

INSPECTION REPORT

CAMELFORD PRIMARY SCHOOL

Camelford

LEA area: Cornwall

Unique reference number: 111927

Headteacher: Ms Lesley Brough Walker

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 22 – 25 January 2001

Inspection number: 230308

Full 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
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Highfield Road Camelford Cornwall
Postcode:	PL32 9QZ
Telephone number:	01840 212376
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ruth Henderson
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Kay Cornish	Registered inspector	Geography History	What sort of school is it? How high are standards? (The school's results and pupils' achievements) How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
11564	Jean McKay	Lay inspector		How high are standards? (Pupils' attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
31801	Yvonne Bacchetta	Team inspector	Science Design and technology	
13307	Ian Hancock	Team inspector	Mathematics Art and design Physical education	
21090	David Manuel	Team inspector	Information and communication technology	
18498	Denise Morris	Team inspector	Religious education Special educational needs Foundation stage learning	
31996	Gill Phillips	Team inspector	English Music English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Camelford Primary School has 210 pupils on roll, which is about average in size. No pupils come from homes where English is not the main language. There has been one pupil excluded in the past year. The number of pupils receiving free school meals, at 10 per cent, is broadly average. Fifty-nine pupils, including those with a Statement, are on the school's register of special educational needs, which, at 28 per cent, is above the national average. The percentage of pupils with Statements of Special Educational Needs is 10 per cent, which is well above the national average. The average class size is 24 pupils. There is a wide range of attainment on entry. A few pupils are above the expected levels of attainment on entry, but the majority are below. There have been significant changes in senior management and governors since the previous inspection, but the situation has stabilised since the appointment of a new headteacher a year ago, and a new deputy shortly before that. There is new staffing for the Foundation Stage for young entrants. The school and site are spacious, offer good facilities, and a special unit for pupils with profound and complex learning difficulties from North Cornwall.

HOW GOOD THE SCHOOL IS

Camelford Primary is an effective school that provides a good quality of education. It helps pupils to make good progress in their learning. The present new headteacher, her staff and the governors have worked very hard to implement stable improvement following frequent previous changes of headships, governors and staffing. There is a determined statement of intent to raise standards further. Standards of pupils' attainment have improved within the last year and many more pupils now attain the expected academic standards by the time they are 11 years of age. Teaching is predominantly good. Pupils' attitudes, personal development and relationships are very good. Behaviour of pupils is good. The headteacher leads with imagination and dedication and has the active support and commitment of governors and staff. The school gives good value for money.

What the school does well

- Pupils achieve above the expected standard in art and design by the end of both key stages.
- The headteacher has an excellent grasp and understanding of the school's strengths and needs and leads with imagination and clear purpose. She is ably supported by the school's new management team.
- Teaching is predominantly good.
- The provision and leadership for special educational needs are strengths of the school.
- Children aged three to five are given a very good start to their education at the Foundation Stage.
- The very good relationships, attitudes and personal development of pupils are ensured by the hard working staff who work well as a team.
- Financial and daily administration are of a high standard.

What could be improved

- The organisation at Key Stage 1 for teaching English, mathematics, science and religious education, so that pupils' tasks match their needs more closely and standards and achievements are raised further.
- The challenges and standards of higher attaining pupils in mathematics at both key stages.
- The impact of curriculum co-ordinators upon standards and achievements.
- The use of the new assessment procedures in order to guide curricular planning and the monitoring and supporting of pupils' academic progress for all subjects.
- Raise parents' awareness even further of the need to avoid prolonged absences of pupils during term time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection, but improvement has been more rapid during the last year. A new senior management team has been established following the appointment of a

new headteacher within the last year. New co-ordinators now have a greater understanding of their roles, but as yet, there has been insufficient time to develop their monitoring effectively and some schemes of work are still in draft form. This is because a full complement of co-ordinators has been in existence for a year only. Systematic procedures have been implemented to assess pupils' standards in the core subjects, but the use of them to guide curriculum planning and to monitor and support pupils' academic progress for all subjects is underdeveloped. The quality of teaching has improved and has a positive impact on pupils' attainment for most subjects. The strategic planning, priority setting and strategies for implementation have improved, as has monitoring by the headteacher of teaching and curricular provision. Professional development interviews of all staff have been successfully introduced by the headteacher. The National Literacy and Numeracy strategies are being successfully implemented.

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	C	E	C	C
mathematics	D	E	E	E
science	D	E	E	E

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

When comparing pupils' prior attainment in the 1996 National Curriculum Tests at Key Stage 1 with their attainment in the 2000 Key Stage 2 tests, pupils showed well-above-average improvement in English. They made average improvement in mathematics and below-average improvement in science.

Standards of the current pupils in 2001 show that pupils' standards are broadly in line with the national averages and expected levels for most subjects. Art and design standards are above. The exceptions are in mathematical attainment at the end of Key Stage 2, and science attainment at Key Stage 1, which are below the national averages for certain aspects. Pupils' attainment in religious education is below the expected level of the locally agreed syllabus at the end of Key Stage 1. At the end of Key Stage 2, pupils attain standards in line with those expected for religious education. In all other subjects, pupils reach the expected levels nationally. Overall, pupils' work shows good progress in learning as a result of good teaching.

When children enter the nursery at the age of three, many have standards below the expected levels nationally. They make good progress in their learning so that, by the time they reach the end of the reception class, almost all children achieve the early learning goals, although speaking skills are still underdeveloped, despite the good teaching and very good provision. Pupils with special educational needs have good provision in the units and main classes, and make good progress. Generally, higher attaining pupils are well challenged, apart from certain aspects of learning in mathematics at both key stages. Overall, therefore, from the beginning of entry to the age of 11 years, pupils make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and purposeful. They are happy to come to school.
Behaviour, in and out of classrooms	Good.
Personal development and	Personal development is very good. Pupils are keen to take on

relationships	responsibilities, use their initiative and help others. Relationships are very good and the older pupils take good care of the younger ones.
Attendance	The rate of unauthorised absence is in line with the national average, but authorised absences are high. This is due partly to medical conditions of some pupils in the special unit, the nature of certain transient families in the area and holidays taken during term time. Procedures to improve attendance are good and include regular reminders to parents about the importance of full attendance.

TEACHING AND LEARNING

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

During the week of the inspection, the quality of teaching was predominantly good and had a good impact on pupils' learning. Out of seventy lessons observed, only four, representing 6 per cent, were unsatisfactory across both key stages. Thirteen per cent of teaching was very good, including one excellent lesson. Sixty-four per cent of lessons were good or better. The rest were satisfactory. This is a good picture and a significant improvement from the previous inspection when 19 per cent of lessons were unsatisfactory. Weaknesses include a lack of different tasks planned for pupils' needs in a two-year age range at Key Stage 1; for some aspects of mathematics for higher attaining pupils at Key Stage 2; and teaching gymnastics throughout. Although there are good, new assessment procedures, the use of assessment data to guide daily curricular planning and to monitor pupils' academic progress is lacking in rigour and is unsatisfactory.

Strengths are in the quality of teaching at the Foundation Stage, the teaching of English and literacy and art and design, and the teaching of pupils with special educational needs. Features of the best teaching include high expectations of behaviour, discussion and academic performance. The management of behaviour is good throughout. There is very good expertise in art and design and teachers use imagination and flair to display pupils' work. Teaching the skills of literacy is good and teachers plan closely to the National Literacy Strategy. The teaching of numeracy has improved with the introduction of the National Numeracy Strategy, apart from the teaching already highlighted. Teaching has a positive impact on pupils' standards, learning attitudes and behaviour. It is now a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good at the Foundation Stage. Satisfactory quality and range at Key Stages 1 and 2. All statutory requirements are met. The school is socially inclusive and ensures equality of access and opportunity for most of its pupils.
Provision for pupils with special educational needs	Good. The good influence permeates the school significantly. All pupils are identified early. The quality of provision in the special units for severe and moderate learning disabilities is very good. The leadership and management of this aspect is very good.
Provision for pupils' personal, including spiritual, moral, social and	Good. Pupils are encouraged to develop good spiritual and personal insight. Good moral development encourages positive behaviour and pupils' co-operation. Very good social development ensures the proper status of good relationships as seen through representation on the school's council.

cultural, development	Cultural development is good.
How well the school cares for its pupils	The school has good procedures for child protection and for ensuring the welfare of all its pupils. The monitoring and supporting of pupils' personal development is good. There are new and appropriate procedures for assessing pupils' attainment and progress, which are satisfactory, but the use of assessment data to guide curriculum planning and to monitor pupils' academic progress is unsatisfactory.

Parents' views of the school are predominantly good. Partnership with parents is good and they are well informed about their children and the school. The school is an orderly community offering a warm welcome. The school receives good support from Friends of Camelford Primary School

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher leads with imagination and dedication. She has an excellent grasp of the school's needs and has initiated worthwhile developments with purpose. She is strongly supported by her talented and industrious deputy and her new management team. Although the delegation of responsibility to co-ordinators is clear and well managed by the headteacher and the school's management team, the co-ordinators have not been long enough in post to have sufficient impact to support and monitor standards and teaching for their subjects.
How well the governors fulfil their responsibilities	The Chair of Governors gives good insight and support. The governing body is effective in its strategic planning despite its new composition. Governors are well informed and show commitment to improve the school.
The school's evaluation of its performance	The school's improvement plan provides a very clear programme for action from a thorough evaluation of the school's strengths and needs. Targets focus strongly on raising standards through staff professional development and the impact of improved teaching on pupils' achievements. The school has already identified the issues which still need to be rectified.
The strategic use of resources	The school uses its budget prudently and financial planning is good. Financial and daily administration are highly efficient. Resources of staffing, buildings, equipment and new technologies are used to the maximum benefit of all. The school uses the principles of best value well and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good relationships. • Better behaviour of pupils and good rewards systems. • 'Buddy' system and book club on Fridays. • Relationship with the community school, Sir James Smith. • Very good support and acceptance for pupils with special educational needs. • Influence of the new headteacher and the recent improvements made. • Brighter environment inside the school. 	<ul style="list-style-type: none"> • The outside refurbishment of the re-cycled classrooms and preferably the replacement of them with more permanent buildings. • A few parents were concerned about the behaviour of some pupils. • A few parents were concerned about the quality of letters sent home to parents. • A few parents had concerns about homework.

Inspectors agree with all that pleases parents and that the re-cycled huts need outside repair, particularly the windows. There are good strategies implemented which modify and improve behaviour of pupils consistently. Inspectors observed predominantly good behaviour during the inspection, despite the inclement weather posing further problems. Newsletters to parents are satisfactory. Most parents are happy with the homework policy and the tasks children are expected to do at home. Inspectors consider that the school has successfully informed parents about homework, home/school agreements, and the curriculum being studied at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the previous inspection, there has been good improvement in the quality of provision for children in the Foundation Stage of learning. When children enter the nursery at the age of three, many have standards below the expected level nationally in most areas of learning. They make good progress in their learning and, by the time they reach the end of the reception class, almost all children achieve the early learning goals, although speaking skills are still underdeveloped. This is due to the good teaching, good resources and very good quality of curricular opportunities they experience.

Standards at the time of the previous inspection

2. During the previous inspection, and by the end of both key stages, pupils' attainment was stated to be in line with the expected levels nationally. However, actual results of the 1995 National Curriculum tests showed English reading standards as average but speaking, listening and writing as below average at Key Stage 1. English results at Key Stage 2 were below the national average. National Curriculum test results for mathematics in 1995 were below the national average for Key Stage 1. They were well below average at Key Stage 2. Teachers' assessment in science showed pupils' attainment as above national averages at Key Stage 1. At Key Stage 2, science was broadly in line with national averages.

National Curriculum Test Results for 2000

3. *English* – Higher attaining pupils reached the higher levels 3+ at Key Stage 1 in reading. They reached the higher level 5 in reading by the end of Key Stage 2. This was in line with results for all schools in reading, despite the higher proportion of pupils with special educational needs at this school. Writing standards were lower. Overall, English standards were in line with national averages.

Mathematics – Pupils' attainment was well below the national average.

Science - Pupils' attainment was well below the national average.

Standards now in 2001

4. *English* – There has been good improvement in writing standards since 2000, and pupils are on target to attain national averages by the end of both key stages. This is very good improvement over time in English, and reflects the good impact of the National Literacy Strategy and the more confident teaching in English. When compared with similar schools, pupils show excellent improvement by the age of 11 years compared with their earlier National Curriculum test results, when they were seven years of age.

Mathematics – Standards have risen from well below average in the National Curriculum test results of 2000 at age 11, to below average currently. By the age of seven, current pupils' standards have risen to being in line with the national average. Attainment since the age of seven shows satisfactory improvement in mathematics, in line with the average. However, at both key stages, higher attaining pupils are insufficiently challenged in most lessons for mathematics. This is mainly due to planned tasks not matching the needs of all pupils sufficiently.

Science – Current pupils' attainment has risen since the National Curriculum 2000 test results, although standards at the end of Key Stage 1 are still below national averages and show a drop

over time since the previous inspection. This is mainly due to inappropriate planning at Key Stage 1 in science, and insufficient matching of tasks to the needs of all pupils within the key stage. At Key Stage 2, the results of the science National Curriculum tests in 2000 show insufficient pupils at the higher level 5, although the numbers at the average level 4 exceeded national figures, so overall, attainment was only slightly below the national averages for combined levels 4 and 5, and an improvement from well below of the previous years. Pupils' attainment for the current year 2001 is in line with the national expectations at age 11 years. This is due to the improved teaching in science at Key Stage 2, particularly in Year 6.

5. In information and communication technology (ICT), the majority of pupils make satisfactory progress in their learning and attain the expected levels by the ages of seven and 11. Their achievement has improved at Key Stage 1 and maintained at Key Stage 2 in line with the increased demands made for the subject. Weaknesses identified in the previous inspection have been improved; for example, control and technology skills are now better.
6. Pupils' attainment in religious education is below the expected levels of the locally agreed syllabus at the end of Key Stage 1. By the end of Key Stage 2, pupils attain standards in line with those expected for religious education.
7. During the current inspection, pupils' standards in both key stages in art and design are above the expected levels nationally. All other subjects' standards, for instance design and technology, geography, history, music and physical education, are in line with the expected national levels at both key stages. Progress in learning has been maintained or improved. There has been very good achievement in art and design at Key Stage 1, which was unsatisfactory at the time of the previous inspection and is now above the expected levels. However, there are weaknesses in some aspects of physical education, such as gymnastics, due to the lack of a detailed scheme of work, although overall, attainment in physical education is satisfactory. Good swimming and games' standards balance out the weaknesses in physical education.
8. Literacy standards are overall satisfactory and in line with the expected levels nationally. Progress in learning for literacy is good. Numeracy standards are rising, although this improvement has not yet influenced the present Year 6 and many pupils do not know basic number facts by heart. Progress in numeracy is slower than in literacy.
9. Provision for pupils with special educational needs in mainstream classes is good throughout the school and pupils make good progress towards their individual targets. They make particularly good progress in literacy. There is very good leadership in the special units and pupils make good progress. There is a higher than average number of pupils with special educational needs at the school, but the National Curriculum test results of these pupils reflect their good progress. There are no pupils with English as a second language in the school at present. The school makes satisfactory provision, therefore, to include all pupils according to their educational entitlement. The exceptions are in a lack of appropriate targets for higher attainers in mathematics and the insufficient matching of tasks to the needs of pupils at Key Stage 1 for the subjects of science and religious education.
10. Since the headteacher, deputy headteacher and new staff have been appointed, trends overall show a steady rise in standards, apart from those already highlighted. There is a determined statement and intent from the senior management team to focus on raising standards, but as yet, since the turbulence of four years of changing leadership, the new team members have not been in post long enough to implement all the worthwhile, identified aims. The implementation of the literacy strategy has had a good influence on pupils' standards and achievement. The numeracy strategy is developing well, but not fully influential on standards as yet, although younger pupils with improved mathematical attainments are moving upwards through the year groups. The overall picture of attainment and achievement reflects strong, early improvement in the time-scale observed and for pupils who have been, up to now, below the expected national standards on entry

to their formal studying of the National Curriculum.

Pupils' attitudes, values and personal development

11. Parents, at the meeting held before the inspection, and those spoken to during the inspection, thought that the school promoted a very positive attitude to good behaviour, and inspection evidence confirms that, overall, the attitudes of pupils are very good. Behaviour in most lessons observed was good, and this has a positive impact upon learning. Pupils spontaneously told inspectors that they liked coming to school and would be sorry to leave. Standards in this area have been maintained since the previous inspection, which praised pupils' behaviour and the quality of relationships between staff and pupils.
12. Rewards and sanctions procedures encourage good behaviour. During the inspection, pupils were proud to show "good behaviour" badges or house points they had received for good work, thoughtfulness, or for good behaviour. The school's inclusion policy has introduced the 'Trailblazers Club' which has had very positive results. Pupils who belong to it feel both proud and privileged, and enjoy the many activities, such as canoeing, rock climbing, helping with community projects and learning to work in groups.
13. Special educational needs pupils from the units and the main classes are accepted naturally. Parents of pupils with special educational needs said they particularly liked the way their children were integrated into all aspects of school life, and that their successes were celebrated well. Parents spoken to at the meeting, and during the inspection, thought that their children learned much from the times they helped out in the special educational needs unit, and that their experiences helped them to view people with disabilities in a more understanding and compassionate way. Relationships throughout the school are very good. All staff, including administration, lunchtime and cleaning staff, are good role models in attitudes and behaviour. Pupils were seen to show caring attitudes to each other and towards teachers, for instance, volunteering to put out the overhead projector at the start of a lesson.
14. Children under five settle quickly into school routines and are particularly encouraged by the number of parents who help in this class. Children with special educational needs benefit from the home visits made by the teacher before they commence their education. All parents spoken to, thought this early introduction to school routines built their children's confidence, and led to continuity of progress from the early years. Children under five mix well with older pupils and establish very good relationships with their teacher and the various classroom assistants with whom they work. They follow adults' instructions very well, and show very good levels of concentration and involvement in their tasks. They are successfully encouraged to work independently and, for instance in one free-play session, were seen to share resources well and to participate in all the activities put out by the teacher. Older pupils think independently when answering teachers' questions and act with maturity when working away from immediate adult control. Pupils are developing good capacity for personal study, particularly in art, of which there are many excellent examples decorating classrooms and corridors.
15. The behaviour of pupils is good. They move around the school sensibly, and are polite to visitors. From letters accompanying questionnaires, one or two parents complained of bullying in the playground, but this was not seen during the inspection. No bullying or harassment was observed during the inspection, and, when asked, pupils were able to say with confidence how they would deal with the matter. Parents spoken to during the inspection said that if such instances occurred they could approach the school. The playgrounds have been divided into a quiet one, and one for more robust play. Older pupils were seen to help younger ones, for example, during the lunch hour. They also have "Friendship Stops" in the playground, where younger pupils know they will be able to find someone to play with. Pupils are keen to do jobs and to help out around the classroom. Pupils from the special educational needs units were seen to help each other, for instance in the assembly for parents, where they took part in a dramatisation of 'The Lion and the

Mouse', they helped each other when speaking lines or with movements. Their remarkable achievements were celebrated by the whole school, and also by the many parents and grandparents who attended the performance. Pupils were very well behaved during the whole performance. There has been one exclusion.

16. Pupils have developed good tolerance and understanding of the differences between other people's values and beliefs. For instance, a governor came into school recently to cook a Chinese meal and raise awareness of different cultures in the United Kingdom. Pupils responded positively. The school is also sponsoring a child in East India, and has also sent boxes of toys to children in Eastern Europe. A poem, very sensitively written by pupils about the murdered London schoolboy Damilola Taylor, is displayed on the wall of the reception area.
17. The level of attendance is unsatisfactory and is well below the national average despite the best efforts of the school. The level of authorised absence, at 7.2 per cent, is well above the national average of 5.2 per cent. The level of unauthorised absence is in line with the national average of 0.5 per cent. Inspectors believe that this poor attendance figure is largely caused by a number of families who are seasonal workers, and who take holidays in term time. Also, a number of pupils in the special educational needs units are absent because of medical problems. The school regularly reminds parents through newsletters, the school prospectus, and at meetings, of the importance of regular attendance upon the attainment and progress of its pupils. Pupils mainly arrive punctually and registers are completed quickly, enabling a prompt start to be made to lessons. There are awards for good attendance, and pupils take great pride in showing visitors their certificates for full attendance, good work or good behaviour.

HOW WELL ARE PUPILS TAUGHT?

18. During the week of the inspection, the quality of teaching was predominantly good. Out of seventy lessons observed, only four were unsatisfactory across both key stages, representing 6 per cent. Thirteen per cent of teaching was very good, including one excellent lesson. Sixty-four per cent of lessons were good or better. The rest of the lessons were satisfactory. This is a good picture and a significant improvement from the previous inspection, when nineteen per cent of lessons were unsatisfactory. The impact of the good and very good teaching has been substantial in raising the consistency of pupils' achievement, particularly in a school where, in the three years following the previous inspection, there had been significant changes in senior management and in the co-ordinators for subjects.
19. The quality of teaching for children at the Foundation Stage is good overall, and is very good for language and literacy and personal, social and emotional development. There is good teaching for other areas of learning leading to the early learning goals at the end of reception. The impact of teaching upon children's standards, which are below expected levels nationally on entry to the nursery, is significant, in order that children reach their early learning goals.
20. The teaching of English and literacy at both key stages is predominantly good. It is at least satisfactory and occasionally excellent. Standards in listening, reading and writing have improved by the time pupils reach 11 years of age. Speaking skills are improving. In numeracy, the quality of teaching is predominantly satisfactory with good features. Where aspects of teaching in numeracy are unsatisfactory, insufficient focus is given to enable pupils to apply skills and knowledge to problem-solving activities and for mental calculations. There is good teaching of written calculations and pupils' work is presented logically.
21. In science, teaching observed at Key Stage 1 was satisfactory, but pupils' work reflected some unsatisfactory teaching over time, mainly in the inappropriate planning and missed opportunities to match targets to pupils' needs. Teaching of science at Key Stage 2 is mainly good and very good in Year 6. Teachers provide pupils with good first hand experiences and correct use of scientific

terminology. There is better matching of tasks to pupils' needs at Key Stage 2.

22. The quality of teaching of ICT is satisfactory at both key stages and, in the main, teachers are confident and have good knowledge about the potential of computers. Where teachers are less confident, there are less opportunities provided to reinforce pupils' individual skills or make links with other subjects. The quality of teaching in religious education is overall satisfactory at Key Stage 1. It is good at Key Stage 2. There is very good use of religious artefacts and most lesson plans link closely to the locally agreed syllabus. Less successful teaching in religious education is seen where lesson plans do not identify clearly what the learning outcomes are.
23. There is good teaching of art and design across both key stages and this is a strength of the school. In all other subjects, teaching is at least satisfactory, with some good features in geography, history and music at Key Stage 2. There is good teaching of swimming.
24. The teaching seen for pupils with special educational needs in the mainstream classes and the special units is good. Teachers have very good specialist knowledge, a high level of expertise and they give good support so that pupils make good progress. Pupils' individual education plans are good and specific targets are set regularly. Teachers work hard to ensure that any withdrawal of pupils is rotated so that pupils continue to have their full entitlement to all subjects. Teachers make good use of learning support assistants and the support pupils receive from them is a positive feature. Teachers ensure that pupils in the unit for severe disabilities are integrated significantly throughout all aspects of school life.
25. Outstanding features of the best teaching include high expectations of behaviour, discussion and academic performance. Planning of the subject content of lessons is mainly effective. Teachers are good at teaching basic skills so that pupils' recording of work is secure and presentation is logical. The management of pupils' behaviour is predominantly good. Occasionally it is very good. There is very good expertise in art and design and teachers use imagination and flair to display pupils' work. Procedures to assess pupils' attainment are satisfactory and the school's analysis of whole-school trends in achievement is good. Marking gives clear guidance for pupils to improve, finish or correct work. Generally the management of homework is satisfactory and there has been improvement in the amount of information given to parents about the curriculum to be taught for the term ahead.
26. The main area for development in teaching is the quality and use of ongoing assessment to inform planning at both Key Stages 1 and 2. They do not match the very good assessment and record-keeping in the special educational needs units and the Foundation Stage. There has been improvement in the range and frequency of assessment procedures since the previous inspection. However, the use of assessment to guide curricular planning and to monitor pupils' academic progress is a weakness. This is more noticeable where there is a lack of different tasks planned in science and religious education in Key Stage 1 for pupils with a wide range of attainment across a two-year age range. A similar lack of sufficiently different tasks is a weakness in mathematics' planning at Key Stage 2.
27. Teaching, however, has improved significantly since the previous inspection and has a positive impact on pupils' standards, attitudes and behaviour. Teaching is now a strength of the school.

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

28. The quality and range of learning opportunities for children in the Foundation Stage are good; they are satisfactory for pupils at Key Stage 1 and Key Stage 2. All statutory requirements are met. Good provision is made for pupils' personal and social development and the school successfully covers health education and issues of drug awareness and sex education.

29. A wide range of interesting and well-structured activities contributes effectively to the good learning and achievement of children in both the nursery and reception classes. The breadth and quality of the planned activities contribute particularly well to pupils' personal and social development and early literacy skills. All other areas of learning are well planned.
30. The National Literacy and Numeracy Strategies have been implemented more securely and are helping the school to raise its standards. This is an improvement since the previous inspection, although pupils still need more opportunities to write at length and to use word processing more regularly. Similarly, in numeracy lessons, more planned strategies are needed for developing pupils' quick mental skills and applying knowledge to problem-solving in mathematics at Key Stage 2.
31. The school is socially inclusive and ensures equality of access and opportunity for all of its pupils. It makes very good provision for pupils with special educational needs, both within mainstream and special classes, and they make good progress. Dedicated teachers, assistants, outside specialists and parents all work closely together. Specific programmes of direct help are planned to help pupils' progress and also promote their confidence and self-esteem. Very good care and provision are made for pupils who have Statements of Special Educational Need and they are well integrated into the life of the school.
32. There are, however, instances within some subjects, such as mathematics, where the teachers' planning does not provide sufficiently well for the needs of higher attainers. The school maintains a register of pupils with a particular talent and is aware of their needs. As a result, higher attaining pupils are particularly challenged in English throughout.
33. The school has yet to develop appropriate policies and schemes of work for all subjects. This accounts for the variable standards of attainment in gymnastics. The schemes of work currently being developed incorporate the new national guidance and are helping the school to provide more consistency and structure in the curriculum. There are still some inconsistencies in lesson plans for the science curriculum at Key Stage 1. The headteacher has good overview of the whole curriculum and ensures that the time available for delivery of academic, personal and social aspects is secure. The curriculum is both broad and balanced, which is a further improvement since the previous inspection, when it lacked balance and did not meet all the statutory requirements for ICT.
34. The school provides a wide range of extra-curricular activities on a Wednesday night. During the school year opportunities were provided for pupils to experience art, choir and recorders, an environment club, and patchwork, guitar and writing clubs. During the present term, activities focus mainly around sporting experiences such as netball, football and cross-country, and involve a high number of staff and older pupils. Smaller groups are also engaged in bookmaking, chess and computers. All pupils are delighted with the range of activities provided by the school and these clubs successfully enrich the quality of the curriculum. Pupils also experience a good range of educational visits to places of interest in the locality, such as a wind farm, local farm, supermarkets, cycle museum and fire station. Artists, theatre and music groups visit the school. At present the school does not offer any specialist music tuition, but this is being addressed.
35. The relationship with the community is strong and pupils are encouraged to take part in the social functions and other festivals with enthusiasm. The pupils receive visits from members of the community, such as local church leaders. The school has good induction procedures for new pupils and appropriate links with the local secondary school, Sir James Smith's, which improves the continuity of pupils' secondary education. The school uses Internet links successfully to locate and research extra information in various subjects, such as history and geography.
36. The overall provision for pupils' spiritual, moral, social and cultural is good and is much improved

since the previous inspection. The school has a warm caring ethos and the provision for pupils' spiritual development is good. Pupils are encouraged to reflect on their own experiences and the experiences of others and share the joy, pleasure or sometimes sorrow. This was particularly evident in the prayer written for Damilola Taylor. Acts of collective worship make a significant contribution, such as when pupils from the special educational needs unit presented their 'Rumble in the Jungle' giving thanks for the animals in God's Wonderful World. All other pupils present were entranced and thoroughly appreciative, as were the parents, - an uplifting experience for all. Also, in a religious education lesson, the same theme encourages pupils to reflect on ways of tackling environmental issues, such as pollution. Pupils raise monies and gifts for charities and also sponsor a little girl from India.

37. The provision for pupils' moral development is evident in all aspects of school life. The very good quality of relationships in the school encourages positive behaviour in lessons and pupils co-operate well and help each other. All adults in the school are good role models and help pupils know right from wrong so that they try very hard to be good at all times.
38. Very good provision is also made for pupils' social development. Pupils are friendly and polite to visitors and are keen to 'show off' their school. They enjoy talking about their work. Pupils love school and are keen to come. They know that their views and contributions to school life are valued. This is apparent through status given to circle time where they express interests and concerns and through representation on the school council. The assemblies set the example of everyone enjoying each other's company, caring for and respecting one another. Pupils show good initiative in many tasks around the school and help it to run smoothly.
39. To promote pupils' cultural development, the school makes good provision for them to understand their own culture through visits to the church, the Indian King Art Centre and participation in community activities. Pupils are also provided with more opportunities to develop their multi-cultural understanding and knowledge of other communities and traditions through curriculum subjects such as history, art, religious education and music. Provision for pupils' cultural development is good and this represents an improvement since the previous inspection.
40. The school works hard to ensure that pupils with special educational needs in the units and in all classes have full access to the National Curriculum and that they are involved in all aspects of school life. During the inspection pupils with severe difficulties led a very moving assembly from which parents, teachers, visitors and pupils benefited and all appreciated. Pupils with moderate learning difficulties integrate well in science and foundation subjects, and have good, planned literacy and numeracy lessons specifically for them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Parents' views of the school are good. The school cares very well for its pupils. Parents at the meeting, and those spoken to during the inspection, feel that teachers have a very good knowledge of their pupils, and this helps them in their personal development and academic performance. There is good support for pupils' personal development very well, for example, through circle time and through assemblies, where awards are presented for good work, good attendance and good behaviour. Good procedures are in place for eliminating intimidating and oppressive behaviour, which are reviewed regularly, and pupils' progress is recorded in detail. The school has recently benefited from the experience of a member of the Child and Family Services Agency, who helps with behaviour modification programmes in which some parents are involved. She also works with teachers and pupils on how the school can help pupils who have low self-esteem, and on building social skills. The behaviour and bullying policies are well known to teachers, pupils and parents. When asked, pupils were able to say how they would deal with bullying. Parents spoken to said that, when an instance of bullying had occurred, and they had complained to the school, this was swiftly and sensitively dealt with.

42. All staff provide good role models, and are consistent and fair in their promotion of discipline and order. Many instances of teachers giving house points for positive behaviour and good work were seen during the inspection. The Friday 'Praise Assembly' celebrates significant achievements of pupils who have received good work awards or who have made good efforts in behaviour at lunchtime or in class. All pupils know their class, playtime and lunchtime rules. They know and understand the sanctions for bad behaviour, and staff were seen to take every opportunity to praise good effort in work and behaviour.
43. Informal monitoring of pupils' progress constantly takes place. The staff know the pupils well, and parents spoken to during the inspection consider that concerns raised with teaching staff are promptly dealt with. The school supports and promotes the children's personal development well, and encourages good behaviour. This aspect of school life creates an effective learning environment. Parents spoken to during the inspection said they would have no hesitation in approaching teachers if they had a problem.
44. The quality of support and guidance for pupils with special educational needs in the special units and main classes, is very good. All members of staff, both teachers and support staff, are accessible and responsive to the needs of pupils with learning or behavioural problems. There are good links with the local education authority's support agencies, such as the Child and Family Services Agency, educational psychologist, and education welfare officer. All problems are monitored through frequent visits by the outside agencies. Pupils' needs are identified early, and are helped initially by home visits. Pupils' progress is noted regularly and new targets are set for them at the beginning of each term. All assessment is carefully recorded in individual education plans, in which parents are also involved. Parents also regularly attend social events connected to the school, such as coffee mornings and the Friday afternoon book clubs.
45. The statutory procedures for child protection are good, and staff are well informed. These procedures are clearly outlined in the staff handbook which is regularly updated. Following the previous inspection, procedures for recording attendance have been improved. Registers are monitored weekly and the education welfare officer is brought in to investigate cases of unauthorised absence or persistent late-comers. The school's attendance figure is unsatisfactory compared with national statistics, but the school is constantly striving to improve this by writing to parents and reminding of them of the importance of regular attendance upon the standards of attainment of their children. All parents have received a leaflet from the Department for Education on the subject of attendance, and pupils now receive certificates for good attendance.
46. Governors and teachers take very seriously the health and safety of pupils, and make regular risk assessments of the premises. They inform the local education authority regularly of their concerns. At the meeting before the inspection, parents mentioned their concerns about the condition of some of the re-cycled classrooms. They were particularly concerned about ill-fitting windows and deteriorating woodwork. There are also regular breakdowns in the heating system. The steps to the nursery are in a dilapidated condition, and some of the non-slip material has worn and could be hazardous. There are good arrangements for first aid and medical support, including provision for pupils with specific needs. The interior and exterior of the school is cleaned to a high standard, and there is no vandalism or litter. The very attractive wall displays and examples of pupils' work in school during the last twelve months, contribute to a stimulating learning environment. Accident incident and fire drill books are up to date, and pupils were able to say with confidence what they would do in the event of a fire.
47. The school's arrangements for assessing pupils' attainment and progress are satisfactory and conform to statutory requirements at the ages of seven and 11. This process begins with the very good assessment of children's attainment in the nursery for each area of learning in the Foundation Stage. Significant detail and informative evaluation are used effectively to plan for improvement. The school carries out additional testing to identify strengths and weaknesses at

regular intervals. Optional testing is carried out at the ages of eight, nine and ten years, in English and mathematics. A suitable system is in place to analyse these tests so that realistic targets are set for classes, groups of pupils, and individuals. Assessment was identified as poor in the previous inspection, in that the lack of assessment adversely affected the quality of learning in the school. The co-ordinator has made good progress in improving this key issue by introducing, over the past year, new assessment objectives for English, mathematics and science to enable teachers to track pupils' progress accurately. However, there has been insufficient time for them to become firmly embedded as an integral part of the teaching and learning process. There are no procedures in other subjects to help teachers identify and monitor pupils' progress. This is a current priority in the school's improvement plan.

48. The use of assessment to guide curriculum planning is unsatisfactory. Because the school's initiatives are new, their use to guide developments in the curriculum and to improve the quality of teaching, in order to raise standards further in all subjects, has yet to make a significant impact. There is insufficient information available to plan for the next stages of teaching and learning, particularly in English, mathematics and science. Teachers have begun to identify opportunities for assessment in their short-term planning, particularly in the core subjects. The school analyses the results of National Curriculum tests and optional tests in English and mathematics thoroughly in order to identify and address weaknesses in teaching and learning in the longer-term planning. However, assessment in the other curriculum subjects still remains underdeveloped. The school has identified this as a priority.
49. Teachers' monitoring of academic progress is unsatisfactory, due to the short time that procedures have been in place. There is good monitoring to support pupils' personal development. Teachers have begun keeping detailed records, which are designed to ensure that they effectively track pupils' academic progress as they move through the school. However, because these initiatives are new, their use has yet to make a significant impact. Target setting for individual pupils, linked to their progress and attainment, has commenced in English, mathematics and science. The school has clear plans to improve the use of its procedures for monitoring and supporting pupils' attainment and progress in learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The previous inspection praised the good links the school had with parents, and these links have been maintained, and even strengthened since that time. From replies to the questionnaire, some parents would like to work more closely with the school, but parents spoken to during the inspection were happy with this aspect of school life. They considered that the school had much improved since the previous inspection, and particularly during this year when the new headteacher arrived. They thought that the literacy and numeracy hours had a significant effect on pupils' learning. They appreciated the termly parent consultation, family class assemblies, curriculum information, the annual reports, and informal meetings held throughout the year. They also appreciated the 'Link into Learning' lessons on ICT for adults which the school had promoted. Inspectors agree that improvements over partnership with parents are good.
51. Parents and grandparents are encouraged to play an active part in the life of the school, and many do so. For instance they have established a rota system in the reception class to help children complete their tasks. Parents' evening last year was combined with a fun reading meeting. 'Link into Learning' has run two courses for parents: "Get set for Books" and "Computers Plus", which were well attended, and will be shortly followed by, "Keeping up with Children". Reading diaries go home every night and most parents add comments before they are returned to school the next day. This is good support for pupils' learning.
52. The amount of homework pupils receive is sufficient and parents are satisfied. There are regular monthly newsletters for parents. The annual report, which contains targets for school

improvement. There are also notice boards and termly curriculum plans for parents to inform them of work to be covered. Parents are kept well informed. They are invited to class assemblies, and many attended the beautifully presented 'The Lion and the Mouse' assembly presented by the children in the special educational needs unit. Parents were very proud of the achievements of their children, who had worked very hard to perform in front of such a large audience, and their success was celebrated by all those present - parents, teachers, and members of the OFSTED team.

53. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve educational, emotional and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual education plans are informative and up to date. There is very good partnership between parents and the special needs units, which contributes significantly to the learning of the pupils.
54. The Friends of Camelford School Association, which includes in its membership not only parents, but also grandparents and people from the local community, raises funds to buy many valuable resources for the school. The association has recently provided computers, overhead projectors, a badge-making machine and books. The association holds many social events which are always well attended.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school contribute most effectively to pupils' all-round achievements. This is a significant improvement from the previous report, when management was described as supportive but with weaknesses. The new headteacher leads with imagination and dedication. She has an excellent grasp of the school's needs and has purposefully initiated worthwhile developments, particularly in the new management structure and strategic planning. She is strongly supported by her talented and industrious deputy. The clear, educational vision of the headteacher has improved the stability of the school over the previous year to the current inspection. For three years following the previous inspection, the school suffered significantly from frequent changes of headship, governors and staffing. The new and established staff co-operate well as a team and are strongly committed to good relationships and the good educational inclusion of all pupils at the school.
56. There is a clear focus in the school's work on raising standards. Most of the key issues of the previous report have been rectified successfully. The new senior management team give high priority to correcting all the previous issues through the clear management plan. The short time-scale since the headteacher and her senior management team have been leading the schools' educational development means that some issues are still being addressed. Issues that have been successfully rectified are:
 - The improvement of standards of pupils' attainment for most subjects.
 - The quality of teaching.
 - The quality of implementing the literacy and numeracy strategies.
 - The improvement of strategic planning, priority setting, and implementation strategies.
 - The monitoring by the headteacher of teaching and the curricular provision.
 - The standards overall in physical education.
 - The overall procedures for assessment.
 - The implementing of professional development interviews between all teachers, support staff and the headteacher.
57. The school has yet to improve the use and application of its assessment procedures, provide schemes of work for all subjects, reassess the organisation of pupils in mixed two-year classes at Key Stage 1, and enable co-ordinators to work alongside colleagues more closely. Given the

changes which have taken place in the school and the short time-scale of implementing improvements since the new headteacher has been in post, the present management team is establishing a strong lead at present to implement positive change. The school has already identified the weaknesses to be rectified.

58. The governing body is effective in its strategic planning despite its new composition, and it has accepted the good advice offered. The Chair of Governors gives good insight and support, involving herself fully in the life of the school. Governors are well informed and show obvious commitment. Each governor is assigned to a class and the closer involvement of governors is developing well. There is a good, shared commitment to improvement and the capacity to succeed.
59. The co-ordinators for special educational needs manage the provision for pupils with special educational needs very well. Their good influence permeates the school significantly. Pupils' individual education plans are of a high quality. Both co-ordinators have a clear overview of the provision, both teaching and support. The liaison with outside agencies and with the secondary school to which the pupils will transfer is very good. The meetings with the governor for special educational needs are timetabled regularly and there is useful reporting back to the governing body on the effectiveness of the provision for special educational needs. The good support that pupils receive from learning support assistants is a positive feature of the provision. Annual review procedures are in line with the recommendations of the Code of Practice for special educational needs. Resources are innovative and interesting in order to help pupils to focus on tasks.
60. The delegation to staff of management responsibilities for the curriculum is clear and well managed by the headteacher. The changes in staffing have settled and the school is successful at monitoring the key changes in managing the curriculum. The monitoring, by the co-ordinator, of most subject standards, is unsatisfactory, apart from in literacy and numeracy. As a result, the co-ordination of planning for pupils' individual needs in science and religious education at Key Stage 1 is weaker than for other subjects. The co-ordination of art and design, and displays, are strengths. The focus in recent years given through the literacy and numeracy strategies has proved beneficial for teaching and standards overall. The headteacher and senior management team have already identified the need for all co-ordinators to have time and support to monitor standards and teaching for all subjects as and when they are prioritised on the school's improvement plan. However, this is still an area for development.
61. The school has an adequate number of qualified teachers and a good balance of experienced and recently qualified teachers who each lead a subject. This is an improvement from the previous inspection, when there was a lack of expertise in a number of curriculum areas. Teachers meet the demands of the National Curriculum and collaborate well with support staff to assist effectively pupils with special educational needs, who make very good progress. Several subject leaders are new and just beginning to have a positive impact upon the curriculum and standards in the school, particularly in Key Stage 1. Teaching and non-teaching staff have clearly defined responsibilities. All staff are strongly committed to further their knowledge and skills and, because of the high quality of relationships, they provide very good role models for the pupils. All groups of staff are valued for their contribution to the good quality of the life of the school.
62. Good procedures and arrangements for professional development are effective since teaching has been a focus for improvement since the previous inspection. The headteacher diligently monitors teaching and holds personal interviews annually with each teacher to assist them in evaluating their practice and agreeing areas for professional development. Professional development and training, that are part of the school improvement plan, are appropriately given priority. Induction procedures for newly qualified teachers meet requirements and these teachers receive good support from identified experienced staff. The performance management policy is in draft form and the school is working towards an Investors in People award.

63. The accommodation in the school is good overall with a large hall, nursery, special educational needs units, spacious grounds with environmental areas and good-sized classrooms to allow the curriculum to be taught effectively. However, the headteacher is justifiably concerned with leaking windows and unreliable heating systems in the re-cycled classrooms, which were very apparent during the week of inspection. This has a negative effect on pupils' learning despite teachers making every effort to provide stimulating displays and the cleaning staff effectively cleaning the school to a high standard. The headteacher and governors have greatly improved the quality of accommodation by recent internal redecoration and effective use is now made of all areas of the school including the resource and community rooms to support pupils' learning. The attractive and recently erected library is in a good central position to provide easy access for pupils to use books for information. Shelving is clearly labelled with the exception of geography. Resources for learning are good overall with particular strengths for the under fives, mathematics and special educational needs. Resources are less satisfactory for ICT and for large apparatus for physical education, which restricts pupils' learning in these subjects.
64. The school's financial and daily administration are highly efficient, due in a large part to the experienced and effective staff. New technology is used to link to the local education authority's computerised system with the school's office, and is used very efficiently. So much so, that the school has been chosen to pilot the new LRMS5 programme for administration when it is introduced to all the local education authority's schools soon. There is good use of learning support assistants to support teachers and of all the school's resources. There is a good financial policy showing clear financial delegation and a register of pecuniary interests maintained by the governing body. The school's educational priorities are monitored carefully for their financial implications. Governors are fully informed about budget monitoring by the headteacher and all are given good auditing support by a representative of the local education authority. The use of specific grants is good.
65. The school uses the principles of 'best value' well. The overall effectiveness of the school is good. Most standards have improved and are in line with national expectations. Pupils show good achievement overall and their attitudes are very good. Behaviour is good. The quality of teaching has improved and is overall good. Costs of running the school are appropriate for its characteristics of higher than average numbers of special educational needs pupils. Overall, the changes of the last three years have settled and there is every indication that the school is moving forwards successfully. The school gives good value for money, an improvement from the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:
1. Improve further the attainment of all pupils by:
 - ◆ Reassessing the organisation of pupils into two-year age classes at Key Stage 1, which lacks 'setting' across a whole year age group for English, mathematics and science.
 - ◆ Ensuring that pupils' tasks at Key Stage 1 match their needs more closely in science and religious education.
 - ◆ Challenging higher attaining pupils further in mathematics at both key stages.

(Refer to paragraphs 3, 4, 6, 20, 21, 26, 32, 33, 57, 60, 93, 95, 97, 98, 100, 103, 149, 150)

2. Improve the impact of curriculum co-ordinators upon standards and achievement by:
 - ◆ Enabling co-ordinators to work alongside other teachers within some lessons.
 - ◆ Providing schemes of work for all subjects which clearly define learning objectives and progression of skills for pupils within each year group, particularly for science and religious education at Key Stage 1.
 - ◆ Providing in-service training for teaching the foundation subjects as and when they are prioritised.

(Refer to paragraphs 10, 32, 33, 37, 60, 98, 103, 107, 108, 113, 125, 137, 145, 148, 152, 153)

3. Improve the use of new assessment procedures in order to guide curricular planning and the monitoring and supporting of pupils' academic progress for all subjects.

(Refer to paragraphs 26, 47, 48, 49, 57, 119, 125, 143)

4. Raise parents' awareness even more of the need to avoid prolonged absences of pupils during term time.

(Refer to paragraph 17)

67. The following minor issue should be considered:

- (1) Seek ways to increase further the inclusion of pupils with moderate learning difficulties into the lessons of the mainstream classes.

(Refer to paragraph 69)

OTHER SPECIFIED FEATURES – SPECIAL EDUCATIONAL NEEDS WITHIN THE UNITS AND MAINSTREAM CLASSES

68. There are two special classes at the school. They provide education for pupils who have moderate or severe and complex special needs. They both cater for children from the surrounding area of Cornwall, and some travel many miles to get to school. Provision for these pupils is good. This has been maintained since the previous inspection.
69. The area special class for children with moderate learning difficulties has seven pupils at present. These pupils have moderate learning difficulties and require small and specific targets to ensure that they make progress in learning. The area special class provides this approach and pupils make good progress. They are beginning to use different strategies to help them achieve. For example, in a literacy lesson pupils used simple dictionaries to improve their writing. In a numeracy lesson they used plastic shapes so that they could visualise the shapes and group them according to the number of sides they had. This practical approach ensured success in literacy and numeracy. Many pupils can write simple sentences independently, and some achieve good standards in writing in relation to their abilities. Good phonic approaches are used to help them improve their reading and writing skills. There is a good team approach in the class, with the learning support assistants offering high quality support to pupils and to the teacher. Pupils spend the mornings in the area class and they integrate into their peer classes in the main school in the afternoons. Although most of the pupils in the area special class are working below the levels of the pupils in their peer groups, they integrate very well and very good support is provided for them. They benefit from this integrated provision because it ensures their full entitlement to other subjects, and because they develop wider friendships with pupils of the same age. They also benefit from the good role models that their peers exhibit. Other pupils work well with them and help them whenever possible. The age range in the area special class is too wide. It covers Years 3 to 7. This is inappropriate in relation to pupils' personal and social development. It inhibits friendships and social relationships. The school and the local authority are rightly working to improve inclusion opportunities for this group of pupils.
70. The special needs class for children with more complex needs, caters for 11 children. These pupils are generally working well below their age group. Provision for this group of pupils is also very good. Special approaches are used to motivate pupils and to encourage interaction. They make good progress in communication because of the range of strategies that are used. For example, staff use signing and symbols to encourage language skills. Many varied strategies are used to encourage pupils to look, listen and join in with stories. For example, in one lesson the teacher read a familiar story to the class, pausing at appropriate places so that they could complete the sentences. This caused great fun, and pride in their work. Pupils enjoy listening to stories, and they handle books with care. Very effective support is provided by the whole team. This ensures that pupils make the best possible gains in learning. The age range in this class is also very wide. On one afternoon of the inspection week it ranged from nursery age to Year 7. This is inappropriate for the social and emotional needs and maturity of the pupils. However, even though their learning is below that of pupils of the same age, good integration opportunities are carried out with other pupils in the school. This is good practice and enables them to benefit from mixing with other pupils and from seeing other adults.
71. The quality of teaching in both classes is good, with some very good teaching particularly in the special needs class where pupils have very complex difficulties. Staff in both classes work well as a team, and know their pupils very well. There are excellent links with parents and good links with support agencies. Teachers plan lessons to reflect the small steps that pupils need to make. Some good assessment procedures ensure that each pupil has targets that are appropriate to their needs. Pupils are encouraged to develop confidence and to be independent wherever possible. For example, during the week of the inspection the pupils with severe and complex needs performed a short play as part of an assembly. They achieved high standards in relation to their abilities, showing confidence in speaking and listening. They were also very well received by the rest of the school.

72. Teachers make very good use of resources to keep pupils interested. The quality of leadership is very good and has a positive impact on the provision. The accommodation is good, and is very well presented. This creates a rich learning environment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	51	30	6	-	-

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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	19	218
Number of full-time pupils known to be eligible for free school meals	-	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	1	22
Number of pupils on the school's special educational needs register	-	59

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence

	%
School data	7.2

Unauthorised absence

	%
School data	0.5

National comparative data	5.2
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National comparative data	0.5
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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(99)	20(17)	16(15)	36(32)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15 (12)	12 (8)	17 (14)
	Girls	13 (14)	14 (13)	16 (15)
	Total	28 (26)	26 (21)	33 (29)
Percentage of pupils at NC level 2 or above	School	78 (81)	72 (84)	92 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 (12)	15 (13)	16 (13)
	Girls	14 (13)	15 (15)	15 (16)
	Total	24 (25)	30 (28)	31 (29)
Percentage of pupils at NC level 2 or above	School	67 (78)	83 (88)	86 (91)
	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(99)	17(19)	15(19)	32(36)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13 (5)	13 (6)	14 (8)
	Girls	10 (15)	7 (12)	11 (12)
	Total	23 (20)	20 (18)	25 (20)
Percentage of pupils at NC level 4 or above	School	72 (56)	63 (50)	78 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8 (2)	12 (4)	12 (6)
	Girls	8 (12)	8 (6)	7 (14)
	Total	16 (14)	20 (10)	19 (20)
Percentage of pupils at NC level 4 or above	School	50 (40)	63 (29)	59 (57)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year (ie 1999).

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	194
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y7

Total number of education support staff	26
Total aggregate hours worked per week	383

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19

Total number of education support staff	2
Total aggregate hours worked per week	45

Number of pupils per FTE adult	6.3
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Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	1	-
Other minority ethnic groups	-	-

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

Financial information

Financial year	2000/01
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	£
Total income	579,283
Total expenditure	564,617
Expenditure per pupil	2,039
Balance brought forward from previous year	20,428
Balance carried forward to next year	35,094

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	8	0	0
My child is making good progress in school.	39	55	4	1	0
Behaviour in the school is good.	20	61	4	3	4
My child gets the right amount of work to do at home.	28	46	17	3	6
The teaching is good.	55	35	4	1	4
I am kept well informed about how my child is getting on.	31	46	14	8	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	3	4	0
The school expects my child to work hard and achieve his or her best.	46	44	6	3	1
The school works closely with parents.	24	52	8	14	1
The school is well led and managed.	31	48	7	6	8
The school is helping my child become mature and responsible.	35	51	8	1	4
The school provides an interesting range of activities outside lessons.	34	46	10	3	7

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

73. There has been good improvement in the quality of provision for children in the Foundation Stage of learning since the previous inspection, and it is now very good. Staff in the nursery and in the reception classes are very aware of the needs of children under the age of five. They work well as a team to ensure that children achieve their full potential. When children enter the nursery at the age of three, many have standards below those which are usually seen in language, mathematical skills, personal, social and emotional development, their knowledge and understanding of the world and in physical and creative development. During their time in the Foundation Stage they make good progress in all areas of development. By the time they reach the end of the Foundation Stage, almost all children achieve the standards in line with the early learning goals. This is because of the good teaching, the good quality resources, and the very good quality of curriculum experiences on offer.
74. The very good provision overall in the nursery and the reception classes gives children a very good start to their school lives. The Foundation Stage is very well led, and procedures for improving children's learning and for measuring their progress are very good. The impact of the very good leadership is very positive. The quality of the teaching in both classes is good, and in four lessons out of nine, teaching was very good. Teachers know the children very well. They use good baseline assessment procedures to ensure that children work towards their own next step of learning. The high staff ratio, helped by good support from many parents who willingly give their own time, is having a positive impact on the quality of learning that takes place. Resources are bright and of good quality. There is good accommodation for both classes, with some effective small withdrawal space. The steps to the nursery however are a safety hazard, particularly when wet. The outside of the building is in need of repair.

Personal, social and emotional development

75. Teaching in this area is very good and pupils make very good progress in their learning. Many children enter the nursery with immature skills in personal and social development. By the time they leave the reception class they have achieved the early learning goals in this area. They learn to work and play together well and develop good co-operation with peers and adults. Because staff take care to show consideration for all, the children benefit from good role models and become confident in their daily lives. For example, children in the nursery were seen playing together on bikes and trucks, they pushed each other on trolleys, and took turns with the favourite equipment. Their behaviour was very good as they helped each other and had fun. Children are encouraged to take care of their learning environment. They help to keep it tidy and are proud of it. Children throughout the Foundation Stage have a positive approach to new experiences. They explore new situations and persist for extended periods. For example, in the reception class, the children listened very well to a story during their literacy time. They learned to share their books, because the teacher reminded them about sharing and caring.

Communication, language and literacy

76. Teaching is very good and children make very good progress in language and literacy overall, although many are still hesitant in speaking independently at the beginning of Key Stage 1. In both the nursery and the reception classes children enjoy books. They benefit from good story-telling, and from good resources. Adults promote listening in a variety of ways, and children are regularly given opportunities to talk about their work and about their own lives. A good understanding of stories develops as children move through the two classes. They answer questions about characters, such as 'who', 'why', 'when' and 'how'. In the nursery, children are encouraged to identify symbols for the weather and many begin to recognise the words for the days of the week.

They treat books with respect as they turn the pages and browse through the pictures. In the reception class, a few higher attaining children can read simple text and many can read and write their own names. They regularly have opportunities to draw pictures and practise their emergent writing. They develop their speaking skills through daily discussion with adults. They make good progress in learning the letters and sounds of the alphabet and the initial blends of words. By the time they leave the reception class, they have achieved almost all the early learning goals for language and literacy.

Mathematical development

77. Teaching of mathematics at the Foundation Stage is good and children make good progress in their learning. Teachers use every opportunity to develop children's mathematical skills. When children enter the nursery, this area of learning is often weak. However, daily practice, play and discussion, help them to make good progress during their Foundation Stage of learning. For example, in the nursery, children were encouraged to think about the pattern that the teacher created during a painting activity. Her good questioning helped children to understand how to create mathematical patterns by printing colours repeatedly. Daily counting activities in both classes help to improve children's understanding of numbers and numerals. They count at every opportunity, and match numbers, colours, shapes and patterns regularly. In the reception class, children were able to name many shapes. Higher attaining children could identify squares, rectangles, triangles, and circles. They could explain the difference between each in relation to the number of sides each one has. Other children could recognise and name many simple shapes. Because of the good teaching and the very good use of resources, children make good progress in the mathematical knowledge and understanding.

Knowledge and understanding of the world

78. Teaching in this area is good and children make good progress in their learning. Children's knowledge and understanding of the world are limited when they enter the nursery. They benefit from good use of many resources to develop their skills quickly. For example, they show very good skills in the use of the 'mouse' to read themselves a story on the computer. High levels of enjoyment are exhibited as they take turns on the computer and listen to their own choices as they point the mouse accurately. They talk about changes in the weather. For example, during the week of the inspection it was very wet and windy. Children in the nursery were able to talk about the consequences of wind and rain. In the reception class children were able to talk about what happens when there is too much rain. By the time they reach the age of five, children are curious about their world and reach the expected goals in this area. They make good use of scissors and glue to create models, and they discuss ways of joining and improving their work.

Physical development

79. The teaching of physical development is good and children make good progress in their learning. Children's physical skills are below the expected levels when they enter the nursery. The very good outdoor play opportunities for children, as well as the effective use of the hall and apparatus for nursery and reception children, help them to improve and develop good physical skills. They can run, jump, push and pull, showing good awareness of the needs of others, and using equipment safely. Children show that they are developing good motor control, and that they are taking control of their own play as they stop at "traffic lights" in the play area, and as they turn and twist on the equipment. In the reception class, children develop good awareness of space and take turns to use resources. They climb and swing safely, and show high levels of enjoyment in this area of learning. Many can dress themselves after a hall session, and negotiate buttons and zips.

Creative development

80. Teaching in this area is good and children progress well. Children start from a limited level of skill

in creative development. During the Foundation Stage they benefit from daily creative experiences that help them to develop well and achieve the learning goals for this area by the time they start school. In the nursery, children explore many different media and create a range of structures. They begin to use simple tools, such as rolling pins to roll dough, and they shape and mould resources to create their own designs. In the reception class children build on these skills as they increase their knowledge of colours and textures. For example, during a mathematics lesson, they used dough to make squares and triangles, decorating them to make them look like “Mr Men”. They showed good control of scissors and glue, and used their own imaginations to create their shapes. From the earliest age, they understand why protective clothing is necessary. Both classes are full of examples of children’s good creative work.

ENGLISH

81. Standards in English have varied since the previous inspection in 1996, particularly at Key Stage 1. Results in the 2000 national tests show that standards were below those in similar schools in Key Stage 1 in both reading and writing, but in line in all aspects of English at Key Stage 2. The variability of results in Key Stage 1 reflects the turbulence factor of changing staff and headships over the past three years. However, since the stability provided by the new headteacher and senior staff, inspection evidence finds standards are now typical for seven-year-olds. The current standards are in line with national expectations at the end of Key Stage 1 and continuing progress in Key Stage 2 ensures standards still match national expectations for pupils by the age of 11. This is an improving picture since attainment in writing, in particular, is better than that found at the previous inspection in 1996.
82. When pupils enter the school they lack confidence in speaking and communication skills. They make good progress in the Foundation Stage but still lack confidence in developing and explaining their ideas, so that speaking skills are still unsatisfactory at the end of Key Stage 1 and early Key Stage 2. Pupils have difficulty in articulating clearly so that others can hear and understand. Teachers use suitable questioning techniques to encourage speaking skills but do not plan sufficient activities to encourage pupils to speak for a widening range of purposes and the use of drama within English is underdeveloped. However, by the time pupils leave the school at the age of 11, they speak more clearly and confidently in a range of situations, including class debates, and achieve satisfactory standards.
83. Listening skills throughout the school are better. They are addressed by effective teaching during the sharing of 'Big Books' and other texts, so that most pupils listen attentively for developing amounts of time. Pupils in both key stages have a suitable knowledge of the technical vocabulary of English and other subjects. They know how the use of descriptive words makes speaking and writing more interesting to the audience. This appropriate understanding of subject specific vocabulary was seen in a Year 5 music lesson, where pupils used the words ‘pitch’, ‘scale’, ‘octave’ and ‘harmony’ correctly. Higher attaining pupils in Years 2 and 6 attain higher than average standards.
84. Reading standards are predominantly average. They are occasionally higher than average. Attitudes to reading are positive. Pupils have access to good quality literature in classrooms and library collections and regular opportunities to share and discuss books. The home-school reading diary and the range of books available contribute effectively to pupils' eagerness to succeed and the pleasure they find in reading. Reading is taught through a variety of approaches that combine a knowledge of word sounds with recognition of whole words, this helps average and below average pupils to successfully tackle words that are unfamiliar to them. All pupils in Key Stage 1 use picture cues to help them make sense of the text. Above average pupils read confidently and fluently and express personal preferences and opinions about important events in their books and successfully predict outcomes.

85. In Key Stage 2, comprehension and more advanced reading skills are satisfactory and pupils use them across the curriculum using fiction, non-fiction and reference materials, although pupils are less secure when using encyclopaedias in the library. However, for example, pupils in a Year 4 history lesson were taught to refer back to information texts about the Victorians in order to find evidence to support their answers and this enabled them to give informed opinions. During the literacy hour all pupils are given opportunities to become familiar with titles, contents and index pages and to practise locating information by scanning a text. Pupils with special educational needs develop skills at a slower rate but, with good support from knowledgeable support staff, the majority are able to learn at an appropriate level. Some of these pupils even attain average reading standards.
86. Pupils' progress in writing is now more secure as a result of consistent implementation of the National Literacy Strategy. The direct teaching of skills is currently having a beneficial effect on pupils' writing and, by Year 2, the majority of pupils are becoming independent writers. Most attain standards in line with the national average. Pupils write for a satisfactory range of purposes and are beginning to understand the important features of different types of texts, such as letters, recounts and reports. For example, in their letters written from the viewpoint of a baby owl that is afraid of the dark, pupils are able to empathise with his plight and describe the excitement of taking a first flight. Higher attaining pupils make their letters interactive by including questions as well as giving information. However, most pupils do not include sufficient detail and interesting words to engage the reader. At the end of the key stage, many pupils are aware of the purposes of punctuation but a significant minority do not use it successfully in their work. The majority of pupils develop a cursive handwriting style and all pupils present their work neatly. By the age of seven, pupils spell a range of familiar words successfully although their choice of vocabulary is secure rather than adventurous.
87. Pupils' attainment in writing at the end of Key Stage 2 has improved but remains in line with the national average. Pupils make varied progress over the key stage but it is satisfactory overall. They have a good knowledge of the requirements of grammar and punctuation and pupils are provided with opportunities within the literacy hour to write for a range of purposes, but the outcome is frequently brief and unrewarding because of time constraints. The school aims to rectify this by providing pupils with more frequent opportunities for extended writing. Pupils use writing boards well during lessons to take notes, remind themselves of key features, and attempt spellings of new words. Skills developed in lessons ensure that pupils have secure knowledge of the past tense, time connectives, strong verbs, metaphors and the difference between fact and opinion.
88. Pupils' best writing is found in their assessment books and older pupils use more complex sentence structures which make their work more interesting. For example, a Year 6 pupil wrote, "When we got off the paddle steamer his expression changed; he now looked a bit more sad, in fact a lot more worried." All pupils use dictionaries well to help with the spelling and understanding of new words; specific literacy strategies are improving their ability to select more powerful language. They are beginning to organise their writing in a range of ways but ideas are not always sustained and developed well enough at present. Although pupils use a story planner to structure their writing, they do not use word processing skills which would enable them to draft and reorganise their writing successfully. By the age of 11, pupils are aware of the importance of knowing how a story might end in order to capture twists and turns in the plot, and their development of setting and character is good. They understand the differences between fables, myths and legends and are beginning to write their own versions.
89. Teaching varies from satisfactory to excellent, with most teaching being good. All teachers make appropriate choices of texts to share with pupils; these engage pupils' interest well so that their listening skills are good. In the best lessons explanations are clear and expectations are very challenging and as a result pupils are very confident and highly motivated. They focus on tasks with enthusiasm and write confidently in the chosen style, for example, Year 4 pupils changed the

setting of a well-known story and produced imaginative and emotive pieces of exceptional quality. Lessons move at a good pace and time targets are set to ensure pupils achieve suitable amounts of work. Also, at the end of very good lessons, pupils are encouraged to respect and appreciate the work of their peers by choosing the 'golden lines' that appeal to them personally and they offer generous praise and encouragement.

90. In less successful lessons, teachers lack enthusiasm when reading the text and miss opportunities to engage pupils' interest through open-ended questions which require pupils to deduce and predict what might happen. Guided reading is not well structured and pupils mainly read in a group and they are not encouraged to 'read between the lines' of stories to understand characters' feelings and motives. On occasions, writing tasks for more able Year 5 pupils are the same as the rest of the class and the work is not as good as it might be. Pupils with special educational needs receive good teaching in withdrawal sessions and are enabled to produce good work on the same theme as their peers.
91. Assessment procedures are good overall. Ongoing assessment of pupils' work is good and teachers provide suitable oral support. The quality of marking is variable. In the best instances teachers acknowledge pupils' efforts and also identify ways in which pupils can improve. Pupils are involved in the process of assessment and are aware of their immediate targets. Teachers and support staff have good knowledge of pupils' reading abilities, from tests and close observation. They keep suitable records which ensure that books are well matched to pupils' stages of development. Similarly, assessed work in the newly introduced writing books, enables teachers to identify what pupils need to do to improve further. Moderated work is generally assessed correctly and this is having a positive impact on standards.
92. Management of English is good. The literacy co-ordinator is knowledgeable and her commitment to raising standards and the future development of English is a strength of the subject. She has successfully monitored lessons throughout the school in order to guide teaching and learning and is aware of the strengths and weaknesses. She has ensured effective implementation of the literacy strategies, which is having a direct impact on standards, especially pupils' writing skills. Money has been well spent on resources for literacy, and these are good overall.

MATHEMATICS

93. In the 2000 national tests for pupils aged 11, the school's standards were below the national average for the expected level 4 and well below the national average for the higher level 5. When compared with similar schools, standards are well below average. During the last four years and since the previous inspection, test results have risen, but currently attainment at the end of Key Stage 2 is below average. In the 2000 tests for seven-year-olds, performance was close to the national average for the expected level 2 and when compared with similar schools. However, for the higher level 3, standards were well below the national average and when compared with similar schools. Inspection findings indicate that attainment of pupils currently in Year 2 is average. Standards throughout the school are beginning to rise since the introduction of the National Numeracy Strategy, which has increased teachers' confidence to teach the subject. However, many teachers are still coming to terms with the new strategy and insufficient attention is given to improving mental computation and fact retention as part of numeracy. Pupils throughout the school are not sufficiently challenged and higher attainers are consequently underachieving. The additional mathematics booster teacher has not yet had the opportunity to withdraw some pupils from Years 5 and 6 to ensure they make extra good progress in their learning.
94. By the end of Key Stage 1, the majority of pupils add and subtract correctly to 20. They competently order numbers to 100. Higher attainers partition two and three-digit numbers confidently and realise addition is the inverse of subtraction. Pupils measure length and weight

with an acceptable degree of accuracy in centimetres and kilograms. Most pupils identify the properties of two-dimensional shapes and understand basic symmetry. They draw simple graphs of their favourite foods. Their response to mental calculations is beginning to improve in quality and speed as a result of mental mathematical sessions at the beginning of lessons.

95. By the end of Key Stage 2, the oldest pupils have extended their knowledge of number, measurement and shape, and begin to develop data handling skills. Most pupils use a range of methods to add, subtract, multiply and divide accurately, but many do not know number facts by heart. Higher attaining pupils have a good understanding of the relationships between these operations and check their answers by inverse operations. Lower attaining pupils, however, find difficulty adding and subtracting two digit numbers mentally. Many pupils have a good understanding of fractions and decimals and work out percentages on squared paper. Most pupils use two-figure co-ordinates with confidence but have not extended their knowledge to using three and four-figure co-ordinates. Higher attaining pupils recognise a three-dimensional shape from a two-dimensional drawing.
96. Pupils throughout the school have positive attitudes and are keen to succeed. Most pupils' behaviour in the classroom is good, which has a positive impact on standards achieved. Most pupils listen well and are eager to answer questions. However, when lessons are not well planned to match and challenge the needs of different abilities, pupils lose concentration, which slows the pace of their learning. Most pupils enjoy lessons and are keen to solve problems and complete tasks. They work well individually and collaborate well when asked to work in groups. They have respect for their teachers and each other.
97. The quality of teaching is satisfactory at Key Stage 1 and good overall at Key Stage 2. The good teaching now at Key Stage 2 has not yet had sufficient impact for pupils who have already reached Year 6 in 2001, but have not experienced earlier, sufficiently good teaching. Teaching has improved since the previous inspection, and standards of marking and record-keeping have significantly risen. This has had a bigger impact on younger pupils in Key Stage 2 who are moving upwards with higher standards. There has been a positive impact of the National Numeracy Strategy upon standards. In the best lessons, learning is effective because pupils are well motivated and challenged by the tasks teachers prepare, and the pace of lessons is brisk. Where teaching and learning is unsatisfactory, expectations are too low, pupils are insufficiently challenged, time is not used effectively, the pace of lessons is too slow and insufficient attention is given to planning appropriate activities for different abilities and age groups. Insufficient attention is given to using and applying mathematics which restricts the learning made by pupils who have little opportunity to apply skills and knowledge to problem-solving activities. Although the school identifies individual targets for pupils in mathematics, assessment is not used effectively to plan pupils' work, which can lead to inappropriate tasks set for individual pupils, and consequently has a negative effect on their learning. The new co-ordinator is enthusiastic and supportive to colleagues and has good opportunities to monitor the teaching and learning of pupils in lessons to raise standards. Resources are well used to support teaching but insufficient use is made of ICT to support pupils' learning.

SCIENCE

98. At Key Stage 1, observed standards are below average in all aspects of the subject because of the unsatisfactory quality of the science curriculum. Currently at Key Stage 2, standards are average, which represents a very good improvement since the previous inspection, when pupils' results were well below average. Pupils at Key Stage 2 have made good progress over time because of frequent opportunities that develop pupils' enquiry skills within the other three areas of science. They enjoy first hand experiences that relate science to everyday life, and teachers have high expectations, notably at the beginning and end of the key stage.

99. In comparison with all schools and with similar schools, the teacher assessments for the year 2000 at the end of Key Stage 1 were below the national average overall. However, the proportion of pupils attaining the higher level 3 was above average. In the Key Stage 2 national tests for the year 2000, pupils were well below average in comparison with all schools and well below average when compared with schools in similar contexts. In 2001, standards of the current cohort have improved from the previous year's test results due to the good science teaching at Key Stage 2, particularly in Year 6.
100. All pupils in Years 1 and 2 recognise that animals, including human beings, grow and reproduce, and pupils with special educational needs achieve standards in relation to their targets. Pupils talk accurately about the life-cycles of a frog and a butterfly and use a computer program to order changes, and clearly understand that the young look different from the adult. They write about differences between land and water animals. In one class, higher attaining pupils investigate books well to find out more accurately the life-cycle of differing creatures, for example, about how long snails' eggs take to hatch. Higher attaining pupils' drawings indicate detailed observations and recall from their own previous experience of collecting small animals and keeping them at home, for example, that caterpillars have antennae and several legs on each segment. They correctly use a dictionary to verify the correct spelling for a 'chrysalis'. From investigation, pupils sort waterproof materials from absorbent, group natural and man-made materials, and record that water changes when heated or cooled. However, pupils' understanding and exploration of other properties of materials in relation to their uses is insufficient. Higher attaining pupils explain that sound travels through materials. However, their ability to suggest ideas about how objects move, travel different distances or change direction, is underdeveloped. An analysis of pupils' previous work shows that insufficient enquiries were made about movement. Pupils are unable to discuss whether comparisons or tests are fair and have not yet used measurement to graph results for comparison with what they expected to happen.
101. Pupils in Year 3 frequently make, use and repeat measurements for accuracy when making comparisons. Measurements are clearly presented in tables and bar charts, which pupils use to identify patterns, such as 'the bigger the force of an elastic band the further a toy car will travel'. In neat sketches of tools, such as a stapler, pupils correctly indicate the various forces they find. They predict the strength of magnets and provide good reasons for the behaviour of magnets but do not use correct terms in their written work. All pupils have a good knowledge of materials and explain for example why some objects need flexible materials. Pupils in Year 3 and Year 4 have a good understanding about why the lengths of shadows change during the day. Pupils in Year 4 accurately explain how they carried out a 'fair test' to observe how materials change when heated or cooled. They have a good understanding of the movement of the earth and moon in relation to the sun. However, they find difficulty in constructing circuits and providing simple explanations for a bulb failing to light.
102. From analysis of work, pupils in Year 5 have a satisfactory understanding of living things in the school grounds and the effect of diet and exercise on personal health. They carefully measure how much air is in soil collected from the school grounds. In class discussion, pupils in Year 5 and in Year 6 apply their understanding of how objects block light to suggest what might happen to shadows and clearly understand how to plan and carry out a fair test for their ideas. They use appropriate standard measurements when investigating in groups, to draw and interpret relevant bar charts or line graphs. Many pupils use the correct vocabulary to explain the water cycle and forces that act against gravity and movement. Higher ability pupils use their knowledge to suggest several processes that could be used for separating a specific mixture. Pupils make insufficient use of ICT, for example, to enter their measurements on to a database.
103. The quality of observed teaching and learning at Key Stage 1 during the inspection is satisfactory, but over time, pupils' work reflects teaching as unsatisfactory. Several activities are not relevant to pupils of this age; aspects of forces are of insufficient challenge for pupils; and pupils are not taught the importance of collecting evidence by making measurements to answer questions.

Insufficient opportunities are provided to enable pupils to learn science enquiry skills. Long-term planning does not take into account how pupils could enjoy first hand experiences, for example, to understand fully that living things need basic conditions to grow and reproduce and to explore for themselves how living things change and grow. Teachers in all classes collaborate closely with support teachers for low attaining pupils, but the level of challenge for all pupils is uneven. Parents are informed well about what their children will be learning in science.

104. Teaching and learning at Key Stage 2 are good overall with examples of good teaching in Year 3 and very good teaching in Year 6. Teachers share learning objectives, which are at an expected level for the age of the pupils. They prompt pupils to offer their own experiences, explanations, or suggestions and clearly expect the use scientific vocabulary. Teachers in most classes at Key Stage 2, match tasks to pupils' needs carefully, such as in Year 3, when higher attaining pupils were grouped together to challenge each other in an investigation. Teachers provide first hand experiences that match pupils' stages of development and, as a result, pupils demonstrate good recall, for example, pupils in Year 3 use scientific terms when discussing ideas about why objects need specific properties of materials. Pupils in Year 5 are involved in planning investigations and use their own ideas to suggest what might happen, which equipment to select and relevant measurements that should be taken. Pupils in Year 4 and Year 5 show independence in identifying and collecting their own resources, but pupils in Year 6 are over-dependent upon the teacher and other adults when planning and carrying out investigations. Good use is made of displays in Year 6, which re-inforce previous learning.
105. Teachers new to the school find difficulty in matching the work to all pupils since there is under-use of assessment procedures, which allows teachers to plan and build on pupils' previous learning. Lower attaining pupils in one class found difficulty in coping with work on electricity. Assessment at Key Stage 1 for science is not based on matching pupils' learning with the National Curriculum's teaching objectives that are appropriate for the specific year groups. This has a negative impact upon pupils' progression in learning.
106. Pupils' attitudes, values, and behaviour in science are good. They listen attentively and respond confidently to questioning in all classes, and to each other in group discussions, which promotes their learning. With support, they collaborate very well and enjoy carrying out investigations. Pupils at the end of the key stage have not developed sufficient confidence to take responsibility for planning their own investigations. In marking pupils' work, written comments recognise pupils' efforts but infrequently extend pupils' thinking and their vocabulary. Occasionally, pupils' misconceptions are marked as being correct. The lack of consistency in identifying and informing pupils how they need to improve has a negative impact upon their progress.
107. The science scheme of work is in the process of change and planned work agreed by the school has not been fully adopted, particularly at Key Stage 1. At Key Stage 1, the poor quality of planning to implement the National Curriculum has a negative impact upon pupils' continuity and progression in learning and achievement. Several classes at Key Stage 2 are currently carrying out the same investigations. For example, Years 3, 4, and 5 investigate shadow lengths during the day, and Years 4 and 6 use elastic bands to propel an object. This is unsatisfactory co-ordination of planning.
108. The co-ordination of science to improve standards is unsatisfactory. The subject leader is well qualified and knowledgeable about changes for Curriculum 2000. Identified priorities are appropriate, and these are: to personalise the Qualifications and Curriculum Authority scheme of work to school topics in Key Stage 1; to develop pupils' enquiry skills in science; and to check for continuity and progression in all aspects. Unfortunately the present quality of what is taught at Key Stage 1 does not reflect these priorities. The co-ordinator monitors whether planned work is carried out and has identified that the depth of coverage of science in Key Stage 1 is questionable and several activities are not relevant to the key stage. The school has made this a priority for improvement in its action plan. Co-ordination procedures are ineffective in raising standards since

scrutiny of work collected from each class is not used to assess pupils' achievement against expectations for each year group. Insufficient curriculum links are made to extend and re-inforce learning in science in other subjects. Resources are easily accessible and of good quality, but are insufficient since there is no equipment for datalogging available in the school. The school grounds provide good opportunities for pupils to compare and understand how plants and animals live in different places.

ART AND DESIGN

109. Standards of attainment exceed the nationally expected levels at the end of both key stages and have improved significantly since the previous inspection. During the inspection it was only possible to see a few lessons in art at Key Stage 1 and no lessons were seen at Key Stage 2. However, a wide range of pupils' work was examined, including sketchbooks and evidence of pupils' past and present art work around the school. All pupils, including those with special educational needs from the two units, make good progress in art. Numerous high-quality interactive displays in classrooms, corridors and the main hall provide the school with an attractive and lively environment and provide a good stimulus to pupils.
110. Key Stage 1 pupils are able to mix colours well, show good control of brushes and experiment successfully with pattern and texture, which was well demonstrated by sunset landscapes. By the end of the key stage, pupils have a good awareness of a variety of materials and processes used in art, craft and design. They develop skills using pencils, fabric, crayons, charcoal, chalk and paint, by producing their own self-portraits, and that of Blackbeard as part of an island topic. They use clay effectively to create their own models of an owl through observation and touch. Key Stage 2 pupils have the opportunity to use a wider range of media and techniques, including printing, paper mache and three-dimensional models. They study the work of and make attractive copies of famous artists such as Monet and van Gogh, using water-based paints. Good quality work is well displayed in the school's art gallery. These include detailed portraits of the staff using pencil, crayon and chalks, seascapes inspired by the work of impressionists, and landscapes using water colours and pastels resulting from a visit by a local artist. Aboriginal dot pictures, celebrating the Chinese New Year with three-dimensional lanterns, and making seals of the Indus Valley in India reflect good multi-cultural links. Special educational needs pupils contribute greatly to the high standards of art displays by such examples as the authentic masks depicting the cultures of Africa.
111. The quality of teaching in the few lessons observed and reflected in pupils' work is good and has significantly improved since the previous inspection, which has a positive impact on pupils' learning. Lessons are well prepared with quality resources organised and ready in advance. Learning objectives are clearly identified and communicated to the pupils. Teachers have high expectations of the standards pupils are capable of attaining and provide effective support to individuals, including special educational needs pupils, to support their learning. The open-ended nature of many tasks ensures that pupils of all levels of prior attainment are suitably challenged. Many teachers have good knowledge and effectively share their skills with pupils. Questioning is used well to encourage pupils to reflect on their work and decide how it might be developed. Teachers have good relationships with their pupils and this creates the right climate for learning. The impact of teaching on pupils' learning and attitudes is good.
112. Pupils enjoy their art and design work and their attitudes are good. They take pride in discussing their final samples of work. They are keen to produce pleasing work and conscientiously complete the tasks they are set. They share resources well and like to discuss their work with other members of the group. They listen attentively to instructions and throughout activities behaviour is good. Older pupils enjoy the opportunity to attend the art club.
113. The co-ordinator is enthusiastic, has worked hard to improve the quality of pupils learning and her

management of art and design is good. She encourages staff to organise visits to local galleries including the Indian King Art Centre to broaden pupils' experiences. This has a positive impact on standards attained and provides plenty of stimuli for pupils to carefully observe, record and discuss their findings. As yet, she has had little opportunity to monitor teaching and learning and has identified the need to develop a more consistent approach to using sketch books, extending opportunities for experimental three-dimensional sculptures and producing a school portfolio of pupils' work to enhance their learning.

DESIGN AND TECHNOLOGY

114. Pupils' standards are in line with the nationally expected levels at the end of both key stages. There is an improvement in pupils' designing skills and standards of construction in Key Stage 2 since the previous inspection. Overall, standards have been maintained.
115. Pupils at Key Stage 1 use their understanding of waterproof materials, gained from investigation in science, to select materials for a boat that will float and keep teddy bears dry. A good feature is that they test their boats to find out if they are successful. They label their designs for boats and pirates' treasure clearly, to indicate which material will be used. The range of decorative jewellery produced is colourful, well finished and reflects the original character of their designs. In one class, pupils make bread and biscuits which they decorate differently. The current work to design bookmarks is influenced by evaluating products brought into school from home, which assists pupils develop ideas for their own designs. They name the material which they intend to use, but find difficulty in explaining why it is suitable.
116. The best work was seen in Year 3 and in Year 6. When designing imaginative monsters in Year 3 and innovative fairground rides in Year 6 pupils make inventive use of mechanisms in their designs. Pupils work well in small groups to decide upon a design, which they share in making. They try, for example, different ways to explore how a plunger can make parts of a monster move and include the details in their design. They select materials which are appropriate for the purpose and improve their understanding of how to combine and join materials to strengthen them. Finished monsters are colourfully decorated and correctly matched against the original design. Pupils in Year 6 research how, for example, a Ferris wheel works, but do not include measurements in their designs. They measure, mark out and cut materials, make stable structures using wood and rigid plastic to construct fairground rides for Lego people, and use appropriate battery operated motors to move the rides. When considering how to improve their models, they suggest the use of gears to control the speed of movement to stop the people from falling out.
117. The majority of pupils use tools safely for cutting wood. In response to purposeful design, pupils display a good understanding of different shapes for a structure and use cardboard triangles correctly to strengthen corners. They discuss measurement as they work, but few pupils record these on their drawings and several forget to use a ruler to draw regular shapes. Although they have knowledge of angles and have a restricted length of wood, they do not use this to calculate properly before making a shape.
118. Teaching and its impact on learning is satisfactory overall. Pupils' work reflects satisfactory, if variable, teaching. In one class at Key Stage 1, when the task was to make bread and biscuits, the task was too prescriptive to allow pupils to add their own ingredients for originality. Insufficient time is allowed in some classes at Key Stage 2 for pupils to make the designs they plan. Where teaching is good in the school, there are good links with recent work in science. Pupils with special educational needs have equal opportunities in the subject and integrate well with their peers. Pupils in Year 6 receive good additional support from one of the school governors, which enhances their learning.
119. Teaching has a good impact on pupils' attitudes. Pupils' enjoyment of the tasks is evident because

of the good match of topics to the interest level for each age group. Pupils behave well and consider each other's ideas. They talk with confidence about their plans and models. Topics are well planned for progression and agreed by the school. Assessment of the subject is underdeveloped and, therefore, some objectives for lessons are not fully implemented at Key Stage 1. The co-ordinator plans to identify curriculum links and is aware of the need to update the policy.

GEOGRAPHY

120. Standards have been maintained since the previous inspection, when they were in line with the expected levels nationally. By the end of both key stages, standards of the current pupils are in line with the levels expected nationally for the age groups of seven and 11 years. Achievements of all pupils are at least satisfactory. Pupils with special educational needs make good progress in their learning. By Year 6, boys' learning is similar to girls'. Higher attainers are challenged sufficiently at Key Stage 2 but less so at Year 2. Pupils reach particularly good achievements at Key Stage 2 in their knowledge of places and in their mapping skills.
121. Teaching observed during the inspection was satisfactory with good features. Pupils' work reflects good teaching at Key Stage 2 where the impact on standards is greater. An area for development in the teaching at Key Stage 1 is to ensure that tasks of the Years 1 and 2 pupils differ and match the needs of the pupils more closely. Teachers use a good range of brochures, books, photographs and atlases so that pupils successfully gather the information that they need to complete tasks. Teachers demonstrate good subject knowledge and explain the lessons' objectives clearly. They ensure that pupils make thorough references to maps and are aware of distances. As a result, one Year 3 pupil correctly concluded that it was approximately 260 miles from Camelford to London. Another Year 3 pupil knew that it would take all day and all night to reach Australia. The management of pupils' behaviour and organisation of the classroom and resources for geography are good.
122. A result of the effective teaching at Key Stage 1 is that pupils have a good awareness of the key countries of the United Kingdom. Through appropriate fiction, younger pupils successfully sketch the route of a young heroine to her granny's home on the island of Struay. Most Years 1 and 2 pupils correctly analyse the different modes of transport to school and the varying housing within the Camelford area. Pupils at Key Stage 1 have a satisfactory knowledge of Camelford and its location in Cornwall. They recognise accurately the physical features of Camelford with its steep road down to the river cutting through the town. They have a good awareness of the weather's effect on communities and people, recognising symbols for the weather correctly.
123. The impact of teaching and planning at Key Stage 2 ensures that pupils have a broad knowledge of geography. Learning at Key Stage 2 is steady and progressive throughout, with good progress made by pupils in Year 6. Pupils have good strengths in their knowledge and understanding of where places are and what they are like. Pupils' mapping skills are good. Pupils have a secure knowledge of environmental change and sustainable development, as is evident in their recent studies about flooding in England and the causes and effects of the catastrophe. Pupils carry out a geographical enquiry effectively when they compare Camelford and Cornwall with the Indus Valley, demonstrating appropriate skills of analysis, use of maps, photographs, atlases and graphs, and ICT. Pupils, particularly higher attainers, choose information and evidence sources sensibly and present their conclusions in writing and graphs neatly and clearly. Enquiry skills develop progressively throughout each year group.
124. Teaching and provision in geography ensure that pupils have good attitudes to their tasks. Most talk enthusiastically about the subject, particularly about current topics which have arisen in their lessons, 'What's in the News?'. Most pupils take care in producing their diagrams and maps, and are confident to write their own thoughts clearly in answer to questions. When comparing the various settlements in the Indus Valley, Year 6 pupils demonstrate persistent and appropriate

research skills when looking for information through the contents and index pages of books. Their research skills for geography help pupils in their literacy lessons and for writing about other subjects.

125. Although there is no detailed scheme of work for each year group for geography, an overall map of areas to be studied has been compiled and there are good links with ICT, for example, for a project on Spain. This helps progress in learning over time, particularly for mapping skills. The assessment and monitoring of pupils' performances are underdeveloped, and have been identified by the school as priorities to be rectified. The co-ordinator is new to her geography responsibilities, in post barely three weeks, but is enthusiastic and well qualified. With the help of the senior management team, weaknesses for the subject have already been itemised, the main aim being to produce a scheme of work which clearly lists objectives and skills for each year group. Such a list has already been compiled for progress in mapping skills. There is a clear development plan written for geography, based on a thorough audit of the school's needs. Resources are, overall, satisfactory; they are good for maps and atlases, and the school makes good use of the local area as a valuable resource. The picture, overall, is of a subject which is developing well.

HISTORY

126. Provision for history throughout the school is satisfactory with some good features. Attainment of the current pupils at the end of both key stages is in line with the expected levels nationally. Standards for a sense of chronology are above those expected nationally. Overall, standards have been maintained in most areas of study, although at the time of the previous inspection, no judgement was made for pupils' attainment at Key Stage 1 because of a lack of evidence. Pupils' work on chronology has improved significantly. Throughout both key stages, all pupils make consistent progress in their learning. Higher attainers are challenged sufficiently, and achieve higher standards accordingly. Pupils with special educational needs are well supported and make good progress. There is no difference in the learning of boys and girls.
127. The teaching reflected in pupils' work at Key Stage 1 is satisfactory and, as a result, pupils' attainment is in line with the expected levels nationally for pupils at the age of seven years. In their well-planned topic work on islands and pirates, pupils demonstrate clear awareness of the differences between the past and present. Most pupils show an emerging sense of chronology in their work on the history of ships. In studying about Guy Fawkes, pupils give valid reasons why people in the past acted as they did. Most pupils demonstrate appropriate skills in analysing simple texts in order to answer questions about the past. Pupils' awareness of a time-line and the division of past time into periods are good.
128. Teaching observed at Key Stage 2 during the inspection was good. Pupils' work at Key Stage 2 reflected satisfactory teaching overall. Teachers have ensured that a broad coverage of historical studies has been achieved. Teachers' knowledge of history is secure and teachers have planned lessons closely linked to the National Curriculum for history. As a result, by the time pupils reach the age of 11 years, they have a secure knowledge about differing eras, from the Egyptians, Greeks, Olympic heroes of the past, Romans, Vikings, Tudors, Victorians, World War 2, and significant features of British history from 1948 onwards.
129. Pupils at Key Stage 2 have a good understanding of chronology, that past time can be divided into periods with similarities and differences to be compared. They are increasingly confident about relevant historical terms and dates. There is satisfactory learning about the ways in which the past is represented and interpreted. There is strong evidence of increasing use of sources of information and artefacts to find out about the past. For example, in Year 5, pupils make good use of Victorian local newspapers, the 1841 Census on Camelford, and the local cemetery in order to compare changes between past and present Camelford. Good teaching in Year 6 makes a good

impact on learning of chronology through the practical use of a rope 'time-line' with appropriate pictures to order and peg in correct sequence. As a result, by the time pupils are 11 years of age, they have a good knowledge of the terms 'Before Christ (BC)' and 'Anno Domini (AD)', and calculate accurately eras from BC to AD. Such skills make a good contribution to pupils' development in numeracy as well. Good teaching seen at Key Stage 2 ensured that pupils organise their questions and findings in history competently, and record their evidence in a wide range of ways.

130. Teachers encourage a positive interest in the subject. Pupils are enthusiastic about visits they have made. Most pupils collate their writings and drawings neatly and concentrate well in sessions which have a practical application in studying history. Behaviour is mainly satisfactory and pupils only lost focus on one occasion through a lack of understanding about the unfamiliar vocabulary about people's trades in Victorian times.
131. The subject is managed effectively. A draft scheme of work exists which is adapting the guidelines provided by the Qualifications and Curriculum Authority. The co-ordinator has monitored teachers' planning for history and each half term the co-ordinator analyses samples of pupils' work. There are good links made with ICT, for example, work on the Tudors. The management of local history is strong, and the school has made good use of a Camelford trail which incorporates Victorian buildings and local history. Artefacts collected by the school are good and the resourcing for a study on Egyptians is a strength. Areas for development are to produce a detailed scheme of work which identifies skills and objectives for each year group, and to provide in-service training for staff. The school has identified these needs in a clear action plan. The overall picture is one of a subject which is improving in its provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. By the ages of seven and 11, the majority of pupils make satisfactory progress in their learning of ICT skills and attain expected levels. This shows that, compared to the judgements of the previous inspection, standards have improved at Key Stage 1. Although overall standards were judged to be good in the previous inspection at Key Stage 2, some of the weaknesses identified in it, such as a lack of control and modelling technology, have improved.
133. From an early age, pupils learn how to operate computers. Teachers plan a suitable range of tasks to develop pupils' skills and understanding, following the guidance of the new scheme of work. However, there are limited opportunities for pupils to follow up these tasks to reinforce their skills from week-to-week. Until the start of this term, resources were limited. There are now two computers in every classroom and more effective use is being made of the resources.
134. Year 1 pupils access programs, use the mouse control and keyboard accurately and acquire a range of basic technological skills, including the creation of text, such as short poems, and the use of graphics to illustrate ideas. They are eager to use computers and help each other out with ideas and suggestions. They know the basic commands required to move a floor robot a given number of units in a chosen direction. Most Year 2 pupils extend these skills to create a series of instructions to make the floor model travel a designated route requiring changes of direction. They also use the keyboard accurately, including 'delete', 'capitals' and punctuation keys when entering text in their literacy work. They change font size and style to emphasise features and add text to graphics, such as a book cover entitled 'The owl who was afraid of the dark'. Tape recorders and listening stations are used at selected times to improve pupils' speaking and listening skills and enhance their enjoyment of literature. Despite the limited opportunities, by the age of seven, a majority of pupils achieve expected levels of knowledge and understanding of ICT.
135. At Key Stage 2, the majority of pupils make satisfactory progress in learning and use technology to support limited areas of their work in other curriculum subjects. Year 3 pupils accurately

access information about other countries, such as Spain, before producing posters to highlight the advantages of chosen locations as holiday resorts. They select and print out maps and add text choosing different styles, sizes and colours to their text to enhance presentation. Year 4 pupils support work in literacy and history when gathering information about the Tudors. Year 5 pupils make good progress in word processing skills and are aware of the importance of information technology in their lives when accessing the Internet. They have built e-mail links with pupils in a nearby school, exchanging information about themselves, their families and their schools. They also reinforce mathematical skills when using spreadsheets. Year 6 pupils are provided with a good range of experiences, for example, accessing modeling and control programs, a digital camera, a scanner and the Internet.

136. The recent improvement in resources has contributed to better planning by teachers, but there are still too few opportunities for pupils regularly to develop individual skills. The co-ordinator has drawn up an action plan which identifies this priority and includes further training and support for teachers. By Year 6, a majority of pupils achieve expected standards in ICT. The above average proportion of pupils with special educational needs also make satisfactory progress and a few attain expected standards. All pupils have good attitudes to the subject, enjoy using computers and other technological equipment, and behave well.
137. The quality of teaching is satisfactory at both key stages. Where teachers are confident and have good subject knowledge, tasks are well planned and learning is effectively monitored and supported. In these lessons, tasks are carefully planned to meet the different needs of all pupils by creating small groups of higher attainers to challenge each other and mixed ability groups to support lower attainers. This planning provides equality of opportunity for the different groups of pupils within the school and successfully promotes their social development. Where teachers are less confident, there are insufficient opportunities provided to reinforce individual skills and make links with other subjects. The new co-ordinator provides good leadership and is making improvements in the subject. He plans to lead work in staff development to improve the knowledge and confidence of teachers and classroom assistants. His action plan identifies these priorities and the need to introduce arrangements for assessment. There is a weekly computer club that provides for all pupils wishing to attend and the school is well placed to make further improvement.

MUSIC

138. At both key stages, pupils of all abilities make satisfactory progress and reach standards that are similar to those expected for their ages. Standards of achievement have been maintained since the previous inspection.
139. Pupils at Key Stage 1 bring a lot of enthusiasm to music sessions. They know a good range of songs and hymns and generally sing in tune with clear diction. They are aware of the phrasing in particular songs so that they are able to sing in a two-part round and keep the timing correct. They are attentive and watch their 'leader' and clap a steady beat in the chorus of hymns, such as 'The Magic Penny'. In warm-up activities, pupils are able to raise their voices higher in pitch in a countdown to 'blast off'. They successfully offer suggestions about how to continue this in a different format. Both Year 1 and Year 2 pupils record graphical pictures of changes in pitch made by their humming voices. They accurately follow the inventive marks created by individual children on the board to guide their performance. They develop a suitable vocabulary for talking about music and know that 'pulse' is a steady beat that can get faster or slower, they relate this to their change in breathing rate after exercise in physical activities. Pupils are just beginning to listen to others as they perform and try to keep good awareness of when it is their time to clap hands or knees in circle games. They control sounds made by untuned instruments and are beginning to combine pulse and simple rhythm successfully. They enjoy making music in groups.

140. Pupils in Key Stage 2 show further development of these skills. They listen to and appraise music well and recognise different sections and patterns. Pupils use a range of hand signals to identify different phrases and to indicate changes in pitch. They show good awareness of the requirements of the conductor and follow changes in timing accurately. Pupils playing untuned instruments maintain a strong pulse whilst others clap at a faster rate; they perform with some sensitivity and control. The majority of pupils are willing to demonstrate for other pupils and show suitable confidence in taking the lead, for example, when pupils sing in four-part rounds. The majority of pupils show improved performance after practising. Pupils are usually engaged in satisfactory creative and intellectual effort. At the end of lessons, pupils are encouraged to reflect on and explain their achievements.
141. The quality of teaching varies from satisfactory to good but is satisfactory overall. Teachers generally plan and organise their lessons methodically. Implementation of the new scheme of work enables teachers to ensure that musical elements are sequentially developed to support pupils' musicality. At both key stages, they give clear instructions and provide effective demonstrations that help pupils to learn new skills and to understand what is required. Where the teacher has a tuneful singing voice, pupils' listening skills are keen and their auditory discrimination develops well. Lessons proceed at a good pace but there are insufficient opportunities for pupils to explore and experiment with percussion instruments. Teachers usually have appropriate expectations for pupils in composing and performing. Where expectations are unrealistic, despite pupils' best efforts they do not achieve sufficient success.
142. Pupils enjoy opportunities to sing a wide range of songs and hymns together as a whole school community; this blend of traditional and modern styles of music contributes successfully to their social and cultural development.
143. The recently appointed co-ordinator has had a positive impact on music, particularly in Key Stage 1, by adapting the Qualifications and Curriculum Authority scheme so that it supports the non-specialist teachers. This also ensures that the curriculum is broad and balanced. At present there is no provision for instrumental tuition, apart from guitars and recorders which are generally taught during club night. Assessment in the subject is unsatisfactory because there are no effective means of recording information which indicates how well pupils are achieving over the whole year. For example, there are no tape recordings of lessons at the end of a unit of planned work.
144. The co-ordinator has suitable plans for the development of the subject, including an audit and replenishment of tuned and untuned instruments so that each class will have a suitable range for everyday exploration and use. There is satisfactory range of resources that are centrally stored. They are used well.

PHYSICAL EDUCATION

145. Overall, pupils' attainment at the end of both key stages is in line with the expected levels nationally. However, standards vary with different types of physical education. Standards in swimming exceed expectations where Key Stage 2 pupils have good opportunities to attend regular instruction at the local sports centre. By the age of 11, the vast majority of pupils can swim at least 25 metres. All pupils at Key Stage 2 increase their confidence in water during regular swimming lessons, and develop techniques in various strokes. Standards in gymnastics are underdeveloped for using the large apparatus, due to insufficient planned opportunities and a lack of guidance from a scheme of work. In addition, much of the large apparatus in the hall is inappropriate for Key Stage 1 pupils. However, most pupils have effective bat and ball skills. Standards in team games are good. The school's successes in football games with other schools, outside of school hours, reflect average standards.
146. Most pupils know the importance of warm-up at the beginning of lessons and the contribution of

physical activity to a healthy life-style. Key Stage 1 pupils develop and practise skills of catching, passing and throwing beanbags. Higher attainers develop their skills using tennis balls, which they catch and control accurately. Key Stage 2 pupils perform actions, shapes and balances using hands and feet on the floor effectively. They perfect their skills for using a variety of small apparatus, well.

147. Most pupils participate enthusiastically and enjoy their physical education lessons. Pupils with special educational needs, including some in the unit, integrate well and are given appropriate encouragement and help from support staff. Most pupils respond quickly to their teachers' instructions but lose concentration when a lesson is too long or badly planned. Pupils work effectively together, behave well and encourage each other.
148. The quality of teaching is satisfactory overall and, as in the previous report, varies from good to unsatisfactory. Effective use is made of resources, the school hall and good outside facilities to support pupils' learning, and most teachers manage their pupils well. When teaching is less successful, there is a lack of sufficient challenge and pace. This was identified in the previous inspection as well. The large apparatus in the hall is unsuitable for younger pupils and restricts opportunities for gymnastic work. Some teachers lack subject knowledge and have had little opportunity in the past to attend in-service training to increase their confidence to teach all aspects of the subject. Assessment procedures are underdeveloped and, consequently, inappropriate tasks are set to challenge individual pupils. The co-ordinator is enthusiastic and has good subject knowledge. He has identified the need to monitor teaching and learning to support colleagues. The wide range of extra-curricular activities organised by the majority of staff with the assistance of parents and students, together with outdoor pursuits for older pupils, greatly help to promote the subject.

RELIGIOUS EDUCATION

149. Standards in religious education are below those expected by the locally agreed syllabus at the end of Key Stage 1. At Key Stage 2, pupils achieve standards in line with those expected. This represents unsatisfactory progress since the previous inspection, when standards were in line with expected levels at both key stages.
150. At Key Stage 1 there is very little evidence of past work. In lessons pupils do not make satisfactory gains in knowledge overall. This is because they do not have sufficient opportunity to use artefacts and other resources to develop their skills in the subject. For example, in two lessons in Years 1 and 2, pupils were studying Christian symbols following a visit to the local church. They looked at too few symbols to enable them to develop an understanding of symbolism. They showed little knowledge of past lessons, and their learning was unsatisfactory. In another lesson, however, where the teacher had brought in many different garments worn by Christian clergy, pupils showed high levels of interest. The strategies used in this lesson, which enabled pupils to try on some of the garments and to learn about their significance, ensured that better progress was made. Pupils remembered the names of the garments, knew how they had developed over time, and were able to talk about their significance to aspects of Christianity.
151. At Key Stage 2, learning improves overall. There is evidence that pupils undertake wider studies of different religions and that they develop a clear understanding about different faiths. For example, in Year 4, pupils effectively compare The Creation story as it is told in the Christian and Sikh faiths. They know about special symbols of differing religions, and have learnt to respect them. In Year 5, pupils understand clearly about the spread of Christianity throughout the world. By the time they reach Year 6, they have appropriate understanding of different traditions and customs. They think responsively about ways in which the fragile beauty of the world at The Creation is being tarnished by modern life. Pupils show good understanding of the need for conservation, linking it to the way the world was created. Overall they make good gains in

knowledge and understanding across Key Stage 2. This is closely linked to the quality of teaching.

152. The quality of teaching is satisfactory overall in Key Stage 1, although in one lesson observed teaching was unsatisfactory. At Key Stage 2 teaching is good. The best lessons are characterised by clear planning linked to the locally agreed syllabus, and good use of resources. For example, in Year 6, the teacher made very good use of an overhead projector to ensure that all pupils could see clearly. This enabled them to identify easily, the causes of pollution. Also in Years 1 and 2, the teacher made very good use of real artefacts, enabling pupils to retain interest and ask questions to improve their knowledge. Less successful teaching is seen where lesson plans do not identify what resources will be used, what the learning outcomes will be, or where teachers' subject knowledge is weak.
153. Leadership of the subject is not fully established. There has been no monitoring of teaching or learning and assessment procedures are not fully implemented. Because of this, it is difficult for teachers to build on pupils' prior knowledge. They are not fully aware of what pupils have learned previously. This has a significant impact on the quality of learning. Resources are adequate. The amount of written work undertaken in religious education is insufficient. There are too few times when pupils are required to write about the subject, and hence many lost opportunities to promote literacy.