

INSPECTION REPORT

TREWIRGIE INFANT SCHOOL

Redruth

LEA area: Cornwall

Unique reference number: 111843

Headteacher: Mrs N Hann

Reporting inspector: Heather Evans
21374

Dates of inspection: September 25-28 2000

Inspection number: 224652

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infants
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Trewirgie Road Redruth Cornwall
Postcode:	TR15 2SZ
Telephone number:	01 209 216111
Fax number:	01 209 215212
Appropriate authority:	Cornwall
Name of chair of governors:	Mr J Ham M.B.E.
Date of previous inspection:	11/11/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
H Evans	21374	Registered inspector	Science Information Technology Art Music Equal Opportunities
			What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
J Madden	13450	Lay inspector	
			Pupils' attitudes, values, personal development How well does the school care for its' pupils? How well does the school work in partnership with parents?
W L Bailey	10736	Team inspector	
		Maths Design & Technology Geography Religious Education	How good are the curricular and other opportunities offered to the pupils?
A D Crooks	31201	Team inspector	
		English History Physical Education Special Educational Needs Foundation Stage	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport

SK8 1BB

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trewirgie Infant and Nursery School is a county infant school situated in the town of Redruth in the south of the county of Cornwall in an area designated as an educational action zone. At the time of the inspection there were 240 pupils on roll with 52 children attending part-time in the nursery. Pupils join the main school from the nursery or from home in the year in which they will be five. The numbers of boys and girls are similar over the school as a whole. The school is popular and numbers have increased since 1996. There are 2 pupils who are learning English as an additional language, which is close to the national average. At 16 per cent the numbers of children on the school's register of special educational need is close to the national average and 3 of these have statements of special educational need. The number of pupils at stages 3-5 on the register is above that in most schools nationally. 40 pupils qualify for free school meals and at 14 per cent this is close to the national average and will rise over the year. Since the last inspection a new headteacher and deputy headteacher have taken up their appointments.

The details of the types of housing and the numbers of single parents and parents without work mean that the area around the school is an area with a level of deprivation well above that found in most areas nationally. When children enter the nursery and when they are assessed as they move into the reception classes, although there is a spread of abilities, overall attainment on entry is below that found in most schools nationally. The school is part of an education action zone aimed at addressing issues of deprivation.

HOW GOOD THE SCHOOL IS

Trewirgie Infant and Nursery school is a very effective school. Pupils work hard and achieve standards that are good overall and are well above the national average in reading, mathematics and science by the time that pupils leave the school at the end of Key Stage 1 at the age of seven. Standards are above the national average in writing. The quality of teaching is predominantly good. Pupils at Key Stage 1 and children in the nursery and the reception classes learn well and make good progress. The good quality teaching has a very positive impact on standards in all classes. All the classes in the nursery and reception contained children who were very new to formal education, but no significant weaknesses in teaching or in attitudes and behaviour were observed at the time of the inspection. The leadership of the headteacher and the governing body is good and provides a clear focus for sustained improvement. The cost per child is close to the national average and the school provides very good value for money.

What the school does well

- Standards in reading, mathematics and science are well above average by the end of Key Stage 1. Standards in writing are above the national average.
- Pupils behave very well, have very good relationships with teachers and with one another and have very good attitudes to their work.
- The quality of teaching is predominantly good.
- The provision for those children who are under five is good.
- Pupils are encouraged to be independent learners who think out solutions to their own problems.
- Provision for supporting pupils with special educational needs is good.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership of the headteacher and her deputy is very good.
- The quality and range of learning opportunities is good.

What could be improved

- The accommodation is not ideal and the split-level site with many steps and steep slopes creates many problems for access and for teachers trying to make the most efficient use of space and time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 when it was considered to have more strengths than weaknesses although some curricular weaknesses were identified. Since then the staff and governors have worked together to rectify all of the identified areas successfully. Access to the school has been improved by the creation of separate pedestrian and vehicular entrances. The systematic monitoring of teaching, by the new headteacher, the deputy headteacher and by members of the governing body is now thorough and effective and during the inspection no unsatisfactory teaching was observed. The provision for music has been greatly improved. The role of the governors and subject co-ordinators has been strengthened very effectively. All subjects are now managed well. Governors are now increasingly involved in the monitoring of spending set against the markedly improving standards and all have a clear understanding of the priorities set out in the school improvement plan. Governors have done all they can to identify weaknesses and support the important changes that have been implemented to improve the school. Information provided for parents is good and links between parents and the school have been improved.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	B	A	A
Writing	C	D	B	B
Mathematics	A*	A	A	A

Key

well above average A

above average B

Average C

below average D

well below average E

The school has very effectively maintained standards at a well above average level in the years since 1997 and the results in 2000 have improved on this pattern of success. The school has maintained a level well above that of other similar schools in reading and mathematics and science and has made good improvements in writing. Standards are well above the national average in English, mathematics and science and are also well above those found in most schools nationally. Standards in information technology are above average and are good. The provision for religious education complies fully with the local agreed syllabus. Standards have been maintained in all other curriculum subjects except music and design and technology where they have been significantly improved. From the below average start, standards at the end of the foundation stage are in generally in line with and are frequently above those found in most schools. Standards at the end of the foundation stage and at Key Stage 1 are good overall. The work in the classes for children under 5 sets the pattern for hard work that is continues throughout the school and provides effectively for the future success of pupils. Whenever the standards have been graded A* in comparative tables, attainments place the school in the top 5 per cent of schools nationally. The school has set challenging but realistic targets for the future.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and enjoy their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils learn how they are expected to behave from the nursery class onwards and the vast majority rarely misbehaves in school.
Personal development and relationships	Pupils' relationships between one another and with teachers are very good in all classes. They form the basis of the good academic standards that are achieved. Pupils in classes at Key Stage 1 have begun to accept responsibility for their own learning. This positive attitude establishes a positive atmosphere for work and learning that is very good.
Attendance	The level of attendance is good and is above the average in schools nationally.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	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.

The quality of teaching seen was never less than satisfactory and was judged to be at least good in 74 per cent of all lessons seen. It was judged to be very good or better in 22 per cent of all lessons. Overall, teaching is predominantly good and this is having a strong impact on pupils' attitudes to work and the improving standards. There is good teaching in the nursery and in different teachers' strongest personal subjects across the school. The teaching of English, mathematics and science is well organised and is almost always good. The skills of literacy, numeracy and investigational enquiry are well taught. This is because teachers plan together carefully and evaluate pupils' learning effectively on a day-to-day basis. This enables teachers to meet the needs of those pupils with special educational needs as well as the average and above average attainers and those few pupils who learn English as an additional language. Support staff are fully involved and encourage pupils' learning very effectively throughout the school enabling good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. The school provides pupils with the full range of subjects and skills and provides a wide range of additional stimulating learning opportunities. The provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	The school makes good provision that is particularly effective for those pupils on stages 3 to 5 of the Code of Practice for special educational needs.
Provision for pupils with English as an additional Language	The provision, learning and progress for these pupils are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school makes very good provision for pupils' moral, social and cultural development and good provision for pupils' spiritual development.
How well the school cares for its pupils	The school cares very well for all of its pupils.

The school has improved its links with parents since the time of the previous inspection. The involvement of parents in the classroom and the process of working together as partners in education through the home/school agreement are being strengthened and as a result standards are rising.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher with the senior management team provides clear vision and strong, purposeful leadership. Together they are creating a positive ethos for maintaining standards and sustaining improvements.
How well the governors fulfil their responsibilities	The governing body led by the dedicated chair of governors is fulfilling all of its statutory obligations. All of the governors play an active role in the life of the school influencing planning and educational direction.
The school's evaluation of its performance	The school has effective procedures in place for monitoring pupils' progress, curriculum developments, financial planning and the quality of education it provides.
The strategic use of resources	Resources, including personnel are used efficiently to help the school achieve its developmental priorities. The governing body oversees the management of the school finances wisely and links financial planning to identified needs with great care.

The school has an adequate allocation of teachers and support staff to implement the full National Curriculum and religious education. The split level site presents great difficulties for time management and pupils spend too much time moving from their distant classrooms into the main building for essential lessons such as physical education and to attend collective worship. The facilities limit the effective use of some equipment for information technology. Despite this the staff of the school manage all available resources well. The caretaking staff maintains a high level of cleanliness throughout all of the main building and the temporary classrooms. Day-to-day administrative procedures are thorough and effective. The governing body now applies the principles of good value to all its work. Through its membership of the educational action zone and the private funding initiative governors and staff are urgently seeking to improve the quality of the accommodation, including the dining room, in order to enhance learning and raise standards for all pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children are expected to work hard. • The standards of attainment achieved. • The standard of behaviour maintained. • The good progress their children make. • The quality of the teaching. • The approachability of the teachers. • The leadership of the headteacher. • The fact that their children like school. 	<ul style="list-style-type: none"> • A minority is not happy about the amount of homework some would like more and others would like less. • A minority of parents would welcome more extra curricular activities.

The inspection team supports the mostly positive views of the great majority of the parents. The team considers that the amount and style of homework set is suitable for the age of the pupils especially at this early stage in the school year. The team also believes that the range of extra-curricular provision, including sporting opportunities is appropriate for the age of the pupils and welcomes the new initiative of involving talented parents in the work in classrooms and in other new ventures.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In 1999, pupils' attainment at the end of Key Stage 1 when pupils were seven was well above the national average in reading and mathematics and was above the national average in writing. Teachers' assessment for science showed that attainments were above the national average with a higher than average percentage assessed as reaching the higher than expected levels. Compared with similar schools in 1999 the school's results in the statutory tests were well above average for reading and mathematics and above average in writing. Standards in reading, mathematics and science have been above those recorded nationally for the past three years. In the tests in the year 2000 pupils attained standards in reading, writing and mathematics that were at least as good as those in 1999 with measurable improvement in writing. Evidence from these tests, teachers' assessments and work seen during the inspection shows that pupils are now attaining standards in all areas of English, mathematics and science that are well above those found in most schools nationally. The school is particularly strong in encouraging pupils to think for themselves as they undertake investigational and experimental work and this promotes independent thinking and enables pupils to attain very high standards.
- 2 Some children are admitted to the Nursery during the year in which they will be four on a part-time basis. They move into one or other of the three reception classes in the September of the year in which they will be five still part-time and only become full-time in the term in which they will be five. Other children join the reception classes from various playgroups or from home in the September of the school year in which they will be five. On entry children have varied attainment levels but overall attainment on entry, as indicated by the observations on entry and the early assessment tests, is below average for children of the same age nationally. Children make very good progress in developing their skills in language and literacy and in their social and personal skills when they learn how the school expects them to behave. They also make very good progress in mathematics, knowledge and understanding of the world, physical development and creative development. By the age of five, the majority achieve the levels expected of children of this age in all areas of their learning and a significant proportion of the year group exceed the levels expected of children by the time of their fifth birthday. Great demands are made of them and by the age of five, for the great majority of children the standards attained are good. In the nursery and the reception classes children are working within the six areas of learning recommended by the Department for Education and Employment and until September 2000 were working towards the Desirable Learning Outcomes (DLO's). The school has adopted the local authority guidelines called 'Footsteps' which are modelled on the new Early Learning Goals (ELGs). Around the time of their fifth birthday pupils are introduced gradually to the work of the National Curriculum.
- 3 Throughout the nursery and the reception classes and in all classes for pupils at Key Stage 1 the quality of teaching of the basic skills in literacy and numeracy is predominantly good and this enables pupils of all levels of attainment to learn effectively and to make good progress. Standards of work seen by the oldest pupils in Key Stage 1 at this early stage in the academic year are above the expectations of the National Curriculum in reading and writing with more than one third of pupils already attaining well above the required level in reading. Standards in mathematics are at or above the required level for the majority of pupils. In science, the overall standards are above the required levels overall, and already about 20 per cent of pupils are attaining higher levels in some areas of the subject. This was observed in investigational

science, materials and their properties and in pupils' knowledge of life and living processes. These findings show that the school is maintaining the well above average standards that the National Curriculum tests and assessments show to have been achieved in the years since the last inspection. In literacy many pupils read demanding texts accurately with good expression. They know the difference between fiction and non-fiction books and write interesting stories, taking care over their punctuation. In numeracy by the end of Year 2 pupils can add and subtract accurately and many are confident using multiplication and division. They understand the importance of knowing multiplication tables and use mathematical vocabulary accurately showing good understanding.

- 4 In information technology, standards are above the expected levels and religious education most pupils display knowledge of the work covered that is better than that found in most infant schools. Pupils show confidence in practising the skills of control technology. In the subjects of history, geography, and art standards have been maintained at the levels observed at the time of the previous inspection standards have been improved in design and technology and physical education and in music they have been greatly improved. This represents a good improvement in subjects across the curriculum and a tremendous increase in knowledge of music and in music making since the time of the previous inspection.
- 5 There have been changes in management with a new headteacher and deputy headteacher. Shared planning has had a positive influence on regular assessment and the analysis of results. The pattern of teaching has become more focussed and there have been National initiatives in English and mathematics that have meant changes in curriculum provision. Within the school there is an increased level of high expectations and more explicit challenge is seen in all classes and subjects. Pupils of all ages are now attaining the standards that are as high as can be expected. The school has set its own sights very high and pupils in younger classes are showing the benefits of the increased rigour in the curriculum supported by careful assessment. The headteacher and the classroom staff are aiming even higher for the future. The school has set targets for groups and individuals in English and mathematics, which are suitably challenging for pupils of all abilities but are realistically attainable. Work seen during the inspection indicates that both teachers and pupils are making good progress towards the targets set. There was no significant difference seen in the work of groups of boys and girls either in books or in lessons during the inspection. Differences seen in classes for younger children can be explained by the limited time that some had been in school, sometimes for less than a full week. Parents are overwhelmingly pleased with the standards their children achieve.
- 6 Pupils identified as having special educational needs and those few who are learning English as an additional language make good progress. Pupils with statements, who have additional help in the classroom, also make good progress because of the high quality of skilled support available to them. The extra provision in classrooms for pupils of all abilities given by the classroom assistants means that standards and learning opportunities are very well matched.

- 7 Standards attained in all subjects are at least in line with national expectations at this early stage in the school year. Collected evidence from work completed in the summer term and through videos and photographs shows that for the vast majority of pupils standards are above national expectations by the time they move on to the next phase of education.

Pupils' attitudes, values and personal development

- 8 The attitude of pupils to the school and to learning is very good. Pupils are keen and eager to learn, very involved, and respond enthusiastically to the good teaching. This is reflected in the views of the parents, and is in line with attitudes to work observed at the last inspection. From their time in the nursery, children are confident and able to express their personal views. Many enjoy the opportunities provided at the lunchtime clubs. They take pleasure in discussing their work with visitors and are proud of the school.
- 9 The behaviour of pupils is very good, and has improved since the last inspection, when it was good. Effective classroom management of pupils and clear guidelines on behaviour and class rules underpin this improvement in behaviour. Any conflicts are resolved immediately by the staff and pupils, who are expected to apologise and shake hands. Pupils and staff make the well-understood discipline policy work effectively. There have been no exclusions in recent years, an indication of the very good attitudes and behaviour in the school. Parents are very satisfied with these standards.
- 10 The personal development of pupils is good. They choose their meals and pay for them in the canteen style dining hall. There are pupil monitors for music and the library, and also a head boy, head girl and senior monitor, who help other pupils and the teachers. All contribute to a growing sense of confidence and maturity as pupils move through the school. All pupils work well together from the nursery stage, where they play together co-operatively, to the end of the key stage in Year 2, where they support one another in becoming independent learners. Those with special educational needs are aware of their targets as they work towards them.
- 11 Relationships between adults and pupils, and between pupils, are very good. Pupils work well and play well together, including those pupils with special needs. Pupils are encouraged to offer their opinions in the classroom, where their responses are valued. Instances of bullying are few, and are dealt with swiftly, reflecting the value of the high levels of pupil supervision.
- 12 Attendance is good. The school has adopted a strict policy for tracking any absences and therefore attendance has improved since the last inspection. For the last two years it has been slightly higher than the national average. Unauthorised attendance has similarly been below the national average. Lateness is minimal, pupils and parents being aware that it is unacceptable to the school.

HOW WELL ARE PUPILS TAUGHT?

- 13 The school has been very successful in improving the quality of teaching since the last inspection. The percentage of unsatisfactory teaching, which was 20 per cent in 1996, has been eliminated. During the inspection 74 per cent of teaching seen was judged to be at least good across the school with 18 per cent being very good and 4 per cent judged to be excellent. The teaching in all classes is now never less than satisfactory and is predominantly good and the needs of all pupils are met very well. In all lessons, but especially in those of English, mathematics and science, teachers pay particular attention to developing pupils' skills in numeracy and literacy and in promoting skills of independent working and personal research to a level above that usually found in infant schools. Pupils' numeracy and literacy skills are taught well and are used sensibly in other subjects across the curriculum. Pupils' skills in phonics, when they sound out unfamiliar words in reading and use letter sounds in building up words in writing and for spelling are used successfully in pupils' independent writing. This is when pupils use what they know about words and punctuation or can elicit from sources such as dictionaries or a thesaurus before asking for help from the teacher or classroom assistant. These skills were observed best in the classes for pupils in Years 1 and 2 at Key Stage 1. At this stage in the school year it is clear that these present attainments reflect the work undertaken in the reception classes and in Year 1 during the previous academic year.
- 14 Across the school from the nursery and through the reception classes the quality of teaching is predominantly good. In the reception classes, including the part-time class for those children who will soon be five, and classes where some children still attend on a part-time basis the quality of teaching varies between satisfactory to very good and in two lessons was judged to be excellent. At the time of the inspection many children had been in school for only ten half days and were still involved in the settling process. The school has promoted clear strategies with good support available from senior staff with the stated aim of raising the quality of that teaching judged to be satisfactory to the level of the best. This process includes lesson observations by the headteacher, the deputy headteacher, subject co-ordinators and designated governors and the careful monitoring of teachers' lesson plans and pupils' completed work. Teachers' planning is carefully based on the locally developed 'footsteps' programme that links effectively with the early learning goals recommended by the Qualifications and Curriculum Authority (QCA) for children in the nursery and reception classes and called the foundation stage. Teachers' planning increasingly includes work drawn from the programmes of study in the National Curriculum as children attain the expected levels of attainment and approach the age of five. Relationships are very good and the teachers have a very good understanding of the needs of young children and of how they learn in all of the areas of learning.
- 15 In all classes at Years 1 and 2 the practice of good teaching is maintained and the pattern of teachers planning together and shared evaluation of work accomplished means that pupils across the year group receive the same learning opportunities. Teachers plan together in year groups to ensure a consistent approach to work. Pupils' attainment is monitored to identify strengths in provision and areas for improvement. Teachers and members of the support staff co-operate well together, planning suitable activities to build the children's confidence and skills, including additional more difficult work for higher attaining pupils. Teachers interact well with pupils of all ages inspiring them to greater efforts and extending their mathematics and scientific vocabulary.
- 16 Throughout the school the monitoring and support role of the headteacher enables teachers to provide opportunities for learning for pupils of all abilities matched to their

previous attainment and to their individual or group needs. Careful detailed preparation provides a good range of learning opportunities to extend and support pupils' learning. Pupils of all ages are motivated very well by praise and encouragement for good effort. At the start of the inspection one or two teachers offered praise indiscriminately but as the week progressed encouragement was always an important part of all lessons but praise had to be earned. Teachers are required to have high expectations of pupils and they in turn respond to the challenges presented very enthusiastically. Assessment strategies are built into all lessons at the planning stage and at the end of lessons practical and effective evaluation takes place leading to successive steps building on each group of children's past knowledge.

- 17 A noticeable strength of the assessment and planning process is the way teachers in all classes adapted activities according to how well the children and pupils achieved. The way activities were sometimes separated and sometimes dovetailed together with the different groups was impressive. The system worked particularly well because of the well-prepared support available from skilled classroom assistants and the well-informed parent helpers as well as through the training given to pupils and children to enable them to work independently when required. Teachers encourage all pupils, whatever their age or attainment level to use their personal initiative when faced with challenges within their learning.
- 18 Teachers' subject knowledge is strong and, linked with that is their ability to make clear in all lessons to pupils of different abilities exactly what they expect them to do and learn. Teachers sometimes stop a lesson to demonstrate a particularly good aspect of work and to remind pupils of the precise nature of the learning objectives. This has the effect of prompting those children who might have been developing work along different lines to check what they were really doing or encouraging those who were unsure of what they were doing. This focusing of attention helped to reaffirm a calm working atmosphere, enable pupils to think again about their work and helped them to do it well. Lessons start on time and teachers work hard to use all resources, including personnel efficiently. However, the nature of the site, the scattered buildings and the distance from the main building of some temporary buildings means that too often pupils have to wait in lines to be escorted to the hall or the playground. This queuing and moving around for essential lessons such as physical education or to join in collective worship means that some teaching time is lost. The school hours exceed the recommended working hours to balance this difficulty but the lost time has an impact on efficiency that needs to be addressed as soon as practicable.
- 19 A particularly strong element, observed in all classes in this school that was missing at the previous inspection is the shared planning for the whole curriculum, which is considered to be essential to achieve the well above average standards. This is managed efficiently and effectively through the leadership of the headteacher and deputy and by the support of the subject co-ordinators. Planning for literacy and numeracy lessons is particularly thorough and the same model is used for other subjects across the curriculum. All teachers are clear about what they want pupils to learn in lessons, how they are going to go about teaching it and what resources they will need. Teachers are meticulous in reviewing achievements, assessing gains and noting areas that will need further work. They use this information systematically and collaboratively when planning the next steps in the learning process.

- 20 Since the last inspection pupils have made gains in their all-round education. All work is now stimulating and challenging and stretches the imagination and abilities of all pupils. Teachers meet the learning needs of different groups very successfully and have increasingly high expectations as the changes within the school are tested. As a result of these changes there has been an overall improvement in learning and standards across the curriculum. Pupils know that they are expected to work hard on tasks that extend their thinking and learning. The increasingly high expectations have a strong impact on pupils' learning throughout the year in the nursery, reception classes and in all classes at Key Stage 1.

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

- 21 The curriculum is broad, balanced and relevant for all pupils. The curriculum meets all statutory requirements and in religious education the local agreed syllabus is followed. The coverage of all curricular subjects is within well-planned topics and links between subjects are good. They enhance pupils' learning and understanding. The school's policy on sex-education has been discussed by the governors and is explained fully in the brochure for parents. All statutory regulations concerning collective worship, and other aspects of personal, health, social and cultural education are fulfilled. Provision for encouraging pupils' independent skills and for developing their sense of responsibility and awareness of their role in society are also addressed appropriately.
- 22 The literacy and numeracy programmes are firmly established although within literacy, the standard of pupils creative writing whilst above the national average and above that in similar schools is below that of reading. The school has begun a very detailed and extensive programme of work aimed at lifting the standard of creative writing to the highest possible level.
- 23 The curriculum provision for children under five is good. The way that the nursery is organised to promote learning creates an environment that provides effectively for all pupils. There is a wide range of play and other learning activities. These are based on the recommended desirable learning objectives and are supported very effectively by the local authorities 'footsteps' programme. This programme is based on the recommended ELGs set out by the department for Education and Employment and the QCA. Whilst there is not an exact match the programme meets all the requirements of the new guidelines for the education of children under five. The quality of adult interaction is good and the organisation and management of this phase of education leading to the National Curriculum are efficient and effective.
- 24 Homework is used regularly to support pupils' learning. Homework consists mainly of reading, spelling and mathematical tables' practice and sometimes specific work to support the activities undertaken in class in science. The provision for extra-curricular activities is broadly typical for pupils in the infant age group. The school offers opportunities for sports, singing and the recorder, Caring in the Community, Fox Club and French. The school arranges visits by theatre and dance groups and all pupils benefit from the staff from the Screech Owl sanctuary coming into the school to show their work. Other visitors to school include artists and musicians, for example Mike Fenton the world famous Autoharp player.

- 25 The current policies, which include methods of tracking the work and progress of groups and individuals and very comprehensive termly and weekly plans for teaching the curriculum are reviewed systematically and are updated regularly. This development and refinement of curriculum planning is a strong improvement on the successful planning commented on in the previous inspection.
- 26 As pupils move through the school, very detailed planning documents developed by the teaching staff and monitoring procedures conducted by the management provide a firm basis to enable teachers to construct a curriculum that builds systematically on existing knowledge and skills.
- 27 The school's collective planning strategies enable continuity, progressive planning and effective curriculum procedures. Pupils identified as having special educational needs have equal opportunities and access to all curricular and other opportunities through the support provided by the management, members of staff from outside organisations and through adaptations made to the curriculum in order to meet specific needs.
- 28 Since the 1996 inspection, observation of lessons, monitoring of the curriculum and teachers' classroom practice by the present headteacher, senior staff and members of the governing body has been developed very well. The evaluations have led to improved and strengthened teaching across the curriculum and the promotion of greater challenge and higher levels of achievement by pupils of all abilities.
- 29 The school's provision for pupils' spiritual development is good and for their moral, social and cultural development is very good. There is a strong focus on what is acceptable behaviour and on the development of pupils' self esteem by emphasising and praising achievement. The cultural provision has been reviewed and had had more elements included such as a study of music and art from other than western cultures in response to the findings of the previous inspection. These added elements have improved provision very effectively. The curriculum includes exploration of other cultures, beliefs and values that contribute effectively to the pupils' understanding of other peoples and their ways of life.
- 30 The school is active in promoting spiritual awareness. Collective worship is mainly but not only Christian in nature and reflects a strong community spirit. The members of staff and those governors regularly involved offer pupils the opportunity for some spiritual reflection on moral themes during the daily assemblies. Spiritual values permeate the curriculum; for example nursery-aged children expressed awe as they heard their own voices on tape for the first time. Curricular provision, especially in religious education, science, art gives pupils the opportunity to reflect upon, share and discuss their experiences and feelings in ways that develop their spiritual awareness and self knowledge. In 'circle time', pupils explore their feelings and ideas about special places and experiences as they sit quietly and explain their ideas in turn. Collective worship and religious education encourage pupils to see the Christian faith as a living faith and consider how people who have different faiths organise their worship and sense of what is holy. The school successfully provides knowledge and insight into the values and beliefs of Christianity and of other main world religions.

- 31 The school provides a very strong basis for pupils' development of moral development. It places an important and appropriate emphasis on developing good behaviour so that pupils can learn effectively. Parents, pupils, staff and governors have been involved in making useful contributions to the success of the thorough, clear and effective behaviour strategies. Pupils are successfully taught right from wrong. They understand that they are responsible for their personal behaviour and for the collective behaviour of those in their class. Certificates and awards increase motivation and raise levels of attainment. The school explores moral issues in a number of contexts such as assemblies, games and periods of thoughtfulness and reflection that the school calls 'circle time'.
- 32 The provision for social development of pupils is very good. Teachers provide good role models. They offer a consistent approach in developing pupils' personal and social skills from the time in the nursery and throughout all classes. Teachers encourage pupils to share in discussion and to co-operate and work and play productively. Older pupils give very good support to younger children from the reception classes at lunchtime. All pupils respond willingly when carrying out small jobs in the classroom. In particular they tidy up at the end of a session efficiently and automatically without prompting. Pupils' active involvement in assemblies makes a successful contribution to their social development. At lunchtimes, organised games team games and games to promote skills with balls and small apparatus, supported by staff, create a successful and enjoyable break. In these sessions pupils share well in a joint social occasion learning informally to co-operate and work together effectively.
- 33 Pupils' involvement in the community effectively develops a sense of citizenship. They take part in environmental projects, observe work in supermarkets, shops, theatres and the post office. Groups of pupils respond well to the school's active involvement in raising money or providing goods for charities, for example the distribution of the Harvest Festival gifts through Help the Aged.
- 34 Cultural provision for the pupils in the school has developed well since the last inspection. Pupils develop a strong awareness of their own and other cultural traditions through the curriculum and through visits out of school. Pupils share in the Barnabas Project and enjoy the focus around the creative arts with a carnival theme for the Murdoch Day festivities when pupils join with other schools in celebrating the work of a famous local inventor. Celebration of Christian festivals and those of other religions, for example Diwali and the Chinese New Year, help to introduce pupils of the varied and diverse traditions of other cultures as well as giving them first hand experiences of their own. Through these activities all pupils are very well prepared for their next stage of education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school cares for its pupils very well. Pupils are all very well known in the school, especially by their class teacher and by the headteacher. The school provides a welcoming and caring environment where pupils develop well academically and personally. Every effort is made to ensure the care and wellbeing of all pupils on the difficult site where classes are organised in four separate temporary buildings on a site with steps and slopes that cross the main entrance for the transportation of goods to the kitchen. Although no child is ever permitted to roam about the site unsupervised, despite the best efforts of the staff and governors this still presents a potential danger. Following the last inspection access to the school has been greatly improved. Governors and staff have arranged for the creation of separate pedestrian and traffic entrances. For both

vehicles and pedestrians there are two fastened barriers between the road and the entrance to the school. All pupils are accompanied by a parent or carer to the school door, and no child is left unattended outside the school before the 8.55 a.m. start. Pupils are similarly met at the school doors at the end of the day. However, a danger to pupils still remains. This is created by parents who persist in dropping off their own children in the clearly marked no parking area in the narrow road outside the entrance to the school.

- 36 Effective child protection arrangements are in place, which meet requirements. There is a named person who is known by all staff and has received all the relevant training. All of the procedures required by the authority and approved by the governors are clearly understood. However, following recent changes in personnel the school recognises the need to upgrade the training to cover that for all new staff and for this reason has booked places on the next available training course in the county.
- 37 The school has good working partnerships with all relevant outside agencies. These include the educational psychologists, the advisor for pupils displaying behaviour difficulties, the audiologist and the teacher for the deaf. Each pupil is given a medical and dental check when five years old. Pupils with special needs are well cared for within each class, with clear, individual targets that are set out in each child's individual education plan. These plans are well constructed and include measurable objectives that enable teachers to support and monitor the progress of each pupil.
- 38 Health and safety checks are regularly undertaken in liaison with the named teacher and the designated governor. The latest Fire Risk Assessment has just been completed and will be presented to governors at their next meeting, whilst a Health and Safety check is imminent. Medical and first aid needs are well looked after. Staff are aware of the long-term medical needs of pupils and will dispense short-term drug regimes with written instructions from parents. The school has two members of staff who are fully trained first aiders, and all other members of staff have received basic training. The provision of first aid equipment around the school and at break times in the playground is exemplary. Records are kept of accidents, and parents are informed of the smallest incidents.
- 39 The attendance policy is well known to parents, who say that pupils want to go to school, even when ill. Parents contact the school immediately if their child is to be absent. There is a good absence monitoring system in place, and the school quickly contacts parents and carers if there is any cause for anxiety. Lateness is minimal as a result of the firm stand taken by the headteacher should any cases arise.
- 40 The very good behaviour of pupils in the school is supported by the well-understood Discipline Policy. The positive attitudes to good behaviour are reinforced through religious and moral education in the classroom and through whole school assemblies. Pupils are very clear about what the school's rules are and are extremely knowledgeable about what happens should they fail to live up to the expected high standards. The good behaviour follows on from the high expectation of teachers and good behaviour management in the classrooms. Sanctions for unacceptable behaviour are consistently applied and any bullying that does arise is dealt with swiftly and sympathetically.
- 41 The school has developed very effective strategies for monitoring the academic performance of pupils. The national statutory tests and voluntary additional tests are completed in accord with statutory requirements. Trends are analysed with meticulous care over the years and good use is made of the information to help the setting of school targets linked to the national requirements. The school also makes good use of past papers to assess pupils' progress and to identify learning needs. Individual pieces of work are set and marked to match expected levels of attainment at the end of each topic, in, for example, maths and science this carefully marked work is discussed by all teachers and used to organise subsequent work. Regular planning

meetings are held to ensure that work of appropriate difficulty is taught and achieved across classes in the same year group. Day-to-day assessment takes place in the nursery using a system devised and managed by the staff. In reception classes the Cornwall assessment system which finds out what children know and can do when they join the school is in use.

- 42 The school's assessment policy contains full, detailed and useful guidance on the monitoring of pupils' performance. Daily assessment is well used to help in short-term curriculum planning. Pupils are rewarded at the weekly special assembly for outstanding effort, good work or progress. Individual records of achievement create a whole picture of the progress of each pupil through the school. Effective systems are in place for the assessment of those pupils identified as having any special educational need. These contain clearly identified targets, and are used to plan suitable work in all subjects across the curriculum. This careful detailed planning has a positive effect on pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 The great majority of parents are clear that their children like attending the school. They are also very pleased with the progress their children make, allied to the good teaching and the hard work of pupils. Also valued is the maturity that they see their children develop as they pass through the school. The inspection team is fully in agreement with parents on these views. A minority of parents is not sure that the amount of homework set is suitable for their child. Of this small group some would like there to be more homework, especially for six and seven year olds others would prefer it if no homework was set. On balance, the inspection team considers the style and amount of homework to be about right. Some parents are less satisfied with the range of activities provided by the school. However, the introduction of a range of extra curricular activities is relatively new and has been in place for two to three years. The team considers that the introduction and maintenance of these sporting and musical activities provides suitable additional opportunities for pupils up to the age of seven.
- 44 Parents are provided with good information about the work of the school, and are more aware of and involved in their children's learning than at the time of the previous inspection. Parents welcome regular newsletters about the work undertaken in each class, and about events at the school. The school's annual reports to parents demonstrates a deep knowledge of each pupil and a clear picture of what they know and can do. Termly meetings are arranged for parents with their children to have a one-to-one meeting with teachers. Any concerns that arise between these meetings can be discussed when parents and carers deliver or collect children or by a specially organised interview. Parents especially appreciate the close working arrangements between themselves and staff in the nursery. The education of pupils here is designed to complement the home environment. The induction of children into the nursery includes a preliminary visit by parents and children before starting school and daily contact between parents or their representative and staff in the nursery.

- 45 Parents provide valuable help in many classes in the nursery and in classes through the school. This valuable help enables teachers to maximise their teaching skills. This is a new venture that is proving to be very effective. Meetings for parents and carers about the literacy and numeracy strategies have provided parents with an insight into their children's lessons. Parents have welcomed the workshop sessions where they have learned for themselves about the work their children undertake.
- 46 The home/school agreement has had little impact on many parents, as it does no more than reinforce the prevailing arrangements. However it embodies all of the aims and policies of the school and reflects what is actually happening in a clear and factual manner.
- 47 Parents of those pupils identified as having special educational needs who have individual education plans have termly meetings with teachers and, where required, with representatives of outside agencies enabling them to have an input in the plans and target setting for their child.
- 48 There is now increasingly a wider inclusion of parents into the life of the school and within classrooms. Parents with special skills such as music and sport have been very successfully co-opted to offer support in some extra-curricular clubs, such as music and sport that are extending the scope and range of the curriculum. Most parents attend termly progress meetings and enjoy sharing in celebrations such as the Christmas Church Service and the end of year presentations. All these initiatives are having a positive impact on the learning, standards achieved and the personal development of pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 49 The leadership of the headteacher is clear and purposeful and is based on a vision of excellence by teachers and all pupils. She has a very clear sense of educational direction derived from the analysis of monitoring results and initiatives. Her firm leadership with the very capable support of the new deputy headteacher who has particular skills in assessment has enabled the school to attain standards in the National Curriculum tests that are well above the national average and to move forward to be a very effective school. Her clear vision for encouraging all the staff to aim for high standards and presenting challenging work has been instrumental in raising the quality of learning experiences throughout the entire school. This has been accomplished by changes in the management and teaching staff and the introduction of new methods and national initiatives. The support of the deputy headteacher, established and new members of the teaching team and the support staff has enabled the school to develop in a positive direction where the aim is for total excellence. New staff are supported effectively and training is provided to match identified needs. This high commitment for improvement has lifted the quality of work for all pupils. Targets have been established that are realistic and attainable for classes across the school and for every individual pupil.
- 50 The governing body, led by the dedicated Chair of Governors has reviewed and analysed all of the issues raised at the time of the previous inspection with a high degree of success. Those issues identified at that time have been rectified efficiently and effectively. The school and its planning procedures are now organised in an industrious and businesslike way. There is a well-organised and effective committee structure. Many members of the governing body have undertaken relevant and useful training in order to help them carry out their duties in a purposeful and beneficial way for the well being of the school and the pupils. New governors have joined the team during the past six months have brought with them additional skills and talents. The

governors regularly visit classes, take an active and interested part in curriculum development, and recognise areas still to be developed and readily act as a supportive friend to the school. Very occasionally they have offered the constructive criticism required and are well able to question the school about methods and standards. Governors are also alert to other areas such as the need to improve external decoration and facilities in the canteen. Pupils sit at old and damaged tables and are very squashed. Where the management of the school has identified a lack of personal or collective expertise governors have benefited from professional support bought in from the local authority but have maintained close involvement and responsibility in all decision-making processes. The regular system of classroom visits with the well-organised committees together with the knowledge of the most experienced governors enables all statutory responsibilities to be met. The focus of these visits has shifted over time from being mostly social to being subject specific looking for the use of new materials or national initiatives. This close partnership of governors with the senior management team has enabled the development of a shared purpose, which has had a positive effect on the direction of the school.

- 51 The curriculum committee of the governing body, which includes the teacher governors, works closely with the school to review curricular developments and to monitor the effectiveness of the teachers and the schemes of work in preparing pupils for the tests at the end of the key stage. Through the clear vision and leadership of the headteacher and subject co-ordinators governors carefully scrutinise and analyse the results of all statutory and voluntary tests purposefully and make decisions in the light of this analysis. Strategies to evaluate the effect of spending decisions on standards attained have been developed since the last inspection and are proving to be beneficial when making decisions about any initiatives. Governors have highlighted areas for further improvements, such as the detrimental impact on learning opportunities caused by time missed in lessons as pupils have to walk to reach lessons, collective worship, play and lunch-time across the slopes and steps caused by the visually unattractive and physically unsatisfactory split-site. The school is part of an Education Action Zone and within this is part of a private finance initiative (PFI), aimed at improving facilities and raising standards across a group of schools. Because the school already achieves well above average standards its planned place in the order of the proposed re-modelling proposals does not offer any immediate relief for these difficulties.
- 52 Governors have been appointed to support initiatives in literacy and numeracy. There is also a governor who is involved in work to support pupils with special educational needs. All of these designated governors have undertaken additional specialist training and provide effective liaison between parents, governors and the school. Since the last inspection the school has worked to improve the quality of teaching through teachers working in closer collaboration with one another. The role of the subject co-ordinator has been extended to lift the quality of monitoring and increase responsibility making it an important strand in the development of all subjects and empowering the individual post holders. The leadership of the school has followed the lead of class teachers in developing closer links with parents which are proving to be very effective.

- 53 The governors have improved their ways of financial planning, since 1996 linked to a structured management plan that spans the next three years. The school improvement plan that has been developed as a result of the previous inspection and areas for development highlighted by the new headteacher and members of the senior management as part of the plans of the school within the educational action zone. To support these documents there is the shorter term whole school development plan that is designed to cover periods of 12 to 15 months and is reviewed each year. Governors have pursued this complex work through shared training and through close collaboration with the headteacher, other members of the teaching staff and representatives of the local education authority. The school carries a small surplus in the contingency fund that is well within recommended limits. Some of this fund is already earmarked for additional computers. The school finance is now ordered very efficiently. The school has developed very effective financial procedures and with the support of the local education authority has learned to seek out all possible grants and financial support in a drive to ensure that the principles of best value are always applied. This situation is a marked improvement since the previous inspection. When deciding priorities governors collaborate with the teachers and the management team. Evidence for this is seen in the documents showing planning up to 2003. All school planning contain much more detail than was available at the time of the last inspection, including sources of finance, staged progress reviews over time, success criteria and responsible personnel.
- 54 The careful management of the budget has enabled standards of work to be improved by well-focused and specific training for all the staff and the appointment of skilled teachers and hardworking classroom support staff. There are a number of classroom assistants who support learning for all pupils and some learning support staff, who have a special role to enable those pupils designated as having special educational needs to reach their targets and so keep up with their classmates. The quality and commitment of these classroom aides, observed during the inspection, matches that of the teaching staff. The initiative to involve parents as voluntary learning support assistants in classrooms begun during 1999 is carefully managed. It is proving to be a most successful way of encouraging pupils to work even more effectively in groups in English mathematics and science and enables teachers to concentrate well on their focus group. The system enables parents to see in practice how pupils are taught and learn in the classroom and for some it offers a useful way of helping them further at home. The school hopes to expand the initial trial period and encourage even more parents to be involved in this way by a gradual process of training and explanation of teaching methods. The increased percentage of pupils attaining higher than expected grades in national tests is a positive feature of this increased involvement.
- 55 The money allocated for the support of those pupils with special educational needs and those learning English as a second language is managed carefully and the school allocates additional money from its delegated budget to increase the support for pupils with special educational needs. The impact on standards achieved by this spending is monitored carefully and this care enables pupils to learn effectively and make good progress in line with that of their classmates. Grants for staff training including training for the National Grid for Learning are used efficiently. The impact of specifically targeted training has been to raise the quality of teaching in the subjects of English mathematics and science to a level that is almost always good and is frequently very good. In other subjects there has been similar improvements. The staff consider that training to improve teachers' skills and increase the confidence of all teaching staff using computers and the Internet has been a particular success. The staff appraisal system along with the process of teachers' personal interviews with the headteacher is managed very effectively. Information gathered through the review and observation and monitoring system is used to identify any teacher's specific training needs and

then to provide the best possible additional in-service training.

- 56 The school is well kept through the work of the caretaker and the cleaning staff. Teachers and governors work hard to maintain the grounds as a stimulating learning resource and willingly devote time to maintenance and restoration. Since the previous inspection the school has been improved by the addition of a library area and a new staffroom and administration block. Many good quality books have been added to the library stock and there has been a thorough audit and replenishment of resources for all subjects of the curriculum.
- 57 There are ramps in parts of the school which allow access for pupils with physical disabilities or for those in wheelchairs but the many steps and steep slopes as well as the scattered nature of classrooms across the site inhibits the school's aim of providing equal opportunities for all. Any pupils or parents needing wheel chairs would find full access difficult.
- 58 The entire management team's involvement in the progress that has been made of processes of monitoring is now well developed and has been successful in assisting the school to meet all of the National Curriculum requirements. The assessments of children's attainments when they start school show that the majority of pupils have below average levels of attainment on entry. Pupils' behaviour is very good in and out of classrooms, relationships and attitudes prevailing throughout are also very good and there is well-balanced curricular provision throughout the school. The school has a well ordered and efficient management process, good quality teaching for all pupils and standards in all subjects throughout the school have either been maintained or have improved.
- 59 When these very positive factors are set against the average cost for each child, which is close to the national average, but was inflated last year by the inclusion of the costs of the new building in the calculations, the school now provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 60 There are few areas of weakness and all of these are directly related to the difficulties presented by the accommodation and the split site. The difficult site regularly causes a loss of teaching time throughout the day as well as problems for moving pupils between their classrooms and the main building especially in inclement weather.

In order to maintain and improve the existing standards the governors, headteacher and staff should:

- Liase fully with the local education authority to improve the facilities for all pupils by the urgent implementation of the proposals for improving accommodation outlined in education action zone plans through the private finance initiative (PFI) published in July 2000. (*Paragraphs 18, 51, 53*).
- Other minor weaknesses that the governors may wish to address are the congested and old facilities in the canteen at lunchtime.

To improve the amenities and safety of the pupils during the lunch hour the governors and headteacher should:

- Work with the local education authority and the providers of the school meals to review the facilities for pupils at dinnertime. Improve dining facilities by replacing the damaged and worn furniture and considering ways of reducing the numbers of pupils using the canteen at any one time. (*Paragraph 50*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	18	52	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	52	240
Number of full-time pupils eligible for free school meals	0	40

FTE means full-time equivalent.

FTE will rise each term as children attain their fifth birthday

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.8
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	1999	37	42	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	35	37
	Girls	41	40	40
	Total	75	75	77
Percentage of pupils	School	95	95	97
At NC level 2 or above	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	37	36
	Girls	41	41	41
	Total	76	78	77
Percentage of pupils	School	96	99	97
At NC level 2 or above	National	82	86	87

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	2
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 – Y2

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	24
Average class size	26.5

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	197

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	478,871
Total expenditure	525,381
Expenditure per pupil	1,961
Balance brought forward from previous year	62,567
Balance carried forward to next year	16,057

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	3	0	0
My child is making good progress in school.	69	29	1	1	0
Behaviour in the school is good.	48	43	6	0	3
My child gets the right amount of work to do at home.	36	38	11	3	11
The teaching is good.	74	24	2	0	0
I am kept well informed about how my child is getting on.	56	36	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	16	7	1	1
The school expects my child to work hard and achieve his or her best.	69	28	2	0	1
The school works closely with parents.	45	40	10	3	1
The school is well led and managed.	54	38	0	1	7
The school is helping my child become mature and responsible.	54	44	0	0	2
The school provides an interesting range of activities outside lessons.	16	25	16	17	25

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 61 Since the last inspection the sound provision for children in the nursery and reception classes, now called the foundation stage, has been improved and overall it is now good. The improvements include more shared planning and better assessment of pupils' attainment both on entry to the nursery and throughout the time in the reception classes. An important improvement is the improvement in the overall quality of teaching, especially in the reception classes, that has had a positive impact in all areas of learning. The organisation of the reception classes creates some difficulties because some of the children attend only in the mornings until the term in which they will be five and they are in mixed classes with children who are already attending full-time.
- 62 Children are admitted to the Nursery during the year in which they will be four on a part-time basis. Other children attend other nurseries or play groups and join one of the reception classes in the September of the year in which they will be five. Children in the nursery move into one or other of the three reception classes in the September of the year in which they will be five. They attend only part-time at first and stay full-time in the term in which they will be five. At the time of the inspection the majority of children in these classes were new to the nursery and more than half of the children in the reception classes had only joined the school eight or ten days before the inspection. There were 52 children in the nursery and 90 in the reception classes of whom 45 would be five before the end of December 2000 and attended full-time and 55 who were still four and attended only part-time.
- 63 On entry children have varied attainment levels but overall attainment on entry, as indicated by the observations on entry and the early assessment tests, is below average for children of the same age nationally. The children follow a learning programme called 'footsteps' which has been developed with the local education authority and which covers all of the six areas of learning prescribed by the department for Education and matches the early learning goals, (ELGs) recommended by the Qualifications and Curriculum Authority, QCA. Children make very good progress in developing their skills in language and literacy and in their social and personal skills when they learn how the school expects them to behave. They also make very good progress in mathematics, knowledge and understanding of the world, physical development and creative development. By the age of five, the majority achieve the levels expected of children of this age in all areas of their learning and a significant proportion of the year group exceed the levels expected of children by the time of their fifth birthday. Children are gradually introduced to the National Curriculum close to their fifth birthday or when they have achieved all of their early learning goals. For many of them this is during the summer term.

- 64 Teaching in the nursery was never less than satisfactory and was good in all but one of the lessons seen. In the reception classes, the quality of teaching varied between satisfactory and excellent. It was good in sixty per cent of lessons, very good in twenty per cent and one lesson was judged to be excellent. In lessons that were good or better, the pace of work and learning was brisk and children fully understood exactly what they were trying to learn. Planning in all classes is detailed and very thorough. It is informed by the careful assessment of each child through carefully planned activities and structured observation.
- 65 All of the planned work has clear learning objectives to in order to allow children to achieve all the desirable learning outcomes, and is linked to the National Curriculum to ensure a smooth transition for the children who are ready to move on. Teachers are well prepared to implement the newly developed work based on the National Early Learning Goals and matched to the locally developed 'footsteps' programme for children below the age of five.

Personal, social and emotional development

- 66 The nursery provides many and varied opportunities to promote learning and children are happy and confident. All the children are well behaved and co-operate well together. They show a good degree of concentration and stay for lengthy periods at activities when not directly supervised. Staff encourage children's independence in managing personal needs. Children are taught the difference between right and wrong, and are encouraged to think about the needs and welfare of others. In reception classes, children understand routines very well; they respond readily to instructions, are eager to contribute to discussion and prosper in their working groups. Children make very good progress in developing their social and personal skills when they learn how the school expects them to behave. By the age of five, the majority achieve the learning goals, ELGs, expected in this area and a significant proportion of the year group exceed the levels expected of children by the time of their fifth birthday.
- 67 Children are keen to help each other, to share and to take turns. This was seen after a lesson in physical education when children offered to help others with getting dressed, and when small groups were working together at computers. When the pace of a teaching session slows or when they do not understand, some children become restive but overall they are most frequently interested in their work and are keen to learn.
- 68 Teaching in this area of the curriculum is very good. Teachers are very knowledgeable as to how young children learn and prepare interesting and stimulating work to develop their social and personal awareness. The teacher and the nursery nurses assess the needs of children soon after entry to the school and develop programmes of work and activities that enable them to make systematic progress. The children learn the classroom rules and develop ways of managing the equipment themselves and helping one another.

Communication, language and literacy

- 69 Language and literacy skills are given a high priority in both the nursery and reception year. Knowledgeable teachers teach skills of literacy and communication very well. In all classes teachers use a simplified model of the literacy strategy. Children of all abilities make good progress in this area. By the age of five, the children listen well and are keen to answer questions and to contribute their own ideas. Children enjoy listening to stories and rhyme and sharing books. In the nursery, children handle books well; some know that words and pictures carry meaning. By the end of the, the majority of children have made good progress and have started to read with some degree of fluency, using pictures and their knowledge of sounds and common words to work out the meaning of the print. A few children read independently with expression. A parent-helper in the nursery was talking with a small group of children developing their communication skills by asking questions that demanded clear reasoned answers. Another parent shared a book with a group encouraging them to describe characters and to predict what might happen next. As a result of the good teaching the majority of children have attained the early learning goals and some, about a quarter, have exceeded the expected level.
- 70 Once children are fully settled in their new classes the school has plans to develop the role of parent volunteers to support and extend communication and reading skills in reception classes. The introduction of structured and directed writing in the nursery and reception classes is enhancing writing skills. It is helping the children to become more confident, independent writers by the end of the Foundation Stage. Children are encouraged through a variety of activities to practise and extend writing skills. The National Literacy Strategy is implemented very well. Teaching in the nursery and in all of the reception classes is predominantly good. This is because teachers plan together and benefit from the observations and monitoring of the headteacher and her deputy. Teaching is better than at the time of the last inspection because of the shared purpose of raising standards.

Mathematics

- 71 The school's provision for the development of mathematical understanding is soundly developed in the nursery and reception classes through a range of activities. For example, in the nursery children used and named squares, rectangles and circles in when printing pictures. In a reception classes, the children were using their knowledge of flat 2-dimensional shapes to develop their understanding of three dimensional solid shape and most could sort a variety of boxes and balls into groups of cubes, cuboids, and spheres with a high level of accuracy. By the end of the, most children count and recognise numbers to 10 and higher attainers can add and subtract numbers within 10 using plus and minus symbols. The school is using the locally developed programme well to develop pupils understanding and confidence. Evidence from the inspection indicates that the majority of children are well placed to attain the early learning goals by the time they are five. Those who are already close to their fifth birthday are on course to make very good gains and to exceed the expected levels by the time they move into Year 1.

- 72 The quality of teaching is good overall and helps children to achieve well by the consistent approach across all classes and the shared planning. Teachers almost always use adult support very well but in one lesson, where a member of the support staff was used chiefly to manage resources and not to interact more fully with the children, the otherwise well planned lesson was less effective than it might have been.

Knowledge and understanding of the world

- 73 Children are learning well in this area of the curriculum and are almost certainly going to reach or even exceed the early learning goals. In the nursery children were investigating the colour, shape and texture of autumn leaves. Teachers encourage children to talk about what they can see and feel, and to relate this to what they see happening to trees in autumn. An album of photographs of children in the nursery last year reflected the range and scope of their work and showed a wide range of activities planned to increase pupils' knowledge and understanding of the world. In teacher's planning files short-, medium-, and long- term planning shows extensive and thoughtfully planned objectives for the aspects. Interactive displays by teachers and children on the topic of 'bread' were very attractive and were used very well to reinforce work undertaken in earlier lessons. Where pupils were seen using computers in the reception classes they demonstrated confidence in their own capabilities and explained how the teacher had helped them learn how to manage menus and controls.
- 74 The quality of teaching seen was good and the planning files and provision indicates that teachers in all classes have good strategies for developing work to promote exploration, investigation, designing and making and promoting information and communication technology skills. Children enjoy making biscuits and discuss how material change when they have had water added and have been cooked. Lessons such as baking are also used effectively by teachers to explain basic rules of health and hygiene.

Physical Development

- 75 In the nursery, children are encouraged to use large play equipment such as wheeled vehicles and slides. All children have good co-ordination and control and demonstrate confidence when using the equipment provided. In the nursery, a wide range of activities are provided in to develop skills in building, climbing and jumping. Children are encouraged to write, draw and paint to develop their skills when using pencils, crayons, paintbrushes and tools that require precise control. In the reception classes, children follow a more formal programme of gymnastics, dance and games. During lessons in gymnastics, children demonstrate their ability to find their own space, move in different ways and freeze in response to the teachers' signals. Children are encouraged to undress and dress themselves. Although the nursery has a special outdoor play area children in the reception classes have no separately identified large play equipment such as tricycles and climbing apparatus other than that provided in the hall for physical education. All children are expected to have attained all the elements of the early learning goals before they are five. At playtime however they are able to play together away from the older and sometimes more boisterous pupils. The nature of the school site is such that children have to walk across a playground and past parked cars to the hall for these lessons. Although at present there is no practical alternative this arrangement is far from ideal.

- 76 The quality of teaching is predominantly good. Teachers and children change for lessons and all of the equipment is used carefully. Teachers explain to children why instant obedience is required and all lessons are carried out in a brisk and purposeful manner. Importantly teachers make sure that all time is spent productively, children work hard and have fun.

Creative Development.

- 77 Children are well supported when painting or using clay in both the nursery and the reception classes. During the inspection they enjoyed printing using slices of vegetables and a collection of shapes choosing from a selected range of autumn colours. Opportunities for imaginative play were based on 'home corners' although one was 'The Three Bears ' house. Provision for listening to music and music making as seen in lessons in the reception classes is good. Children have a developing awareness of rhythm and pitch. During music lessons, children responded very well to pieces of recorded music using appropriate body movements. They were able to name instruments and use them to explore their understanding of 'loud and soft'. In all classes children are on course to exceed the standards expected in this area of learning by the time they are ready to start Year 1.
- 78 The quality of teaching is good. Staff plan well together and provide a range of stimulating and imaginative opportunities for children to explore art and music and develop their creative abilities. Visitors add to the children's musical experiences such as the autoharp player and the visiting local artist whose Chinese style paintings promoted much fun as children attempted to paint with feathers and other tools.

ENGLISH

- 79 At the time of the last inspection standards in reading at the end of the key stage were judged to be well above average and in writing they were judged to be average. In the results of the 1999 national tests for seven-year-olds standards were well above the national average in reading and above the national average in writing. When compared with schools having similar backgrounds, the findings were the same. Over the past three years the trend for the school has remained well above the national average except in 1998 when the standards in writing slipped below those in schools nationally. Since then standards in writing have improved and were above those nationally in 1999. When compared with other similar schools standards are well above in reading and above in writing. Standards in the tests in the current year 2000 for those pupils at the end of Year 2 have maintained the above average levels of previous years and standards in writing have improved still further.
- 80 As observed during the inspection and from the scrutiny of collected work standards in speaking and listening are very good and have improved since the last inspection. Pupils listen attentively to teachers and to each other. A policy has been developed which recognises the considerable differences in children's knowledge and use of language when they start school. Activities and games are planned and undertaken to extend the communication skills of all pupils. Teachers insist on a calm atmosphere to enable pupils to listen carefully to one another as they express views and opinions or answer questions. During class discussions, pupils in classes at Year 1 confidently gave their opinions on toys 'then' and 'now'. Older pupils eagerly joined in a game using 'long' vowel sounds and patterns. In circle time pupils listened carefully to the special confidences of others and contributed thoughtfully from their own experiences. Almost all pupils respond eagerly to questions or read aloud with confidence during the literacy hour. This is in part due to the successful implementation of the national literacy strategy. In classes and in workbooks it is possible to see how effectively the

school has been in developing a structured approach to the English curriculum by its implementation of the literacy strategy. A consistently high standards over time is evident when work is compared over time and the impact of the revised approach to teaching writing during 1999 and 2000 is easy to trace in work done. The carefully structured approach has a noticeable impact on the standards of work of both the higher and lower attaining pupils. Pupils with special educational needs achieve well because their needs are identified at an early stage and they receive very good adult support during lessons.

- 81 Although with only ten days of the term completed progress so far was seen to be good progress in reading is very good by the end of the year so that by the time they are seven standards in reading are well above the national average. The numbers of pupils attaining the expected level, Level 2 and the higher level, level 3 were well above average. By the end of Year 2, most pupils read independently from a wide range and style of books. They are able to use a range of strategies to read unknown words and the great majority read aloud with good expression. The majority of pupils can recount a story in detail demonstrating good understanding of the main events and the different characters. Pupils make effective use of dictionaries, thesaurus type books and reference books from the library. Pupils of five, six and seven demonstrate their understanding of how to use their knowledge of the alphabet to find a particular page or reference. Pupils with special needs and those pupils whose skills in reading are more limited as well as those learning English as an additional language receive regular support from classroom assistants to improve their recognition of words and knowledge of sounds and word building. As a result they make progress in line with that of their classmates. Each week all children choose books from the library to take home to read as well as taking their graded reading book home each weekend.
- 82 Almost all pupils make good progress in developing their skills in independent writing and use them to write for different purposes. For example, pupils were taught how instructions were written and used this knowledge to write a recipe for a pizza that they were to make. The school has set targets to raise the standard of writing yet again this year and has put in place clear programmes of work to extend pupils abilities in both creative and factual writing during the present academic year. These include the earlier identification of more able writers in order to challenge and extend their skills. Progress in spelling is helped by parents supporting and reinforcing work at home, and the use of word lists displayed in the classrooms. At this early stage in the term the higher attainers already use joined handwriting confidently, but the majority of pupils still print their letters. Pupils make good use of their skills across the curriculum, for example in writing accounts of historical events and in sending 'e-mails' to friends in other classes.
- 83 The quality of teaching seen was never less than satisfactory and was good or better in 83 per cent of lessons seen. Teachers make good use of the national literacy framework to plan well with detailed learning objectives, and a good range of texts is used. These stimulate pupils' interest and motivate them to achieve well. Resources are adequate and are used very effectively to promote pupils' understanding, for example, a good variety of 'big' books, large texts, overlays, and cards to make words. In the good and very good lessons, the teacher's pace is brisk and evaluative during whole class sessions with searching questions requiring pupils to think for themselves. In the one lesson judged to be satisfactory the pupils were very new and needed so much support and reassurance that the pace slowed and less work was completed than in lessons observed later in the week. In all lessons teachers review previous learning at the start of each lesson and pupils are informed what they are going to learn next. Teachers' make their high expectations of behaviour clear. When working in group sessions tasks are carefully matched to pupils' needs and prior attainments. They are sufficiently challenging to meet the needs of all pupils. In group

sessions, pupils had sufficient strategies to enable them to complete the tasks set unaided by the teacher. Opportunities for developing skills in English were seen in other subjects across the curriculum, for example, when pupils engaged in discussions in the humanities, religious education, and science, writing reports and stories, and reading text and labels. In information and control technology pupils used the computers in order to sequence written information, and to send letters by 'e-mail'.

- 84 The subject is managed effectively by a knowledgeable co-ordinator who is enthusiastic and well qualified to lead the staff. She has attended courses and worked formally and informally alongside members of staff in order to improve teaching and learning. At the present time there are no further opportunities planned for her to observe lessons so that she can evaluate teaching and share best practice although there would be additional opportunities provided should a staff member experience any difficulties. Since the last inspection, overall planning has significantly improved and is based on the national literacy strategy. Planning for progression is good, and teaching and learning meaningful and stimulating. Resources are satisfactory; they have been updated to extend the range available. The core reading scheme includes a wide range and style of books with content relevant to the pupils.
- 85 Since the time of the last inspection the provision for English has been greatly improved. The consistent quality of teaching is better and has become more effective in enabling learning by pupils of all abilities. Lessons are stimulating for the pupils, with a greater efficiency of time. There is now a policy in place that includes effective strategies for encouraging emergent writing, and older pupils are encouraged to try words for themselves when writing independently. Shared reading with the class and guided reading in groups with the teacher is organised very well. Very well managed work to extend skills in reading and writing has been introduced through the implementation of the National Literacy Hour in the past two years, which has been very successful in raising standards.

MATHEMATICS

- 86 Standards at the time of the last inspection were broadly typical of those found in most schools nationally. Current inspection evidence has identified good standards and it is expected that by the end of the present year standards will have risen to match those at the end of 1999 and 2000. The published statutory test results show that 97 per cent of pupils attained Level 2, the expected level and 33 per cent of the pupils attained the higher level, Level 3. These results are well above the national average and well above the standards found in similar schools. The results for 2000 show an even higher percentage of pupils attaining the higher levels.

- 87 Although, initially a number of younger pupils experience some difficulty with number work most pupils very successfully develop and extend their knowledge of number and measurement as they move through the school from the nursery to the end of Year 2. The introduction of regular and consistent sessions of mental arithmetic at the beginning of each lesson and the use of additional resources to support the work since the implementation of the National Numeracy Strategy in 1999 have contributed to a significant improvement in this aspect of mathematics since the last inspection. Opportunities for pupils to apply and consolidate their numeracy skills in other subjects of the curriculum are well organised and is good in some subjects for example where mathematics is used to support work in science, history and geography.
- 88 By the end of Year 2 most pupils have a good knowledge of hundreds tens and units and they use correct mathematical vocabulary. The great majority are familiar with two and three-dimensional shapes and they use standard and non-standardised units of measurement very effectively. Pupils successfully tell the time in hourly and half-hourly periods and most of the pupils go beyond this and can tell the time using the clock face quickly with precision and accuracy. In Year 2 pupils understand lines of symmetry; use bar graphs and pie charts very well to present mathematical information and make good use of their skills and knowledge of computers and information technology when presenting cross-curricular information and data.
- 89 Most pupils make good progress over time moving up at least two and sometimes three attainment levels during their time in the school. These gains exceed what is expected and what is found in most schools nationally. The provision of further additional and challenging activities for those pupils who complete their work quickly and successfully leads to further gains in progress. The planning of this additional and more demanding work is vital in order to meet the challenge of increasing still further the number of pupils who achieve beyond the expected standard as set out in the National Curriculum and in the school's targets. Pupils with special educational needs make progress in line with their classmates because of the additional support that is made available to them. As in the last academic year, where pupils have special gifts or talents and learn more quickly than the rest of the higher attainers in the class the teachers adapt work accordingly in order to meet their need and help them to attain the highest possible standards.
- 90 Throughout all classes the majority of pupils show keen interest in the subject and work well. Most pupils are very positive in their attitudes and in their approach to mathematics. They listen attentively and are eager to answer questions. They learn well and make good progress because their good behaviour and close attention enables teachers to cover large amounts of work in lessons. Pupils undertake their group work conscientiously and collaborate with others to good effect. They use mathematical apparatus, such as number games, computers and number lines sensibly in order to develop their knowledge and understanding.
- 91 Teaching was judged to be good in all of the lessons observed at Key Stage 1. Planning is extremely detailed and learning objectives are identified very clearly. All lessons begin well with a session of mental arithmetic. Teachers take care to ensure that all pupils are fully involved and that the questions asked are appropriate for their different levels of capability. All work is carefully matched to the ability of the group and this specially identified work follows an introduction to the whole class. In lessons where classroom assistants and other adults are present, they make a very positive contribution to the achievements of those pupils with special educational needs or those learning English as an additional language. Class management is very good and positive relationships and high expectations encourage learning. The monitoring of teaching and shared additional training by the senior staff and the subject co-ordinator

has enabled all teachers to be confident about the subject and their own personal skills knowledge and understanding of the subject.

- 92 The co-ordinator is very knowledgeable and has established clear aims and objectives for pupils' achievement. Targets are set for year groups and within these for individuals and for all ability groups. All planning and some of the performance of teachers in the classroom is monitored by the co-ordinator and by members of the senior management team. The paced learning and the progress of individual pupils is monitored consistently by the co-ordinator and the headteacher. Resources are good and are used well, although the co-ordinator recognises the need to increase further the opportunities to apply information technology within the subject's tasks. Mathematical displays, for example - the 'Maths Corner'- in all classrooms and work in mathematics, presented using information technology skills on the computers, are stimulating and informative.

SCIENCE

- 93 Teacher assessments of Year 2 pupils' attainment in 1999 were well above the national average overall and the percentage of pupils judged to achieve the higher level, level 3 was well above that in most schools nationally. Attainment was highest in investigative science but was above the national average in life processes and living thing and materials and their properties. Work in books showed well above average standards in physical processes. Inspection evidence early in this academic year and teacher assessments for 2000 year show that standards have improved steadily and that all pupils are achieving at the expected level at this time in the term with increasing numbers exceeding the expected level, Level 2. Further evidence in pupils' books and during discussions with pupils indicates that there is a high percentage of pupils in Year 2 who are already reaching higher levels in investigational science, life and living processes and physical processes. This indicates that by the end of the academic year the well above average standards are likely to have been attained overall. Pupils in Year 1 who are between five and six are responding well to a challenging programme of work and those capable of higher attainment are already working at the level expected of seven-year-olds.
- 94 The improved provision and the good and very good teaching is beginning to feed up through the classes as pupils benefit from very good planning. Standards overall are better than those observed when the school was previously inspected. At that time pupils capable of higher attainment were judged to be making unsatisfactory progress. Progress now for pupils of all abilities is never less than good and in half of the lessons seen it was very good. This improvement which began in 1997 is because curricular provision is better, the quality of teaching, teachers' knowledge and understanding of the subject has increased and the expectations that all the teachers have for pupils attainment have been raised significantly.
- 95 In Key Stage 1 almost all pupils have good scientific knowledge and skills. Work undertaken by pupils who were in the reception classes and in Year 1 during 1999/2000, that has been collected, marked and saved shows an understanding of the effect of heat on a range of materials such as when they melt chocolate, mix a range of powders in water or cook eggs and cake or biscuit mixtures. Many are already beginning to recognise that some changes are reversible whilst some are not. Pupils in Year 1 understand, after investigation, that in nature plants have developed different ways of reproducing and that special conditions are needed to ensure growth. Pupils observe and explore toys carefully and make accurate labelled drawings to explain how the toys move. They plan tests, conduct investigations, predict possible outcomes and record the results discussing why their thoughts were right or wrong. They collaborate to decide on the most useful recording model. Pupils in Year 2 organise their own investigations to test how sensors in

the skin make some parts of the body more sensitive than other parts. Pupils in all classes understand the need to plan fair testing procedures and enjoy testing their very different ideas by means of a range of experiments. In all classes pupils are able to predict what might happen, based on their own experiences of other investigational or experimental work. They can discuss and record their own findings confidently. Investigational skills have been developed very well in order to enable teachers to focus on different groups secure that all other class members are productively engaged in learning activities.

- 96 Even the youngest pupils can carry out investigations fairly, knowing which variables to change or control. They have many experiences of making and testing their own hypotheses. There are good cross-curricular links as was seen when pupils in year one undertook detailed observational drawings of cross sections of fruit and vegetables used in science and where three dimensional work in art and design and technology investigated and replicated the structures of seed bearing fruits.
- 97 All the teaching seen was at least satisfactory. It was good in 17 per cent of lessons and in 67 per cent of lessons seen it was very good. In all the lessons seen there was a direct link between the quality of the teaching and the progress that all pupils were making, which was overwhelmingly good and most frequently very good. The well-planned lessons had specific learning objectives for both the concepts and the investigative skills to be taught. All work was planned to match the needs of pupils across the age band and between classes where some pupils had had different experiences and abilities. Work was related to previous learning and was planned to ensure that the content would provide sufficient challenge for all pupils. For example, the task to follow the investigations in both Years 1 and 2 was planned to meet the needs of three groups of pupils with different skills and abilities. Effective questioning techniques, good pupil management and classroom organisation were other factors which contributed to the good progress. The scrutiny of pupils' previous work suggests that progress in the development of science skills has been built up systematically since the last inspection and since the subject audit and the changes in the curriculum have been completed and the strengthening of the co-ordinator role has been accomplished. The good work seen in all key stage 1 classes provides a strong foundation for the future development of science throughout the school.
- 98 Science teaching makes a good contribution to the development of pupils' literacy skills. In all classes pupils are encouraged to talk about their ideas and about what they see and do and the use of correct scientific vocabulary is emphasised. Teachers plan to extend pupils' vocabulary and to encourage accurate scientific language. Mathematical skills are developed as pupils take measurements and record data. Some results are entered into a database on the computers and in the best instances are shared with other classes using information technology. Pupils delight in using their skills to present their results in pie charts and block graphs. The distance between classes and the inability within the school to access e-mail facilities in all classes limits this imaginative use of modern technology. Passing on saved work on discs to other classes, whilst still a valuable way of pooling experimental data and information gathered by investigation lacks the immediacy of sharing data and results with others as they occur.

- 99 Pupils' have good and on occasion very good attitudes to science. This is reflected in their very good behaviour, which in turn has a strong positive impact on their learning. Pupils involved in investigations show a real sense of enjoyment and interest in what they are doing. Relationships between all pupils are good and this results in productive co-operative work. Those pupils new to the more formal approach to learning in classes at Year, 1 who found the structure difficult at first as they moved on from the reception classes are enthusing about their personal work and are eager to gain skills and develop strategies for independent learning.
- 100 The quality of leadership is very good. The co-ordinator is committed to raising standards and has been keen to introduce and develop the new scheme of work which promotes the systematic development of knowledge and understanding through investigation, providing good guidance and support for teachers. The benefits of this scheme can be seen in the thoroughness of teachers' planning. Assessment opportunities are now clearly identified and the new system of assessment, linked to the scheme, is used well to identify what pupils know and can do. There is clear evidence that this information is being used in planning to build on prior attainment. This is a profitable improvement since the time of the previous inspection. The monitoring role of the co-ordinator, with the co-operation of the headteacher is being developed effectively and includes the evaluation of topic planning, the sampling of pupils' work and lesson observation of all teachers, after which advice and support is given where needed.

ART

- 101 During the inspection art was sometimes taught as a discrete subject and sometimes alongside design and technology. In all classes and in the well-maintained art portfolios where work from classes in 1999 was collected and marked for the development of skills and techniques. There was ample collected evidence to show that standards and progress have improved since the previous inspection. Overall attainment levels are in line with those normally expected for pupils at the age of six and seven. There is better than average quality work being produced by a small group of pupils in both Year 1 and Year 2. Throughout school pupils make at least satisfactory progress in the acquisition of skills and in their understanding of art as a way to express their feelings and emotions and considering their below average attainment on entry, progress for many is good. This includes those pupils learning English as an additional language and all those with special educational needs. The work seen across the school shows good coverage of the range of two- and three- dimensional techniques. Collaborative work by groups of pupils, supported by a number of visiting artists has inspired them and their teachers to experiment with colour, paint, clay, inks, pastels and fabrics. The pupils' enthusiasm and confidence in art observed at the time of the previous inspection has been maintained. In addition to this pupils now have well structured opportunities to develop personal skills and their understanding of techniques in an ordered pattern.
- 102 Throughout the school pupils have a wide variety of experiences in both two and three dimensions. Observational drawings are begun in the reception and pupils are encouraged to look closely at themselves and the world around them. Pupils work collaboratively across classes and with other schools to share in the Murdoch day celebrations in the town. They have created line drawings, masks, and models with great success. Pupils showed good control of drawing implements. All pupils are eager to describe their experiences and to willingly evaluate their work suggesting what pleased them most and how improvements might be made. The standard of the finished products is good. The work of artists is used in all age groups as a starting point for pupils to develop their own styles of painting. Year 1 pupils looked at the

shapes and colours of the work of the Newlyn artists before creating their own interpretations sometimes using a painting program on the computer. Pictures by Grandma Moses were used in Year 2 to stimulate thought for pupils' own work in art and for writing. Over their time in the school pupils have good opportunities to study the styles of painting by French, Chinese, African, American and other European artists.

- 103 The quality of teaching seen was good. It was well planned with clear learning objectives and effective use was made of questioning to promote these. Suitably linked music was used in different classes to create an appropriate mood for the work in hand in painting, collage work and the creation of African style pots using clay. Techniques were taught well. In addition, the interest and confidence shown by all teachers encouraged pupils to perform well and they made good progress. In lessons pupils were always interested and involved in their work, showing good concentration. Pupils in Years 1 and 2 were keen to experiment and develop their own ideas. Their positive attitudes had a beneficial effect on the progress they made.
- 104 Art is well co-ordinated; the scheme of work fully meets National Curriculum requirements and enables teachers to plan carefully so that skills are developed systematically. Assessment procedures are very effective and record the work undertaken with particular attention paid to the needs of any pupils who had difficulties or those who displayed particular talent or flair. The co-ordinator monitors provision by sharing in and evaluating teachers' planning and keeps a check on standards by examining pupils' finished work. All teachers are monitored regularly in their classrooms by the headteacher, the deputy headteacher and named members of the governing body. The staff has a wide range of good quality tools and materials and a rich collection of objects to use as stimuli all of which make a positive contribution to pupils' attainment.

DESIGN AND TECHNOLOGY

- 105 Inspection evidence indicates that by the end of Key Stage 1 standards in design technology are good. They are above the standard found in most infant schools. The overall standard of work has improved since the 1996 inspection when levels of attainment were judged to be in line with those normally expected for pupils at the age of seven. Although few lessons were observed during the inspection, the quality of work on display throughout the school, retained examples of work clearly dated to inform teachers when it was completed, photographic records and scrutiny of the pupils' designs confirm the above average quality of work.
- 106 Within Key Stage 1 pupils use construction kits, regularly bake cakes and biscuits and have good opportunities to share cooking facilities such as when pupils in Year 2 made pizzas. Pupils take objects apart in order to find out how they are made and begin to select materials for a specific purpose, giving consideration to colour, texture and shape. From entry pupils are encouraged to draw a basic plan and picture of their design before they make their product. By the age of seven they use a range of tools with accuracy for cutting, slicing and preparing food. They have appropriate skills in creating joints in paper and card when making a moving figure and explain clearly why the pivot needs to be in a certain position to avoid tearing.

- 107 Pupils of all abilities make good progress throughout the school. They begin to make realistic choices about materials and acquire a range of techniques through selecting specific constructional toys for modelling, sometimes using recycled materials to make simple everyday objects like vehicles, boats and masks. In the majority of cases the finished products are of good quality and show attention to detail, careful completion and decoration, for example- as seen in the Murdoch Day festivities. These celebrate the famous inventor who shared in the development of the steam engine and who invented the gas lamp. Pupils with special educational needs are well supported and make good progress.
- 108 Because the teaching is good in classes across the school pupils enjoy their work and take pride in the objects they design and construct. They work well together sharing materials and exchanging ideas. They show great interest in each other's work and suggest improvements and developments that may help. A particularly enthusiastic joint workshop for parents and pupils: 'Techno Tot' produced good design plans and effective moving models.
- 109 Overall the quality of teaching within the limited number of lessons observed was never less than satisfactory and where teachers worked with a specific group whilst another adult worked with the rest of the class it was good. Teachers are well organised, characterised by clear lesson plans showing what the pupils need to learn and how the success of that learning might be judged. Teaching is most effective when pupils are allowed independence while being supported by effective intervention and direct teaching of skills.
- 110 All members of staff are well supported by the very enthusiastic co-ordinator who has adapted the Quality Curriculum and Assessment (QCA) scheme for colleagues to enable them to work confidently through all the processes. The scheme of work identifies possible ways of working in order to fulfil effectively curriculum requirements. Resources are good for food and textile technology; tools for cutting and jointing are readily available and there is a good range of constructional kits. The school has developed effective guidelines and procedures for ensuring the safety of pupils. Very effective monitoring and support are provided by the co-ordinator who has a clear vision for the development of the subject.

GEOGRAPHY

- 111 Inspection evidence indicates that by the end of Key Stage1 standards in geography are above those found in most schools nationally. Attainment levels have improved since the 1996 inspection when they were judged to be in line with those normally expected for pupils of this age.
- 112 Pupils develop their knowledge of the weather: they record simple observations and use appropriate symbols and related vocabulary. They acquire a good knowledge and understanding of the immediate environment surrounding the school, talk about the features of the locality and compare different localities. In those classes where they have ready access to the Internet pupils check weather in a range of locations and are keen to check on conditions where friends or family live. In other classes pupils either use the evidence brought in by the teacher or use newspapers for their evidence.

- 113 Pupils in Year 1 are making good progress in their ability to name features like paths, rivers and rocks. They make sensible observations about the physical features of a picture before working together to create a simple map of an area. In Year 2 the majority of pupils use 'keys' and symbols and apply new terms like 'birds-eye view' or 'aerial photography'. Pupils use photographs effectively to compare and contrast their own area with a range of places and successfully identify geographical features and raise relevant questions. Further evidence of step-by-step learning in mapping can be seen through the pupils' ability first to identify where they live, then to locate their homes on a map and finally extend this by introducing compass points in relation to the position of their home and school.
- 114 Teaching is never less than satisfactory, is almost always good and in one lesson it was judged to be very good. Where teaching is best more emphasis is given to first-hand experiences that provide pupils with relevant and exciting activities. They develop their speaking and listening skills well as they discuss their experiences fully. Planning is extremely detailed, perceptive questions were posed to draw information from the pupils and a number of geographical skills were incorporated into the work. Adult support was used constructively to assist those pupils with special educational needs and a good session at the end of the lesson provided pupils with an opportunity to explain to others what they had been doing. Planning is generally of a high standard and lesson objectives are identified clearly. This represents further improvement since the last inspection.
- 115 The breadth of the curriculum and the quality and availability of resources are good. The classrooms, school grounds and the local area are used to good effect and the teachers use visits further afield to extend their pupils' learning experiences. To support the pupils' understanding of people who live in their locality, a number of visitors are invited into school to talk about their work, for example the local policeman and fireman. The work displayed throughout the school is of a high quality and effectively enhances the work presented in geography.
- 116 The co-ordinator has worked hard to develop the subject across the school and is very knowledgeable. Teachers' planning, pupils work and some lessons are monitored and time has been allocated for more monitoring in the next term to check that the strategies put in place following the subject review are proving to be effective.

HISTORY

- 117 Inspection evidence indicates that by the end of Key Stage1 the good standards in history, identified at the time of the previous inspection, have been maintained and the scheme of work and the provision for cross-curricular links have been improved. Pupils are on course to be attaining above national expectations by the end of the key stage.
- 118 History is taught in blocks of time over each term and is linked with geography as part of a humanities programme. This term Year 1 pupils are studying toys, and pupils in Year 2 are investigating different types of buildings. Teachers undertake a programme of shared planning to ensure that all areas of the National Curriculum are covered. This is carried out in year groups by the co-ordinator with the class teachers in collaboration with each other to manage an effective programme for continuity and progress.

- 119 Pupils in Year 1 were able to talk about 'then' and 'now' when placing toys in chronological order. They could identify differences in between the toys of today and in time past, for example, toys 'now' may be made of plastic and use batteries whereas toys 'then' could not. Work by pupils in Year 2 showed a knowledge and understanding of the past and of the lives of famous people, for example, in a study of King Arthur and some of the traditions and legends of Cornwall. Pupils recognise changes over time as demonstrated when talking about toys during a class discussion. Boys and girls were able to use toys from different ages and were able to describe the changes very clearly.
- 120 The quality of teaching was never less than satisfactory and in half of lessons seen it was good. Teaching was best where the teacher had used a collection of real toys supplemented by pictures of toys from different times for the pupils to sort, classify, and record their findings. The pupils were more actively engaged in their learning when able to manipulate the old and new toys although their study of secondary resources enabled them to look at diagrams of how they worked not treating them just as play things. Work was well matched to pupils' ability both during class discussion, when more able pupils were challenged to extend their thinking, and in group work when tasks were carefully matched to meet the needs of all pupils. This includes those with special educational needs and those who had special interest in the selected topic in taking their learning forward. The pace of lessons was brisk and the response of the pupils generally satisfactory. Behaviour in all lessons was predominantly good although in one lesson a small group of boys made it clear that they preferred work about cars and trains rather than dolls. The teacher dealt with the difficulty immediately invoking the school rules and the boys were pleased to complete the work on dolls very quickly and move on to the wheeled toys as soon as possible.
- 121 Strategies to assess learning and progress in lessons and attainment at the end of each block of teaching are good. Assessment takes place both during lessons and afterwards when work is marked. Examples of the work of each pupil are kept in a portfolio. These examples are annotated to show work done, progress and attainment.
- 122 The subject co-ordinator has been in post for a few weeks only but is very capable and is keen and willing to assist colleagues. She is able and enthusiastic and has already made a positive impact by starting to visit classes to monitor and evaluate the work being done. There is a clear policy statement and comprehensive scheme of work that was modified following an audit of the provision for the subject and subsequent whole staff training. Further development in the subject was overtaken by need for the implementation of national initiatives, but history is identified in the school development plan as a priority. Resources are adequate, they include a good range of books and posters and a small but relevant collection of artefacts that are frequently supplemented by the teachers themselves and items brought by pupils.

INFORMATION TECHNOLOGY

- 123 Information technology is an integral part of everyday life in the school and is not always taught as merely as a separate subject but throughout and alongside other work as required to support learning. Evidence was gleaned not only in information technology lessons but also through discussions with the subject co-ordinator, pupils and other teachers when they used information technology in lessons. At the time of the previous inspection attainment across the school was judged to be in line with that found in most schools nationally. Since then the standards in the school have improved.
- 124 At the end of Key Stage 1 pupils' attainments are above those expected nationally and many pupils are working well above the standard found in most schools nationally. All pupils from the reception classes to Year 2 are able to use computers and tape-recorders to support their learning and increase their independence throughout the day with minimal support. The vast majority of pupils use information and communication technology to help communicate ideas. They use word-processors to convey their ideas in English and change font and print sizes to enhance their work. Even at this early stage in the year many pupils edit their own work, save and print. Pupils in all classes make choices from a selection of programs and menus and know where to find what they need to use. They know about information technology in the home and society such as microchips in washing machines, video recorders, fax machines and bar code readers. Almost all are able to explain how computers and other technological discoveries are used in the home to make life easier. In Year 2 some pupils are beginning to import pictures into their own text with a little help from the teacher. Pupils collate data and enter it into tables, displaying bar graphs and pie charts. They readily program remote vehicles and program a robotic vehicle to draw shapes and travel to specified areas of the classroom. By the end of the key stage, collected evidence saved from the summer term shows that many pupils can enter 5 or more instructions accurately to send the robot vehicle over distances to park in 'garages' wait and then continue its journey. Pupils use programs to model imaginary situations and work out how to make changes.
- 125 In addition, pupils in Year 2 are beginning to use a digital camera and import pictures to illustrate their work such as when beginning to compile their personal profiles. Many pupils have learned to use the Internet and some use e-mail to send data and messages between classes. Pupils in Year 1 and 2 expect to use their information technology skills to support learning in English, mathematics and science. This confident use of their skills, understanding and knowledge to support their learning makes their achievements in the subject above expectations and above those found in most other schools.
- 126 Learning and progress is good in the reception classes and throughout the school. All pupils make good gains initially and build on these incrementally over the years. Learning the wide range of possibilities and making good progress by pupils of all abilities by regular use and increasingly demanding programs presents an enjoyable challenge for all teachers and involved adults.

- 127 The policy and the scheme of work ensure that all processes and skills are thoroughly grounded in the classes for younger pupils before they move on. The organisation and planning for teaching skills in order, with increasing difficulty, has been built up over the past two years and all knowledge is consolidated through use and sometimes through well-organised play. Pupils with special educational needs make progress alongside other pupils. Special work is prepared and individual programs are available to support both English and mathematics and to reinforce basic skills.
- 128 The quality of teaching of information technology itself was never less than good. Teachers have benefited from whole school training days and consider their own advances in confidence and skills to be instrumental in the gains made by pupils. Because of the support, encouragement and monitoring by the subject co-ordinator and the deputy headteacher all teachers have a good knowledge and understanding of the power of information technology and their expectations for pupils using it to support work across the curriculum is high. Planning for information and communication technology to support other work and planning to increase pupils' skills and understanding is equally strong in classes across the school. The methods and organisation are common in all classes as a direct result of the shared in-service training.
- 129 The curriculum fully meets National Curriculum requirements. The scheme of work follows the policy guidelines and is planned very effectively to provide organised steps to build on skills and ensure steady progress. The procedures for assessing pupils' attainment are thorough and detailed and list skills taught how knowledge and understanding is checked and includes annotated examples of pupils' work. Individual and group/class assessment is used both on a weekly and half-termly basis to inform all curriculum planning, both on the whole class level and to amend the work planned. The staff has identified a need to extend the assessment documentation to include work using the Internet, e-mail facilities and the World Wide Web for learning.
- 130 The collaboration of pupils within groups sharing listening centres and the computers is good. Pupils always behave well and enjoy the independence of working at their own speed in a socially harmonious way. The use of the subject to extend learning in art, geography and history adds to pupils' cultural awareness.
- 131 The leadership of the subject is very good. It is well organised and the co-ordinator shares a wealth of personal knowledge and understanding with colleagues and encourages a commitment to use information technology to promote learning across the curriculum. The scheme of work, guidance prepared by the co-ordinator for colleagues and the high profile of the subject are very good and totally reflect the school's aims. There is a strong commitment to high achievement within an effective learning environment. There are very good relationships and equality of opportunity for all pupils. All statutory requirements are being met.

MUSIC

- 132 The quality of music making and the attainments achieved in music by the end of Year 2 and throughout the school are good and are above the expected level. This is reflected in pupils' singing both in lessons and during collective worship, and in their ability to appreciate music and describe it. In Year 2, as evidenced by listening to tapes and watching video recordings from the summer term pupils sing a wide variety of songs with accurate pitch, a good feel for rhythm and dynamic range, with an obvious sensitivity to the style needed. This was particularly apparent during the inspection in their contrasting styles of singing hymns compared with the manner in which they sang songs associated with Africa.
- 133 In Years 1 and 2, all pupils including higher attaining pupils and those with special educational needs make good progress in all aspects of music. This is reflected in the accurate pitch, the good feel for rhythm and the ability to sing in the style that matches the song. They play a range of percussion instruments, listen intently, play accurately and follow different rhythms.
- 134 Pupils enjoy music. They sing tunefully and with enthusiasm. They listen eagerly to suggestions and instructions, play carefully and the quality of the instrumental groups matches the type of music the pupils were singing. During collective worship, pupils listen to a wide variety of music by different composers and from different parts of the world. The manner in which they are encouraged to listen carefully and silently while the headteacher or deputy headteacher explains the music to them means that their cultural development is very well enhanced by these experiences. Music makes a very positive contribution to pupils' spiritual, moral, social and cultural development.
- 135 The quality of teaching is good, and this has a strong influence on pupils' attainment, quality of learning and attitudes and very good behaviour. Lessons are well planned and include a good balance of musical activities. Teachers' use assessment to evaluate progress and to influence the planning for future lessons. Teachers have high expectations and use an appropriate range of challenging questions, which make a positive impact on the quality of learning. There are good examples of assessment informing planning. Teachers ensure that pupils leave the lessons having both consolidated and developed their musical skills and knowledge and increased their knowledge and range of understanding and quality of performance. The teachers observed have appropriate levels of personal skills in music and very effective use is made of the pianist whose accompaniment enhances the performance and increases pupils' confidence. The skills and support of a volunteer parent enhances learning through the recorder group and increases the knowledge and experience of music making in the school.

- 136 The policy for music and the scheme of work has been developed through close liaison with the local music adviser and through the collaboration by the very industrious co-ordinator and other members of staff with practitioners from other schools. The co-ordinator is not a music specialist but has a detailed and thorough knowledge of all curricular requirements and has made a very thorough job of raising the standards across the school. The unsatisfactory curriculum provision and music teaching was a Key Issue at the time of the last inspection. Since then music has had priority status and all staff members have worked together to improve their own skills and knowledge as well as improving the curriculum. Strategies for assessment include the monitoring of planning, visits by the co-ordinator to other lessons and cassette tapes for each class, which record the development of classes, groups and individuals. The skills of the pupils are demonstrated to parents and friends of the school in performances at Christmas and at the end of the summer term.
- 137 The school has benefited greatly from the input of visiting musicians and dancers. Pupils have enjoyed the contribution of performers with guitars, stringed instruments and African dancers and other visitors are already booked throughout the coming year to add to the opportunities of extending pupils' musical education. When compared with the findings of the previous inspection report pupils' progress and their attitudes to the subject demonstrate considerable overall improvement.

PHYSICAL EDUCATION

- 138 Observation of gymnastics and games lessons and the sports club, show that pupils' attainment at the age of seven is in line with that expected with some pupils attaining above average standards.
- 139 During the inspection the quality of teaching was never less than satisfactory and it was good in half of the lessons observed. All lessons are well planned following the comprehensive scheme of work based on the documents provided by the Qualifications and Curriculum Authority, (QCA). Each set of lessons ensures full coverage of the curriculum over time and learning objectives are set out very clearly to ensure progression based on previous attainment. Teachers' confidence in their knowledge of the subject is reflected in the clear and concise way in which they give instructions and make clear to pupils what they want them to do. Teachers are skilled at offering suitable demonstration themselves and of selecting individuals and groups to demonstrate good performance. In the best lessons teachers question pupils about their work and provide feedback and encouragement to challenge and develop pupils learning. At this very early stage in the term, in those lessons which were judged to be only satisfactory the teachers were still evaluating the pupils' previous experiences and attainment levels and there was an occasional mismatch between the teachers' expectations and the pupils' ability to attain the challenge set. All teachers and classroom assistants demonstrate calm and effective control and good relationships with pupils.

- 140 Pupils respond with enthusiasm, enjoy challenge and improve performance. They make good progress and enjoy watching other groups and consider ways in which work might be improved. In games, pupils were able to develop skills in dribbling a ball around a hoop to dribbling between hoops arranged around the playground. Behaviour is generally very good. All pupils show an awareness of safety issues when moving around, selecting, using and replacing equipment. All teachers and pupils change appropriately for lessons. Support for pupils with special educational needs is given sensitively by teachers and assistants who understand the identified specific needs of individual pupils.
- 141 The subject is well led. The knowledgeable co-ordinator has worked effectively with colleagues to write a detailed scheme of work, which is based on the guidelines for physical education, developed by QCA and which reflects the school's published policy. The subject was a recent focus for development and all staff attended training from the Sports Council. As a direct result of this training the knowledge, understanding and confidence of every member of staff has been enhanced.
- 142 Resources are in good condition and are readily accessible for pupils and teachers. Additional equipment supplied by the Sports Council has supplemented school resources. Since the last inspection the standards in physical education have been maintained.

RELIGIOUS EDUCATION

- 143 Attainment at the end of the key stage is at least broadly typical of that found in most schools and on many occasions is above average and judged to be good. Since the previous inspection, throughout the key stage standards of achievement in religious education have been raised further. The reviewed policy and subject guidelines are in place and the curriculum map has been amended very effectively.
- 144 Within Key Stage 1 pupils have a good knowledge and recall of stories from the Bible. In their study of other faiths they discuss, participate in role-play and write simple accounts of religious history. During 'circle time' pupils consider their own feelings in order to understand and sympathise with the feelings and beliefs of others. Moral and social issues are studied carefully and pupils express their own views sensibly. In classes in Year 2 pupils show that they have made great gains in maturity and in the way they order their ideas and express themselves clearly, showing sensitivity and demonstrating their ability to reflect on how their actions affect other people.
- 145 Throughout the school, progress in religious education is good. By the end of Key Stage 1, the majority of pupils progress well in knowledge and understanding of Christianity and have a grasp of other world religions, for example Judaism and Islam. Pupils' written and oral work improves over time, for example within the topic 'Caring', where pupils show an appropriate understanding of the influence of behaviour, values and attitudes. Pupils with special educational needs make appropriate progress.
- 146 Throughout the key stage pupils of all ages and abilities respond well to this subject. Younger pupils show enthusiasm for story elements and contribute satisfactorily to discussions of themes and ideas. They clearly enjoy 'circle time', dramatisation and role-play as they help them to explore views and feelings.

- 147 The teaching of religious education in Key Stage1 is at least satisfactory and was good or better in 50 per cent of lessons observed. All teachers prepare well: curriculum and lesson planning aim to give a good balance between the giving of information, discussion and tasks for the pupils. This creates a suitable classroom atmosphere and gains pupils' interest. Within the positive learning climate, the teachers' good subject knowledge encourages pupils to be honest about their feelings and helps their spiritual and moral development. Teachers' questioning is well designed to extend pupils' thinking and deepen their understanding.
- 148 Assessment is an appropriate part of the teaching process and linked clearly to intended learning outcomes. It makes valid judgements from a base of oral, written, visual, creative and artistic evidence.
- 149 The co-ordinator is an effective consultant who enables the staff to promote a curriculum which is sound and thought provoking and who uses the local education authority's syllabus: 'Religious Education in Cornwall: 2000- 2005' to good effect.
- 150 Resources are good and artefacts and books used effectively. Visits to the local church take place and other faith centre studies are planned. Religious education runs very effectively alongside collective worship and, together, they well assist pupils' spiritual, moral, social and cultural development.