

# INSPECTION REPORT

**Perranporth Community Primary School**

PERRANPORTH

LEA area: Cornwall

Unique reference number: 111876

Headteacher: Mr B. Odgers

Reporting inspector: Mrs S. M. Barnes  
16249

Dates of inspection: 11<sup>th</sup> - 14<sup>th</sup> September 2000

Inspection number: 224347

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Liskey Hill Perranporth Cornwall
Postcode:	TR6 0EU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Barbara Tremewan
Date of previous inspection:	24 /06 /96

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sheelagh Barnes (16249)	Registered inspector	Information communication technology, provision for children under five in the foundation stage, art.	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Jean McKay (11564)	Lay inspector		How good are the curricular opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
Tom Gorman (11402)	Team inspector	English, religious education, history, equal opportunities.	
Garry Williams (22704)	Team inspector	Mathematics, geography, PE.	Special Educational Needs.
Gill Phillips (31996)	Team inspector	Science, design technology, music	

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

### **INFORMATION ABOUT THE SCHOOL**

Perranporth Community Primary school is a smaller than average school situated in the village of Perranporth, near Truro in Cornwall. It has 181 boys and girls in six classes and is slightly smaller than at the time of the previous inspection. Virtually all the pupils speak English as their first language. While the proportion of pupils eligible for free school meals remains broadly in line with the national average, there has been an increase in the number of pupils with special educational needs, which is now above the national average. The proportion of pupils with statements of their special educational need is now well above the average. Pupils come from a range of privately owned and rented homes from the village and surrounding area, many families being reliant for income upon the seasonal tourist trade. A significant number of pupils, equivalent in number to approximately one class, join or leave the school at times other than reception class or Year 6 each year. Attainment on entry to the school covers the full range, but is below average overall.

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

This is an effective school, which provides satisfactory value for money. Teaching is satisfactory and much of the teaching observed during the week of inspection was good. The school is soundly led and managed and the leadership provided by the head teacher and key staff is good. The quality of teaching and leadership has led to a significant improvement in the standards attained in the end of key stage tests for Year 6 in 2000.

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

- Provision for the moral and social development of the pupils is good, as a result the attitudes, behaviour and personal development of the pupils is good.
- Provision for pupils with special educational needs is good and they make good progress towards their learning targets.
- Teachers' management of pupils throughout the school is good and pupils have positive attitudes to their learning as a result.
- Teaching of children under five in reception is good.
- The leadership of the head teacher is good.
- Financial planning is very good and the school makes very good strategic use of resources and grants to improve pupils' learning opportunities.

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

- Standards in writing are below average.
- Pupils do not make sufficient progress in information technology throughout the school.
- Assessment and recording of the progress of pupils and using the information gained to carefully plan lessons is underdeveloped.

*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 a satisfactory level of improvement since the previous inspection of the school in 1996, despite the changes to the intake that is now below average. The statutory requirements for collective worship are fully met and the school currently teaches more than the recommended minimum hours. The governors have developed and extended their understanding and involvement in school management. Financial management is now very good. Co-ordinators' roles have been extended and teaching has been monitored. The school has developed assessment procedures, but these are still not sufficiently well developed in some subjects such as English and information and communication technology (ICT) as to be useful sources of information of pupils' progress. There has been an increase in the time allocated to ICT, but although progress made within taught sessions is always at least satisfactory, pupils still have too few opportunities to refine and develop their skills in class. Standards have improved in design and technology and physical education throughout the school.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	E	E	E*
mathematics	C	E	E	E
science	E	E	E	E*

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

Since the time of the previous inspection there has been a change to the intake of the school. Standards on entry are currently below average and an above average proportion of pupils have special educational needs. Standards in the national end of key stage tests at Key Stage 1 fell, until in 1999, they were very low in reading, writing and mathematics compared to all schools and also when compared with similar schools. Standards in the end of key stage assessments for science were also very low in comparison with the national average.

Standards also fell at Key Stage 2, and as can be seen from the table above, in the national tests in 1999 results were well below the national average in the three core subjects of English, mathematics and science. They were also well below those attained in similar schools in mathematics and very low when compared to similar schools in English and science. However the school has responded effectively to these declining standards by reassessing its teaching of the core subjects at the end of Key Stage 2. The literacy and numeracy strategies have also been successfully introduced. These measures have had a positive impact on standards and in the national tests in 2000 results were much better. While national comparators are not yet available, the school is justly proud of results, which attained the targets for improvement which were set and which have improved by 31 per cent in English, 29 per cent in mathematics and 24 per cent in science.

Currently pupils of all levels of prior attainment make satisfactory progress overall at Key Stage 1, although standards by the time they are seven are still below average in English, mathematics and science. Standards in information and communication technology are also below average. Pupils make good progress in physical education and design and technology. In art, history, geography, music, and religious education they make satisfactory progress overall. Pupils make satisfactory progress in developing literacy and numeracy skills.

At Key Stage 2, although pupils make satisfactory progress in English, standards are below average at the end of the key stage. Pupils make good progress in their learning in mathematics and science and at the end of the key stage standards are in line with those expected of pupils by eleven. While pupils make at least satisfactory and often good progress in information and communication technology lessons, progress overall is unsatisfactory due to the limited opportunities to practice the skills taught in other lessons. Standards at the end of the key stage are below those expected of pupils of that age. Pupils continue to make good progress in their learning in design and technology and attain standards that are above those normally expected at the end of the key stage. In physical education they make satisfactory progress and at the end of the key stage standards are above those normally achieved. Progress in learning in all other subjects of the curriculum is satisfactory and pupils attain standards in line with those expected of eleven year olds at the end of the key stage. Literacy skills are developed soundly throughout the key stage and the progress pupils make in Years 5 and 6 is often good. Numeracy skills are effectively taught and pupils of all levels of prior attainment make good progress throughout the key stage.

Pupils with special educational needs are well supported and make good progress in their learning throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are enthusiastic about their learning and concentrate well.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good.
Personal development and relationships	Pupils' personal development is good and relationships within the school are positive. Pupils show good levels of respect for the values, feelings and beliefs of others.
Attendance	Attendance is below average. A significant proportion of holidays are taken in term time.

## TEACHING AND LEARNING

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

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

Teaching is improving and is satisfactory overall. Whilst in some areas and subjects it is good, since the learning in some key areas of the curriculum is satisfactory it is still only satisfactory overall. During the period of inspection, no unsatisfactory teaching was seen and the majority of the teaching was good. Two thirds of the teaching observed was good or better. Twelve per cent was very good. This represents an improvement since the previous inspection when ten per cent of lessons were unsatisfactory, although teaching overall at that time was judged to be sound.

Teaching in English is satisfactory overall throughout the school. Teaching of mathematics and science is satisfactory overall at Key Stage 1 and good at Key Stage 2. Teaching of children under five is currently good as is the teaching of design and technology, physical education and pupils with special educational needs. Teaching of information and communication technology in lessons is always at least satisfactory, but too few opportunities are given to pupils to practice their skills in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory overall. However pupils have too few opportunities to incorporate their learning in information and communication technology into other lessons to practice the skills they are taught.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is good. The provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and ensuring pupil welfare are satisfactory overall. Procedures for promoting appropriate behaviour and eliminating oppressive behaviour are good. Procedures for monitoring pupils' progress and using assessment information to guide planning, is unsatisfactory in some subjects.



The school works effectively with parents. Their involvement in the work of the school has a positive impact on pupils' learning. This is particularly the case in physical education. The contribution of parents to their children's learning at home is satisfactory.

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

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management by the head teacher and key staff are good. The school aims are reviewed regularly and are appropriately incorporated in the daily life and work of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities appropriately. Virtually all of the major statutory requirements are met.
The school's evaluation of its performance	The school has sound systems to evaluate performance. Appropriate targets are set and suitable action is taken to meet them
The strategic use of resources	The strategic use of resources, including specific grant and other funding is very good. The principles of best value are effectively applied. There is appropriate match of teachers and support staff to the curriculum. Resources are generally sound, and for science, design and technology and physical education they are good. The accommodation is good and has a positive impact on pupils' learning particularly in physical education.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents feel that their children like school, and that they make good progress.</li> <li>• They think that teaching is good.</li> <li>• Most feel appropriately informed about how their child is getting on and most think that the school is easy to approach and works closely with parents.</li> <li>• Most parents say the school is well led and managed and has a positive effect on helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not feel their child gets the right amount of work to do at home.</li> </ul>

The team broadly agree with the positive views parents have about the school. The provision and use of homework is satisfactory overall.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the reception class covers the full range but is below average overall. There is a higher proportion of children with special educational needs than average. The percentage of pupils with statements of special educational need is well above the national average. This indicates a significant change since the time of the previous inspection when attainment on entry was judged to be average. Children under five in the reception class have made satisfactory progress in all of the areas of learning in the long term and on entry to statutory schooling in Year 1 standards are below average overall. The newly appointed teacher in reception is planning lessons effectively with children's early learning goals in mind, and currently children are making good progress in their learning.
2. In the years following the previous inspection, standards in the national end of key stage tests at Key Stage fell and in 1999 they were very low in reading, writing and mathematics when compared to all schools nationally and also when compared with similar schools. Standards in the end of key stage assessments for science were also very low in comparison with the national average.
3. Standards also fell at Key Stage 2, and in the national tests for 1999, results were well below the national average in the three core subjects of English, mathematics and science. They were also well below those attained in similar schools in mathematics and very low when compared to similar schools in English and science. However, they were just three per cent short of the school's target results in English and exceeded the target for mathematics by two per cent. The school has responded effectively to these declining standards by reassessing its teaching of the core subjects particularly at the end of Key Stage 2. As a result the head teacher has taken on a greater teaching commitment so that during the mornings pupils are taught in smaller groups according to their prior attainment. This improvement has also been effectively supported by the introduction of the literacy and numeracy strategies. All these measures have had a positive impact on standards and in the national tests in 2000 results were much better. While national comparators are not yet available, the school is justly proud of results that have improved by 31 per cent in English, 29 per cent in mathematics and 24 per cent in science.
4. Currently pupils of all levels of prior attainment make satisfactory progress at Key Stage 1, although standards, by the time they are seven, are still below average in English, mathematics and science. Standards in information and communication technology are also below average. Pupils make good progress in physical education and design and technology and attain standards above those normally expected at the end of the key stage in physical education. In art, history, geography, music, and religious education they make satisfactory progress overall. Pupils make satisfactory progress in developing literacy and numeracy skills.
5. At Key Stage 2, pupils make satisfactory progress in English, but standards are still below average at the end of the key stage. In mathematics and science pupils make good progress in their learning and at the end of the key stage standards are in line with those expected of pupils by eleven. While pupils make at least satisfactory and often good progress in information and communication technology (ICT) lessons, they are given too few opportunities to practice and refine the skills they are taught and as a consequence, standards at the end of the key stage are below those expected of pupils of that age. Whilst pupils are given some suitable opportunities to apply their ICT skills in other subjects, the school is aware of the need to develop this further. Pupils make good progress in their learning in design and technology and attain standards which are above those normally expected at the end of the key stage. In physical education they make satisfactory progress and at the end of the key stage standards are above those normally

achieved. Progress in learning in all other subjects of the curriculum is satisfactory and pupils attain standards in line with those expected of eleven year olds at the end of the key stage. Literacy skills are developed soundly throughout the key stage and the progress pupils make in Years 5 and 6 is often good. Numeracy skills are effectively taught and pupils of all levels of prior attainment make good progress throughout the key stage.

6. Pupils with special educational needs are well supported and make good progress in their learning throughout the school.

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

7. Pupils' attitudes, behaviour and personal development are good and are a strength of the school. The quality of relationships throughout the school is also good and has a positive impact on pupils' personal development and learning. This is similar to the previous inspection report. Pupils continue to have positive attitudes to school and are keen and interested in all planned activities. Parents confirm that their children like coming to school and the children are clearly happy and secure.
8. Children under five in the reception class already show good progress in their personal, social and emotional development. They are beginning to play and work in harmony and are developing suitable confidence and independence whilst working. They are keen to learn and show good interest in everything around them.
9. In most lessons pupils are interested and well motivated in their work. They are keen to offer their ideas and respond enthusiastically to questions and problem solving activities. Teachers encourage pupils to be fully involved in all aspects of school life. They enjoy taking part in school productions and the wide variety of organised clubs.
10. At both key stages pupils' behaviour is good overall, both in class and around the school. They play happily together during lunch and break-times. Pupils are polite and friendly towards visitors and enjoy talking about their work and their involvement in the activities provided by the school. They are becoming increasingly more responsible for equipment and resources and are beginning to be aware of what needs to be done and to do it without being asked, as for example, when getting chairs and opening doors. There have been no recent exclusions and pupils have a clear understanding of what to do and whom to seek out if there is any form of bullying. The staff have provided pupils with good coping strategies and all are positive about the way in which any problems, however small, are handled. Pupils contribute to the school rules, see them as fair and try hard to abide by them. They also strive hard for rewards and are pleased when their efforts are noted. They are aware of the impact of their actions on others and the new buddy system in operation during lunchtimes helps develop their social skills further. Staff are good role models, they are helpful, patient and polite so that the quality of relationships is good. Well-planned assemblies and discussion sessions help pupils to show respect for the feelings, values and beliefs of others.
11. Pupils develop good levels of self-esteem especially through the school's personal effectiveness programme, which ensures that pupils reflect on and identify their strengths and weaknesses. Pupils also identify and are aware of their likes and dislikes both to elements within the school curriculum and all aspects of school life. Great care is taken to ensure that pupils of all ages and abilities have full access to the school's activities and resources; boys and girls have opportunities to participate in all forms of sport and in musical and other performances.
12. The behaviour, response and attitudes of pupils with special educational needs is good. Most willingly persevere at their tasks and take pride in their work. They are given effective guidance from support staff, who help them concentrate and remain on task.

13. Attendance levels continue to be below the national average of 95% and are still unsatisfactory despite the best efforts of the school. The school believes this figure is largely caused by a number of families who are seasonal workers, and who take holidays in term time. The school regularly reminds parents through newsletters, of the importance of regular attendance on the attainment and progress of its pupils. The successful inclusion policy receives high focus and the flourishing 'Trailblazers club' has had very positive results. Pupils who belong to it feel both proud and privileged; they are currently trialling an orienteering course for members of staff as well as their peers. Evidence of current attendance at the beginning of the term shows an improvement, which the school hopes to maintain. Pupils arrive punctually and registers are completed quickly enabling a prompt start to be made to lessons.

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

14. The quality of teaching is sound overall, and as a result pupils make satisfactory progress in their learning. Teaching is improving and many aspects of teaching in the school are good, and in these cases pupils' progress in the acquisition of skills, knowledge and understanding is good. During the week of inspection all of the teaching observed was at least satisfactory and much of it was good. Two thirds of the teaching observed was good or better. Twelve per cent was very good. This represents an improvement since the previous inspection when ten per cent of lessons were unsatisfactory, although teaching overall at that time was judged to be sound.
15. The quality of teaching in the reception class, for children under five, is good and they are currently making good progress in all aspects of their learning. As a result they are likely to attain all of the early learning goals before starting their statutory education in Year 1. The reception teacher has a good knowledge and understanding of young children and how they learn. This, coupled with high expectations, effective planning, which takes full account of previous attainment through good quality assessment, and effective teaching methods is having a very positive impact on the progress reception children are making in their learning.
16. Teachers' management of pupils is good throughout the school. Good relationships are established in all classes and as a result all pupils are able to concentrate fully on their learning. The teaching of physical education and design and technology is good throughout the school and pupils make good progress in their learning as a result. Teaching of mathematics and science at Key Stage 2 is good overall, due in part to the effective focus on pupils' individual prior attainment and the creation of smaller teaching groups in Year 5 and 6. As a result the teaching of the basic skills of literacy and numeracy are effective in allowing pupils to make good progress in their learning in mathematics and speaking and listening and reading. There are some weaknesses in the teaching of writing, mainly due to inconsistencies in the marking of English written work. The current marking policy is not consistently applied by teachers, and not all work is marked in a way that clearly indicates what aspects need to be corrected or improved. The teaching of information and communication technology is always at least satisfactory in lessons. As a consequence pupils make at least satisfactory and often good progress in individual lessons. However they are given too few opportunities to practice and refine the skills they are taught at other times or in other subjects and, as a consequence, standards at the end of the each key stage are below those expected of pupils of seven and eleven.
17. The quality and use of teachers' on-going assessment is satisfactory overall. However it is variable throughout the school. Examples of effective on-going assessment having a positive impact on teaching and learning, were seen in mathematics and physical education, and good lesson evaluation resulting in adaptations of future lessons in music. However there are also examples of minimal recording, as for example in information and communication technology, where a simple colour coded tick sheet of work covered is the only record kept, with for example, little annotation of how much adult help was required to achieve the task.

18. The teaching of pupils with special educational needs is good and they make good progress towards their learning targets. The teaching assistants are deployed effectively throughout the school and make copious notes of the development of pupils they are responsible for. This gives the special needs co-ordinator (SENCo) a broad and accurate picture of progress made and serves as valuable information to inform future planning and teaching. This information helps significantly when external agencies are consulted to consider the provision of extra support. Individual education plans are drawn up by the SENCo with support from the teaching and support staff and identify appropriate targets for improvement. These targets are also sent to the parents of these pupils. All pupils with special educational needs have full access to the curriculum. The school caters effectively for the higher attaining pupils with the setting system for numeracy and literacy.
19. Teachers make suitable use of homework to support pupils learning at Key stage 1. At Key Stage 2 good use is made of homework and this has a positive impact on pupils' learning as a result.

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

20. The school provides a suitable range and quality of opportunities for learning. It has taken appropriate steps to ensure that the full requirements of the new national curriculum will be met.
21. The curricular provision for children under five is good and successfully promotes the early learning goals. There is an appropriate emphasis on pupils' personal and social and emotional development, and also language, literacy and communication and mathematics. Other areas are suitably planned and full use is made of the secure outdoor play area. A variety of interesting and stimulating experiences ensure that these young children make at least satisfactory and sometimes good progress by the time they are ready for the statutory years of education.
22. At both key stages, the curriculum is broad and balanced and although most areas for development indicated in the last inspection, have been successfully addressed, the issue of information technology has not been completely resolved and remains a weakness. Effective strategies are in place, however, to remedy this with the provision of a new computer suite and the school's intention to provide 'stand alone' computers for each classroom. All pupils have full access to the curriculum including acts of collective worship and appropriate time allocations are made for all subjects. The school has an appropriate health programme that includes education about the dangers of drug misuse. An agreed policy for sex education is in place and the school consults with parents on a regular basis.
23. Provision for pupils with special educational needs is good. The special educational needs co-ordinator (SENCo) has a full classroom responsibility covering both key stages and is well placed to co-ordinate development between the key stages. She is given weekly non-contact time and some of this time is spent enabling her to monitor progress and concerns and take appropriate and immediate action when required.
24. The national strategies for numeracy and literacy have been implemented effectively and the recent setting arrangements in upper years of Key Stage 2 are beginning to raise standards, particularly in mathematics. The mental strategies employed are having a positive influence on promoting and developing mental agility and encouraging pupils to identify their own individual strategies for finding quick routes and solutions to mental problems.
25. The provision for extra-curricular activities is good. Pupils have good opportunities to develop their information and communication skills and appreciate the environment through established clubs. There is also an emphasis on sporting activities such as football, gardening, computer,

netball, cross country running, athletics and a range of traditional dancing. Older pupils enjoy residential visits, which help to promote independence and inter-dependence.

26. The provision for personal development is satisfactory. The school is a warm and welcoming community where pupils are valued as individuals and their achievements are acknowledged and celebrated. Activities such as “circle time” and personality development activities together with “Trail blazing” are used effectively and promote confidence and self esteem.
27. The provision for pupils’ spiritual development is satisfactory. Pupils are helped to gain knowledge and insight into their own and other’s beliefs and are encouraged throughout the daily life of the school to respect and value the opinions of others. Daily acts of worship are an important feature of the school and pupils are advised during the Monday morning assembly of the theme of the week. This gives the pupils a focus, which may be reflected in lessons and has a positive impact on developing their spiritual awareness. Visiting speakers provide good opportunities for thought and celebration of Christian beliefs. The school has good links with three local churches.
28. The provision for pupils’ moral development is good. The head teacher and staff are good role models and teachers have high expectations of behaviour. Pupils are aware of what is expected of them and are taught a clear understanding of right and wrong. They are praised for achieving good standards in their academic studies and behaviour but are admonished for any misdemeanours. This is done positively and sensitively and pupils respect and respond to the manner in which it is delivered. They are successfully encouraged to establish school class rules and these are extended to establishing rules for out of school activities such as, residential visits. Pupils treat staff, visitors and other pupils with kindness and courtesy, they treat property with respect. This adds to the positive ethos of the school.
29. The school makes good provision for pupils’ social development. It is a harmonious community where pupils have good relationships with their teachers, other adults and their peers. This is particularly noticeable during break times and lunchtimes. Year 6 pupils undertake tasks such as preparing the hall for assembly and supporting younger children. Their social skills are enhanced by visits to churches, and other venues, to attend local festivals. The school also supports a variety of charities.
30. The provision for pupils’ cultural development is satisfactory. Local cultural traditions are apparent in the celebrations of local traditions such as Maypole dancing and St. Piran’s Day. Other cultures are effectively promoted such as when African music is played when pupils enter the hall. Pupils study other religions such as Judaism, which is appropriately linked to history in their study of World War 2. In geography they study a village in India and compare different aspects of life with that of their own. Different books in the library and the resource centre offer information on other cultures, but artefacts are limited.
31. Pupils are encouraged to take part in all curricular and extra-curricular activities and there is careful attention to avoid any stereotyping by gender. Boys and girls are given equal responsibility to undertake tasks around the school. Great care is taken to offer pupils with special educational needs opportunities to play and represent the school in all activities.

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

32. The school cares very well for its pupils. The good provision for pupils’ personal welfare, noted at the time of the previous inspection has been maintained. Parents at the meeting, and those spoken to during the inspection feel that teachers have a very good knowledge of their children, and this helps them in their personal development and academic performance. The school supports the pupils’ personal development very well. For example awards are presented for good work and good behaviour during assembly each Monday, and parents are invited to attend. Assemblies are also used well to promote thinking about other people, and helping and caring for each other.

Effective procedures are in place for eliminating intimidating and oppressive behaviour. Issues of behavioural concern are reviewed regularly and progress is recorded. Behaviour modification programmes are effectively established between school and home, and these are felt by parents to have a positive impact. The behaviour scheme runs throughout the school, and each class has its own rules. All staff provide good role models, and are consistent and fair in their promotion of discipline and order. They take every opportunity to praise good effort in work and behaviour. Pupils move around the school quietly, and are courteous and friendly to visitors.

33. Informal monitoring of pupils' progress takes place constantly and is effective. All staff, including the caretaker, lunchtime and office staff, know pupils well, and parents feel that concerns raised with teachers are promptly dealt with. The school supports and promotes the children's personal development well, and encourages good behaviour, believing that this creates an effective learning environment. The "Trailblazers" club, which the school introduced last Autumn, as part of the school's social inclusion programme, is proving to be of great value to pupils in building their self confidence and self-esteem. Younger children have a "lunch buddy" and the older children involved take their responsibilities very seriously, carrying food trays through from the kitchen to the hall, cutting it up if necessary, and being available in the playground. Parents at the meeting thought that good relationships were effectively established between children of different ages by the introduction of this sort of initiative and this is supported by the findings of the inspection.
34. The school has made some improvements to the formal monitoring of pupils' academic progress, in some subjects, but some subjects are still under developed. Examples of good practice exist in the teaching of mathematics at Key Stage 2 and in the teaching of reception children, where careful assessment and record keeping, coupled with good analysis of weaknesses has a positive impact on subsequent teaching and learning. Another example of good practice is in music, where the newly appointed co-ordinator has developed a system that includes pupils' evaluations of their own attainment and progress. However there is no formal system or on-going analysis of individual progress in reading, writing or ICT and little use is made of the systems that are in place, such as in science, when planning further lessons.
35. The quality of support and guidance for pupils with special educational needs is very good. Parents feel that staff are accessible and responsive to the needs of pupils with learning and behavioural problems. School staff are well supported by an external team of specialists and advisors. All problems are monitored through frequent visits by the outside agencies, and by liaison with parents. Pupils' needs are identified early, and their progress is noted regularly. All assessment is carefully recorded in their individual education plans in which parents are also involved.
36. Statutory procedures for child protection are in place, and staff are well aware of what to do. School registers are returned to the school office in the morning and afternoon, but not all registers are regularly totalled. This prevents staff knowing precisely how many pupils are on site at any one time.
37. Admission into the reception class is well managed, with visits to the local playgroup by the teacher. The school hosts a "learning together" session before pupils start in the reception class. The links with all the local comprehensive schools are well established, and pupils spoken to during the inspection were confident about moving on to their next school.
38. The governors and teachers take the health and safety of pupils very seriously. The school follows the local education authority guidelines for health and safety, and makes regular risk assessments of the premises. Pupils know exactly what to do in the event of a fire. The accident book is up to date, and staff are trained in first aid. The interior of the school is cleaned to a high standard, and there is no vandalism or litter. Staff and parents rightly believe that the very attractive outdoor features of the reading area and amphitheatre, contribute to a stimulating learning environment.

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

39. One of the strengths of the school is the effective way that it works together with parents. Most parents think that the school deals with their suggestions or complaints well, and that staff always make time to see them. Parents feel welcome in school, but a few would like more information about what their children are learning, and what they could expect them to be doing. Parents appreciate the termly parent consultation, family class assemblies, the annual reports, and the newly organized after-school computer clubs to which they are invited. The annual governors' report to parents is clear and informative but omits details about the next election for parent governors.
40. Parents are encouraged to play an active part in the life of the school, and many do. For instance they help groups in the reception class, and with swimming lessons. Just before the inspection the swimming pool, which had been funded by parents, was vandalized, and it was out of commission. Many children said during the inspection how upset they were by this event. However, letters seen during the inspection from ex-pupils, parents and local businesses, plus offers of financial assistance from local businesses and the Surf Club had been greatly appreciated by the head teacher and staff. The "Friends of Perranporth School" is very supportive, and gifts to the school have included the swimming pool, library and computers. More recently, a project entitled "Landscape 2000" has planned and provided greatly improved outdoor facilities. The latest project in which parents and the school have become involved is the development of the Perranporth Community Education Project. Representatives from the Police, Adult Education Service, Health Service, Playgroup, Link into Learning, and the Parish Council have applied for Lottery funding to build a centre that will enable the school to build positive and lasting relationships with parents and children before they enter school.
41. Parents at the meeting, and those spoken to during the inspection thought that a family atmosphere prevailed. They felt that the school engenders a sense of community, and reflects their own teaching of good behaviour. The school has good links with the church, parents, the community and other schools.

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

42. The leadership of the school is sound overall, and that of the head teacher and key staff is good. It provides clear educational direction for the school, which has had a positive effect on raising standards attained by pupils. This reflects the findings of the previous report, which judged the school to be effectively managed. The aims of the school are regularly reviewed by all staff and governors and take full account of the views of parents. These are appropriately reflected in the daily life and work of all classes. There is a commitment to good relationships and equality of opportunity, which is reflected in all aspects of the school.
43. The areas for development, which the school has chosen, are very appropriate and focus effectively on the raising of standards in the core subjects. The action taken to meet these targets is effective and has started to have a positive impact. All members of the school share this commitment to improvement. There has been improvement in all of the areas raised as key issues by the previous inspection, although there is still potential for further improvement in developing assessment procedures and in raising standards in information and communication technology. There is appropriate delegation to staff with management responsibilities, who make a sound contribution to the efficient running of the school and the development of their subjects.
44. The governing body has an appropriate impact on shaping the direction of the school. This represents an improvement since the previous inspection, when the role of the governors in monitoring and evaluating the curriculum and their evaluation of the cost effectiveness of major



spending decisions was a key issue. They have a suitable understanding of the strengths and weaknesses of the school. All major statutory duties are met.

45. Effective systems are in place for performance management. There are suitable systems in place for the monitoring, evaluation and development of teaching. Procedures for the induction and support of staff new to the school are good. The school provides an effective environment for the training of new teachers.
46. Financial planning is very good and effectively supports the development of educational priorities that the school identifies. Resources for learning are appropriate and are purchased with care. They are generally sound, and for science, design and technology and physical education they are good. The school deserves credit for the efforts it has made in applying for and receiving grants to improve the whole school environment which impacts on raising standards for all pupils throughout the school. Good use is made of funding to support pupils with special educational needs. Suitable use is made of new technology and one of the aims of the school is to raise staff confidence in this. There is an appropriate match of teachers and support staff to the demands of the curriculum. The accommodation is good and has been effectively enhanced by carefully planned improvements, including the recent improvement to the library, office and special needs area. This has a very positive impact on the standards pupils attain in particular in physical education and on their potential for learning in science and drama.

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

In order to raise standards further the governors and school should:-

- (1) Raise standards in writing at both key stages, by:-
  - a) continuing to develop pupils' phonic skills in reading and writing.
  - b) extending the opportunities for pupils to write in a range of subjects.
  - c) involving older pupils in the analysis of their progress and giving them clear guidelines indicating what specific aspects of their written work need to be corrected or improved.
  - d) fully implementing the strategies of the school's literacy policy. (These include the need to make writing objectives clear, link writing to texts read and provide models of good writing). (Para Nos. 16,54,55,56,71,87,96).
- (2) Provide more, regular opportunities for pupils to practice the skills they are taught in information and communication technology in other subjects and so increase the progress they make in their learning in this area. (The school has already identified this as an area for further development). (Para Nos. 5,16,43,56,75,87,96,99,100).
- (3) Continue to develop formal assessment and recording procedures that track individual pupils' progress so that teachers know pupils have learnt and what they need to practice further. Consistently apply the school's marking policy. Use information gained when planning lessons to maximise the progress pupils make, particularly in English, information technology and science. (Para Nos. 17, 34,55,59,62,63,67,77,93,114).

In addition to the key issues listed above the following less important issues should be considered for inclusion into the governors' action plan:-

Attendance is below average, (Para No. 13).

There is a minor omission in the governors' report to parents, (Para No.39).

Experimental and investigative science at Key Stage 1 could be further developed. (Para Nos. 72, 74).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

39
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Number of discussions with staff, governors, other adults and pupils

25
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	56	31	0	0	0

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

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

#### **Pupils on the school's roll**

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)
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181
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Number of full-time pupils eligible for free school meals
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39
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#### **Special educational needs**

YR – Y6
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Number of pupils with statements of special educational needs
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10
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Number of pupils on the school's special educational needs register
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58
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<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	29

### *Attendance*

#### **Authorised absence**

	%
School data	6.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.3
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	10	21

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	9	6	10
	Girls	7	7	8
	Total	16	13	18
Percentage of pupils at NC level 2 or above	School	75(51)	60(46)	85(42)
	National	(82)	(83)	(87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	7	8	8
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	75(88)	55(38)	85(46)
	National	(82)	(86)	(87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	22	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	16	19	16
	Total	30	33	34
Percentage of pupils at NC level 4 or above	School	71(42)	79(49)	81(55)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	15	13	14
	Total	27	26	29
Percentage of pupils at NC level 4 or above	School	64(32)	62(42)	70(61)
	National	(68)	(69)	(79)

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	151
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)	7.8
Number of pupils per qualified teacher	23.2
Average class size	28.3

**Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	218

**Financial information**

Financial year	1999
	£
Total income	370,217
Total expenditure	368,602
Expenditure per pupil	1,972
Balance brought forward from previous year	12,593
Balance carried forward to next year	14,208

**Results of the survey of parents and carers****Questionnaire return rate**

Number of questionnaires sent out	181
Number of questionnaires returned	42

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	38	52	7	0	2
My child gets the right amount of work to do at home.	26	45	24	4	2

The teaching is good.	50	43	7	0	0
I am kept well informed about how my child is getting on.	52	38	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	19	2	2	5
The school expects my child to work hard and achieve his or her best.	49	49	1	0	1
The school works closely with parents.	43	45	12	0	0
The school is well led and managed.	56	34	6	1	1
The school is helping my child become mature and responsible.	48	49	1	1	1
The school provides an interesting range of activities outside lessons.	40	31	12	0	17

Please note that percentages may not add up to exactly 100 due to rounding up or down of decimals.

## **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**

47. Children are admitted to the reception class, part time, in the term following their fourth birthday. Their full time education starts in the term during which they have their fifth birthday. Attainment on entry covers the full range however there is a significantly higher proportion of pupils with special educational needs than average and standards are below average overall. This indicates a change in the intake of the school since the time of the previous inspection, when the attainment of the majority was judged to be broadly average. A detailed analysis of attainment of pupils in Year 1 indicates that children make satisfactory progress in their learning but at the start of Key Stage 1 standards are still below average overall. The reception class now has a new teacher and has been recently re-organised in line with the early learning goals for children under five. At the time of inspection, all of the teaching observed was good and children of all levels of prior attainment were making good progress towards their learning targets. The quality of teaching and learning has maintained the high standard noted at the time of the previous inspection.

### **Personal, social and emotional development**

48. The teaching of personal, social and emotional development is good. Opportunities for the development of children's social and personal skills are good and are carefully planned by the teacher. Suitable opportunities are provided for the children to take responsibility for equipment and themselves and to help each other. There are good opportunities for children to learn using role-play. All staff treat each other and the children politely and respectfully and, as a consequence, the children make good progress in this area of their learning. They quickly learn the routines of the class and are well supported and encouraged by the class teacher and support staff. The behaviour of the children is generally good, due in the main to the high expectations of the teacher and the calm and friendly establishment of effective classroom routines. Children quickly learn to form positive relationships. They learn what is right and wrong, what is expected of them and how to behave in the classroom and the playground. They work and play happily alongside each other, learning to take turns and share equipment. They maintain concentration for appropriate lengths of time, are polite and respectful to adults and to each other, and have generally positive attitudes to their learning.

### **Communication, language and literacy**

49. Progress in communication, language and literacy is good. The teacher has a good knowledge and understanding of the teaching of the development of children under five and of the teaching of communication and literacy skills. Lessons are planned appropriately to develop children's skills of speaking and listening and to encourage them to learn about books and writing. A good start has been made in teaching children about letter shapes and the sounds they make. Children are given good opportunities to communicate their thoughts, feelings and ideas. As a result of the good teaching, children of all levels of prior attainment are making good progress in the acquisition of the skills of communication, literacy and language. The teacher makes good use of opportunities to extend and develop language, including using rhymes, stories and puppets. Children make good progress in learning to handle books and to form letters. Standards of work are likely to be in line with those expected by the time they start Year 1.

### **Mathematical development**

50. The teaching of mathematics is good and leads to children making good progress in developing number skills and mathematical awareness. Standards of work are likely to be in line with those expected by the time children are five. Throughout the day the teacher provides a suitably wide range of practical opportunities for the children to use number and mathematical vocabulary in an interesting way. These regular, well-planned opportunities lead to the children developing confidence in their number work.

### **Knowledge and understanding of the world**

51. The teaching of knowledge and understanding of the world is good and as a consequence the children are making good progress in this area of their learning. They are given a suitably wide variety of interesting experiences which enable them to learn about the world in which they live. They are given good opportunities to use information and communication technology, both in the classroom and in the information technology suite. This is effectively supporting their learning in other areas such as numeracy and literacy. They use the computer with enjoyment and increasing confidence, for example when they use the computer mouse carefully to control and select options in colouring pre drawn pictures of characters from stories they have read.

### **Physical development**

52. Children are given a good variety of opportunities to develop physical skills and make good progress in climbing and balancing and in the development of their fine physical skills. The teaching of fine physical skills is generally satisfactory. They handle construction toys and small tools with appropriate levels of dexterity and are learning to use crayons and pencils with

developing skill when writing and drawing. On occasion however, staff are not sufficiently vigilant in offering support and suggestions, for example when several right handed children were having difficulty trying to cut out figures with their left hand. Children make good progress in learning about writing and in copying letters and their names legibly. There are regular lessons for physical development in the hall each week and children entered into these with great enjoyment and concentration to good effect. There are suitable opportunities for the development of upper body strength and lung capacity and for structured, outdoor, imaginative and co-operative play and this has a positive impact on the progress children make in this area of their development.

### **Creative development**

53. The teaching of creative areas of development is good and as a result children make good progress in the development of their creative skills. They are given good opportunities to learn a variety of techniques such as moulding, painting and printing. They use a suitable range of materials and equipment to express themselves. They use paint, pencils, crayons, fabric and glue to make pictures and collages linked to their work in other subjects. They have good opportunities to participate in imaginative role-play in the home corner and to develop appropriate skills in imagination and communication.

## **ENGLISH**

54. In the previous report pupils' attainment in reading, writing, spelling and handwriting was judged to be average at the end of both key stages. The evidence gathered during the inspection from the lessons observed, the close scrutiny of pupils' written work and sessions in which pupils in each class were heard to read indicates that overall standards in English are now below average at the end of Key Stage 1. By the end of Key Stage 2, pupils' attainment in reading is in line with the national average, but attainment in writing is still below the national average. Attainment in the skills of listening and speaking were said to be good overall at the time of the last report and two-thirds of the pupils do show appropriate proficiency in these aspects of language use, but the levels of attainment overall are below average at the end of Key Stage 1 and in line at the end of Key Stage 2. This pattern of results reflects the increased proportion of pupils with special educational needs admitted by the school since the previous inspection. However, a substantial proportion of pupils do attain good standards in reading, speaking and listening at the end of both key stages. For example, approximately 25 percent of pupils at Key Stage 2 attained level 5 in reading in statutory reading tests in the current year.
55. The quality of teaching and learning is satisfactory overall. The scrutiny of written work revealed some good practice in the reception class in the form of a "Chat-book" which encouraged dialogue between the teacher and pupil. Pupils at Key Stage 1 are encouraged to write coherently, by completing writing tasks, such as a diary, which provide opportunities for them to write about familiar events. They are also given regular opportunities to practise handwriting. There are serious weaknesses in the current approach by teachers in both key stages to marking or annotating written work. The current marking policy is not consistently applied, nor do older pupils make enough use of the school's self-checking marking scheme. Pupils are often not given clear guidelines indicating what the specific aspects of their written work need to be corrected, and few pointers are given as to how they can improve their writing and this has an adverse effect on their attainment. This weakness also applies to writing in subject areas other than English. When written comments are made, they are mainly related to the content of what was written and to spelling.
56. Pupils in Key Stage 2 are provided with increased opportunities to write in a variety of forms and to revise and redraft written work. Some short, well-illustrated stories are produced and appropriate use is made of ICT to neatly present the finished form using word processing skills. However, overall insufficient opportunities are provided for pupils to apply their skills in the subject. By the end of the key stage, the majority of higher attaining pupils read and speak with



appropriate skills but are less successful at writing and this is largely the consequence of weaknesses in teachers' marking and the fact that the strategies identified in co-ordinator's recent monitoring review of writing have not yet been effectively implemented in all classes. These include the need to make writing objectives clear, link writing to texts read and provide models of good writing. In one Year 4 and 5 literacy lesson observed, however, the writing objectives were clearly specified for different groups of pupils, as were the time limits for completing the written task. In this respect, the teaching reflected high expectations of work and behaviour and the pupils responded well to the challenge. In the same class, the classroom assistant liaised well with the teacher and, as a consequence, worked effectively in managing the guided reading activities with a group of older pupils.

57. At both key stages, pupils are given suitable opportunities to listen to stories and they do so with attentiveness and interest. At Key Stage 1, in the course of shared reading sessions, younger pupils are given appropriate opportunities to read aloud with their teachers. The good relationships between teachers and pupils ensure that pupils learn to express themselves confidently and they are encouraged to ask and answer questions about what is being read. A very effective link was made between the teaching of reading and speaking in a Year 1 literacy lesson when a group of pupils made a tape recording based on the book they had read, following role play in which they had acted out parts of the story.
58. Older pupils are also given a suitable range of opportunities to speak for different purposes. A scrutiny of teachers' planning showed that a number of speaking activities are provided for in the context of the literacy lessons. In one literacy activity in Year 3, pupils gave interesting answers using appropriate vocabulary when given an opportunity to explain themselves. Review sessions, scheduled at the end of the literacy lessons also provide pupils with good opportunities to read written work that has been produced. The scrutiny of work also provided clear evidence that pupils were sometimes asked to record their own original stories on audio-tape, as for instance the sea stories produced by pupils in a Year 3 class. Pupils in Year 6 also speak enthusiastically about the school play and of the acting ability of the head teacher, which provided a good model for them to follow. A substantial minority of Year 6 pupils were able to express themselves clearly and confidently in lessons and in informal conversations.
59. The school has successfully introduced the National Literacy Strategy. The teaching of initial literacy skills is introduced well in reception, and increased emphasis is now being given to the teaching of phonics in the early years. Pupils also have suitable opportunity to be involved in a group reading session once a week, outside the literacy hour. At Key Stage 1, pupils are encouraged to read systematically through the reading scheme and to take books home for parents to read. In an effort to raise standards, the school has worked very hard in encouraging parents to read with their children and they are encouraged to help their children to select books and to change them regularly. However, a substantial minority of parents are not in a position to provide the assistance requested and the current procedures do not provide sufficient opportunities for pupils who do not receive consistent external help, to make sufficient progress. Reading records that were scrutinized do not contain sufficient information and generally only noted the date on which a book was exchanged. There are procedures in place for pupils to be heard to read individually by classroom assistants. The current procedures for hearing readers, recording reading difficulties and providing assistance is not ensuring that pupils of lower attainment and those who receive insufficient help at home become proficient readers by the end of the key stage.
60. Pupils at Key Stage 2 are given many suitable opportunities to read both in the context of literacy lessons and throughout the school day. A good supply of reading material is available to pupils across the age range and the refurbished library now provides an attractive and accessible resource for the whole school. Pupils of all levels of prior attainment make sound, and often good, progress in reading. Pupils with special educational needs are well supported by skilled support teachers. The degree of liaison between class teachers and support teachers would, however, be

improved by a regular exchange of information and recorded evidence about pupils' attainment in literacy.

61. Pupils' attitudes to English are generally positive. The majority of pupils that were heard to read, enjoy reading. Younger pupils respond very enthusiastically in shared reading sessions, particularly when these involve their participation in activities such as role-play. Pupils generally concentrate on work that they are given to do although when this is not well-matched to their attainment levels, as was the case in two literacy lessons observed at Key Stage 2 and one lesson at Key Stage 1, the majority of pupils failed to complete the writing tasks assigned in the time given.
62. The school obtains assessment evidence for pupils at Key Stage 2 from standardized reading and spelling tests and from optional national assessments. All pupils also contribute a piece of unaided writing to a record book each term up to the end of Year 5. The school policy states that teachers will assess this writing in order to identify progress in attainment. There is, however, little evidence to show that this policy is being implemented.
63. In the previous report, it was stated that the English co-ordinator had insufficient time to monitor the effect of teaching on the pupils' attainment and progress. The co-ordinator is now given regular time to support and monitor aspects of teaching. The co-ordinator also monitors teachers' medium and short-term planning effectively. The monitoring of pupils' attainment and progress is still however, at an early stage. The school is making use of initiatives such as the provision of Additional Literacy Support for selected pupils at Key Stage 2 and "booster" classes for pupils who require additional help before they take statutory tests. To ensure that literacy work is better matched to the pupils' standards of attainment, the school has introduced setting in Year 5 and 6 so that pupils of similar attainment work together.

## **MATHEMATICS**

64. National assessments show that standards in mathematics at the end of both key stages have been dropping steadily over the last four years. This is due in the main to the substantial increase in numbers of pupils with special educational needs. The results of tests in 2000 indicate a slight improvement at Key Stage 1 and a very significant improvement at Key Stage 2. Inspection evidence shows that standards are below average at Key Stage 1 and are broadly average at the end of Key Stage 2. This represents a drop in standards since the previous inspection. The improvements attained in 2000 are due in the main to the successful introduction of the national numeracy strategy, setting by ability and the additional input to teaching by the head teacher. The strategies introduced by the school over the past two years are impacting positively on overall standards.
65. At Key Stage 1, pupils at all levels of attainment are beginning to have a satisfactory understanding of numbers and are beginning to manipulate them effectively. They are improving their mental recall of number bonds and use them effectively when adding and subtracting numbers up to twenty. Many know the difference between odd and even numbers and can count forward and backwards up to ten. When adding two numbers, they use the strategy of adding the smaller number to the larger number. The scrutiny of work from the previous year indicates they know their shapes, and can order and follow number dots to make a picture. They understand symmetry, can draw bar graphs from tally counts, work with simple measurements including weight and capacity and are able to solve simple money problems.
66. By the end of Key Stage 2, pupils recognise fractions and the more able can change vulgar fractions into decimal fractions. In the youngest classes, most pupils were able to multiply and divide positive whole numbers by 10 and 100. They were able to order sets of numbers from smallest to largest and visa versa. As they progress through the key stage, pupils are able to partition numbers up to a thousand and round up and down confidently. At the end of the key

stage, the more able pupils use mental strategies competently to half and double positive and negative numbers. Pupils are generally quick to recognise and devise strategies to manipulate number. The scrutiny of work from the previous year confirmed coverage of all aspects of mathematics. Standards of numeracy across the curriculum at Key Stage 2 are sound. Pupils have appropriate opportunities to use charts and tables in subjects such as science and geography. Pupils make suitable use of ICT skills in mathematics and handle data and represent it in a variety of forms. However the school is aware of the need for mathematics to make a greater contribution to pupils' capability in ICT.

67. Teachers' enthusiasm for the subject and the manner in which they have adapted the new strategies impacts positively on pupils' learning throughout the school. As a result learning at both key stages is well supported by the good attention the pupils pay to their lessons. The quality of teaching is at least satisfactory overall with examples of good and very good teaching particularly in the older Key Stage 2 lessons. Teachers' subject knowledge is good. Effective questioning and the use of on-going assessment is promoting improved development. Most lessons are well prepared and delivered at a brisk pace. Good attention is paid to pupils' prior attainment when setting tasks. Pupils in most classes remain on task and are attentive and enthusiastic. On the whole, expectations of behaviour are high, relationships good and pupils respond well. This contributes significantly to the standards being achieved. Teachers make good use of the range of resources available, and the teaching assistants who offer effective support are well deployed, particularly with pupils with special educational needs. Teachers make good use of day to day assessment, but marking is often inconsistent and is not always used to advise pupils of what they need to do next to improve their work. Classes are mostly well managed, where this occurs it is due to good preparation, resources at hand, secure knowledge and good relationships.
68. The school has effectively adopted the national numeracy strategy and this is beginning to impact on standards achieved. The co-ordinator provides good leadership and has managed the new strategies well. Medium term planning is well established and monitored as is the teaching of mathematics.

## **SCIENCE**

69. National assessments for 1999 indicate that standards were below the national average at the end of both key stages. Standards of attainment in science are currently slightly below those expected nationally at Key Stage 1 and in line with those expected nationally at Key Stage 2. All pupils make at least satisfactory progress in lessons in building their factual knowledge but younger pupils' skills in the experimental and investigative aspects of the subject are less well developed. This indicates a drop in standards since the previous inspection when standards were judged to be average. However at both key stages there has been a marked improvement in pupils' use and understanding of scientific vocabulary since the last inspection. Both boys and girls are provided with equal opportunities to attempt and succeed at the planned tasks.
70. Teacher assessments at the end of Key Stage 1 in 1999 showed pupils' attainment to be well below the national average with no pupils attaining at the higher level 3. There was a much-improved picture for 2000, with pupils showing steady gains in their learning. The high number of pupils with special educational needs in particular year groups is a contributory factor to below average attainment in some parts of the school.
71. Pupils in Year 1 know that humans and other animals have and use senses, which enable them to be aware of the world around them. Through growing plants from seeds pupils understand the importance of food and light and can name the main external parts such as root, stem, leaf and flower. Pupils in Year 2 understand the importance of healthy lifestyles and can plan healthy meals. They are aware of the different kinds of life cycles such as those of the butterfly and the frog. Pupils sort materials into groups accurately and can recognise and name common materials

such as metal, plastic and wood. They are given appropriate opportunities to construct simple circuits using batteries, wires and bulbs and they know that a push or pull can make something speed up or slow down. Pupils record their work in simple charts and tables but their writing about their investigative work is limited and has an adverse effect on their overall attainment.

72. Pupils in Year 3 and Year 4 have a secure understanding of the amounts of light which pass through different materials and they describe this using the correct vocabulary. In their work on forces pupils effectively investigate friction by testing the degree of grip and use fair testing successfully. Pupils describe melting and dissolving and know how to separate un-dissolved solids by filtering. In Year 5 and Year 6 pupils use sensors effectively to collect data, for example, pupils recorded the decreasing temperature of a hot dog and then presented this information in a variety of ways including graphs. Pupils usually make suitable links and understand the importance of science in their every day lives but do not always build upon previous information to move their learning forward. For example, pupils in Year 6 were unable to give reasons why there was red dye in the veins of small sections of celery although they were aware of capillary action.
73. Pupils in the current Year 5 class recognise the differences between solids and liquids and are able to give appropriate explanations as a result of regular problem solving activities. All pupils in Key Stage 2 build successfully on the work started in Key Stage 1 about healthy living and become increasingly aware of the dangers of drug misuse. They use repeating measurements to find out how the heart is affected by exercise and are aware of fair testing and understand the importance of changing one variable at a time in order to achieve valid results. In discussions older pupils recall previous work well using an appropriate scientific vocabulary and interpret diagrams and charts to a suitable standard.
74. The quality of teaching and learning is satisfactory overall with some good elements, in particular in Years 5 and 6. Pupils with special educational needs make at least satisfactory progress because of the good support they are given by class teachers and learning support assistants. Classroom organisation and the management of pupils are good with suitable emphasis being placed on enquiry and exploration through 'hands on' experiences. Teachers prepare a good range of resources and ensure there are strong links with science in everyday lives. Environmental education is good and pupils are developing appropriate respect for the world. Teachers have secure subject knowledge and use effective strategies when introducing pupils to new topics, such as the one on healthy diets. However, there are some instances where the work set includes detail which is too advanced for the current learning needs of most pupils. On-going assessment is generally effective but although work is marked regularly it does not always contain sufficient information about the ways in which pupils might improve. Older pupils are assessed using tests as each area of work is completed but insufficient use is made of this information to inform planning. There are no records to show which learning objectives have been achieved and consequently pupils are sometimes judged as attaining a higher level than is realistic.
75. Pupils' literacy skills are promoted effectively through clear questioning that requires careful consideration and response. Pupil's numeracy skills are used well within science and although information and communications technology is used to present some of their findings it is not sufficiently used to present either text, or to effectively support pupils' research skills.
76. Pupils show a genuine interest in science and when given the opportunity are keen to offer ideas which can be changed into a form that can be investigated. This is an important element in the improving standards now being attained. Pupils have good observation skills and they record and present their work well. Pupils at Key Stage 2 include conclusions about the main focus of their work.
77. The co-ordinator provides good leadership in the subject and has worked alongside colleagues to support their skills in teaching and learning. He has written a useful new policy and adapted the recommended scheme of work to the needs of the school. There is a portfolio of assessed work

but staff have not moderated recent samples of work. The co-ordinator monitors the quality teaching and pupils' learning through overview of their work and teachers' planning. He manages a budget and ensures that resources are both sufficient in quality and quantity to support the needs of the curriculum.

## **ART**

78. Pupils of all levels of prior attainment at both key stages make satisfactory progress in their learning and attain standards in line with those expected, by the ages of seven and eleven. Standards have been maintained since the previous inspection. Displays around the school are bright and attractive and make a positive contribution to pupils' self esteem and the ethos of the school generally. This high standard was noted at the time of the previous inspection.
79. During the week of inspection there was only opportunity to observe one lesson. However, scrutiny of pupils' work indicates that pupils at both key stages have access to the full statutory curriculum for art. The quality of teaching is satisfactory and leads to pupils' steady progress in learning throughout the school. At Key Stage 1, pupils are given suitable opportunities to work with a range of different media to illustrate favourite stories, such as "Jack and the Beanstalk", or to draw and paint things they see around them. For example pupils in Year 1 are given appropriate opportunities to develop their observational skills, drawing pictures of the school and painting pictures of their homes in work which is linked to geography. Pupils in Year 2, make careful drawings of old kitchen implements in work linked to history and of flowers in the environment. Throughout the key stage pupils of all levels of prior attainment make satisfactory progress in their learning.
80. At Key Stage 2, teaching is satisfactory overall and teachers continue to make suitable provision for pupils to experience a wide range of art activities. Pupils draw careful landscapes using a good range of different media, including pastels. They make sketches of insects in work linked to science and design and technology. They are given suitable opportunities to learn to work in three dimensions in different materials and make satisfactory progress overall. For example, during the week of inspection pupils in Years 2 and 3 made mobile paper sculptures, effectively developing their skills of cutting and folding. During visits to the beach, pupils make dramatic and attractive sand sculptures. Teachers make good use of opportunities to link work in art to that in other subjects. For example, during the inspection pupils in Year 5 were given good opportunities to develop their mathematical and information communication technology skills, while creating pictures on the computer in the style of Matisse. They created patterns of shapes, which they coloured and then rotated or reflected on the screen.
81. Pupils throughout the school are given opportunities to work in sketch-books. However this is quite infrequent in some classes and pupils generally are given too few opportunities to develop and extend their designs. They are given appropriate opportunities to learn about the work of other artists, however during the week of inspection there was little evidence of study of the work of non Western European artists.
82. As a result of the sound teaching in the subject, pupils throughout the school have positive attitudes to art and design. The relationships within the lesson observed were good and pupils took turns and shared equipment effectively. The subject is soundly co-ordinated and the co-ordinator has good knowledge of art and design and a clear vision of how to develop the subject further.

## **DESIGN AND TECHNOLOGY**

83. The provision for design and technology has improved since the previous inspection, resulting in pupils now achieving satisfactory standards at Key Stage 1 and good standards at Key Stage 2,

with very good features in Years 5 and 6. All pupils, including those with special educational needs make at least satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Discussions with pupils confirm inspection judgements that they are developing an appropriate awareness and understanding of the importance of good design features in products that improve the quality of everyday life.

84. Pupils at Key Stage 1 work successfully with an appropriate range of tools to make simple products such as stick puppets, pop up cards and masks. They have good understanding that materials behave in different ways and make suitable choices from a range of materials in their designs. The use of construction kits and three-dimensional malleable materials helps pupils understand where products require strength or flexibility. After careful observation of current packaging for everyday foods, pupils in Year 2 designed their own posters and badges and were able to talk confidently about their ideas. They recorded these ideas using pictures and sketches with some identifying labels. In their making of their pirate masks, for example, they show they are able to mark, measure, cut and shape their materials joining them in a variety of simple ways including sticking, folding, stapling and gluing. They are becoming increasingly confident in expressing their ideas and are aware of the importance of packaging to keeping products fresh and also in enticing the public to buy them.
85. All teachers at Key Stage 1 give pupils suitable opportunities to explore a range of everyday products such as fruit and vegetables linking work with science and art so that they explore texture, taste and smell before deciding which foods they would include in a healthy meal. At Key Stage 2, pupils have undertaken a wide range of tasks involving the use of construction kits, textiles, electrical and mechanical components and food technology. They build successfully on the knowledge, understanding and skills acquired at Key Stage 1. Before making their products pupils develop skills in the use of tools such as handsaws, snips and drills, for example. During the design and making stages, pupils work successfully, both independently and in groups, to achieve the planned task. In Years 3 and 4, pupils complete further work on packaging and also investigated the anatomy of real insects before designing and making their own particular design. Their recorded work shows good sequence and includes simple evaluations. A framework for final evaluations is used and indicates most pupils are pleased with their designs and improvements are usually based on decorative elements.
86. In Year 5 and 6, pupils show good awareness of the ways of making things work through their work on buggies, clocks, and moveable toys. This is especially the case when they add motion through the use of mechanical handles and electrical motors. Pupils in Year 5 are aware of the design needs of moveable toys for much younger children recognising the need for strength, durability, attractiveness, and also the inclusion of an element to keep them interested, such as turning a handle, for example. In Year 6 pupils work on 'school bags' systematically testing a range of fabrics to discover the best way of making handles. In discussions pupils indicate they are developing a subject specific vocabulary and are fully aware of the safe and sensible use of tools and the value of design technology in modern society.
87. Teaching is good overall. Teachers effectively promote pupils' interest and motivation so that they are keen to achieve high quality results. Expectations are high and pupils finish their products to a good standard and all pupils complete the original design brief. On-going assessment is good but there is little written evidence to support teachers' observations and end of year reports. Teachers ensure that pupils have practised the skills they will need before starting their 'making' tasks and also examined a wide range of products and information sources. Pupils are encouraged to choose materials that they then measure, mark and cut out themselves. Teachers promote pupils' writing skills well using design grids but there are insufficient opportunities for them to write at length about what they want to achieve and how successful they were when completing the final evaluations of their products. The curriculum for design technology is broad and well balanced over the two Key Stages and successful links are made with mathematics, science, art and history. Examples of pupils' work are kept so that teachers have sufficient

information on which to plan activities that provide increasing levels of challenge. At present insufficient use is made of information and communications technology to enhance the subject.

88. Pupils enjoy the process of investigating and show good levels of perseverance especially at the design stage. They work well together sharing their ideas and they collaborate effectively in making their designs which enables them to achieve their objectives.
89. The co-ordinator has made a positive impact on both teaching and learning since the previous inspection by sharing her expertise with colleagues, this has resulted in greater teacher confidence.

## **GEOGRAPHY**

90. Standards of attainment at Key Stage 1 and Key Stage 2 were satisfactory in the last inspection. These standards have been maintained and pupils of all levels of prior attainment make satisfactory progress overall.
91. At Key Stage 1, pupils use geographical vocabulary well. They have a clear understanding of how a route is plotted and how different directions are represented on a plan. Older pupils show a good understanding of how to locate objects on a map and are able to draw maps of the school grounds and the town in which they live. The school uses the local area well and in their study of Perranporth beach they were able to plot their way to the beach using a map of the area. They examined the seashore to discover features such as, seaweed and cliffs and listened to a visitor talking to them about the beach and its associated industries such as, fishing and mining and explored the beach to search for relics such as fisherman's boat rings. All pupils are able to use a key and those with special educational needs are able to work at the expected level with the support of their support teachers offering encouragement and guidance.
92. At Key Stage 2, pupils have a secure knowledge of the continents, their locations on a map of the world and they use atlases effectively to find out information about water issues facing different peoples in the world. They label countries correctly and use a key and geographical vocabulary appropriately. They have a clear understanding of how settlements differ and have made comparative studies of their own area and that of the Caribbean. There are appropriate links to literacy and numeracy within geography. However the subject makes insufficient contribution to pupils' development in ICT.
93. Teaching is always at least satisfactory and on occasion it is good. As a result pupils learn effectively throughout the school. Teachers demonstrate sound subject knowledge and their confident use of geographical vocabulary impacts positively on pupils' learning. The teachers have a great enthusiasm for the subject and lessons proceed at a brisk pace. This has a positive effect on the progress pupils make. Day to day assessment is good but an overview of what pupils are working toward remains under-developed and this limits progress.

## **HISTORY**

94. In the previous report pupils' attainment in history was judged to be in line with national expectations and this is still the case. Pupils of all levels of prior attainment make sound progress. The report also stated that the impetus gained in Key Stage 1 was lost in Key Stage 2 until the final year. This is no longer the case and, in this respect, there has been an improvement in the teaching of history. The curriculum has been effectively revised to reflect recent government guidance and teachers have worked hard to ensure that their plans reflect an appropriate coverage of the revised curriculum.

95. In Year 1, a very good display linked to the theme of homes and housing effectively introduces pupils to the types of changes that have taken place during the last century in this aspect of domestic and social life. The resources of the local museum are used to contribute to this knowledge. Good cross-curricular links, for example between the teaching of history and geography, also contribute to pupils' learning in this component of the history curriculum. In Year 2, pupils' historical insights are effectively fostered by the good use of different media and a variety of sources of information including the imaginative use of a "time-machine" which, for example "transformed" a pupil into a Roman soldier in uniform, who was able to provide information about his way of life in the hostile environment of Celtic Britain. Good use was also made of a narrative "The Sandal" to introduce pupils to ideas about sources of historical evidence. A video made in the "Celtic village" in the locality, was used well to provide interesting background information for the pupils.
96. In Years 3 and 4, the experiences that some pupils had in moving to Cornwall, were effectively linked to ideas of settlement, such as that of the Romans. This introduction was not, however, fully exploited to assist pupils to write about their experience. In Year 6, pupils demonstrate developing skills of historical enquiry in examining objects relating to Indus Valley Civilisation, all of which were produced by the teacher concerned. The lesson also provided pupils with opportunities to inform the class of what they had done and to justify and explain their conclusions. One pupil consulted a reference book on her own initiative to identify the particular animal represented in the terra-cotta model that she examined. In general, however, opportunities to extend pupils' literacy skills through the teaching of history are not always sufficiently exploited. Teachers make good use of resources provided by the local museums, which contributed to a good display on Victorian life. Teachers also make very good use of displays in the museum to contribute to the pupils' understanding of changes in employment, settlement and travel since Victorian times. Pupils in Year 6 have a good understanding of some historical features of World War 1. While the teaching of history makes some contributions to the development of pupils' literacy and numeracy skills, many opportunities, such as to extend pupils' writing skills are missed. The school is aware that the subject makes insufficient contribution to developing pupils' skills in ICT.
97. The previous report noted that there were insufficient artefacts available for the study of history. The situation has been greatly improved and pupils have access to a good range of resources, including videos, to help them to learn about the past. Other activities such as the school play have also helped to foster the pupils' sense of historical changes that have taken place in the local area and in Cornwall generally.

## **INFORMATION and COMMUNICATION TECHNOLOGY**

98. At the time of the previous inspection, weaknesses were identified in the provision for information and communication technology (ICT). Attainment was too low, some aspects of the curriculum were under emphasised, the subject knowledge and confidence of the staff in teaching the subject was judged to be unsatisfactory and too little time was allocated to teaching at Key Stage 2.
99. Since that time the school has put in place systems to try to resolve some of these issues. Information and communication technology continues to be an area highlighted for development by the school, and forms part of the plan for improvement. A computer suite has been developed which houses most of the school's computers and which gives pupils access to a good range of programs and to the inter-net. The time allocated to each class for the development of ICT has been increased and currently each class has access to the suite on one day each week. There has been some staff training and the head teacher, who is also the co-ordinator, has encouraged teachers to use their information technology skills where possible, when planning lessons for example, in order to increase their confidence further. Teachers also have the support of an appropriately trained and skilled technician during lessons who instructs groups of pupils



afterwards. However, whilst pupils receive appropriate instruction in lessons and make generally at least satisfactory, and sometimes good, progress in their learning at these times, they are given insufficiently regular opportunities to practice and refine the skills they are taught at a later date. As a result the overall progress they make is too slow and pupils of all levels of prior attainment throughout the school continue to make unsatisfactory progress in their learning. This is especially the case for those pupils who do not have the opportunity to practice what they have been taught at home. Standards attained at the end of each key stage are consequently still below those expected of pupils at seven and eleven.

100. Teachers carefully plan to ensure that all of the required areas of the curriculum are taught. Effective use is made of government guidelines to make sure that pupils are taught a good range of skills. However, too little use is made of ICT to support the development of pupils' learning in other subjects. There is limited use when developing their writing skills for example, or in the teaching of pupils with special educational needs. Lesson evaluations by teachers tend to concentrate more on what has been covered than how well pupils achieve. For example teachers' records indicate what has been taught but contain little information of how much adult support and intervention has been required to complete each task. As a consequence there is a tendency for classes to work through their planned programme and not enough opportunity is given for pupils to revise or reinforce work that has not been fully assimilated. An example of the result of this is shown in pupils' ability to open and close documents. All pupils at Key Stage 2 save their work on their own disc at the end of each session. They do this with confidence and require little support. However many pupils complete the given tasks in one session and so have little need to practice the opening of files and working on them at a future date. As a result at the end of the key stage a significant proportion of pupils of all levels of prior attainment cannot open these files without step-by-step instruction.
101. Pupils are enthusiastic and generally well behaved in lessons. They are often excited by the prospect of working with computers, but share equipment sensibly and treat it with respect. They are keen to learn and are proud of their achievements. The school is aware that the subject requires further development. The co-ordinator knows, for example that pupils will require more regular access to computers in classes in order to support their learning effectively in other subjects and to meet the new requirements of the curriculum and there are plans to put more computers in classes in the coming year.

## MUSIC

102. At present all pupils are making much better progress at both Key Stages than previously. This is a result of the very recent appointment of a music specialist who now teaches all classes in the school. The previous music curriculum did not meet statutory requirements fully in all the areas of appraising, composing and performing. However the school identified this as an area for improvement and the new co-ordinator has developed and is implementing a new scheme of work that successfully covers the required elements well.
103. Pupils at Key Stage 1 have not yet made sufficient progress to secure standards that are in line with those expected by pupils of the same age. However, older pupils in Key Stage 2 already show that they are achieving satisfactory standards in all areas. This represents an improvement in standards at Key Stage 2 since the previous inspection.
104. At present no pupils are having instrumental tuition from outside specialists in school, but teachers effectively capitalise on any talents such as guitar playing and encourage pupils to accompany duets and other singing. The school is justifiably proud of its choir, which performs concerts for the community.

105. Pupils at Key Stage 1 bring a lot of enthusiasm to music lessons; the majority listen well to their teacher and try hard to mimic and recall the required sounds. This was particularly evident in a lesson where they produced high and low notes showing a satisfactory awareness of pitch. This close listening and echoing of sounds is beginning to enhance their singing skills. All pupils know a good range of hymns, sing in tune and are beginning to enunciate clearly. Pupils are at the early stages of rhythm development but they can clap a steady beat and copy a simple rhythm produced by the teacher. There was no opportunity to see pupils using un-tuned percussion instruments during the inspection but the new scheme of work indicates suitable emphasis on pupils composing and playing together.
106. Pupils at Key Stage 2 show further development of their skills. Pupils in Year 3 and 4 adopt the correct posture for singing and are beginning to show some awareness of performing with others. Their singing is quite tuneful and accurate, but pupils are not yet showing sufficient confidence. During the lesson pupils build on a sense of pulse and understand how beats can be organised into stronger and weaker patterns, for example, they maintain a steady, strong beat whilst marching. In paired work they show they are prepared to experiment with changes in pulse and to share their work with the rest of the class. Learning is effective and pupils show an improvement in performance after practice. The level of response and participation during lessons is directly related to the level of challenge presented to them.
107. Discussions with pupils in Year 5 and 6 indicate that they are achieving satisfactory standards from their work on 'Space' where they invented creepy atmospheric music and composed a variety of songs with an awareness of pattern and form. They used a range of un-tuned percussion instruments to portray elements such as a 'heartbeat'. They enjoyed listening to each other's performances, evaluating what had been achieved and writing about the mood created by the particular music. Pupils indicated there were good links to music in dance lessons. They also enjoy listening to and appraising music from other countries including India and Africa.
108. The quality of teaching is currently good overall. All lessons are well planned and organised and make effective use of the new scheme of work. The music teacher uses her expertise to fully engage pupils' interest so that they remain on task and try hard to succeed. She gives clear instructions and provides effective demonstrations that help pupils to learn new skills and to understand what is required. A responsible attitude is encouraged although a few pupils still appear a little embarrassed whilst performing. Teaching generally proceeds at a good pace and challenges pupils to invent and experiment so that they are kept fully involved at all times. Pupils are also involved in evaluating their own performance and some demonstrate what they have achieved to promote improvement in the whole class. The co-ordinator has high expectations for pupils' behaviour and achievement in appraising, inventing and performing. She writes pertinent evaluations of lessons that identify how well pupils have achieved and this will successfully influence future work and provide a sound basis for reporting to parents.
109. Although pupils throughout the school sing in tune to music and know a wide range of songs and hymns at present they have not had sufficient opportunities to develop two-part harmony or sing in rounds. Most pupils enjoy the community spirit that develops whilst singing together as a whole school.
110. There is a wide range of recorded music to support the scheme of work. This is used to enhance the planned activities that are designed to meet the needs of the different age groups in the school and represent music from a wide range of cultures. The co-ordinator has good plans for the development of the subject and is aware of the need to use ICT to help pupils further develop skills in the required elements of listening, appraising, performing and recording.

## **PHYSICAL EDUCATION**

111. Pupils achieve standards that are above those expected at the end of each key stage. This represents an improvement since the last inspection when standards were in line at both key stages. Pupils of all levels of prior attainment make good progress in their learning at Key Stage 1 and this is sustained throughout Key Stage 2.
112. Pupils at Key Stage 1, show a good sense of space and physical co-ordination. They respond well to instructions relating to using different body movements to represent actions. They are aware of health and safety considerations and know that they need to make careful use of the space available in the hall and restrict themselves to this area. They use warm-up exercises efficiently and are aware of why they do this. In Key Stage 2, pupils work diligently to improve their skills of dodging, passing and catching accurately as a pre-requisite for basketball and netball. They are aware of the types of passes and when they can be used most effectively. The skills pupils have acquired are then developed at a competitive level with local schools at netball and football. Swimming is an important feature in the physical education programme and very effective use is made of the school's own swimming pool in the second half of the Summer term. Pupils in the reception class, supported by parents, spend three sessions per week in the pool whilst other classes have five sessions per week during that half term. Pupils in Year 6 are given good opportunities to experience swimming in deep water in the Autumn and Spring terms of their final year. This improves their stamina, personal survival and life saving skills. The school places strong emphasis on swimming and virtually all pupils learn to swim as a result.
113. The quality of teaching is good overall. The best lessons are characterised by effective warm up activities, brisk pace, clear demonstration and appropriate challenges. Opportunities are created for pupils to collect and return apparatus and evaluate their own and other pupils' work. Pupils enjoy their physical education lessons which offer suitable opportunities for gymnastics, games, swimming, athletics, cross country running and dance. They behave well and even the youngest children are aware of health and safety issues. Pupils work co-operatively and are careful to use the space sensibly.
114. The co-ordination of the subject is good. Resources are good and effectively used. Extra curricular activities, including a residential experience both support orienteering activities and introduce new activities such as canoeing and camping. Assessment is currently on an informal basis but the co-ordinator and support co-ordinator for this subject are aware that the school needs to be formalise these procedures.

## **RELIGIOUS EDUCATION**

115. The previous report stated that attainment in religious education was in line with the requirements of the Locally Agreed Syllabus and this is still the case. Teachers have worked hard to implement a curriculum based on the recently revised syllabus. The report also said that the co-ordinator did not have time to monitor or to support colleagues. The subject is now effectively co-ordinated. The head teacher now monitors teaching and planning for the subject and ensures that the well-planned programme of assemblies effectively reinforce pupils' learning in the subject.
116. Teaching is satisfactory throughout the school and as a consequence pupils make sound progress in their learning. One of the stated aims is that pupils should acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain. The majority of pupils do have a knowledge and understanding of Christian beliefs and of Christian Festivals appropriate to their age. However, their knowledge of other religions is less detailed. However, teachers' planning does reflect a conscientious effort to implement the revised syllabus, for example by introducing pupils in Key Stage 2 to aspects of Judaism and Sikhism. The range of resources available to pupils for investigating topics in the syllabus independently is, however, very limited.

117. In the reception class, a good link between the subject and the pupils' personal, social and health education was made in the lesson observed in line with the recommendations of the Agreed Syllabus for this stage. The good teaching provided pupils with an opportunity to show awareness of and sensitivity to other children's feelings and effective use was made of a story to underline what was taught. In Year 1, pupils were introduced to the idea of a special religious ceremony, a Christening, and given the opportunity to think about ways in which they belonged to a family and a community. What they learnt is to be reinforced by a forthcoming visit to a local Church. The resources of the Parish Church are also drawn upon in other classes in both key stages; for example, in Year 4 and 5, in a study of exploring places and buildings with religious associations.
118. In a Year 6 lesson, pupils read versions of the Creation story accepted by Christian and Jewish faiths. While three pupils worked with the teacher to prepare to read the account in a forthcoming assembly, the other pupils mainly devoted themselves to drawing on and colouring a worksheet relating to the six days of creation. They found the task interesting, but it did not sufficiently challenge the majority of pupils and did not provide an opportunity for them to contribute their own views and interpretations or to make use of other sources of reference. The lesson also involved a subsequent visit to the environmental area to encourage pupils to reflect on the beauty of nature and they had an opportunity to explain what they had observed. Finally, they were given the opportunity to eat what Jewish children eat at the Feast of Rosh Hashanah and this was an experience that they enjoyed.
119. One aspect of the syllabus that is particularly effectively taught relates to the reflection and discussion that pupils are encouraged to pursue at the beginning of the year, about appropriate rules of behaviour. Older pupils are also encouraged to develop these reflections to encompass more general moral codes that they would like to see adopted. The subject makes a suitable contribution to pupils' development of literacy skills. However it is currently underused to support pupils' development of ICT skills. Pupils have positive attitudes to religious education. They are well behaved in lessons and maintain their concentration effectively.