards that are currently in line with expectations. The trend of improvement over recent years compares with the national rate.
80. Older pupils at Key Stage 1 show appropriate skills with number. Higher attaining pupils have a

sound idea of order and can place the seasons and months in chronological order, and order numbers accurately. They add simple sums of money accurately and calculate the sums of sets of numbers. They are beginning to use decimal numbers when they take amounts of money away from a pound. They are working at levels that are expected for pupils at this age. Pupils of average and below average attainment are working at levels that are below those expected for six-year-old pupils. Although pupils can add sets of three numbers together, a significant number of pupils make mistakes. Pupils' work is not well organised. Younger pupils at Key Stage 1 make good progress in their reasoning. Pupils of above average attainment count accurately and give numbers that are 1 more than or one less than a given number. They can add three or four single-digit numbers that add up to 20 or less. They measure length of lines to the nearest centimetre and read clock dials to the nearest hour. This standard is generally what is expected of six-year-old pupils. Average and lower attaining pupils work at levels that are expected for pupils at this age. They read and write number symbols and accurately match these to quantities. They work out different combinations of coins to make up six pence, showing a sound understanding of addition bonds. They have a satisfactory concept of time and they order events that take place during the school day. Many pupils in Year 2 are able to recall a number of different ways of referring to addition and subtraction, and they are able to select the correct operation, when given a problem such as 'Find the difference between ...'. However, some lower attaining pupils remain confused in this area and show little confidence when choosing a way of solving problems.

81. At Key Stage 2, higher attaining pupils deal with large numbers competently. They readily recall multiplication and division bonds when carrying out long multiplication and division sums. They work competently when calculating decimals to two places. This shows a secure understanding of number and an ability to apply this in practical situations. Pupils have a good knowledge of fractions and their equivalent decimals and percentages. They use this knowledge well to calculate percentages of numbers. In statistics, pupils sort information and compile line and bar charts competently. Their knowledge of graphs enables them to interpret graphs and to answer questions about the data accurately. They have developed good knowledge and understanding of angles. They know the correct names given to different sizes of angles and accurately measure these to the nearest degree. They have a good knowledge of specific types of triangles and accurately identify these and talk confidently about the properties of the different shapes. Pupils in the booster group work on the same topics as the higher attainers in order to raise their standards. Pupils of average and below average ability work on the same topics as the higher attaining pupils. However, the numbers that they use are smaller and they work at more appropriate levels. They have a sound understanding of place value to a hundred, multiply tens and units by tens and unit numbers, but their division skills are currently limited to dividing by numbers up to ten. They work well with decimals to two places when solving money problems. They deal with equivalent fractions, using both mixed numbers and improper fractions. Lower attaining pupils lack understanding of fractions and they are generally unable to place fractions such as a quarter, a sixth and a tenth in correct order. Pupils often think that a quarter is smaller than a tenth, because 4 is less than ten. They accurately read and interpret simple line graphs. There is insufficient progress made in Years 4 and 5. Due to unsatisfactory provision for learning in this class, older pupils of potential higher attainment are not achieving their full potential and some younger pupils who are less able are confused by the work. In one lesson in this class, for example, all pupils were required to sort dragons according to their characteristics and then place them in a Venn diagram. Some pupils found this exercise simple, whilst a few were unable to understand satisfactorily.
82. The quality of teaching ranges from very good to poor. Despite some poor teaching at Key Stage 2, the quality is good overall at both key stages. Teachers generally have good levels of subject knowledge, which enables pupils to gain a sound understanding of all the areas of learning covered. Planning is good and is structured to enable pupils to build upon previous learning. However in practice, it is not always based securely in a reliable assessment of what pupils are already able to do. In a lesson in which pupils were expected to use Venn diagrams, little account was taken of pupils ability to work quickly, or of the difficulties that some were experiencing.

Although some provision of appropriate work was planned for, this was not provided in practice as all pupils, regardless of age or ability received the same work and work sheets. Teachers share the learning objectives with their pupils clearly so that pupils are clear about what it is they are to learn. Teachers, who maintain a brisk pace in both the mental session and during the pupils' main task, inspire an alert response and good levels of concentration throughout lessons. Teachers establish good behaviour in all classes. Teachers use questions skilfully to extract pupils' knowledge and to extend their thinking. On occasion, the mental sessions and explanations are lengthy but pupils continue to concentrate and pay attention to the teacher. The plenary sessions are well used to assess the progress pupils have made in learning during the lessons and in some instances to extend their thinking further. Teachers manage their pupils well so that the atmosphere in most lessons helps pupils to learn and make good progress.

83. The co-ordinator for mathematics is knowledgeable and keen for standards to improve in all classes. She is enthusiastic and manages the subject well. She supports her colleagues effectively and monitors all aspects of the subject well. She has discussed aspects of weaker teaching with the relevant teacher. She monitors planning and ensures that coverage of the National Numeracy Strategy is complete. The co-ordinator talks to groups of pupils to check their levels of understanding, checks pupils' exercise books and observes lessons. She has made herself aware of the quality of provision in the subject through her good level of monitoring. The main concern is to raise standards throughout the school and to do this, the co-ordinator has developed and applied an effective assessment process. There are good systems for tracking the progress of individuals and groups of pupils through teachers' evaluations of the effectiveness of their lessons. This leads to the setting of targets for groups of pupils and for individuals. There are very appropriate areas for development in the subject development plan. Some of these recommendations are already taking place, but not in a whole-school structured way. The co-ordinator's intention is to embed isolated good practice into whole-school procedures. Although there has been some development of resources, there is still opportunity for further development.

SCIENCE

84. Standards in science fell significantly since the previous inspection before rising again in 1999. The assessments of teachers of seven-year-old pupils show that standards are average. The results of the national tests for 11-year-olds in 1999 were below the national average. This is due to a larger number of pupils with special educational needs in Year 6. The results at the end of Key Stage 2 in 2000 show that 80 per cent achieve Level 4 and above, a picture of improving standards. The number of pupils achieving above average standards has risen. By the time pupils leave the school they are attaining standards similar to those expected levels nationally.
85. Standards in the current Year 2 are average. Pupils have a sound knowledge of science such as the importance of exercise and diet on health. They are able to group things into sets of living and non-living, giving sensible reasons for their decisions. All pupils have a sound understanding of the uses of electricity around the home. They are able to explain the purposes of electricity.
86. The standards of the current Year 6 are also average. Most pupils are able to identify the factors that affect the growth of plants and are able make generalisations about plant growth based upon their other knowledge of growth. The most able pupils show a good understanding of science. They understand how plants and animals adapt to their habitats and how the environment affects living things. They are able to use appropriate measurements to help them investigate hypotheses that they raise.
87. An analysis of pupils' work shows that the quality of learning is good throughout Key Stage 1. This is based on consistently effective and rigorous teaching and an understanding of their

teachers of the importance of pupils finding out for themselves. This was well illustrated by a lesson in Year 1 where the pupils were finding out about light and dark. The teacher created an exciting learning experience for pupils. By erecting three small tents in the classroom the pupils were able to make dark areas to explore light and dark for themselves. This enthused the pupils who learnt a great deal about science and also had an enjoyable lesson that they would remember.

88. The analysis of pupils' work in Key Stage 2 shows sharply the inconsistent progress that is made by pupils. The youngest and oldest pupils make very good progress. They have a consistently good range of activities and are given good opportunities to learn in a variety of ways. There is a good emphasis on the pupils learning by practical investigation. However, the work in the Years 4 and 5 class is dull and uninspiring. All pupils are expected to do exactly the same work. There is a lack of challenge for the more able pupils, whilst other pupils do not understand what they have written in their books. Work is often copied. The quality of pupils' learning in this class is unsatisfactory and has a significant adverse effect on the otherwise good progress that is made.
89. The quality of teaching in Key Stage 1 is consistently good with some very good features. At Key Stage 2 there is much good teaching, but the unsatisfactory teaching in the Years 4 and 5 class reduces the overall impact of teaching, which is consequently merely satisfactory overall. The generally consistently good teaching throughout the school helps to promote very positive attitudes among the pupils. They enjoy finding out about science and get enthusiastic when they have opportunities to find out things for themselves. In lessons, pupils behave well. Even when they are given inappropriate tasks, they persevere well and this helps their learning. In the Years 4 and 5 class, for example, pupils were inappropriately asked to weigh a bucket of water using a spring balance. Despite the difficulties they found, they persevered in the task. Most teaching is based on a good knowledge of science and the need for pupils to find out by investigations. The relationships between the pupils and their teachers, and other adult helpers are very good and these make a significant contribution to the quality of pupils' learning.
90. The recent adoption of a national scheme of work ensures that pupils receive good coverage of the National Curriculum. The effect of this scheme has not yet been evaluated and the teachers have already recognised a need to modify some aspects of it to promote more effective learning.
91. The co-ordination of science is generally satisfactory. The curriculum co-ordinator has a good vision for the future development of the subject. A lack of effective monitoring of teaching and learning has resulted in the inconsistencies noted in this report. There is recognition of the value of more rigorous monitoring to further raise standards.

ART

92. At the time of the previous inspection, pupils' attainment was in line with the expected levels by the end of each key stage. Standards have improved. The present provision for art is good and standards now are above the levels expected nationally. Pupils' progress in learning is good throughout all year groups. Pupils' work and standards reflect the impact of good teaching in art.
93. By the age of 11 years, pupils have received broad experiences in a wide range of media, and their presentation is good. There is very good use of the work of famous artists to improve pupils' skills. Colour mixing is of a high standard and pupils paint with clean lines. Pupils' landscapes show very good perspective of original and interesting views. Collage work is satisfactory. Portraiture shows good progress between year groups with improving proportion depicted on portraits. Examples of pupils' work in close, observational drawings are good. Pupils' work is detailed and precise, with sensitive shading. There are good links with other subjects, particularly in history, geography and science. Areas for development are to improve provision for large-scale three-dimensional sculpture and for ceramics. The school has already identified these needs and there are plans to purchase a kiln.

94. In Year 1, pupils show good progress and maturity in their fine-line drawings of a Victorian iron compared with a modern, electrical iron. They make good progress in pastel rubbings of leaves. By the time they are seven years old, pupils show good achievement in their closely observed drawings of shells from the seaside and in their geometric designs on a white background in the style of the artists Piet Mondrian. By the time pupils have reached Year 6, they produce drawings of St Day's Victorian school building and its ruined church, to a high standard. Paintings in the style of Lowry and Paul Klee contrast sharply and show good perspective. The work of many artists is given good focus in displays, alongside pupils' imaginative responses, for example, pictures in the style of Seurat showing the technique of pointillism.
95. The teaching of art is good. It has a strong impact on pupils' learning and attainment. Teachers' knowledge and understanding of the subject are broad and informed. Very good links in art are made with literature, science, religious education and history. Teachers have ensured good progress in pupils' learning in the use of perspective, paint and closely observed drawings. They have enabled pupils to interpret the work of well known artists imaginatively. Teachers' planning includes good provision for the teaching of skills and techniques, using a broad range of media.
96. The impact of teaching on pupils' attitudes is positive. Pupils have good and enthusiastic attitudes to the subject of art. They express their emotional reactions imaginatively. They are attentive, ask perceptive questions and co-operate well. Pupils' independence in choosing materials and colour, and in tidying away, is mature. Behaviour is often very good. Many take an exceptional pride in their finished product and talk animatedly about their accomplishments in art.
97. Good support has been given to staff for the subject of art. The quality of leadership is good and has had a strong impact on standards and vibrant, interactive displays. Resources are good, accessible and used frequently. Art is valued throughout the school as an enlightening activity to communicate ideas and feelings in the visual form. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development, particularly by heightening pupils' awareness of colour, perspective and the interpretations of famous artists. Art is developed very successfully as a subject in its own right, with its own skills and disciplines.

DESIGN AND TECHNOLOGY

98. Standards in design and technology at the end of both key stages are below those expected for pupils of this age and pupils, including those with special educational needs, make unsatisfactory progress, particularly in the making aspects of design and technology. This is not as good as at the time of the previous inspection, when standards were judged to be satisfactory at the end of Key Stages 1 and 2, but with some weaknesses at Key Stage 2.
99. Current Key Stage 1 pupils design a hand puppet. They generate their own ideas and record these in simple plans and drawings. They use mainly pictures in their designs, but some begin to provide explanations in words. They choose their materials for appropriate reasons. For example, although red fabric might be attractive, they choose alternatives that were not so eye-catching, but because of the strength of the fabric, was more suited to the purpose. Pupils make templates, which are intended to use as patterns when they are making their hand puppets. Whilst preparing for this task, pupils investigate commercially produced hand and glove puppets. They study, in particular, the ways in which the different parts were joined, and used this information to decide whether it will be better to stick or sew their puppets together. At Key Stage 2, pupils sample different kinds of breads and make judgements on the type of bread that they will make, based on taste, texture and appearance. They record their opinions in simple charts and will transfer this information into a computer spreadsheet. Evaluation is an ongoing oral feature of their work. However, at both key stages the range of work is limited and there was no evidence of models using mechanical features or electricity. This is unsatisfactory. Most products are limited to card and some wood,

food and fabrics, but the range is limited. Therefore, pupils' use of resistant materials and tools is unsatisfactory. Pupils from Year 6 talked about their work and this confirmed inspection judgements. Previous work was limited to products such as egg cosies, bread making, paper mechanics in the form of moving Christmas badges, and making boxes to hold presents. By the end of Key Stage 2, therefore, pupils' challenges do not ensure that expected national standards are met.

100. About thirty pupils of all ages have entered the Design and Technology Challenge this year. They have made a range of models of a satisfactory quality, such as space shuttles, using re-cycled materials. They have also made food items such as special breads. This has proved a good idea to focus pupils' attention on the subject.
101. The quality teaching is judged to be unsatisfactory overall although design and technology teaching of the few lessons seen during the inspection was satisfactory. There is a weakness in planning and expectation for the whole of the school's year and this is what has led to unsatisfactory standards. The limited range of opportunities for pupils to reach high standards in their products and has lowered the levels of pupils' work. Short-term planning is satisfactory, builds on previous learning, but lacks reference to developing skills at a higher level. It does, however, interest pupils and they take full advantage of the limited opportunities. Pupils are reminded of the need to evaluate work in progress and to consider ways to improve. Satisfactory use is made of well-focused questions to give pupils ideas and to help them develop understanding. This was seen in Year 2 where the teacher asked relevant questions, related pupils' work to commercial products in order to try to help pupils improve their understanding of technology. Good use of plenary sessions helps pupils share learning, evaluate each other's products and develop presentation skills. Relationships are good but expectations of standards are not high enough. High expectations of independence and behaviour mean pupils work well together and share ideas. Pupils are well behaved. They enjoy practical tasks and are happy to talk about their work and explain what they are doing.
102. The co-ordination of this subject is unsatisfactory. The co-ordinator is in her first year of taking over responsibility for this subject and is still forming plans for development. National recommendations are currently being implemented, but it is too early yet to see the impact of these on standards. Resources are satisfactory overall for a school of this size and for pupils of this age.

GEOGRAPHY

103. It was only possible to observe one geography lesson during the inspection. In most classes, the teaching of geography is blocked in concentrated units of work. Most classes were due to start teaching geography in the week following the inspection. Judgements are based on previous work produced by the pupils and through discussions with the pupils and an analysis of teachers' planning.
104. An analysis of work done by pupils at Key Stage 1 shows that they have a satisfactory knowledge and understanding of geography. They are able to recognise geographical features and through studies of their local environment pupils learn basic geographical skills such as interpreting simple maps. The attainment of the pupils at Key Stage 2 is below the levels expected. They have not, for example, developed an understanding of their own local geography. They do not know sufficient about the features of Cornwall. Few know that the Tamar is the river separating Cornwall from Devon. Many pupils think that the Thames is the main river in Cornwall. Whilst pupils have developed a greater understanding of maps, they are unable to read maps with sufficient clarity or understanding.
105. Pupils' work reflects satisfactory teaching at Key Stage 1, but unsatisfactory teaching at Key

Stage 2. Pupils' progress in learning at Key Stage 1 is satisfactory. At Key Stage 2 it is unsatisfactory.

106. A new, nationally developed scheme of work is being introduced this school year. During the last three years there have been no statutory requirements for the teaching of geography and the impact means that the subject has not had a high profile. As a result, standards have reached an unsatisfactory level now.
107. The management and leadership of geography are unsatisfactory. The co-ordinator does not have a clear idea of how to improve standards, and how to raise the quality of teaching and learning in the subject. Not only has there been no monitoring of the quality of teaching and learning, but the curriculum co-ordinator does not recognise how this can be used effectively to improve standards.

HISTORY

108. Since the previous inspection, standards in history have risen. Current pupils' attainment is in line with the national expected levels at Key Stage 1. Pupils' attainment at Key Stage 2 is above the nationally expected level. By the end of Year 2, pupils understand clearly that they live in a community with their own heritages and history, and they have a secure sense of their own and their families' past. They have a satisfactory awareness of change over a period of time and of an emerging sense of chronology. By the end of Year 6, pupils' sense of chronology is good. They interpret differing viewpoints of history perceptively. They organise their questions and findings in history competently and record evidence in a wide range of ways. By the time they leave the school, pupils have a good understanding of historical facts and are able to interpret historical data. There is a good range of studies, often closely linked to the area. For example, the oldest pupils' study of the Victorian period includes a detailed analysis of the 1841 census data for the St Day area. Through this analysis they are able to discover much about the lives of ordinary people in St Day at that time and to compare the community then and now. The use of ICT to analyse this data enables pupils to extend other skills and an effective use of ICT.
109. The quality of teaching is generally good throughout the school, and sometimes very good. When they are provided with exciting learning, pupils respond very well. They are very keen to learn and enthusiastic about their work. These very positive attitudes, together with the good teaching, contribute to the good quality of learning. The learning is not consistent throughout the school. In Year 1 and Year 6 the learning is very good, thanks to consistently very good teaching. In the middle class in Key Stage 2 there is a dip in the quality of learning. Pupils are too often given mundane tasks that fail to inspire or challenge their understanding of history. The older pupils in Key Stage 2 have both been studying the Victorian period. The oldest pupils have been given very differing learning opportunities. The pupils in Year 6 have received some excellent opportunities to find out for themselves. In one lesson, for example, they were sent around the school to find out for themselves how their own Victorian school has changed over the years. Their teacher had provided a very good range of challenges that the pupils were able to respond to. Through their own investigations, they were able to learn for themselves what St Day school must have been like in Victorian times. By contrast, the pupils in the Years 4 and 5 class were all given the task of writing a dialogue between two Victorian children; one in a school and another coming to the school having been working in a factory. This task would have been beyond the comprehension of most adults: the pupils found it bewildering. Most were not interested in what they were asked to do. Although their behaviour was good they learnt very little about Victorian times.
110. It is the consistently rigorous teaching, especially for the youngest and oldest pupils, that promotes high standards. The very good teaching is based on careful planning and consideration of how pupils learn. In a Year 1 class, for example, the pupils were comparing toys from the past with new ones. The teacher used a wide range of methods and strategies to ensure that pupils developed their awareness of time. By the end of the lesson the pupils were much more aware of

the differences between toys of yesteryear and modern ones. Their learning was more effective because they were inspired to find out for themselves with activities that were based on what they already knew and understood.

111. Despite the good teaching and learning, the leadership and management of history are unsatisfactory overall due to the weaker monitoring of planning and teaching. The monitoring of teaching in history has failed to ensure that standards are consistently secure in all classes and do not drop in the Years 4 and 5 class.

INFORMATION COMMUNICATIONS TECHNOLOGY

112. Pupils' attainment in ICT is in line with levels expected nationally at the end of both key stages. All pupils, including those with special educational needs, make good progress. This represents a very good level of improvement since the previous inspection, when standards were below national expectations, progress was unsatisfactory and a key issue was to raise attainment and progress. The headteacher provides a much better quality in leadership and ICT has been targeted for improvement. There has been a good level of investment in developing and improving the resources for ICT since the last inspection and a member of staff with very good subject knowledge has been appointed.
113. By the time they are seven, pupils display only satisfactory word processing skills. They control the mouse and use the keyboard to type simple sentences. Their skills are improving steadily and they locate letters on the keyboard accurately. Pupils show competent mouse control when using an art programme to draw colourful pictures. They know a wide range of equipment that can be programmed, such as a microwave oven, a photocopier and a fax machine, and which respond to a sequence of commands. Whilst they are searching the school for this type of equipment, they learn how to use a digital camera to take photographs and record pictures their ideas on the computer. Year 1 pupils program a floor robot to move along a certain pathway. They are aware that it will respond to specific commands, and that these commands have to match what they want the robot to do. The youngest pupils use an interactive CD-ROM to consolidate early counting skills. They show a satisfactory understanding of the program and are able to control the mouse with a good degree of accuracy, thereby using the program effectively. These are all activities that are appropriate for pupils at this age.
114. At Key Stage 2, pupils develop further their information technology skills. They type both accurately and with appropriate speed when word-processing. They work straight onto the screen and these activities are not limited to simply copying written work. They are able to identify, highlight and correct any mistakes that make. When using computers to produce written text, pupils log on, load their work from disc and save it at the end of their work session. They give appropriate commands to print their work. Older pupils use all of these capabilities as a matter of course. Year 5 pupils set up their databases and print out their own charts for data collection and surveys. This is then competently entered into a spreadsheet and pupils produce appropriate graphs of the data. Year 6 pupils are beginning to create a power-point presentation for their history work. In this they will present their historical investigation into the Victorian school building and will produce an animated presentation, using both sound and vision, for the rest of the school to see. Pupils attractively present their work using both clip-art and word-art to good effect. They are able to use some higher order word-processing skills such as altering the size and style of print in their documents. The latest development is that pupils are now accessing information on the Internet. They log on, access specific information and some older pupils have used e-mail successfully to contact children in other schools.
115. Teaching and learning are good. A teaching assistant provides good quality tuition in information technology skills and there is a good amount of direct teaching. Most teachers follow this up in class but this is not yet embedded in school practice and this is an area for development. Pupils

are provided with sufficient independence to satisfactorily develop the basic skills that they use in this subject. As a result, pupils gain necessary skills to enable them to use information technology to consolidate learning in other subjects and to improve the presentation of their work. Pupils can generally load from menu, open a previously saved file and most save or print their work unaided.

116. ICT has been a major developmental focus over a number of years and the co-ordination is shared. Substantial development has taken place over recent years, and the co-ordinators have very good ideas for development and improving provision. They quickly set about developing this through specific grants available to the school and spend the money wisely. The school is now planning the next phase of development. Current plans are to establish a further improved provision for both the teaching of specific ICT skills and for ICT to be used to support work in the classroom for other subjects. Staff training and improving their expertise has been identified as an area for improvement and further training is planned to enable all staff to be able to use resources to good effect. The impact of the very good leadership in the subject of ICT has ensured very good improvement and a sharp rise in standards.

MUSIC

117. During the previous inspection, pupils' attainment was in line with the nationally expected levels for music. Standards now, by the end of Key Stage 1, are in line with the expected levels. By the end of Key Stage 2, standards are above the nationally expected levels. Therefore, pupils' progress in learning is good overall from a below standard on entry. There is efficient use of teachers' good expertise in music. Visiting teachers for the guitar, piano and recorders make a positive impact.
118. Throughout the school, pupils sing to a high standard in an expanding repertoire, with good rhythm, clear entry to phrases and accurate duration of notes. Pupils make good use of dynamics to add interest and contrast in their singing together in assemblies. During hymn-singing, pitch is accurate and singing confident. Pupils' diction is clear.
119. Rhythm work is successfully developed throughout both key stages. Pupils at Key Stage 2 have a clear understanding of ostinato and dynamics. For example, in Year 6, they offer precise terms and responses when listening and appreciating the music of Holst's "Planet Suite", showing good awareness of the effects which differing instruments create on mood. There is good evidence, through audio and video tapes, that pupils perform well together using percussion instruments and that they have composed successfully their own rhythmic patterns, using symbols and traditional notation.
120. Teaching is good overall. Teachers ensure that pupils have a wide experience of all the elements of the National Curriculum for music, for instance, in performing and composing, listening and appraising as well as singing. The expertise amongst staff to accompany and perform is good. Lessons are well prepared and pupils' efforts are praised well. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils gain confidence and make steady progress throughout each year group. The pace of lessons is good and pupils are given a variety of interesting tasks.
121. The impact of teaching on pupils' attitudes is very good. Due to good management of time, pupils maintain good concentration for long periods. Pupils respond in an alert manner to music. They show good self-control when handling instruments carefully and in returning them to storage. Pupils are respectful of adults and the performances of other pupils. They are co-operative in composing and performing.
122. Resources for music are very good. There is a large, well equipped music room with a very good

range of instruments, which results in pupils reaching above the nationally expected levels for music. The leadership and management of the subject are strong and have ensured good provision for music, with a wide range of experiences to enrich pupils' learning. For example, the school involves pupils fully in music during Christian festivals and concerts, for example, 'Midsummer Night's Dream' and singing at the St Day's Band Concert. There is good use of music from other cultures. Rich experiences have been offered when pupils were included in a day's workshop on African drumming and when other performers visited. Pupils are given good opportunities to perform solo and to perform in front of live audiences, for example relatives, friends of pupils, and at the 'Old Folks' party held in school. The lively musical provision ensures that music plays a high profile in the strong links between the school and the community.

PHYSICAL EDUCATION

123. Standards in physical education are average at the end of both key stages. This is much the same as was found in the last report and shows that the school has managed to maintain reasonable progress in developing skills. The school makes sure that all pupils have a broad range of activities so that they are able to develop their skills. Residential visits, for example, give pupils opportunities to benefit from a number of different outdoor and adventurous activities. Older pupils benefit from regular swimming lessons. A range of extra-curricular sporting activities such as netball, football and athletics enriches the curriculum.
124. The staff of the school try hard to make sure that the curriculum is appropriate for their pupils. They miss no opportunity to improve the range of learning opportunities. A recent innovation has been a link with the local secondary school, which is part of a national scheme using Lottery funding. During the inspection the Year 6 pupils were being taught gymnastics by a visiting specialist from Redruth. This innovative scheme has only just started and has not yet had any impact on standards. However, the dedication and enthusiasm of the teachers from both schools is promising. The scheme has the potential to make a significant impact not only on the quality of physical education at the school, but also to promote even stronger links between the primary school and the local secondary school.
125. The quality of teaching is satisfactory overall, but there is a significant amount of good teaching. Teachers are enthusiastic and establish good relationships with their pupils. In lessons they manage the pupils well. This means that pupils are aware of the need for safety in physical education.
126. Pupils have a secure awareness of space and use it well in their games, gymnastics and dance. Pupils balance effectively, showing good muscular control, landing with feet evenly distributed and arms helping to steady the movement. Pupils move in a variety of ways, using running, twists and rolls. The quality of learning throughout the school is satisfactory. Pupils enjoy physical activity. They behave well in lessons and try hard to do their best. Their positive attitudes make a good contribution to the quality of their learning, for example, they co-operate sensibly during team games.
127. The leadership of the subject is overall satisfactory. Although the curriculum co-ordinator has only recently started at the school, there is already an awareness of what needs to be done to raise standards further. A lack of opportunities to monitor the effectiveness of teaching makes this task more difficult. There are no opportunities to extend good practice and to make sure that the teaching is consistently good throughout the school. However, the partnership scheme with the secondary school includes sufficient funds to enable this monitoring to take place. This has the potential to improve standards throughout the school.

RELIGIOUS EDUCATION

128. At the time of the previous inspection, pupils' attainment was in line with the expected levels by the end of each key stage. Standards have improved. The present provision for religious education is good and standards now are above the levels of the newly agreed local education authority's syllabus. Pupils' progress in learning is predominantly good throughout all year groups. Pupils' work and standards reflect the impact of good teaching in religious education.
129. By the time pupils reach the end of Key Stage 1, at the age of seven years, they have acquired a secure understanding of Christianity and the key features of Hinduism. Pupils are familiar with stories about the lives of religious leaders and teachers, and recognise the sharing of some practices between religions, for example, the importance of celebrating birth. They have enhanced their own spiritual and moral development and understand that religious stories often deal with concerns and feelings similar to their own. By the age of seven years, pupils have good experiences and understanding of belonging to a family and community, of the wonder of the world, of celebrations and of the fundamental human values promoted through sharing, caring, truth and admiration.
130. By the age of 11, pupils have a good knowledge of Christianity, Judaism and Sikhism. They clearly understand that certain features, for example, festivals and worship, are shared by more than one religion, although expressed differently between religions. They have a good knowledge of the meaning of symbols, for example the cross in Christianity and the five 'K' in Sikhism. Pupils perceptively discuss the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility.
131. Pupils have positive attitudes to their own religious beliefs and the beliefs of others. Pupils' ability to be still, to meditate and reflect, is marked during the sensitive handling of assemblies, collective worship and class prayers. The school provides a good opportunity to be part of the community of the church and the responsibilities and benefits this brings. Pupils understand the importance of worship as an individual and as a shared act of expressing praise and thanks to a Deity. Pupils have good respect for the community of the school, the natural environment and the achievements of individuals in the world.
132. Teaching is good overall and impacts significantly on pupils' standards and attitudes. Teaching encourages good attitudes towards the subject and very good behaviour. Teachers encourage good relationships and reflection about the beauty of the natural world. Teachers ensure that pupils explore questions of the meaning and purpose of life. They succeed in helping pupils to be aware that religions put forward explanations as answers to their queries. As a result, pupils' attitudes and behaviour are very good. Planning is thorough and reflects the locally agreed syllabus fully.
133. The good leadership is having a positive impact in raising standards. The enthusiastic new co-ordinator for religious education has a good grasp of the school's strengths and needs for the subject. Through assemblies, rich experiences are provided by visitors for pupils. Areas for development are to monitor further standards of teaching within classes and to enlarge the portfolio of examples of pupils' work in order to show a progression of skills from one year group to another.