

# INSPECTION REPORT

## **ST MEWAN COMMUNITY PRIMARY SCHOOL**

St Austell

LEA area: Cornwall

Unique reference number: 111896

Headteacher: Mr R. Fisher

Reporting inspector: Robert B. Bonner  
25384

Dates of inspection: 13 – 16 November 2000

Inspection number: 224653

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: St Austell  
Cornwall

Postcode: PL26 7DP

Telephone number: 01726 74887

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Appropriate authority: The Governing Body

Name of chair of governors: Peter Swain

Date of previous inspection: 17<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
R. B. Bonner Ofsted No: 25384	Registered inspector	History	What sort of school is it?
		Information and Communications Technology	How high are standards? a) The school's results and achievements
			How well is the school led and managed?
J. E. McKay Ofsted No: 11564	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
A. Allison Ofsted No: 31175	Team inspector	Science	Provision for pupils' spiritual, moral, social and cultural development
		Physical Education	
		Religious Education	
J. A. Clarke Ofsted No: 25509	Team inspector	Mathematics	How well are pupils taught?
		Music	
		Special Educational Needs	
		Equal Opportunities	
A. D. Crook Ofsted No: 31201		Areas of Learning for children in the Foundation Stages	Staffing, accommodation and learning resources
		Art and Design	

		Geography	
G. Longton Ofsted No: 21910		English	How good are curricular and other opportunities?
		Design and Technology	
		English as an additional language	
		Traveller Pupils	

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The Registrar  
 Inspection Quality Division  
 The Office for Standards in Education  
 Alexandra House  
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 London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Mewan Community Primary School draws its pupils from the villages of Sticker, Polgooth and Trewoon as well as from St Austell. The school is very popular and 40 per cent of pupils come from outside the school's immediate area. There are currently 439 pupils on roll, 204 boys and 235 girls. This is larger than the average primary school but slightly smaller than at the time of the last inspection. Pupils come from a wide range of backgrounds but the socio-economic circumstances of the majority are broadly average. The majority of children have had some form of pre-school education. At the time of the inspection there were 50 children in the reception classes who were under six years of age. The attainment of children when they enter the school covers a wide range of abilities but is generally in line with that expected. Pupils who attend the school are largely white and from the United Kingdom. About two per cent of pupils come from a range of other ethnic and cultural backgrounds. There are four pupils who have English as an additional language and three pupils are from traveller families. Thirty-six pupils, 8.2 per cent, are eligible for free school meals. This is below the national average. There are 57 pupils identified as having special educational needs, 13 per cent. This is higher than at the time of the last inspection but is below the national average. There are three pupils with statements for their educational needs.

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

The school is effective in its work. The attainment of pupils currently in Year 6 is above average in English, mathematics and science. The school is very successful in fulfilling its aims and values that focus on the educational, social and personal development of the individual. Good quality teaching throughout the school enables pupils to develop very good attitudes toward their work and achieve well. The leadership and management of the school are good. The school has made good progress since the last inspection. The school provides good value for money.

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

- Standards are above average in English, mathematics and science in both key stages.
- Pupils' relationships and enthusiasm for school are excellent.
- Leadership and management of the school are good.
- Teaching is good throughout the school.
- The school is well supported by a well-informed governing body.
- The provision for pupils' social and moral development is very good.
- Parents' views of the school are very good.

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

- Standards in information and communications technology in Key Stage 2.
- Assessment and record keeping in all subjects.
- The role of the subject co-ordinators in monitoring standards.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since its last inspection in 1996. Standards of attainment have risen in English, mathematics, science and design and technology in both key stages, in history in Key Stage 1 and in physical education in Key Stage 2. There is an improvement in teaching since the last inspection when six per cent of lessons were less than satisfactory and the percentage of good and very good teaching has increased. The provision for pupils with special educational needs has been a key focus for development and it is good. There are good schemes of work for all subjects that teachers use to underpin the development of pupils' skills, knowledge and understanding. There have been some improvements relating to the implementation of the assessment policy, but more work needs to be done in this area of the school's work. The provision for pupils' moral and social development has improved and this is now very good. The headteacher has undertaken significant monitoring of teaching and English, mathematics, science, history and geography co-ordinators have been involved with him in

monitoring of standards. Overall, however, subject co-ordinators have had insufficient opportunities to monitor and evaluate learning and achievement in their subject areas. The school improvement plan is an effective working document of high quality and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. The school is clear where it needs to improve and there is a shared sense and determination to succeed and move forward. The school is in a very good position to make further improvements and has the capacity to succeed.

## STANDARDS

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

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

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

The results of the 2000 National Curriculum tests for eleven-year-olds in Key Stage 2 indicate standards that were average in mathematics and science, but above this standard in English when compared with all schools. In comparison with similar schools, pupils' performance was above average in English, average in mathematics but below this standard in science. The fall in standards in mathematics and science is explained by the numbers of pupils in this year group with special educational needs. Based on their attainment in the Key Stage 1 tests, pupils made good progress in science and very good progress in English and mathematics. Taking the three years 1998 to 2000 together, the performance of pupils in all three subjects exceeded the national average for their age group. Pupils in the current Year 6 classes are attaining standards that are above the national average in all three subjects. Pupils are achieving well in relation to their prior attainment. Challenging targets have been set for future improvement and the pupils are on course to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly enjoy coming to school and are enthusiastic, interested and involved in their learning. This has a positive effect on their achievements.
Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy, and are caring and thoughtful in their attitudes to others.
Personal development and relationships	The school offers its pupils a wide range of opportunities for their personal development. Pupils show initiative and take responsibility for many of the school's daily routines. The highly successful school council exemplifies the school's encouragement of initiative. The very good personal relationships they enjoy with each other and with adults is an outstanding strength of the school.



Attendance	Attendance levels are below the national average. Long-term sicknesses of several pupils and a number of families who work in the tourist industry and take their holidays during term time caused this situation. Unauthorised absence is below the national average.
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Overall, teaching is good throughout the school. In 89 per cent of lessons it is good or better, in 38 per cent it is very good or better and in 7 per cent it is excellent. There was no unsatisfactory teaching observed. This is an improvement since the last inspection when six per cent of lessons were judged less than satisfactory and the percentage of good and very good teaching was lower. Teachers have good knowledge and understanding of the subjects they teach and high expectations of pupils and their work. Teachers manage pupils very well achieving high standards of behaviour. Lessons are well organised and time and resources are used effectively to promote pupils' learning. The teaching of English and literacy is very good and for mathematics and numeracy it is good. Teachers' planning for these lessons takes into account the needs of all pupils, so that independent and group work is well matched to pupils' learning needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children in the reception classes is very good. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The strategies for literacy and numeracy have been successfully introduced and standards are rising. The provision for pupils' personal, social and health education is good and for extra-curricular activities it is very good.
Provision for pupils with special educational needs	The provision is good. Pupils are well supported and are well integrated into the life of the school.
Provision for pupils with English as an additional language and traveller pupils	The provision is good. Pupils are well supported and integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good. Moral and social development is very good, spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school provides a good level of care and support for its pupils. The high quality relationships between staff and pupils are the basis of this support. There are very good procedures for monitoring and promoting good behaviour which results in an orderly and productive atmosphere in which pupils flourish. There are good procedures for assessing pupils' achievement in English and mathematics but not in the other subjects.

The school works very well in partnership with parents. It provides parents with good quality information

that gives a flavour of school life and keeps them well informed about their children's progress. Parents in turn are supportive of the school and its work. Parents hold the school in high regard.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are good. The headteacher, with the effective support of the deputy head and curriculum co-ordinators, provides the school with clear educational direction. The school has made good progress since the last inspection and the aims and values of the school can be seen very clearly in its work.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to providing the best possible education for all pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school.
The school's evaluation of its performance	The headteacher monitors and evaluates the performance of staff and provides relevant feedback and training opportunities. Good measures are in place to improve the quality of teaching and raise the attainment of pupils in English and mathematics.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards.

The school applies the principles of best value to its work. The school has a good number of well-qualified teaching and support staff. The accommodation is satisfactory overall. There is generally a satisfactory range of resources but despite significant improvements in provision, there are insufficient computers and programs.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• Pupils' attitudes and behaviour is good.</li> <li>• Teaching is good.</li> <li>• They feel comfortable about approaching the school with questions.</li> <li>• The school expects their children to work hard and do their best.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of homework.</li> <li>• The information provided about how their child is getting on.</li> <li>• The range of activities provided outside school.</li> </ul>

The inspection very strongly supports the positive views that parents have of the school. Inspection evidence does not support the concerns of a very small minority of parents. The overall quality of information provided for parents about their children's progress is very good. Homework is used well to support pupils' learning in the classroom. A few parents would like to see more extra-curricular activities, but inspection evidence has shown that the provision is very good.

## **PART B: COMMENTARY**

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

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

1. When children enter the school at four, most are achieving standards that are broadly similar to those expected for their age. This standard is slightly below that in most other schools within the local authority area. Children make good progress through the reception classes and the majority are on course to meet, and a significant minority to exceed, the nationally defined learning goals for six-year-olds. Children develop their pre-reading skills very well. They distinguish the difference between text and illustrations, look for detail in the pictures and retell stories in their own words. Some children read fluently with expression. Letter formation in writing is good overall. By the end of their time in the reception class, most children write independently. Most children recognise and record numerals to 5. Some are able to do this to 10, and to sequence to 20. Children know the names of the common shapes and can explain why they are different. By the age of six, most children add and subtract practically to ten and write their numbers correctly.
2. The results of the National Curriculum tests for seven-year-olds indicates standards in the 2000 tests in Key Stage 1 were above average in reading and writing and well above this standard in mathematics. In comparison with similar schools, pupils' performance was also above average in reading and writing and well above this standard in mathematics. The school's performance in science teacher assessments was close to the national average. Taking the three years 1998 to 2000 together, the performance of pupils exceeded the national average for their age group in reading, writing and mathematics. There were no significant differences between the attainment of boys and girls in any of these subjects. Trends over time indicate a steady rise in standards in reading and writing and a significant rise in mathematics; standards fell slightly in reading last year due to a relatively low-attaining year group. Pupils in the current Year 2 classes are attaining standards that are above the national average in English and science, and well above this standard in mathematics. They have made good progress and are achieving well in relation to their prior attainment.
3. By the age of seven, pupils listen carefully to teachers' instructions; answer questions sensibly and contributes well in class. Most pupils recognise the features of both fiction and non-fiction texts and know how to use contents and index to find information. Pupils in Year 2 write for a range of purposes. Their range of writing is impressive and includes work on retelling stories, learning about story structure and recording a series of instructions. In mathematics, they add numbers to 20 and work with numbers to solve problems. Most pupils know the names of regular two and three-dimensional shapes. In science, pupils know that light comes from many sources including the sun. They know the difference between living and non-living things and identify parts of flowering plants such as leaf, stem and root.
4. The results of the 2000 National Curriculum tests for eleven-year-olds in Key Stage 2 indicate standards that were average in mathematics and science, but above this standard in English. In comparison with similar schools, pupils' performance was above average in English, average in mathematics but below this standard in science. The fall in standards last year in mathematics and science is explained by the numbers of pupils in this year group with special educational needs. Based on prior attainment in the Key Stage 1 tests, pupils have made good progress in science and very good

progress in English and mathematics. Taking the three years 1999 to 2000 together, the performance of pupils in all three subjects exceeded the national average for their age group. Pupils in the current Year 6 classes are attaining standards that are above the national average in English, mathematics and science. They have made good progress and are achieving well in relation to their prior attainment. Challenging targets have been set for future improvement and pupils are on course to achieve them.

5. By the age of eleven, pupils listen well; they carefully follow the content in class discussions and show their understanding by asking relevant questions. They read fluently and show good levels of comprehension. They discuss characters in books and support their opinions by reference to the text. Most recall in detail what they have read and skills of inference and deduction are very well developed. Those of average attainment read and enjoy a variety of books and have well-established reading strategies to help them decode unfamiliar words. A few pupils with special educational needs have difficulty in reading but they are well monitored and are making good progress in relation to their prior attainment. Higher-attaining pupils have good skills in skimming and scanning when looking for information. Written work from the above average pupils is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar, and punctuation with pupils demonstrating accurate understanding and use of speech marks, prefixes, and verb tenses. In mathematics, pupils understand the value of numbers up to and beyond 1000. They use skills of addition, subtraction, division and multiplication to solve problems. Pupils convert fractions to decimals and calculate fractions of given numbers. Most pupils understand and use co-ordinates in four quadrants. In science, pupils know about the anatomy of the human body and the need for healthy activities and a balanced diet. They know that dissolved solids can be recovered by evaporating the water and that they need to consider different factors when conducting tests.
6. In information technology, pupils at the age of seven achieve standards that are in line with those expected nationally, but by the time they are eleven they are achieving at levels below this standard. In Key Stage 1 the majority of pupils have developed satisfactory levels of keyboard skills and mouse control. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They know how to load the correct program, and save and print their work. In Key Stage 2 pupils retrieve files from the hard disk and save and print their work. They change the colour, size and style of text. They retrieve information from a database and access the information they require. Higher-attaining pupils effectively use a scroll bar to move around the screen, and drop down menus to combine pictures and text. There have been too few opportunities for pupils to explore patterns and relationships with the aid of simulation programs or to use computers to sense physical data. In addition, pupils have had too few opportunities to use computers to support their learning in other subjects of the curriculum such as English, mathematics and science.
7. In religious education, by the age of seven and eleven, pupils achieve standards that are in line with the expectations of the locally agreed syllabus. Pupils are making sound progress and achieving satisfactory standards in both key stages. By the end of Key Stage 1, pupils know about the main festivals of Christianity and Hinduism. They learn about the artefacts that are special in these religions and why they are special. By the end of Key Stage 2, pupils display an insight into Judaism, Sikhism and Christianity.
8. Pupils in both key stages are achieving standards that are above those expected for their age in literacy, numeracy, design and technology, geography and physical education in both key stages, and in history in Key Stage 1. In art and design and music in both key stages and in history in Key Stage 2, they achieve standards that are

in line with those expected for their age. With reference to the last inspection report, standards have risen in English, mathematics, science, design and technology in both key stages and in history and physical education in Key Stage 1. In all the other subjects standards have remained at similar levels.

9. Pupils are achieving well in relation to their prior attainment in all subjects, apart from the enquiry element of science, art and design, music and religious education in both key stages, information and communications technology in Key Stage 1 and history in Key Stage 2, where it is satisfactory. Pupils in Key Stage 2 are currently making good progress in information and communications technology lessons and achieving well. However, there are weaknesses in provision, which prevent pupils from making sufficient progress in all the elements of this subject.
10. Pupils with special educational needs, pupils who have English as an additional language and traveller pupils are well supported and make good gains in their learning. The school supports and encourages these pupils well in their work and taking into account their prior attainment they achieve well. Pupils have good support in both lessons and support groups and this has a positive impact upon their levels of attainment. These pupils are fully included in the life and work of the school and they make good progress in their learning.

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

11. Pupils' attitudes to school are very good and they are very well motivated in their work. Their behaviour, in lessons, assemblies and in the playground is very good. They have very good relationships with adults and other children. Parents consider that their children like school and that it is very successful in achieving good standards of behaviour.
12. Parents believe that pupils have very positive attitudes towards school, and are eager to attend. This view is strongly supported by inspection evidence. At the beginning of each session, they enter classes in an orderly fashion without wasting time. Pupils are clear about the way they should behave. They are tolerant of each other and play well in groups. They work well together, sharing resources, for instance during an art lesson when they were making tiles. Pupils enter assemblies in a quiet orderly manner, and sit down and wait patiently for their fellow pupils to arrive, listening attentively to the good quality background music. Assemblies, such as those seen on caring and how to be a friend, are effectively used to promote the aims and values of the school. Pupils are enthusiastic and interested in their work, and most pupils join in the wide range of opportunities on offer. They respect adults and the thoughts and work of others. They listen carefully for long periods and share their own thoughts willingly. Pupils enjoy success and are proud of their achievements.
13. The behaviour of pupils is very good. All staff have high expectations of behaviour, and pupils respond accordingly. Parents are particularly appreciative of this aspect of the school's work. Parents also believe that the very good behaviour of pupils contributes positively to their children's learning. Pupils converse politely with visitors and discuss openly why they like school. There have been no exclusions during the last school year.
14. Relationships amongst the pupils and between pupils and all members of staff are very good. Those pupils spoken to during the inspection said they would not hesitate to ask adults for help if they had a problem. In the playground, pupils share resources such as skipping ropes, and there is no evidence of bullying or racism. Pupils make good use of the opportunities offered to develop responsibility, for example pupils in Year 6

are involved in the Governors' Award Scheme. They are given responsibilities throughout the school in, for example, collecting resources, cleaning art implements, helping to arrange the infants' sports day, and being representatives on the School Council. These jobs are carried out cheerfully and competently.

15. The pupils with special educational needs, those with English as an additional language and travellers' children, work hard during lessons. They enjoy their work and with extra support are given good opportunities to succeed and this means that they concentrate well and achieve well. These pupils have good relationships with the class teachers and support staff and this means that they are positively encouraged to succeed. During the inspection, classmates of a pupil with special educational needs were seen to spontaneously applaud his work.
16. Attendance levels are below the national average of 95 per cent and are unsatisfactory, despite the best efforts of the school. These low figures were largely caused by the long-term sicknesses of several pupils. In addition, a number of families who work in the tourist industry took their holidays during term time. There are no unauthorised absences, and pupils mainly arrive at school on time, and a prompt start is made to the school day.

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

17. The quality of teaching is good overall. In all lessons teaching is satisfactory or better. In 89 per cent of lessons it is good or better. In 38 per cent it is very good or better and in seven per cent it is excellent. This is an improvement since the last inspection when six per cent of lessons were less than satisfactory and the percentage of good and very good teaching was lower. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements. The content of lessons is generally well matched to the prior attainment of the pupils. Lesson objectives are shared with the pupils, who are aware of what they are expected to achieve and are much more involved in their learning. Pupils' attitudes and behaviour in class are very good; they concentrate well and try hard. The quality of teachers' marking of pupils' work has improved; it both supports and shows pupils how to improve their work.
18. The quality of teaching in the reception classes is satisfactory or better in 100 per cent of lessons. It is good or better in 93 per cent of lessons, in 43 per cent it is very good or better and in 14 per cent it is excellent. In Key Stage 1, teaching is satisfactory or better in 100 per cent of lessons. It is good or better in 93 per cent of lessons, in 45 per cent it is very good or better and in seven per cent excellent. Teaching in Key Stage 2 is satisfactory or better in 100 per cent of lessons. It is good or better in 84 per cent of lessons, in 31 per cent of lessons it is very good or better and in four per cent excellent.
19. Throughout the school the teachers have worked hard to improve their teaching since the last inspection. The headteacher has monitored teaching and set the teachers targets for their improvement. The teachers have also been active in the way that they have approached their teaching working hard within the Literacy and Numeracy Strategies and attending additional training in order to improve their work. This has had a positive impact on the quality of teaching. The support and assistance the teachers give to each other as they plan and work together in the year groups also has a positive impact on the quality of teaching and learning within the school.
20. Teachers in the reception classes understand how young children learn and use the

children's own experience or practical activities whenever possible. Children are praised and encouraged, and all learning is made fun and exciting. New learning is presented as a challenge and children are inspired to meet the challenge. The pace of the lessons is brisk with a variety of activities to sustain the children's interest and enthusiasm. Children know and understand the learning objectives of each lesson, and progress is reviewed in the plenary session. Planning is detailed and very thorough. It is informed by careful assessment of the progress of each child through observation and planned activities. Classroom assistants have an important role in assessment by making notes on individual responses during whole class lessons, and in reporting on individual progress during group activities. Group activities are planned to provide for the different needs of the children. Classroom assistants and parents ably support the work of the teacher in the classroom.

21. The teaching of literacy in English lessons is very good. Class teachers have a good understanding of all aspects of the teaching of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the Literacy Hour is effective and has been implemented well. Teachers have high expectations of the work of their pupils and provide work that challenges even the most able. The teaching of numeracy in mathematics lessons is good in both key stages. Teachers have embraced the structure of the National Numeracy Strategy very well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning aims are clear and shared with pupils and as a result, they are aware of what they are expected to achieve. Mental activities at the beginning of the lessons are used well to promote pupils' skills and knowledge. Good use is made of sessions at the end of lessons to assess pupils' learning and reinforce learning objectives.
22. The development of literacy and numeracy skills is well supported in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments and explain what the results show. In a science lesson, the pupils in Year 3 used the skills that they had learnt in their literacy lessons as they recorded the results of their investigations. In another science lesson, the pupils in Year 4 recorded accurately the temperatures in different parts of the room; they recorded their results and displayed them on a block graph.
23. The teaching of English in both key stages and history in Key Stage 1 is very good. It is good in all other subjects, except for religious education and investigative work in science, where it is satisfactory. It is not possible to make a judgement on teaching in Key Stage 1 in information technology as insufficient lessons were observed.
24. The pupils with statements of their special educational needs and those on the special educational needs register are taught very well in their group work by the special educational needs co-ordinator. She has a great deal of experience and provides the pupils with extra support in a comfortable and stimulating environment. The pupils enjoy the additional help they receive in these lessons and this has a positive impact upon their learning. In classes, the work for the pupils with special educational needs is appropriate for their requirements and they make good gains in their lessons. Where extra adult support is given during lessons, either by parents or support staff, the pupils respond well and make good progress in their learning.
25. Within the school the provision for pupils with English as an additional language is very well managed and pupils receive very good support from all teachers and support staff who provide good role models for them. The good provision enables pupils to take a full part in the life of the school. During the inspection four pupils were observed receiving

additional support. One pupil, who had entered the school without any English only the week before, was seen to be making very good progress, counting in English and happily taking part in a music lesson. Pupils throughout the school give a warm welcome to these children offering them friendship, which is much appreciated by the pupils and their families.

26. The school makes good provision for the education of travellers' children. Teachers provide extra help in lessons where it is required and additional help is provided by support staff. The Traveller Education Support Team report that the school has been particularly caring with individual children; building self-esteem through special interest in areas of children's success; making sure they have all the resources they need and keeping their parents well informed of their progress.
27. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and subject specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics, science and music, where technical language is used accurately. For example, in a good science lesson in a Year 3 class the pupils working with a wide range of materials used the terms 'transparent', 'rigid' and 'flexible' in their investigations to describe different materials. Pupils are building an understanding and knowledge of science and the teachers are working with proficiency in this area. The teachers place an accurate level of demand upon individuals, which enables all to be fully involved. For example, in an upper Key Stage 2 mathematics lesson, the class teacher taught the correct mathematical terms for a wide range of solid shapes. In music the pupils learn terms such as 'dynamics' and 'ostinato' and apply their knowledge to their playing.
28. Teachers' planning is good. Most teachers plan together in their year groups making good use of the expertise of each of the teachers. This also provides an equality of provision for the pupils in both classes in the year group. In literacy and numeracy the teachers plan very closely to the framework for the teaching of these subjects and this is a strength of their work. The teachers in the reception classes plan their work together to cover the areas of learning for the children who are under six. Planning in all classes clearly indicates what has gone before and builds upon previous learning well. It is tailored to include all the levels of attainment in the classes. Work is carefully planned for the individual needs of the pupils, with the lower-attaining pupils being given good support in their tasks.
29. Teachers' expectations of the pupils and their work are good in all subject areas except for English where they are very good. In a mathematics lesson for pupils in a Year 5 class, the teacher had very high expectations of all the pupils' behaviour and work. All the pupils were praised and encouraged and challenged to give their best performance. This encouraged them to be fully involved in their learning and as a result they achieved very well. In all classes pupils are encouraged to work independently. They work well together in groups, and listen carefully to the contribution of others in the class. In a Year 4 class, pupils enjoyed listening to the suggestions of others about what would be available in 20 years time. The pupils show good levels of support for each other and applaud each other's achievements. The pupils and staff have excellent relationships with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this helps to build their self-esteem and encourages them to try harder.
30. Teachers organise their lessons well and use a range of techniques and groupings that enable the pupils to learn well and at a good pace. Staff use the format of the literacy



and numeracy lessons effectively to support teaching in other curriculum areas. At the beginning of lessons they generally share the learning objectives with the pupils. However, the teachers do not always refer to the learning objectives as they progress through the lesson. Similarly at the end of the lesson the teachers do not always refer back to the learning objectives to ensure that the pupils are clear about what they have learnt. This means that the pupils are not fully involved in the process of their learning and do not always understand the significance of the different components of the lessons. The pace of the pupils' learning is brisk and tasks are carefully planned. Teachers are effective in the way they reinforce pupils' learning by linking different subject areas together. In a Year 1, for example, the pupils study the sounds made by different musical instruments in science and then play the instruments in their music lessons. In this way the pupils develop and consolidate a clear picture of the different sounds that the instruments make and also a way of describing the different sounds.

31. The management of the pupils throughout the school is very good. The pupils work in a busy and interested manner. The management of pupils is being consistently developed throughout the school with the very good behaviour being a reflection of the excellent relationships within the school. Pupils who find it difficult to behave well are sustained in a patient, consistent and supportive manner. They have specific help and support from their teachers and the special educational needs' co-ordinator and this has a very positive impact upon their behaviour. Class teachers work hard to engage, challenge and intrigue the pupils in their work which enables the pupils to learn well.
32. Lessons are well organised. Time and resources are used effectively to keep all the pupils involved in their learning. Lessons move along at a challenging pace, whilst providing time for the pupils to consolidate their work. Resources are used well to support learning in the classrooms. Classroom assistants are used effectively in the classes where they give support and make a valuable contribution to the pupils learning.
33. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in the class giving encouragement and advice, as needed. They are clear to match the support and guidance they give to the needs of the pupils. The teachers assess their lessons and use this information to plan their future work. The teachers correct the pupils' work in a supportive manner, and there are indications to show what they have done well and where they need to improve. Teachers question pupils well to gain insights into their levels of understanding and to develop their speaking skills. The provision of homework is good. It is used effectively to consolidate and extend the pupils' learning in class. As the pupils get older the amount and frequency of work increases.
34. Pupils throughout the school are keen and interested in their lessons. They are eager learners who find great enjoyment in coming to school and are stimulated by the challenging and interesting lessons provided by the teachers. The pupils are motivated by the excellent relationships they have with the class teachers. This ensures that they work hard during lessons. The pupils know what they do well and receive good support and encouragement to succeed, but are not as fully involved in their learning as they might be. For example, they do not have individual targets for improvement in English and mathematics. Higher-attaining pupils are stretched and challenged in their work and pupils who find learning difficult are given good support and guidance and so they achieve well. The pupils who attain at the expected levels are given tasks to stretch their thinking and broaden their horizons. Throughout the school the pupils try hard. Pupils enjoy all lessons although they report that they have particular favourites. They know that the staff give them good support and encouragement in lessons they find

particularly hard. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them. They try hard and this is evident at all levels of achievement in all subject areas.

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

### **Learning Opportunities**

35. The curriculum provided for the children who are in the reception classes is very good. Long-term planning effectively provides for children's smooth transition onto the National Curriculum. The school provides a broad and interesting curriculum that gives all pupils access to a wide range of learning experiences both during and beyond the school day. Provision meets statutory requirements and includes all subjects of the National Curriculum, religious education and personal, health and social education. There are some weaknesses in the provision of opportunities for pupils to develop their skills, knowledge and understanding in certain areas of the curriculum for information and communications technology. There have been too few opportunities for pupils to explore patterns and relationships with the aid of simulation programs or to use computers to sense physical data. In addition, pupils have had too few opportunities to use computers to support their learning in other subjects of the curriculum such as English, mathematics and science.
36. The school improvement plan covers four years and is very detailed. At the time of the last inspection the school was required to improve the education of lower-attaining pupils and those with special educational needs. There have been good improvements here. Resources for these pupils have been improved and their work matches their attainment more closely. There is better co-ordination of their education and support and advice to staff are now more readily available. A further weakness was identified in the lack of policies and schemes of work in some subjects. Again, substantial progress has been made in this area. The school has written policies and agreed schemes of work for all subjects of the curriculum. These are based on a combination of recommendations from the Curriculum and Qualifications Authority, aspects of National Curriculum guidance and commercial schemes. For literacy and numeracy, planning follows the appropriate frameworks of the national strategies. Teachers in most year groups plan together on a week-by-week basis, following the agreed schemes to ensure uniformity of approach in classes in the same year. This approach also allows teachers to take into account information gained when planning what to teach next. There are clear learning objectives that are communicated to pupils at the beginning of lessons. Homework is well used to supplement the learning programme, especially for Year 5 and 6 pupils. A range of tasks is set each night of the week for these pupils.
37. A very good range of extra-curricular activities is offered to pupils at different times of the day. Many staff are involved and provision is wide-ranging, including a comprehensive programme of sporting activities, art, recorder playing, pen friends, science, geography, design technology and computers. Sporting activities include inter school competitions and coaching schemes. All activities are equally accessible to both girls and boys and a substantial majority takes part. The clubs are well organised and provide excellent opportunities for personal development. Parents acknowledge and praise the school's considerable efforts in providing such a varied range of interesting activities.

38. In Key Stages 1 and 2, the National Strategy for Literacy has been introduced successfully and continues to develop. There is a good range of opportunities for pupils to develop extended pieces of writing. A very good example of this was observed when pupils in a Year 6 class planned a personal investigation of a topic in which each pupil had particular interest. Pupils were given a few months to complete the work. The National Numeracy Strategy has been implemented successfully and teachers now give due emphasis to the development of mathematical language. Video recordings of pupils taking part in concerts and plays for parents show that pupils are provided with a wide range of opportunities to take part in music and drama. Health education starts in Key Stage 1. It includes lessons on healthy eating and develops into a formal programme of sex education in Year 6. The community policeman makes pupils aware of the dangers of drugs on his frequent visits to the school.
39. A very small number of parents would like to see more extra-curricular activities, but inspection evidence has shown that the provision for this aspect of school life is very good. Pupils have good opportunities to develop their information and communication skills, and also their musical abilities. There is great emphasis on sporting activities such as netball, football, cross country running, athletics, gymnastics, as well other areas such as poetry and writing. Some pupils have entered competitions for drama and writing. The school is situated in an area of outstanding natural beauty, and the local environment is used to great effect for cross-curricular subjects such as geography, history and the environment. Visits to places such as the National Marine Aquarium in Plymouth, Lanhydrock House, and Dartmoor enhance pupils' knowledge of their local environment. A large number of pupils are involved in the annual residential visits to Delaware, Roseland Outdoor Education Centre and The Isles of Scilly.
40. All statutory requirements of the curriculum are met for the pupils with special educational needs who are well supported with access to the full National Curriculum. There are individual education plans for all pupils and these indicate the support the pupils need. They are, however, not always sufficiently detailed and do not have small measurable targets for the pupils to work towards. The tasks set in class are usually well matched to pupils' ability. In classes where the pupils have additional support this has a particularly positive impact upon the pupils' learning. Staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. There is equality of access and opportunities for all pupils; gender stereotyping is firmly challenged.
41. The school has good links with the local community, and welcomes many visitors including the clergy, police, fire officers and a local water company. The church was used recently for a mock christening, and the school choir also sings for local elderly citizens. These and other important occasions are usually covered by the local press. A blind couple regularly visit pupils in Year 6 and bring a range of games which have been adapted for use by the blind. They also bring in blindfolds, to help pupils to develop an insight the difficulties of being blind. There is much local pride in the achievements of the school, as many parents and grandparents were themselves pupils. Some local business have provided valuable resources such as paper and computers, and recently the Parents and Staff Association held its meeting in the boardroom of the exciting new environmental Eden project.
42. The school has close ties with local playgroups, and this good relationship particularly helps pupils when they move into full time education. A teacher from a local comprehensive school comes in to teach French weekly, and the school uses the sports facilities of another comprehensive school. It also has good links with a private school in Truro, for sharing expertise in computer studies. Students from St. Austell College use the school for work experience. During the inspection, pupils were able to

say with confidence how much they were looking forward to the next stage in their education, for which parents believe the school prepares them very well. Pupils have been involved in sending shoeboxes of toys to Eastern Europe, and have bought two acres of rain forest in Ecuador. All these links have a beneficial effect on pupils' learning and understanding of their place in the community and the wider world.

### **Personal Development**

43. The school successfully promotes pupils' spiritual, moral, social and cultural development through a range of activities that reflect the values expressed in the school's aims. Provision is good overall and very good in respect of provision for moral and social development. The school has improved on the standards identified in the previous report. Criticisms in the previous report, with the exception of making explicit mention of spiritual education, have been successfully addressed. Spirituality is, however, reflected in the values promoted by the school. Parents, in response to the pre-inspection questionnaire and at the parents' meeting, stated that the school effectively promotes positive attitudes and values.
44. Provision for pupils' spiritual development is satisfactory. It is developed through the daily assemblies, the religious education curriculum and, implicitly, across the wider curriculum. Daily acts of collective worship vary in quality. In key stage assemblies in the hall and in some classroom assemblies the provision is good. In a Key Stage 1 assembly led by a Year 2 class, the pupils acted out in a simple, but effective way, the 'Feeding of the Five Thousand'. In a good Year 4 class assembly the teacher developed the theme of 'friendship', drawing ideas from the pupils, relating the theme to a newly admitted French girl and generating a wonderfully reflective atmosphere for a well chosen prayer. However, in small minority of classes the daily act of worship consisted only of a prayer and offered no opportunities for pupils to contribute or to reflect in a meaningful way. Spiritual development in religious education lessons was particularly good in Key Stage 1. In a Year 2 lesson focusing on the Hindu story of 'Rama and Sita', discussion about the lighting of candles in the Hindu and Christian religions fostered spiritual development. Some of the well-presented displays were uplifting.
45. Provision for moral development is very good. It is a strength of the school. Pupils know right from wrong. From their first days in school they learn to take turns and to be fair in their dealings with others. School rules are clear and simple. Teachers reinforce good behaviour by praise and encouragement, by awarding team points for good behaviour in class and acknowledged in assemblies by Special Awards Certificates. All teachers have consistently high expectations of behaviour. Pupils know and respond very well to these occasions. Stories in assembly promote moral development. The Home-School Agreement helps to underpin the promotion of moral values.
46. Provision for pupils' social development is also very good. This also is a strength of the school. It is very effectively promoted through regular opportunities to work alone and in small and larger groups. Pupils relate very well to each other and move purposefully around the school with good self-discipline. Social development is promoted through educational day visits associated with their topic work, for example, to Charlestown and Heligan Gardens. Residential visits, available to three year groups in Key Stage 2, also add significantly to the provision. Social development is promoted in all classes with pupils being provided with opportunities to take responsibility. In addition pairs of pupils plan and lead class assemblies. A significant development since the previous inspection is the School Council. Year 6 pupils are elected to the Council by other

classes and meet with these classes to discuss ideas and take their views to the meeting. A report of Council meetings is displayed on a notice board in the hall. Suggestions put to the head teacher by the Council include painting a chess board on the playground and improving the grounds by turning the quadrangle into a mini 'Eden Project'. Almost all Year 6 pupils are involved with the Governors' Award Scheme. They are assigned to classes or to adults and each lunchtime undertake tasks as requested. This successfully promotes the notion of service to others. A certificate is presented at the end of the school year. The wide range of extra-curricular activities also contributes significantly to pupils' social development. Self-esteem is promoted through Special Awards and these, together with any work to which they relate, are displayed on a board in the hall.

47. Provision for cultural development was identified as being satisfactory in the previous inspection. Whilst this is still the case, provision for cultural development is now on a broader foundation. The school has successfully tackled the issues relating to different beliefs, displays and resources identified in the previous report. The school fosters tolerance and understanding. There are pupils from other cultural backgrounds in the school – French, Turkish and Cantonese. Although few in number, they help to raise the multicultural awareness of pupils. In religious education pupils learn about the customs and practices of other faiths – Judaism, Hinduism and Sikhism. There are well-mounted displays relating to these faiths. Year 5 pupils visit a synagogue. In history, geography, music and art pupils learn about past and contemporary cultures in this country and in other parts of the world. In Key Stage 1 pupils' develop their knowledge and understanding of places through the travels of 'Barnaby Bear', and studying such countries as Japan. There is a strong, appropriate emphasis on Cornish culture and its associated traditions. In the literacy hour some chosen texts support cultural development. For example, pupils in a Year 5 class were reading 'Mrs Maginty and the Cornish Cat'. The school has established links with a school in Finland and pupils will correspond with pen friends in that school. The school now has a range of artefacts and books that promote an understanding of other cultures and is seeking to increase these resources.

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

48. Overall, the school provides a good level of care for its pupils within a sympathetic environment, which is well supervised. The previous inspection report stated that there was a strong commitment to pastoral care by a supportive staff. This continues to be the case. The use of educational and personal support and guidance is good. Procedures for child protection are however, only satisfactory. Statutory procedures are in place, but the headteacher, who is the designated person, has not received any formal training. Staff are well aware of their responsibilities in this area, and appropriate support agencies regularly visit the school. Parents are informed in the case of accidents. There is very good, comprehensive pastoral care provided by all staff who know individual pupils very well. The school places a high priority on welfare and support as a vital element in pupils' learning. The good personal support and guidance provided by the headteacher, class teachers and support staff is well matched to the particular needs of pupils and is acknowledged and valued by parents. There are good opportunities for pupils to talk about and reflect upon important issues in their lives; these effectively enhance pupils' self-confidence and promote their personal development. Pupils spoken to during the inspection said with confidence how they would deal with an incidence of bullying. Parents feel that the staff are accessible and responsive to the needs of the pupils with learning, behavioural and medical problems. Pupils with special educational needs are well supported in their work in the school and

are helped to achieve the targets set in their individual education plans. This good support is provided in class by teachers and support assistants, and the special educational needs' co-ordinator. School staff are well supported by an external team of specialists and advisors including the Traveller Support Group.

49. All staff provide good role models and are consistent and fair in their promotion of good discipline and order. The headteacher and staff take every opportunity to praise good effort in work and behaviour, and as a result pupils know they must treat everyone in school with kindness, consideration and courtesy. Pupils were seen to spontaneously celebrate success in classes, and also to show acts of kindness, for instance bringing a classmate into school who had fallen at playtime. Staff are aware of pupils who have specific needs such as food allergies or asthma. Lunchtimes are well supervised and are an important social occasion. Although the school is built on different levels, the parents of a child who had recently broken her leg and was confined to a wheelchair, said the school had responded well to her child's needs. Other parents expressed the highest praise for the way in which the school had responded to their individual child's medical problems. The accident book is up to date, and when asked during the inspection, children were able to say exactly how they would act in the case of a fire. The school follows the county council's procedures for health and safety and regular risk assessments are undertaken. The school and grounds are kept very clean and are litter free. However, a broken handrail leading down to the temporary classrooms is in a very bad state of repair, and could be hazardous.
50. Effective procedures are in place for the elimination of intimidating and oppressive behaviour. There is an effective system of rewards and sanctions, which is known to parents, teachers and pupils. When asked, pupils were able to say how they would deal with bullying if it occurred. Lunchtime supervisors are also involved in maintaining good behaviour. Parents who had accompanied children on trips said how well they behaved when away from school.
51. Individual teachers make satisfactory assessments of pupils' work in literacy and numeracy. Teachers keep their own assessment files for each child in English, mathematics and science but there is no whole school policy for assessment. The school carefully monitors test results in English and mathematics at the end of both key stages and also sets end of year tests in Years 3, 4 and 5. The results are carefully analysed and used to inform future plans. Assessment and its use to inform curricular planning in other subjects is variable, but are unsatisfactory overall.
52. Attendance figures are kept on the computer and are monitored weekly. The Educational Welfare Officer is used to investigate cases of long-term absence or persistent lateness. The procedures for reporting sickness and absence are written in detail in the school prospectus. The school regularly reminds parents of the importance of regular attendance on the attainment and progress of its pupils.

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

53. The school has very good links with parents, and this is a strength of the school. At the meeting before the inspection, parents said that the school dealt well with suggestions or complaints. They felt that staff were accessible and always made time to see them. They also felt that the school had improved in this area of its work since the last inspection. Parents are very supportive of the school, many have selected the school because of its reputation and have chosen to bring their children considerable distances. Some parents and grandparents were also pupils themselves, and are very

keen for their children and grandchildren to carry on the family tradition.

54. The partnership with parents develops well from the time that children enter the reception classes. Staff are welcoming when children are brought into the classroom, and are available to speak to parents. To allow for this, a time is set aside before lessons start. Parents are encouraged to be partners in learning. Discussions with parents take place early in the term following baseline assessments. All children take home books with a diary that offers detailed advice on reading to and with their child, and is also a means of communication between parent and teacher. Links with local playgroups are strong. Teachers and leaders meet together to share training, and to liaise with each before children transfer. The governor for the foundation stage visits regularly, attends special events and keeps the governing body informed.
55. The school values its partnership with parents and maintains good relationships with them. The good quality of information provided for them by the school is acknowledged and appreciated by parents. The school communicates frequently with parents and, overall, the quality of information is very good. The governing body's annual report to parents is informative and the well-produced prospectus is an attractive, useful document for parents, containing detailed, yet relevant information which emphasises the importance of home – school links. There are regular general newsletters and communications to parents. The annual reports to parents about their children's attainment and progress are very good. All reports provide useful assessments; descriptions of the areas of work covered and comments on pupils' personal development. This information about their children can also be broadened by their discussions with staff throughout the year. Parents very much appreciate the formal meetings each year to discuss pupils' progress, and also the informal feedback of the progress of their children by teachers at the beginning or end of the school day.
56. There is good involvement of parents in the school and the parents' contribution to their children's learning is good. Parents, grandparents and governors are encouraged to play an active part in the life of the school, and many do so by helping out in class, listening to reading, helping with music lessons, cookery, and in many other way, for instance by providing resources for lessons in history and geography. They help in many after-school activities such as football and netball. The school feels that this very significant input by parents reinforces the importance of education in pupils' eyes. Reading diaries go home every night in both key stages, and these are effective in supporting pupils' learning. At the parents meeting some parents expressed a range of opinions about the provision of homework. Inspection findings conclude that most pupils have an appropriate amount of homework to support their learning in lessons. All parents are members of the Parent and Staff Association, and they make a valuable contribution to the school. In addition to providing the school with financial assistance, they have provided computers; books and most recently, an attractive play train in the infants' playground.
57. Parents of pupils with special educational needs are told as soon as their child is placed on the school's register and thereafter kept fully informed about their progress. Parents whose children have a statement of need are involved in reviewing the targets set for their children. During parent's evenings parents have opportunities to talk to the special educational needs support teacher about their child and many parents take this opportunity. Through review meetings and other avenues the co-ordinator develops a close working relationship between school and home.

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

58. Overall, the leadership and management of the school are good. The headteacher provides effective leadership and, with the support of key management staff, gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where behaviour and relationships are very good and pupils feel content and valued. There is a positive ethos that reflects the school's commitment to high educational standards and equality of opportunity for all pupils. The school's aims are shared by all and clearly underpin its work.
59. The headteacher maintains a very good balance between the strategic, administrative and monitoring elements of his role. In all of these he is well informed. The headteacher monitors the work of teachers in the classroom and provides relevant feedback in order that staff might improve their performance. The school has made significant improvements in this area of its work since the previous inspection and has been effective in raising the standard of teaching in the school. The headteacher monitors pupils' work and has a good oversight of standards being achieved. Through this avenue, and by monitoring and evaluating the school's performance on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives. The school is committed to raising achievement. This is exemplified by challenging targets that have been set for pupils in Year 6 for the improvement in standards in English and mathematics. The school has made a thorough analysis of tests that have been taken and particular strengths and weaknesses have been noted. Planning is being adjusted on the basis of these findings, and individuals and groups of pupils have been identified for further support. Efficient monitoring and evaluation procedures have been established to monitor the progress of individuals and different groups.
60. The role of subject co-ordinators is at various stages of development. All co-ordinators perform annual audits of all aspects of their subjects and develop action plans for their subjects that feed into the school improvement plan. Although co-ordinators are budget holders and monitor planning in their subject areas, the majority have had insufficient opportunities to monitor and evaluate pupils' performance and standards being achieved. As a result, some are not sufficiently aware of levels of achievement in their subject areas. The special needs' co-ordinator has time allocated for the management of this important area of the life and work of the school, which she uses well to maintain the very well organised paperwork and to meet with parents. She has a budget allocation, which she spends wisely. The range and numbers of additional reading books and support materials for staff and pupils to use are good. The co-ordinator has a wide range of books that would appeal to older pupils and especially the boys. However, she does not have information technology resources either a computer or software, available to help her with her work.
61. The contribution of the governing body to the effective running of the school is very good. The new chair of governors is extremely knowledgeable and has a clear view for the development of the role of the governing body. He works very closely with the headteacher and is very well informed about the work of the school. The governing body has a very good structure that enables individual governors to be kept well informed and play a vital role in shaping the direction of the school. All governors' committees have appropriate terms of reference; they meet regularly and are very effective in their work. Individual governors take their responsibilities seriously and are committed to raising standards in the school. For example, they attend governors'



training, monitor classroom practice and contribute significantly to the school improvement plan. Governors know the strengths and weaknesses of the school and how the school needs to move forward. The school is clear where it needs to improve and there is a shared sense of determination to succeed and move forward. The school is in a very good position to make further improvements and has the capacity to achieve these.

62. The school improvement plan is an effective working document of high quality and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Long-term planning is of good quality. Financial planning, control and administration are very good. There are close links between planning and resourcing. Records of financial decisions are accurate and clear. Governors have access to local education authority audit reports (completed in October 2000) to help them understand the effectiveness of their decisions. All the minor recommendations in this report have already been implemented. The school makes excellent use of all income generated from many sources. This has had a significant impact on the provision of resources in many subjects in the past two years. The school applies the principles of best value very well.
63. The school is adequately staffed. All teachers have relevant qualifications, and most are very experienced. The majority of teachers have taught in the school for many years and know the families of the pupils well. Teacher appraisal is in place, and there is an effective induction process for newly qualified teachers who are well supported by their mentors. Skilled teacher assistants provide effective support in the classrooms, for pupils having special education needs and those who have English as an additional language. Many teacher assistants have developed their individual skills by voluntarily attending relevant training courses. The secretary is highly skilled and an asset to the school. The commitment of the staff, teaching and non-teaching, is very high.
64. Since the last inspection the staff and governors have worked hard to improve the accommodation of the school by providing for a new reception area, offices and staff room. Plans are in hand to extend the accommodation to allow provision for a multi-function room. The swimming pool has been turned into an outdoor classroom creating an excellent resource for many curriculum areas, especially science. The inside of the school is kept clean and in good repair by the site manager and cleaning staff. Pupils in the temporary buildings and the 'old school' have to walk outside in all weathers for access to the hall and library, and, for one class, the toilets. This is an unsatisfactory situation. Some rooms are very small especially when accommodating up to 35 pupils. The quality and range of resources has been improved and these are now at least satisfactory in all curriculum areas except for information and communications technology. Some of the computers in the classrooms are rather old and are in need of replacement. In addition, there are insufficient programs to support pupils' learning in subjects such as mathematics, science, geography and design and technology, and for pupils with special educational needs.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:

- raise standards in information and communications technology in Key Stage 2 by:
  - implementing in full all aspects of the National Curriculum;
  - using computers more consistently to support pupils' learning across the curriculum;
  - devising and implementing a range of manageable assessment procedures;
  - increase the provision of computers, printers and software;
  - providing further staff training.
- *(see paragraphs: 6,35,84,94,100,104,106,109,115,120,122,124, 126,142)*
- further develop the role of subject co-ordinators to provide them all with a greater range of opportunities to monitor standards and the quality of learning in their subject areas. *(see paragraphs: 60,87,101,106,110,115,121,131,137,142)*
- develop a system of assessment and record keeping to monitor pupils' achievements as they move through the school.
- *(see paragraphs:57,86,94,101,106,110,115,121,126,131,137,142)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	31	51	11	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	439
Number of full-time pupils eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	7.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	28	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	25	27
	Girls	41	40	41
	Total	62	65	68
Percentage of pupils at NC level 2 or above	School	93 (94)	93 (91)	98 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	25
	Girls	41	38	38
	Total	64	63	63
Percentage of pupils at NC level 2 or above	School	92 (92)	90 (92)	90 (94)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	35	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	25
	Girls	27	25	26
	Total	52	49	51
Percentage of pupils at NC level 4 or above	School	81 (80)	78 (83)	83 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	25	26
	Girls	24	25	25
	Total	41	50	51
Percentage of pupils at NC level 4 or above	School	75 (79)	83 (80)	86 (83)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	378
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.6
Number of pupils per qualified teacher	28.1:1
Average class size	31.4

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	142

#### **Qualified teachers and support staff: nursery**

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

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

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

### ***Financial information***

Financial year	1999 - 2000
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	£
Total income	663,221
Total expenditure	666,561
Expenditure per pupil	1,522
Balance brought forward from previous year	4,046
Balance carried forward to next year	706

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	439
Number of questionnaires returned	175

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	0	1
My child is making good progress in school.	62	34	2	0	3
Behaviour in the school is good.	61	38	0	0	1
My child gets the right amount of work to do at home.	42	50	5	1	2
The teaching is good.	69	28	1	0	3
I am kept well informed about how my child is getting on.	51	40	5	1	3
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	0	1
The school expects my child to work hard and achieve his or her best.	76	23	0	0	1
The school works closely with parents.	54	40	2	1	3
The school is well led and managed.	75	24	0	0	1
The school is helping my child become mature and responsible.	61	35	0	1	3
The school provides an interesting range of activities outside lessons.	59	28	4	0	9

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

66. This section of the report focuses on the children under six years of age who are in the reception classes. Children are admitted to the reception classes in the September of the year in which they become five years old. 'Rising 5's' attend part-time, and those who are five attend full-time. At the time of the inspection, seventeen children were full-time and thirty-five were part-time. Attainment on entry to the reception classes is broadly average. Children make good progress in the reception classes, and by the time they are six most attain standards that are expected of children of their age, with a significant minority attaining above this level.

#### **Personal, Social and Emotional Development**

67. Children in the reception classes are confident, secure and happy. They are very well behaved and co-operate with staff and each other. This reflects the high standard of expectation from the staff, and their excellent management of the children, encouraging self-discipline and showing consideration for others. Children were seen helping each other, sharing, and taking turns. They are self-confident and eager to contribute to discussions knowing that what they say will be valued. Routines are well understood. For example, when entering the room each morning, children find their own names and place it on a chart to select which activity they want to choose to do. If the activity is fully subscribed, they make a second choice. Independence is high with children looking after their personal needs. Even when undressing and dressing for physical education lessons they need little help.
68. The teaching of personal, social and emotional is good. Teachers are patient and consistent and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. This ensures they make good gains in a secure environment. All staff are very good role models for the children; they are unfailingly polite to the children and set them a very good example by modelling appropriate behaviour.

#### **Communication, Language and Literacy**

69. Language and literacy skills are given a high priority and children make very good progress in this area. They listen attentively, answer questions and contribute their own ideas. During an introductory lesson on solid shapes, children offered their own explanations why they had chosen a particular object to match to a given solid shape, and how they could represent the shape using their bodies. The children enjoy listening to stories especially the 'story sacks' made by teachers and parents. During shared reading, they join in 'reading' the text from the big books. Initial letter sounds and letter names are learnt using a variety of strategies to stimulate interest and aid recall. The teacher had a supermarket bag containing items starting with one of three letters. Children were eagerly trying to remember the sounds and letter names so that they could shout the answer as the item was revealed. Activities in the classroom shop enabled children to apply their learning. Most children are able to read simple books using known key words, and their knowledge of letter and sound-symbol relationships. A significant minority of children read fluently with expression. Letter formation in writing is good over all. Teachers scribe for the children who copy it underneath. By the end of the year, most children write independently.
70. The teaching of communication, language and literacy are very good. The staff all work

hard to develop the language skills of all the children and no opportunities are lost in discussing work and play. Good speaking habits are encouraged and children are actively supported in their need to listen carefully. Reading is promoted in both classes by the careful choice of big books and enlarged texts that are stimulating and interesting for the children.

### **Mathematics**

71. Provision for the development of mathematical understanding is well developed through a range of strategies and activities. Every opportunity is taken throughout the day to extend or reinforce learning. While some children looked for a named shape in the classroom, others counted from 1-20 and back to see which group was the faster. Most children are able to recognise and record numerals to 5. Some are able to do this to 10, and to sequence to 20. In lessons about three-dimensional shapes, children apply knowledge of two-dimensional geometric shapes when describing cubes, cuboids and cylinders.
72. The teaching of mathematical understanding is good. All staff take every opportunity to develop the children's understanding of number through practical activities and play. This practical approach to teaching number and shape work ensures that all the children are fully engaged; intrigued by their learning and excited about the outcomes. Children's learning is well developed and built securely lesson after lesson. The wide range of practical activities are designed to consolidate and extend the children's learning through challenging and exciting tasks and playing number games.

### **Knowledge and Understanding of the World**

73. Children make observations about their classroom when drawing simple plans and making models. They had recently heard about the faith of Islam, and were developing understanding when they explained that a mosque was a like a church. Photographs of themselves as babies are used to help the children to think and talk in terms of the past. During the inspection the topic was food. Lessons included the names and sequence of meals; healthy foods; investigating why chocolate melts; observing how porridge is made; and expressing food preference when decorating pizzas. The children responded to all the activities with obvious enthusiasm as they talked about what they were doing.
74. The teaching of knowledge and understanding of the world is good. During the year, carefully planned activities are provided for the children to extend their knowledge and understanding of the world through observation, investigation and asking and answering questions. A computer, programmable toys and pre-recorded tapes are used effectively in the classroom to aid learning and introduce children to information and communication technology.

### **Physical Development**

75. Children move safely and confidently both inside and outside the classroom. They have an awareness of others, and are able to control and co-ordinate movements. In activities in the classroom and in physical education lessons, they demonstrate an awareness of space. They use wheeled vehicles and play equipment with care and skill. In a mathematics lesson, children were able to use their bodies in an imaginative and controlled way when representing three-dimensional shapes. Their powers of co-ordination are developing well as they cut, stick, write and draw.
76. The teaching of physical development is good. The staff provide a wide range of activities to extend and develop the children's co-ordination. The children work hard during their physical education lessons and try hard to improve and develop their work



as a result of good levels of individual teaching.

### **Creative Development**

77. Children respond to music with a developing awareness of rhythm. They are able to name some percussion instruments and use them to explore 'loud and soft'. They can recognise sound patterns and sing simple songs from memory. Enjoyment of music is evident as they move to music and sing with enthusiasm. Creativity in art is less evident. Although a range of activities is provided with different materials and media, such as paint and paint brushes, the emphasis is more on skill development than on exploration and experimentation to communicate ideas and feelings.
78. The teaching of aesthetic and creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing, drama and music. Teachers and support staff stimulate the children's interests with lively lessons that generate a high level of excitement and interest. The staff value the children's work by effectively displaying their pictures.

## **ENGLISH**

79. The 2000 National Curriculum tests for seven-year-olds show that the pupils' achievement in reading and writing is above average. When compared to similar schools the pupils' attainment is also above average. The 2000 National Curriculum tests for eleven-year-olds show that the pupils' achievement in English is above the national average. When compared to similar schools the pupils' attainment is also above average. Over time, standards show a steady improvement when compared to the national trend. Lesson observations during the inspection indicate that high standards are maintained in speaking and listening and reading and that writing is above the levels expected for their ages though not quite as high as in other aspects of this subject.
80. In speaking and listening, pupils' attainment is above national expectations at the end of both key stages. This is a similar result to that found at the previous inspection, though standards have continued to rise. In Key Stage 1, pupils answer questions sensibly and contribute well in class. For example, a Year 2 class discussed with their teacher how they would sequence events in a story, suggesting better words to use instead of "and" to join sentences together. They worked with enthusiasm to model a story on the white board and a lively discussion took place before they were satisfied with the finished product. Pupils listen carefully to teachers' instructions and this helps them to make a confident start to their activities. Teachers make very good use of carpeted areas in classrooms to make it easier for pupils to listen attentively in lessons.
81. In Key Stage 2, further improvement in speaking and listening has been made since the last inspection. Higher-attaining pupils are particularly fluent and have developed a strong and mature vocabulary. Average and low attaining pupils speak clearly in conversation. A Year 6 class took part in a debate "Should animals be kept in zoos?" Pupils of all abilities were keen to contribute to the discussion, many showing a keen interest in the subject. Pupils in a Year 3 class listened with obvious enjoyment to a piece of music which the teacher used to create a sense of awe and wonder in a class assembly on the subject of friendship.
82. Pupils' achievement in reading is very good at the end of both key stages. Guided reading is used effectively at Key Stage 1 and there is a good match of texts to pupils' prior attainment and developing skills. Phonetic skills such as recognition and

articulation of letter sounds are very well developed and this helps pupils tackle unfamiliar texts, underpinning the good rate of progress seen. Most pupils recognise the features of both fiction and non-fiction texts and know how to use contents and index to find information. All take reading books home regularly and are well supported by parents. By the end of Key Stage 2, pupils read fluently and show good levels of comprehension. Most recall in detail what they have read and skills of inference and deduction are very well developed. Pupils state their preferences for favourite books and authors, justifying their views. They extend their reading experiences by borrowing books from the school library. The vast majority understands the classification systems and can locate information when required. On several occasions during the inspection individual pupils were observed confidently seeking information in the school library. Pupils of all abilities achieve well, due to the very good quality teaching and the positive attitudes fostered by the school.

83. Pupils' attainment in writing by the end of both key stages is above the levels expected for their age, though not as high as in other aspects of English. The school is aware of this and is taking steps to improve results. Most pupils make good progress in their learning as they move through the school. In Year 1, the more able pupils write in simple sentences unaided using capital letters and full stops with most spellings correct. Other pupils write sentences with very good help from support staff. Pupils in Year 2 write for a range of purposes. Their range of writing is impressive and includes work on retelling stories, learning about story structure, instructions for making a puppet and a recipe for a gingerbread man. In all Key Stage 1 classes work is carefully matched to the different attainment groups. Pupils have insufficient opportunities to draft and re-draft their work on computers.
84. In Key Stage 2 writing becomes more organised. Written work from the above average pupils is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar, and punctuation with pupils demonstrating accurate understanding and use of, for example, speech marks, prefixes, and verb tenses. Year 3 pupils write their own books after a lively discussion about how they should be set out. They know about life cycles of insects and animals and are keen to use the information while writing their own books. Year 4 understand how certain types of text are suited to different audiences. They study a variety of texts and decide for which audience they were written. Year 5 pupils investigate metaphorical expressions and their meaning through studying the fable *The Fox and the Crane*. They write a letter to Richard Branson applying for a job. Pupils in Year 6 write accounts of events, letters, autobiographies, compare 'old' and current English and rewrite Shakespeare using the play *Macbeth* as an example. By the time they leave the school, pupils have a good experience of writing for a range of purposes and audiences. Insufficient use is made of information and communication technology to improve and enhance the finished product, although one Year 3 class made excellent use of their computer to design a cover for their new book.

85. The pupils' literacy skills in other areas of the curriculum are used well in many classes. For example, Year 1 pupils write labels for their house designs in design technology, Year 2 write lists of eye colours in science linking effectively with their earlier literacy lesson, Year 3 write poems entitled "Impressions" after their visit to The Eden Project. Year 5 follow up a visit to a synagogue in Plymouth with a lively discussion about all they discovered. Most pupils spell accurately, using a range of appropriate strategies. Handwriting is generally of an acceptable standard, with some pupils developing their own joined script.
86. The quality of teaching in English is very good in both key stages. Teachers have responded successfully to the introduction of the literacy hour and this was evident in lesson planning which complies fully with the National Literacy Strategy. Teachers ensure that all planned activities are allocated sufficient time and all teachers have secure subject knowledge. They promote knowledge, skills and understanding successfully through clear explanation and questioning. They provide work that is well matched to the needs of all pupils, taking good account of the targets in individual education plans for pupils with special educational needs. Pupils are usually expected to work at a good pace and to produce a reasonable amount of work. All teachers promote very good relationships and manage pupils very well and this has a positive impact on their learning. Individual teachers make day-to-day assessments of pupils' work and many keep careful records of the pupils' achievement but there is at the moment no whole school assessment and recording policy. Marking is carefully completed and most teachers provide pupils with a clear idea of how they might improve their work. In the lessons, teachers have high expectations of pupils, share the objectives of the lesson with them and ensure that during the lesson pupils know the focus of each task. Pupils' attitudes to English are good at both key stages. They enjoy reading and are keen to read to their teachers in the guided reading lessons. The majority are keen to recount what they have learned in previous lessons. They know the routines of the daily Literacy Hour well and organise themselves without disruption to the flow of the lesson. Many are developing good levels of independent learning when working in groups. Most pupils are interested in the activity set before them and remain fully occupied throughout the group work sessions. They respond positively and when sufficient time is made available they are keen to make contributions in plenary sessions. Provision in English for pupils with special educational needs, which was found to be below standard in the previous report has received very good attention. Individual programmes of learning are used to plan work and pupils have additional sessions for reading and spelling. Pupils, including those pupils with special educational needs, traveller children and those who have English as an additional language, make good progress in their lessons and they achieve well.
87. A clear and comprehensive policy for this subject is in place. Long and medium term planning is of good quality. They ensure coverage of the programme of study and provide effectively for the successive development of pupils' skills, knowledge and understanding. Homework is provided on a regular basis and most pupils are keen to complete it. The co-ordinator has worked very hard in her leadership of the subject. She monitors planning and the pupils work but since the initial introduction of the literacy strategy she has not been able to monitor teaching and learning in the classroom. This is now carried out by the headteacher and the governor linked to literacy, who has been most helpful and supportive. The school allocated sufficient amounts of money from the curriculum budget to ensure that good resources were in place to support the introduction of the National Literacy Strategy. These are of good quality and effectively used. The quality and range of books in class reading areas are good. Many classes have a good selection of material by recognised authors that is well displayed and inviting. The use of computers is underdeveloped in this subject

though pupils were observed writing sentences on computers in some classes. The school library is well resourced and is kept very tidy by a group of Year 6 pupils. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. National Curriculum requirements are met.

## **MATHEMATICS**

88. Standards in mathematics by the age of seven are well above the national average and they are above this standard by the age of eleven. During the current inspection, evidence indicates that the high standards achieved by the pupils' in the 2000 National Curriculum tests have been maintained. The results in the 2000 National Curriculum tests, at the age of seven indicate that the improving trend over the last five years has not only been maintained but also improved. In the end of Key Stage 2 tests in 2000, at the age of eleven the pupils results show a decline in the results from the previous year and a generally declining position from a very high position in 1998. Evidence from the analysis of data suggests that this was a particularly low attaining year group with a significant number of pupils with special educational needs.
89. The previous report indicated that pupils' attainment was broadly in line with the national average. Overall standards in mathematics have shown a significant improvement since this date. The National Numeracy Strategy has been implemented in the school and the teachers observe that the mental activities are having a beneficial impact upon the standards of the pupils. Alongside this the school has recently purchased a new set of textbooks to support the subject throughout the school. Assessment procedures are also to be allied to these new resources. The teachers feel that these offer both them and the pupils good support. Gender issues are carefully monitored by the headteacher and staff and influence the way they group and support the pupils.
90. By the age of seven, pupils build well on their early mathematical experiences gained in the reception classes, counting to 20 and ordering numbers to 100 securely. They identify odd and even numbers looking for patterns. They count in tens and are enthusiastic as they count to 100 and back. The pupils are prepared to work hard with their tasks and are keen as they work with numbers suggesting methods of counting and ordering numbers and this ensures that they learn well. Younger pupils know the addition facts to 20 and add and subtract numbers to 20. Some of the lower attaining pupils in Year 1 are working on ensuring that their numbers are correctly written. They identify which numbers are after and which before given numbers. Higher attaining pupils decide which numbers are larger and which smaller than a particular numbers working within 50. The Year 2 pupil's work with numbers to solve problems, for example they counted how many times in a minute they could write their names or hop. Most pupils know the names of regular shapes such as triangle, square and circle and name shapes such as 'cuboids' and 'spheres'. Pupils identify and use coins using them to solve a variety of problems. They work out money problems giving change for amounts to 50p. The pupils in Year 1 use measures to see who was the tallest and shortest in the class. They recognise that at present Lauren is the tallest and Jade the shortest. In Year 2 the pupils begin to measure using a range of tools, they are also learning to tell the time.
91. By the age of eleven, pupils continue to make good progress and become increasingly proficient in all aspects of mathematics. The quantity, quality and range of their mathematics work are good. Pupils have a good understanding of the value of numbers and use all four number operations to solve problems. For example in Year 3 pupils' double numbers, mentally counting in 3's, 5's and 10's. In Year 4 the pupils start

their mathematics lessons with a range of quick mental problems. This work is further developed in Year 5 where the pupils enjoy their excellent mental mathematics activities. They work to improve the time it takes the class to work through a set of mental questions. In their written work the pupils are neat and accurate in their work. Pupils in Year 3 work with multiplication problems, doubling and halving numbers. In Year 4 pupils measure different parts of their bodies very carefully. They work with solid shapes and recognise regular and irregular polygons. They show good application in their work and are helped to become more proficient as the result of the good activities promoted by the teacher. In lessons they listen to clear instructions given by the teachers and co-operate well when they work together. The pupils are encouraged to think about how they have solved their problems and to talk about the different strategies they have used to arrive at their answers.

92. Pupils in Year 5 work with shape recognising a number of different triangles, isosceles, equilateral and scalene. They know that parallel lines do not meet and stay the same distance apart. In Year 6 pupils convert fractions to decimals and understand that a half and point five are the same. They calculate fractions of given numbers. Pupils calculate different angles in a triangle and around a point and identify correctly right angles. Most pupils understand and use co-ordinates, correctly drawing figures from the data provided. In Year 6 the pupils use information from a chart to make a line graph and they are able to interpret rises and falls in the graph. The pupils in Year 6 experiment with mathematics equipment to make nets of solid shapes. Eventually they are to make solid shapes from their investigations.
93. The quality of teaching throughout the school is good with a significant number of very good lessons observed. The teachers' good subject knowledge and very good class management keep all the pupils involved in challenging tasks. The clear explanations, high expectations, good demonstrations on the board along with the pupils' behaviour, concentration and application to work, ensure that the pupils learn well. The teacher consistently uses appropriate mathematical terms and this ensures that the pupils develop a sure understanding of the meaning of accurate and mathematical vocabulary. In Years 1 and 2, the teachers plan their work together and this joint planning is an effective way of ensuring the continuity and equality of provision in the year groups. In the most effective lessons, teachers make good use of questioning to challenge pupils' thinking. They maintain a good pace to these lessons with progressively challenging tasks. The teaching of basic mathematical skills is good with the teachers using the National Numeracy Strategy to give a very good structure to their work. Lesson objectives are generally shared with the pupils and the pupils are clear what it is they are learning. The teachers ensure there are a good range of learning experiences to assure that the pupils are fully involved in their learning and the tasks set are stimulating and engaging. Teachers make good links with previous work, give very clear explanations and instructions and make effective use of examples and demonstrations. Mental activities at the beginning of the lessons are used well to promote quick mental agility. This was seen in a Year 5 lesson where the pupils were keen to improve on their previous work. This session was also used to enable the pupils to talk about the strategies they have used to gain their answers. This was seen in an effective Year 4 lesson. Pupils, including those with special educational needs, English as an additional language, and traveller pupils achieve well in relation to their prior attainment.
94. Teachers plan well and use resources well. Support staff are used very well to support the pupils in their work and to ensure that they make good gains in their lessons. This is particularly apparent in Key Stage 1 where support staff allocated to work in these class rooms give good support to the pupils and provide good support and help for the pupils.

Teachers plan work that is appropriate for the groups in the class and monitor the work of the pupils well. The teachers mark the pupils' work well, with helpful and good supportive comments. Written targets for improving pupils' work is not consistently developed throughout the school. Resources are used appropriately to support the pupils' tasks. Teachers use on-going assessments and amend their plans according to the assessments they have made of the lesson and the pupils' progress. There is at present a new whole school approach to assessing and recording pupils' progress, which is linked to the new scheme of work the school, has just implemented. The impact of this new scheme and its assessments are not yet apparent. Computers are underused to support mathematics curriculum and there is a lack of appropriate resources to support this area of the pupils' work.

95. This subject is well led by an enthusiastic and knowledgeable co-ordinator. The co-ordinator has worked very hard to develop the subject and help prepare the staff for the implementation of the National Numeracy Strategy. He has worked alongside his colleagues in the classroom and monitors teachers' planning and pupils' work. Resources for mathematics are good and are stored appropriately. New equipment has been purchased to facilitate the introduction of the National Numeracy Strategy.

## SCIENCE

96. Standards of attainment by the ages of seven and eleven are above the national average. This is an improvement on the previous inspection. Teacher assessments at the end of Key Stage 1 in 2000 showed that the school's performance was close to the national average and broadly in line with similar schools. The results of the 2000 National Curriculum tests for eleven-year-olds in Key Stage 2 indicate standards that were average. In comparison with similar schools, pupils' performance was below this level. The drop in standards at the end of Key Stage 2 when compared with the previous report is explained by the numbers of pupils in the 2000 cohort with special educational needs. This also accounts for the difference in the attainment of boys and girls, as most of the pupils with special educational needs were boys. Based on prior attainment in the Key Stage 1 tests, pupils have made good progress in this subject. The trend over the previous four years was close to the national trend.
97. By the age of seven, pupils are beginning to use appropriate scientific vocabulary. They know that light comes from many sources including the sun. They know the difference between living and non-living things. They sort materials by properties using everyday terms such as 'soft', 'crispy' and 'crumbly'. Through their experiments they are developing their observation skills, as when looking at people to identify similarities and differences. Also, in a Year 1 lesson on the different sounds produced by musical instruments, a boy commented that the metallic tone of the triangle was higher than a cowbell 'because the instrument was lighter than a cowbell'. They identify parts of flowering plants such as leaf, stem and root, labelling their drawings correctly. Pupils are also developing an understanding of electricity. They can identify household items that use electricity and know some of the dangers associated with its use. Through their study of humans they learn about different parts of the body and the senses. Work is recorded in a variety of ways, including lists, simple charts, graphs and descriptive writing, though rarely using information and communication technology. Higher-attaining pupils present their work more neatly and their written work is more detailed. However, the work of all pupils is legible and usually clearly presented.
98. By the age of eleven, pupils know more about the human body, including the ear, eye and the circulatory system. They know about healthy activities and why the body needs

a balanced diet. Their study of habitats leads into work on food chains. They learn that dissolved solids can be recovered by evaporating the water and that there is a limit to how much solid will dissolve in a liquid. Pupils understand the need to vary factors when conducting tests and hypothesise about what will happen in an experiment. However, the development of investigation skills is restricted by the limited opportunities to plan their own experiments. Work is recorded in a variety of ways, but few opportunities are provided for recording using information and communication technology. The work of higher-attaining pupils is very well presented whilst that of average and below average attaining pupils is usually neat and legible. Progress is satisfactory in Key Stage 2. Pupil mobility is a factor. A significant percentage of pupils leave or are admitted to the school during this key stage. When pupils revisit a topic their knowledge and understanding is deepened by the amount of detail incorporated in their studies. This is shown in the work on 'Green Plants as Organisms' where stamen, sepal, pistil and anther are used in the labelling of more accurately drawn diagrams.

99. Teaching is good overall in both key stages and is never less than satisfactory. This is an improvement since the previous report in which teaching was identified as satisfactory with some good teaching. Where teaching is good it is founded on good subject knowledge and understanding, good planning, organisation and management, use of resources, including support staff or other adults, and challenging tasks that lead to an assessment of learning. In a Year 2 class investigating sounds made by different instruments, an adult supported each group and this had a good impact on learning. In a Year 5 class the teacher worked with pupils with special educational needs whilst the other pupils worked co-operatively in groups planning a healthy balanced diet for a weekend. There was an extension activity planned for the higher-attaining pupils to extend their learning. Teachers use praise to encourage and support pupils. Questioning, particularly that which is open-ended is used well to promote and consolidate pupils' learning. Teachers take the opportunity in science to consolidate pupils' literacy skills. In a Year 2 lesson pupils recorded hair and eye colours in lists and the teacher made specific reference to the work on lists they had done in the literacy hour earlier in the day. Occasionally tasks are very imaginative as when pupils were asked to identify the science in a poem entitled 'My Shadow'. Numeracy is supported through, for example, the drawing of graphs to record the findings in pulse rate investigations and when having to observe and record temperature accurately in investigations into how temperature can be controlled. Homework is used to support learning. In a Year 5 class pupils were asked to keep a chart of food eaten at home over a period of a week as part of their study of a healthy, balanced diet. Pupils' attitudes are good in both key stages. All pupils relate well to the teacher. They listen attentively to the teacher and to each other, are keen to respond to questions and concentrate well on tasks. There is a high level of collaboration and co-operation in investigative work whether in single sex or mixed gender groups. Behaviour is never less than good and is usually very good. Equipment and materials are handled very sensibly. As a result of good teaching and positive attitudes pupils, including those with special educational needs, traveller pupils and those who have English as an additional language are achieving well in relation to their prior attainment.
100. All work is marked though there is no consistent approach across the school. The best marking not only provides constructive feedback, but challenges pupils with questions such as 'Which other ways are we the same?' An analysis of pupils' work together with lesson observations identified some weaknesses in the teaching of science that limit learning. Tasks are often not matched to the prior attainment of groups of pupils although good support is provided for pupils with special educational needs and for those pupils for whom English is an additional language. This support tackles to some extent the findings in the previous report that the work provided for pupils of below

average ability and those with special educational needs was not well matched. Investigations are mainly teacher directed so pupils have limited opportunities to plan, carry out and record investigations themselves. Computers are rarely used to support learning.

101. The co-ordinator, who is well qualified in the subject, carries out the responsibilities assigned to him well. Termly planning is monitored and there is an annual analysis of work that focused last year on investigation skills. Oral feedback is provided for the teachers. Last year there was also feedback to the Curriculum sub-committee of the governing body. However, there are insufficient opportunities to monitor and evaluate teaching and learning. The science policy was up-dated in October 2000. The lack of a scheme of work identified as a weakness in the previous report has been remedied. The school implements the scheme of work outlined in the latest national guidance modified to meet the requirements of Curriculum 2000. This ensures the successive development of pupils' skills, knowledge and understanding as they move through the school. Insufficient use of assessment to inform planning, identified in the previous report is still an issue. Resources for the delivery of the National Curriculum are good. Resources are good rather than satisfactory because the school is able to make good use of the grounds where, in the area that was formerly the swimming pool, advice on the creation of a range of habitats has been successfully implemented. The school also makes use of visits, particularly in Key Stage 2, to support learning. For example, pupils in Year 4 go to Charlestown and those in Year 5 to Heligan Gardens. The school recognises that computer resources to support learning are inadequate and this issue is being tackled.

## **ART AND DESIGN**

102. From lessons observed, analysis of work and displays around the school during the inspection, the standards of attainment by the ages of seven and eleven are in line with those expected nationally. Pupils, including those with special educational needs, those who have English as an additional language and traveller pupils are achieving satisfactory standards in relation to their prior attainment. This maintains the position in the previous inspection, although some improvements have been made in other aspects of the subject. For example, there is now a detailed scheme of work that is supplemented by a national scheme. The presentation of art around the school creates an aesthetically pleasing and stimulating learning environment.



103. At Key Stage 1, pupils develop satisfactory levels of skills through the use of a range of materials. For example, in Year 1 class, pupils were rolling and shaping clay to make tiles. They were successfully using tools to experiment with imprinting design, and building up texture. In a Year 2 class, pupils were using paint to create pictures of the fire of London. Colours were mixed to create the feeling of heat and fire, and were skilfully applied to create texture. During one lesson observed during the inspection, pupils were using their newly acquired knowledge of perspective to create a black on white picture of various aspects of the fire of London. Pupils' work shows that they are recording from first hand observations, for example, a teddy bear.
104. At Key Stage 2, pupils use a range of materials, tools and techniques to develop skills. Work is usually linked to other subjects. In a study of the Victorians, pupils were introduced to the technique of decoupage, and paper pricking to decorate a box. Pupils draw pencil sketches from observations when visiting Lanhydrock House. These sketches demonstrate the pupils' skills in using line, shade and tone. Pupils studying the Egyptians were investigating the tactile qualities of different materials to print a large frieze. They are able to talk about their work and comment on the work of others using words such as 'tactile', 'visual' and 'printing'. There is little evidence around the school of the works of artists, and craftspeople from different times or cultures. Work in sketchbooks is sometimes poorly presented, and the books aren't always used to develop skills in a planned way. The use of information technology is minimal and this is unsatisfactory.
105. Teaching is good in both key stages. Lessons are carefully planned with clear learning objectives that the pupils know and understand. The lessons are well paced, thereby keeping the pupils' interest alive. Short sessions at the end of lessons review progress, and allow pupils to offer their own opinions. Effective use is made of questioning and feedback to challenge pupils and develop learning. Teachers demonstrate a good level of knowledge and confidence in the subject. This enables them to teach in a lively and informative way, thereby stimulating enthusiasm and interest in the pupils. Teachers have very good relationships with the pupils who respond by being very well behaved particularly in the classrooms that are overcrowded or where the pupils have to leave the room to use a sink. Pupils know that their contributions will be valued by teachers, and consequently have the confidence to offer answers to questions and to attempt new skills. Teachers praise, encourage, and challenge the pupils. Relationships between pupils are very good as they share equipment, co-operate on tasks, and comment objectively on the work of each other.
106. The co-ordinator for art and design is highly skilled and enthusiastic. With teachers, the co-ordinator has conducted an audit of the art curriculum and has written a plan for development that will start in April. The co-ordinator tries to be available informally for those members of staff who want to ask for support or guidance in teaching art and design. The formal monitoring of standards and progress in this subject lacks rigour. Resources, which are stored centrally, provide fully for all areas of the art and design curriculum with the exception of computer programs. Assessment of learning though is often superficial, and there is no system in place to monitor standards. There is little use of computers to support pupils' learning in this subject.

## DESIGN AND TECHNOLOGY

107. By the ages of seven and eleven pupils' attain standards that are above those expected for their age. Pupils, including those with special educational needs, those who have English as an additional language and traveller pupils are achieving well in relation to their prior attainment. This is an improvement on standards noted in the previous report.
108. Linked to their work in Geography, Year 1 pupils discuss the design of houses, deciding what type of house they live in and making a chart of the most popular types. They draw houses and carefully label the different parts. Pupils in Year 2 design T-shirts producing excellent examples of designs they would like to use. Year 3 design and make a 'biodrome' after visiting the Eden Project. As the first part of a project to produce a money container, pupils in a Year 4 class bring purses and other containers from home and discuss their uses. They decide which type would be best suited to a child, a teenager and an adult. Pupils make working drawings of their proposed containers, labelling the different parts and listing the materials and methods they intend to use. Year 4 effectively combine their design and technology skills with their work on Ancient Greece making Greek Urns with clay. Year 5 prepare to make 'withy' seahorses in connection with their visit to The National Marine Aquarium. They effectively link the lesson to their developing skills in art and are excited about actually constructing the models in the next lesson. As part of a series of lessons on strength and structure, pupils in Year 6 spend the third lesson investigating ways to make a framework strong enough to build a Ferris wheel. Previous lessons had included making simple joints, swings with straws and making a Victorian game. Pupils have learned the importance of experimenting with a variety of materials to decide which are best suited to the task in hand. At the end of the series of lessons, pupils hope to produce working models driven by electric motors.
109. The teaching of design and technology is good. Teachers plan tasks carefully to challenge the pupils and promote independent learning. Direct teaching takes place when pupils need to learn new skills and techniques. Older pupils at Key Stage 2 make the best progress when they are required to make their own choices of materials and express their ideas in clearly labelled designs, having regard to what will be needed in the construction process. Teachers make an effort to give all pupils an opportunity to join in activities including pupils with special needs, those with English as an additional language and Traveller pupils. Pupils thoroughly enjoy their designing and making lessons. They are polite and work well in pairs and small groups. They work hard and are justifiable proud of their finished products. The use of computers to support pupils' learning in design technology was not seen during the inspection.
110. The subject is well managed though the co-ordinator has not monitored teaching and learning in the classroom. Staff keep their own records of pupils' achievements but there is no whole school assessment policy. There is a policy and a scheme of work that provides a very secure basis for improvement in the subject. Teachers make good use of all available space though some classes have high numbers of pupils to accommodate for practical lessons. Recent improvements to the quality and range of resources have improved teachers' and pupils' interest in the subject.

## GEOGRAPHY

111. During the year, pupils alternate units of study in geography with units of study in history. As a result, lessons could not be observed in some classes. Overall judgements cannot be made on teaching and learning in Key Stage 1 or at the end of Key Stage 2. Judgements of standards of attainment in these year groups are based on analysis of pupils' work, and talking with the pupils. Standards are similar to those reported at the time of the last inspection. The attainment of seven-year-olds and eleven-year-olds is above those expected for their age. Pupils, including those with special educational needs, those who have English as an additional language and traveller pupils are achieving well in relation to their prior attainment.
112. Since the last time the school was inspected standards have improved. Appropriate work is provided to meet the differing needs of the pupils, and is suitably challenging for all. Expectations are high with well-chosen activities to stimulate learning. Knowledge, skills and understanding in geography are related to first hand experience, or stories which capture the imagination of the pupils. In Year 1, pupils have a good local knowledge. They find out about where they live by going out to study aspects of the local environment. These include transport, buildings, roads and geographical features. In a Year 2, pupils gain a wider knowledge of the locality and of the world, developing skills such as reading and making a simple map, and finding countries on maps and globes. The pupils follow the adventures of a teddy bear that travels to Japan and Bali visiting other countries on the way. Pupils use maps to find where Cornwall is in relation to Britain and the world. They compare and contrast aspects of Cornwall such as climate, modes of transport, geographical features, and life styles with those of other countries.
113. In Key Stage 2, the good standards recorded in the last report have been maintained. Pupils in a Year 4 lesson expressed their own views on environmental pollution, and confidently put forward ideas for remedies. Following a visit to the National Marine Aquarium, pupils in Year 5 reported on the different affects of pollution on rivers from source to the sea. During a discussion on pollutants in the sea, sensible estimates were made of how long it took different materials to completely disintegrate and the affect of pollution in the sea. Written work in Key Stage 2 is usually of a high standard, and shows a breadth of study in which geographical skills develop. In Year 6, there is an over-reliance on work sheets which don't extend pupils knowledge, skills, or understanding especially when they are insufficiently marked and are not used as assessment to inform planning.
114. Good standards of teaching were seen in both key stages. Teachers demonstrate good management skills together with a confidence and interest in the subject. Lessons are well planned with clear targets for the pupils' learning. These are made clear to the pupils in the introduction to lessons. Lessons are well paced and sustain interest. Teachers are very positive with high expectations for all attainment groups. Pupils respond to challenge enthusiastically either in tasks set, or in debate when they apply knowledge, skills and understanding. Very good relationships encourage pupils to speak with confidence, and to listen with interest to the views of others.
115. The co-ordinator for geography is very well qualified, and enthusiastic. However, there have been insufficient opportunities for her to monitor pupils' attainment and progress, or to support teachers in raising standards. There is a new scheme of work that gives structure to planning, but there is no system for recording the development of pupils' skills. Resources have been improved as financial constraints have eased, but the provision of large-scale maps is poor and atlases are dated. The school improvement

plan recognises the need to increase the use of computer programs to support pupils' learning in this subject.

## HISTORY

116. Standards are similar to those reported at the time of the last inspection. The attainment of seven-year-olds is above that expected for their age. For eleven-year-olds it is broadly in line with that expected for their age. Pupils, including those with special educational needs, those who have English as an additional language, and traveller pupils are achieving well in relation to their prior attainment.
117. By the age of seven, pupils show a developing knowledge of chronology and the associated language of the passage of time. Pupils in Year 1, identify houses that are old and those that are new in their town, noting their characteristics. They use terms such as 'when granny was alive' to describe the passing of time. In a Year 1 lesson, pupils examined artefacts, such as bellows, and made reasoned guesses as to what they were used for. Higher-attaining pupils show a good knowledge of the uses of such artefacts as a 'dolly' and a 'mangle'. Through this lesson pupils developed a clear understanding of how much easier daily tasks in the home are now compared to 100 years ago. In a lesson with a Year 2 class, pupils displayed a good understanding of the passing of time as they identified key events on a time-line. They recognised the characters of Henry VIII and Charles II and knew some of the events relating to them. They knew that Neil Armstrong and Buzz Aldrin had landed on the moon and recognised Queen Elizabeth II as the current Queen of England. During this lesson pupils also displayed a good understanding of the events pertaining to the Great Fire of London and sequenced these in correct chronological order.
118. By the age of eleven pupils have further developed their ideas and interpretations of the past as they study a range of people's and periods in time. They learn about the impact that the past has had upon the present day and develop and acquire a historical vocabulary. Pupils in Year 6 have a good understanding of the plight of poor children in Victorian times. In a lesson with a Year 3 class, pupils showed a good understanding of the landscape of ancient Egypt, identifying where the crops grew and how papyrus was used. Pupils in Year 4, learn about the culture and way of life of the Ancient Greeks. They know about key events such as the Trojan War, the Wooden Horse of Troy and the battle of Marathon. Higher-attaining pupils effectively draw comparisons between the life of children in Sparta and now, expressing their views clearly. Pupils in Year 5 know key facts about life in Tudor times, including details about significant characters such as Henry VIII and Elizabeth I.
119. Teaching is effective throughout the school and very good in many classes, in particular Key Stage 1. Pupils make very good progress in most of their lessons and achieve well in relation to their prior attainment. Work provided is within the reach of pupils who need help but stretches those who work more quickly. Pupils develop their historical skills as they examine artefacts from different periods. This approach stimulates pupils' thinking and promotes their skills of enquiry and deduction. This was particularly evident in a lesson in a Year 1 class, where pupils were deducing what different artefacts might be used based on their detailed examination. They drew sensible conclusions based on sound observations. Teachers have good subject knowledge and they provide lessons that are exciting and stimulating. This ensures that the pupils are actively involved in their lessons and this has a positive impact upon their learning. Teachers place a high priority on the pupils learning through investigation and looking at sources of information. In a lesson in a Year 6 class, following examination

of a range of materials, pupils developed reasoned hypotheses and drew conclusions about the lives of working class people. In this lesson the teacher explained what it might be like to be a chimney sweep and then effectively questioned pupils about what they thought and why.

120. The school has adopted the government's approved scheme of work and has adjusted the curriculum content to focus on the development of historical skills. The school has not yet developed an assessment procedure to match the new scheme of work. The subject makes a valuable contribution to the pupils' cultural development through a rich range of experiences. Visits to such places as The Royal Cornwall Museum and Lanhydrock Hall extend their knowledge of the local cultural heritage, provide a valuable source of information for the pupils and set their learning in context. Detailed drawings of a Victorian house focuses pupils' attention on the details of the architecture, and designing and making Greek pottery stimulates pupils' interest in the life and work of the people of the period. During the inspection, pupils in Year 2 recreated the Great Fire of London in a dance sequence, expressing the feelings of the people at the time. Pupils in a Year 5 class extended their knowledge of British kings and queens as they interrogated a computer database. Overall, the school has insufficient CD-ROMs to support the various topics being studied. Lessons support well the work the pupils do in their literacy lessons, giving some good opportunities for extended writing. For example, pupils in Year 3 wrote letters to Emperor Claudius, telling him of the dreadful living conditions of soldiers in Roman Britain. While pupils in Year 6 wrote letters to their grandfathers from the position of being a poor Victorian child, telling of their adventures and the deprivation they had encountered. Higher-attaining pupils wrote their letters in the style of the day.
121. The co-ordination of history is satisfactory overall. The co-ordinator is very enthusiastic and keen to develop the subject in the future. She monitors teachers' planning but has had limited opportunities to monitor standards of work or pupils' levels of achievement. There are no formalised arrangements for monitoring and recording pupils' progress in this subject.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

122. The attainment of seven-year-olds is broadly in line with that expected for their age. For eleven-year-olds it is below this standard. Pupils have a sound knowledge and understanding of many aspects of this subject, and their skills are well developed. However, there are particular weaknesses in the provision of opportunities for pupils to use computers to explore patterns and relationships, and make predictions about the consequences of their decisions, and to sense physical data. This has resulted in pupils' skills in these areas being unsatisfactory. Significant progress has been made in the subject with the provision of a computer suite and training being provided for staff. The school recognises that it has made progress but that there is still much to do.
123. In Key Stage 1, the standards are in line with those expected for the pupils' age. Pupils load, save, retrieve and print using a range of programs and use appropriate subject specific vocabulary, such as 'log on' and 'enter'. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. Pupils use capital letters, the delete key, full stops and the space bar appropriately as they put lists of words in alphabetical order or write envelopes and letters. In a lesson with a Year 2 class, pupils effectively used arrow keys to move around the screen and the delete key to erase their errors. The majority found their way around the keyboard well, whilst a small minority 'searched' for the keys they wanted. They develop their mouse skills as

they dress teddy or create a picture of a bear using an art program. Pupils independently use music centres, putting story cassette tapes in and operating the start, stop and eject buttons.

124. In Key Stage 2, the attainment of pupils is below that expected for their age. Pupils are currently making rapid progress in their learning and standards are rising. Pupils 'log on', open and close files, save and print out their work. In a lesson with a Year 3 class, pupils set the size, style and colour of font to suit the design of the front cover of their book. They accessed a picture using a drop down menu and incorporated it into their work. Higher-attaining pupils altered the size of the illustration to suit their requirements. Keyboard skills are generally sound but there is a small minority of pupils who have to 'search' for keys on the keyboard. In a lesson with a Year 4 class, pupils created their own patterns using a paint program and then created a stamp to produce a repeating symmetrical design. In this lesson pupils displayed good levels of mouse control and familiarity with the program, selecting various tools from the menu and then saving their work using a filename of their choice. Pupils in Year 5 interrogate databases, setting their own questions using the program to search and find the information they require. No lessons with a Year 6 class were observed during the inspection. Those pupils from Year 6 attending the computer club displayed good skills as they used a scroll bar to move around the screen, and drop down menus to import pictures to create their slides on the theme of 'Myself'. They created 'hyperlinks' to facilitate movement from one page to another and then added sounds and music to accompany their slides.
125. Insufficient lessons were seen at Key Stage 1 to make an overall judgement on the standard of teaching. The one lesson observed was very good. Teaching in Key Stage 2 ranges from satisfactory to very good, but is good overall. At the beginning of the best lessons, teachers share the learning objectives of the lesson so pupils understand what they are expected to achieve. They display good knowledge of the programs they are using. In a lesson in Year 2, for example, the teacher made good use of technical vocabulary employing words such as 'log on', 'enter' and 'return' as she clearly explained how to load the program and list words in alphabetical order. Some teachers are less secure and find difficulties overcoming problems when they arise. Teachers give clear demonstrations with well-sequenced instructions that enable pupils to make at least good progress in the lessons. A good example of this was seen in a Year 4 lesson where the teacher's step by step instructions led to pupils making very good progress in their learning about creating repeating patterns using the stamps and copy tools. Teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for all pupils to consolidate their skills. Teachers use questioning effectively to challenge pupils' thinking and extend their understanding. All teachers have a very supportive approach to the pupils and their learning which promotes confidence and self-esteem. Pupils have good attitudes to work. They listen well during the introductory parts of lessons and enjoy working on the computer. They are enthusiastic and interested in their tasks. They work well together in pairs and take turns fairly when using the computers or the listening centres. Pupils enjoy their lessons and learn well from one another. As a result of good teaching and positive attitudes, pupils, including those with special educational needs, those with English as an additional language, and traveller pupils are making good progress in lessons.
126. There is a good policy and scheme of work to underpin the development of pupils' skills, knowledge and understanding. A computer club is well attended by pupils from Year 6. It provides them with excellent opportunities to further develop the skills they have learned in lessons. The school has developed pen friend links via e-mail with a school in Finland. Insufficient use is made of computer programs in Key Stage 2 to support pupils' learning across the curriculum. Pupils' work is kept in an individual

'directory' in the computer system, but there is currently no whole-school system of assessing or monitoring the development of pupils' skills. The curriculum co-ordinator is very well qualified and has a clear view for the development of this subject. He is currently providing training for the staff with more planned for the future. He discusses planning with colleagues and acts as a consultant in meetings and on a daily basis. The school has spent significant amounts of money to provide a well-equipped computer suite, which is a very good resource and is well used by the school and outside agencies such as St Austell College. However, some of the computers in the classrooms are rather old and are in need of replacement. In addition, there are insufficient programs to support pupils' learning in subjects such as mathematics, science, geography and design and technology, and for pupils with Special Educational Needs. An action plan has been produced to provide a structure for further developments to take place, and these areas are clearly identified.

## MUSIC

127. The attainment of seven-year-olds and eleven-year-olds is broadly in line with that expected for their age. Pupils with special educational needs, traveller pupils and those with English as an additional language make equally good progress in the targets set for them. Standards have been maintained since the previous inspection. A secure scheme of work which gives good support and guidance to teachers has given the staff confidence to deliver the subject and build systematically on the pupils' prior knowledge.
128. By the age of seven, pupils sing well in class and in assembly. They sing tunefully, with ample volume, clear diction, enthusiasm and communicate a sense of enjoyment. Most pupils play untuned percussion instruments during lessons and pupils show good control and knowledge of the instruments. They play soft and loud and try hard to represent the sounds of night time in their groups.
129. By the age of eleven, the pupils enjoy singing and particularly enjoy singing 'Sloop John B', alongside the recording. They learn to sing in rounds singing 'Frere Jacques' all managing to keep to their parts to be aware of others singing. They sing with appropriate volume to sustain the song. Most pupils are making a good start in understanding notation. In composing, younger pupils add a suitable percussion accompaniment their Egyptian song. The class teacher has fabricated the words to this song. The pupils are looking forwards to adding a dance to this song. Pupils in Year 5 work hard to identify notes out of place in a scale and are interested and involved in their lessons. In Year 4, pupils sing accompanied by a tape enjoying the wide range of songs and stories from the songs. Pupils listen most carefully to each other and recordings. They appraise sensibly showing a satisfactory technical vocabulary and musical knowledge, for example of instruments, artists, forms, styles, repertoire and composers.
130. The quality of teaching and learning is good. Pupils who are instrumentalists, and read music, make the best progress building on their experience and their personal interests and they are sufficiently stretched. There is very good provision from the local education authorities music service which gives the school very good support. A large number of pupils are learning to play woodwind, brass and string instruments. The local education authority encourages the pupils to learn to play an instrument and provides instruments at a subsidised rental for the pupils. Pupils' enjoy this subject and their positive attitudes and very good behaviour contribute significantly to their achievement. Teachers have high expectations of pupils' work and behaviour. Organisation is good and lessons are well matched to the needs of the pupils. Discipline is very well

maintained and relationships are excellent. The teachers use a range of resources and pupils use these resources well. Good use is made in developing pupil's technical vocabulary. Lessons proceed at a lively pace with praise being used to encourage pupils.

131. There is a large choir and a number of recorder clubs. The school has taken part in local productions alongside a number of other primary and high schools. The pupils regularly provide a range of performances for the parents. Music is used well in assembly to set the scene and the teachers explain the origins of the music being played. Music makes a valuable contribution to pupils' spiritual, moral, social and cultural education although it is not planned. The hard working and enthusiastic co-ordinator has made great strides in developing music throughout the school. She has clear ideas about the future of the subject. She is seeking ways in which to monitor music throughout the school. This is an area that is unsatisfactory. Assessments are informal (there are tape recordings of pupils' achievements) and there is no whole school system. There are satisfactory resources for music and they are readily accessible.

## **PHYSICAL EDUCATION**

132. The attainment of seven-year-olds and eleven-year-olds is above that expected for their age. Pupils achieve well in relation to their prior attainment. Standards in swimming are well above average. This is similar to the previous inspection where standards were identified as at least average with the majority of pupils being above average. There is no difference in standards between boys and girls. Lack of an up-to-date scheme of work was a criticism of the previous report. The school now draws upon both the local education authority's scheme of work and the latest national guidance to facilitate pupils' progress in all aspects of the subject. However, this has not yet been formalised into one document.
133. Pupils in Key Stage 1 work enthusiastically and with good concentration in dance. They thoroughly enjoy all their work, respond well to the teacher and co-operate with each other well. They show an increasing ability to reflect moods and feelings through a developing range of expressive movements. This is the result of good teaching, particularly at the end of the key stage. Good choice and use of resources, good organisation and management, appropriately high expectations of pupils and the setting of challenging tasks mark the good teaching. This was demonstrated in Year 2 where teachers were using a story about the Great Fire of London, taken from the history topic being studied, with very well chosen extracts of classical music such as Debussy's 'Claire de Lune' as a stimulus. Pupils are not always given sufficient opportunities to devise their own individual patterns of movement. However, most seven-year-olds, link movements into simple sequences well and are very aware of the space around them. They are able to work independently and in small groups. They reflect on their own and others' performances and offer views about how the different skills might be improved. They also know why it is important to be suitably dressed for their lessons.
134. Good progress is maintained in Key Stage 2, and pupils achieve well in relation to their prior attainment. This is because the quality of teaching in Key Stage 2, based on observation of gymnastics and games in Year 6 and swimming in Year 4 is good overall. In gymnastics Year 6 pupils are able to hold their weight on different parts of the body with good control even when trying to stretch arms and legs as far as possible. They are able to link balancing and stretching activities with fluid movements. Their ability to do this well was the result of good teaching. The teacher identified pupils



to demonstrate for the others and, as they were demonstrating, challenged them to improve the quality of their work by questioning and extending the task. The pupils are also able to handle apparatus and set it out safely. The pupils also achieve well in games because they are taught skills and techniques systematically. This was well illustrated in a Year 6 lesson in the sports hall at a local secondary school when the teacher made good use of the space, support staff and resources in activities involving hitting a ball with a tennis racquet using a backhand stroke. In both of these examples all the pupils concentrated very well throughout a well-paced lesson. By skilful use of demonstration and structuring of the lessons so those pupils faced increased challenges, the teaching ensured that pupils made good progress. This is an improvement on the previous inspection when some activities were identified as insufficiently challenging.

135. Pupils in Key Stage 2 learn to swim at the local leisure centre. The school no longer has its own pool. In the one lesson observed the standard of achievement of Year 4 pupils was well above average. Good use is made of support staff. All pupils responded well to very effective instruction. For example the higher ability pupils, 40 percent of the class, were working on developing their backstroke technique. All of these pupils could swim a minimum of 25 metres and could retrieve a brick from the bottom of the pool. Average attaining pupils could swim a minimum of ten metres and the below average attaining pupils a minimum of five metres. All pupils applied themselves diligently to very challenging tasks and were confident in the water.
136. In the previous report the range of extra-curricular provision is described as enriching the curriculum. This is still the case. Extra-curricular opportunities are very good and are a strength. Pupils in Key Stage 2 have the opportunity to participate in gymnastics and a range of competitive sports as extra-curricular activities. Visiting coaches, specialists in their sports, enhance the learning opportunities for pupils through the Top Sport programme. Pupils also have the opportunity to compete against pupils from other schools. This not only provides opportunities to consolidate and develop their skills, but fosters their social development as well.
137. The co-ordinator has a clear understanding of his current role that includes writing the school policy for this subject, monitoring planning, auditing resources and responsibility for extra-curricular activities. These duties are effectively discharged and support both teaching and learning. However, the role of the co-ordinator is insufficiently developed. Opportunities are not provided to monitor and evaluate teaching and learning through lesson observation. Whilst teachers utilise planned assessment opportunities in lessons, there are no whole-school assessment procedures. This is a weakness that the school recognises, and is planning to remedy. Inspection evidence confirmed that resource provision is very good for both indoor and outdoor lessons enabling full coverage of the curriculum.

## **RELIGIOUS EDUCATION**

138. In the previous report attainment was described as being in line with locally agreed expectations at both Key Stage 1 and Key Stage 2. Evidence from the present inspection - observation of lessons, an analysis of teachers' planning and looking at photographs and displays of work - indicates that these standards have been maintained. There is no difference in standards between boys and girls. The progress of all pupils, including those with special educational needs, those who have English as an additional language and traveller pupils, is satisfactory in both key stages. The school has a scheme of work derived from the locally agreed syllabus that provides for

the progressive development of pupils' skills, knowledge and understanding. The lack of such a scheme was a criticism in the previous report. Other criticisms have also been effectively tackled. Tasks are now more demanding in Key Stage 2, though the match of task to the prior learning of pupils is insufficiently developed. Pupils in Key Stage 2 are given more opportunities to reflect on and discuss their work.

139. By the age of seven pupils, through their study of topics including 'Special Me' and 'Special Celebrations and Festivals' and 'Special Places', have learned about the Christian religion and Hinduism. They visit the church and experience, through role-play and active participation by the vicar, a Christian wedding. In class they learn about Hindu weddings and consolidate their learning through activities such as drawing and cutting out hands decorated in the style of a Hindu bride. In Year 2, through their study of 'Journeys', pupils learn more about these religions. In Christianity they learn about Paul's journey to Damascus and how that changed the life of St. Paul. In Hinduism they learn about Rama's journey to rescue Sita. Pupils learn about the festival of Divali and compare this with Christmas. They learn about the artefacts that are special in these religions and why they are special.
140. By the age of eleven pupils, through their exploration of topics, learn about Judaism and Sikhism whilst taking their studies of Christianity forward. In Year 3 pupils learn about the Ten Commandments and the key beliefs of Christianity. In Year 4 they explore 'Who looks after me?' and the shared values of Christianity and Judaism. In Year 5 Sikhism is studied. Visiting a synagogue also extends knowledge of Judaism. The studies of Christianity and other religions are extended in Year 6 through the exploration of rules of the different faiths. They also study how Christianity came to Cornwall and the lives of some Cornish saints.
141. Teaching is satisfactory, overall. In Key Stage 1 teaching is good whilst in Key Stage 2 it is satisfactory. Planning is based on the locally agreed syllabus. Teachers' knowledge and understanding is good. Careful questioning enable teachers to elicit what pupils already know and build on that by exposition, discussion or by reading to the pupils. From the tasks set teachers are able to assess what pupils' learn. Where teaching is very good, as in a Year 2 lesson on the journey of Rama to rescue Sita, the learning objectives are made clear to the pupils at the beginning of the lesson, resources are good, questioning is skilful, and tasks are well matched to the prior attainment of pupils. In these lessons the teacher has high expectations of both behaviour and attainment and good use is made of the end of lesson session to review and consolidate learning. Artefacts are well used to foster learning as in a Year 2 display of christening artefacts. Teachers also enhance learning by good links with other subjects. Design and technology skills are used to make a coat for Joseph. Art skills are promoted in the study of Hindu wedding customs. Literacy skills are promoted, as when Year 6 pupils were reminded that their work on root words would help them identify place names linked to the patron saint of Cornwall. Pupils in a Year 5 class had prepared questions and interviewed the vicar about his work and his beliefs. The searching questions included 'Could you ever be persuaded to leave the church?' 'What made you believe in God?' and 'How do you explain what "soul" is?' Word-processing was used to record the interview. This shows that teachers have remedied the criticism in the previous report that tasks in Key Stage 2 were sometimes undemanding and gave pupils few opportunities to discuss religious issues. However, the school is aware that information and communication technology is insufficiently used to support learning. Homework is used to support learning. In a Year 6 lesson pupils were asked to find out Cornish place names that reflect the patron saint of Cornwall and to find out about other Cornish saints. The attitude and behaviour of pupils in lessons is good overall. In Key Stage 1 it is very good. They listen carefully to

the teacher and to each other. They are keen to answer questions and put forward their ideas. In a Year 2 lesson during which similarities between Christianity and Hinduism were being identified a boy responded to a question about why candles are lit by saying 'To show the light of God'. This brought spontaneous applause from the other pupils. When given a task they usually concentrate well, particularly in Key Stage 1. They demonstrate reverence for the beliefs of others. The subject makes a good contribution to pupils' personal and spiritual, moral, social and cultural development.

142. The co-ordinator has held this responsibility for only a few months, but has already attended training for the new locally agreed syllabus. She is knowledgeable and enthusiastic and knows how the subject needs to be developed further. She is also clear about her role and is carrying it out effectively, but has no written job specification. This role is insufficiently developed. It does not include the monitoring and evaluation of teaching. She has reviewed the policy in the light of changes in the locally agreed syllabus and presented it to the governing body for ratification. The policy makes specific reference to pupils with special educational needs and to equal opportunities. Following on from this she is engaged in doing an audit of resources so that the curriculum can be more effectively delivered. This has already led to the purchase of books for both pupils and staff. Resources for the subject are satisfactory, with the exception of computer resources. Artefacts, posters, pictures, music and books support the teaching. These are in good condition. The school makes good use of visits, for example to the local church, to Truro Cathedral and to a synagogue, and visitors to support the curriculum. The school recognises that assessment is a weakness. Whilst teachers use planned opportunities in lessons to review learning within lessons, there are no structured procedures for assessing and recording pupils' learning.