

INSPECTION REPORT

HARROWBARROW PRIMARY SCHOOL

Harrowbarrow

LEA area: Cornwall

Unique reference number: 111953

Headteacher: Mr M Tamblyn

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 20-23 May 2002

Inspection number: 230725

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	School Road Harrowbarrow Callington Cornwall
Postcode:	PL17 8BQ
Telephone number:	01579 350576
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Wilton
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	Mathematics, information and communication technology, music, physical education, special educational needs.	What sort of school is it? How high are standards? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
19504	Judith Telfer	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23067	Dee Brigstock	Team inspector	English, art and design, geography, history.	How high are standards? Pupils' attitudes, values and personal development.
18083	Judith Howell	Team inspector	Science, design and technology, religious education, equality of opportunity, Foundation Stage.	How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harrowbarrow is small village primary school situated in Harrowbarrow, in Cornwall, with 121 pupils on roll from four to 11 years old. It is a popular school in the community and pupils travel from neighbouring villages to attend. Most pupils come from privately owned or rented accommodation in Harrowbarrow or the rural area around the school. The number of pupils entitled to free school meals is below average. While unemployment is low, many families are in low paid work. Children usually enter the reception class each term at four years old, to join a small group of pupils from Year 1, but no children joined the school this term. Attainment on entry to the school is average, but there are variations from year to year. This current year attainment was below average. Children start school on a part-time basis for a period of time and then they join the class full time. Twenty-four per cent of pupils are on the special educational needs register, which is slightly above the national average. Three have a Statement of Special Educational Needs for medical or physical needs, which is below average, and two are awaiting assessment. All pupils are from white United Kingdom heritage. The school has received an achievement award for its improved standards.

HOW GOOD THE SCHOOL IS

This is a good school that serves its pupils well. Standards in the work seen are above average, particularly in English, mathematics and science at the end of Years 2 and 6. Despite a dip in the test results in 2001, standards continue to improve since the previous inspection. Pupils' achievement is good and they enjoy school. It is a happy school and the headteacher and staff have high aspirations for the pupils. Teaching is good. Management and leadership are successful. The school has very effective procedures to monitor and evaluate its effectiveness. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average throughout the school.
- Standards in history and music are above average by the end of Year 6.
- Relationships are very good and create a good atmosphere for learning.
- The good teaching values pupils' achievements and successes, which makes them learn quickly and effectively.
- Pupils are very well managed and this enables them to be confident and enjoy their learning.
- The leadership promotes effective teamwork and a commitment to school improvement through the very effective monitoring and evaluation of teaching and learning.

What could be improved

- Standards in information and communication technology are still below average and pupils do not achieve enough by the end of Year 6.
- The allocation of time to subjects means that pupils do not always have enough time to attain any more than average standards in the creative aspects of the curriculum.
- Despite improvements, the accommodation remains unsatisfactory and hampers the opportunities available to pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved effectively since the previous inspection in 1997. A new teacher has been appointed and the headteacher has reduced his teaching commitment. This has resulted in a consolidation of the good leadership and management. Monitoring and evaluation are now very good. Improvements have been made in all the key issues from the previous inspection, but more work is required in information and communication technology and the weekly planning does not always identify what different groups and ages of pupils will learn in each class. These issues are, however, included in the current school improvement plan. Despite a dip in results in 2001, standards have risen at the same

rate as the national trend. Teaching has significantly improved and the National Literacy and Numeracy Strategies have been successfully implemented. Weaknesses in the accommodation remain.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A*	A*	B	C
Mathematics	A	A	D	E
Science	A	A	E	E

Key	
top five per cent	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school did not perform as well in the national tests in 2001 as in previous years. Results were well below the average of similar schools in mathematics and science. This was mainly due to a large number of pupils with special educational needs in the year group and the absence from the tests of a high attaining pupil in Year 6. Results in reading in Year 2 were above average, but writing was below and mathematics and the teachers' assessment in science were well below average. These results did not compare favourably with results in similar schools. Very few pupils reached the higher Level 3. The girls performed slightly better than boys in reading and writing, but boys out-performed the girls in mathematics. These differences were similar in the Year 6 tests. In 2001, the school significantly exceeded its appropriately challenging target for English, but fell short of the target for mathematics. It is currently on course to meet the challenging targets set in these subjects for 2002. This apparent drop in standards does not provide an accurate assessment of the school's achievements and results have been rising at the same rate as results nationally; overall, pupils achieve well throughout the school.

Attainment on entry is broadly average, although it varies from year to year. Assessment on entry indicates that the attainment of the current reception class was below average when they entered school. The children are achieving well and are on course to reach or exceed the Early Learning Goals in all areas of learning except their physical development, which is hampered by the lack of a hall and suitable outdoor play equipment. Standards seen in English, mathematics and science are above average at the end of Years 2 and 6. Several pupils in Years 5 and 6 are reaching higher levels in each subject and achievement is good. Pupils achieve particularly well in literacy and numeracy and apply their skills effectively in other subjects such as science and history. Differences between the tests and the work seen are due to the different attainment of the pupils in each year group. Standards in history and music are average at the end of Year 2. Pupils achieve well and attain above average standards at the end of Year 6. Pupils attain average standards in art and design, design and technology, geography and religious education in Years 2 and 6. Achievement is satisfactory. In Year 2 standards in information and communication technology are average, but despite improvement, standards at the end of Year 6 are below average and the pupils are not yet learning enough. There was insufficient evidence to judge standards in physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy learning and are keen and enthusiastic.
Behaviour, in and out of classrooms	Good. Pupils are courteous, polite and friendly. The small minority who sometimes lose concentration are well managed by their teachers.
Personal development and relationships	Good. Pupils work productively and carry out a range of tasks. Relationships are very good and older pupils help the younger children.

Attendance	Good. The above average unauthorised absence is due to the school's policy of refusing to authorise absence for holidays.
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Pupils work and play happily together. Newcomers from other schools are made welcome.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good and pupils learn effectively. It was satisfactory or better in all lessons observed, good or better in seven out of ten lessons and very good in nearly two out of ten. Teaching is good in each of the mixed age classes, from the reception year to Year 6. It is successful in the very large Year 3 and 4 class and meets the needs of the pupils well. Examples of very good teaching were observed in all classes in Years 1 to 6. Teaching is good in English, mathematics, science and history and very good in music. Literacy and numeracy skills are taught effectively and are well developed in other subjects. Teachers are enthusiastic about English and mathematics and this contributes to the steady rise in standards. Teaching is satisfactory in art and design, religious education and design and technology. There was insufficient evidence to make a secure judgement about teaching in geography, information and communication technology and physical education.

Teaching meets the needs of all pupils well, whatever their attainment, special needs, social background, racial heritage or gender. As a result, pupils are interested in what they are learning and work hard. The teachers' good subject knowledge helps them to plan interesting tasks and they use a good range and variety of methods that stimulate the pupils' intellectual and creative effort. Teachers are skilled at interacting with pupils to enhance and reinforce their learning at the right time to be most effective. They ask well-timed and probing questions. Pupils are well managed and teachers have high expectations of work and behaviour and this inspires confidence. Homework is appropriate and supports pupils' work in lessons. There are no significant weaknesses in teaching, but in some subjects term planning does not identify what different pupils will learn. Some marking does not help pupils to know how well they have done and how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad, but there are imbalances and requirements for information and communication technology are not yet fully met.
Provision for pupils with special educational needs	Good. Teaching is successful and pupils achieve well. Learning support assistants provide effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for spiritual and cultural development is satisfactory and for moral and social development it is good. Pupils learn to appreciate their own and other cultures through studying world religions and making visits to local places of interest.
How well the school cares for its pupils	Satisfactory. Teachers know the pupils well and their academic and personal development is appropriately assessed and monitored.

The school has successfully implemented the National Literacy and Numeracy Strategies. The new programmes for teaching information and communication technology have not been fully implemented. The timetable is over-dominated by literacy and this limits the time available for other subjects and compromises the standards pupils attain in art and design and design and technology. Child protection

procedures are satisfactory, but the headteacher and staff need to update their knowledge. The school has effective links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher is having a significant impact on standards and achievement. In some subjects the lack of a named co-ordinator hampers improvement.
How well the governors fulfil their responsibilities	Good. Governors are well informed. They are very supportive and know the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Information from monitoring and evaluation and analysis of results successfully informs performance management and appraisal.
The strategic use of resources	Good. The school is efficient and effective at using resources available to raise pupils' achievement and improve teaching and learning.

The school has an appropriate number of well-trained teachers and teaching assistants. The accommodation is unsatisfactory, as one classroom is a corridor and the lack of a school hall and staffroom limits opportunities available for teachers and pupils. Resources are satisfactory. The school is efficient and is successfully seeking ways of getting best value out of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school and is making good progress. • Teaching and behaviour are good. • The school expects children to work hard and is helping them to become responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • A minority feels that they are not kept well informed about their child's progress. • A small minority feels uncomfortable approaching the school with questions and concerns. • A significant minority feels that the school does not work closely with parents. • A large proportion feels that there are not enough interesting activities outside lessons.

Inspectors support the parents' positive views of the school. Pupils are making good progress because teaching and behaviour are good. Teachers have high expectations of pupils and the school is well led and managed. The school has a broad range of ways of keeping parents informed and is concerned that parents do not feel that they are kept well informed. The inspection found that staff were approachable. Parents have high expectations of the school. However, the headteacher and staff are keen to be accessible and seek more positive ways of communicating, and working closely with parents. The range and number of activities outside school is satisfactory and similar to other small schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry is generally average. The initial assessments conducted when children start school show a wide variation year-on-year. Children in the current reception class showed a slightly lower than average attainment for their age. The provision is good and successful teaching means that children achieve well and, by the end of the reception year, most are on course to reach the nationally recommended Early Learning Goals in communication, language and literacy, mathematical and creative development, and in their personal, social and emotional development. Most are on course to exceed the goals in their knowledge and understanding of the world because teaching is very good and a broad range of learning opportunities promotes their achievement. However, children will not reach the goals for their physical development mainly because they do not have an appropriate space in which to move freely, and there are no suitable toys for outdoor activities. This hampers their achievement.
2. The school's performance in the national tests in 2001 was much lower than in previous years because of a large proportion of pupils with special educational needs in Years 2 and 6. The results do not give a true picture of pupils' attainment. Despite this dip, results are rising at the same rate as the national average and have been well above average in previous years. Consequently, they have improved since the previous inspection. The school has received an achievement award for its good results.
3. In the 2001 tests for pupils in Year 2, results in reading were above the national average, but below the average of similar schools because only a few reached the higher Level 3. Results in writing were below average, and in mathematics and the teachers' assessment in science they were well below average and the average of similar schools. The results were similar to other small schools in Cornwall. The results for Year 6 in the tests were above the national average in English and in line with similar schools. The efforts to boost all pupils' reading and writing were successful and the school was pleased with the results of the pupils with special educational needs. However, it was not the same picture in mathematics and science. Results in mathematics were below average and well below average in science. They were well below the average of similar schools. The percentage of pupils reaching the higher Level 5 was about the same as other schools in English, but well below average and in the lowest five per cent of similar schools nationally. The school significantly exceeded its challenging target for English, but fell short of the target for mathematics, where the impact of the results of pupils with special educational needs was the greatest.
4. There are small numbers of boys and girls and analysis of their performance is not reliable. However, in the Year 2 tests girls performed slightly better than boys in reading and writing, and boys out-performed girls in mathematics. By Year 6, the differences in attainment are similar and boys also perform better than girls in science. There is no significant difference between the attainment of the boys and girls in the work seen. From the results, it would appear that pupils are not achieving enough in mathematics and science since they took their tests in Year 2. However, the movement of pupils in and out of the school, and the absence of one high attaining pupil during the tests make such an analysis in a school of this size unreliable.
5. The standards of work seen are significantly higher than last year's test results would indicate and reflect the usual pattern of results more closely. Teaching is good and pupils learn at a good pace. Standards are improving at an appropriate rate. Standards are generally above average by the end of Year 6. There is evidence of rising standards in English, mathematics and science. All pupils' achievement, whatever their racial heritage, gender or social background, is good. The attainment of pupils with special educational needs is generally below average although, because of effective support and successful teaching, pupils achieve well and some at the end of Year 6 are attaining levels that are close to average. Individual education plans for

pupils with special educational needs are related closely to the pupils' needs and are regularly reviewed. However, they do not always identify the steps pupils' need to take to reach the targets. This leaves teachers to decide what work should be planned. In all subjects, teachers are planning work that meets the needs of all pupils. In all but information and communication technology, higher attaining pupils are attaining above average standards. This is particularly marked in Year 5 where gifted mathematicians are already exceeding the average levels for Year 6.

6. Standards in English are above average by the end of Years 2 and 6. A significant proportion of pupils in Year 6 are reaching higher levels of attainment and achievement is good throughout the school because effective teaching enables pupils to build progressively and at a good rate on what they have learned. Standards in speaking and listening have improved since the previous inspection and are now above average. By the end of Year 2 pupils ask sensible questions of their teacher. By the end of Year 6, pupils enter discussions confidently, explaining their ideas and values and using examples to support their point of view. Teachers have high expectation of the accuracy of pupils' replies, demanding that they speak in sentences.
7. The literacy hour is well established and standards in reading and writing are at least average and often above at the end of Year 2. Pupils use a range of strategies to help them to read unknown words such as letter sounds, knowledge of other similar words and reading around the word. They are keen to discuss authors and can explain the difference between fiction and non-fiction. They write increasingly fluently in different styles with accurate punctuation and a developing command of words to express themselves. Pupils' achievement is good and as they progress through the school, they consolidate what they have learned and enthusiastically learn new things. The new programmes of work are having an impact on standards in English throughout the school. By the end of Year 6, standards in reading and writing are above average. Pupils read with good expression, discussing the impact of characters on the plots of the books they have enjoyed. They know a broad range of authors. However, the very small library in a corridor, which inhibits their achievement, limits their knowledge of how books are organised in a library. In Year 6 pupils write with increasing sensitivity that captures the reader. They regularly use figures of speech to good effect. For example, one pupil wrote, 'He is like a warm furry blanket at my back' when describing her cat. Throughout the school pupils write with a neat joined script and pupils in Year 6 are developing their own fluent styles.
8. It is a similar improving picture in mathematics, and standards in all aspects of mathematics are above average by the end of Years 2 and 6. The pupils' numeracy skills are well developed and by the end of Year 6 they apply their skills in other subjects such as science. Proportionately more pupils in Year 6 are reaching higher levels. Achievement is good throughout the school. Teaching is good and by the end of Year 2 pupils know and use their 2x, 4x, and 10x multiplication tables. They can add two-digit numbers and enjoy playing with numbers up to one hundred. Achievement is good because challenging targets are set. Pupils in Years 5 and 6 rise to the challenge and nearly all are working at least at average levels, with a larger proportion reaching the higher levels in number and algebra, shape and space. By the end of Year 6, pupils make good use of place value in calculating in centimetres and solving problems of measurements in science. Almost all can count on and back in decimals and can apply the strategies they have learned to their work. Their proficient recall of multiplication facts is a great asset in their mathematical problem-solving.
9. Standards in science are above average in Years 2 and 6. Achievement is good and pupils are developing a successful understanding of scientific knowledge and how to apply that knowledge in an investigation. By the end of Year 2, pupils understand how to undertake an experiment; for example, in an investigation about the growth of plants. They know that humans need food to grow and have a good understanding of the properties of materials. For example, they know that materials are good for making different things and that some can conduct electricity. Pupils achieve well, and by the end of Year 6 have an increasing depth of knowledge that they use in lessons. They know the different parts of a flower. They know that solids dissolve at different rates in the same amount of water because their investigative skills are well developed. They

recognise the need for a fair test, and draw on their scientific knowledge to explain their predictions and conclusions.

10. The school has undertaken a great deal of work in information and communication technology to improve teachers' subject knowledge and upgrade the resources available to the pupils. However, the new programmes of work have not yet had time to have an impact on the pupils' attainment and while standards are average at the end of Year 2 they are below average at the end of Year 6. Pupils' achievement is satisfactory in Years 1 and 2, but they are not yet achieving enough as they progress through the school. In Year 2, pupils know how to run and manage programs and their skills in using the mouse are good. By the end of Year 6, pupils confidently type text into 'Word' or the 'Publisher' program and can add pictures and enhance the colour and size of the text. They can draft poems and stories, changing words and moving text. However, their knowledge of a range of technology and its uses is below average. They do not know how to use the digital camera and scanner to create their own pictorial studies. Pupils in Years 3 and 4 have sent emails to children in New Zealand, but the full potential of information and communication technology for study has yet to be realised. Their knowledge of spreadsheets is weak. Pupils' achievement in Years 5 and 6 is sometimes inhibited because they do not have easy access to the computers in the staffroom, which doubles as a teaching area for special educational needs.
11. In music, while standards are average at the end of Year 2, they are higher than those expected for this age group in Year 6. Music is one of the school's strengths. Achievement is good throughout the school because specialist teaching is very good. The standard of instrumental work is above average and pupils in Year 6 confidently accompany their classmates' singing in music lessons. Singing is of a good standard in unison and in harmony. It is a similar picture in history. Standards are average at the end of Year 2 and above average at the end of Year 6. By the end of Year 2, pupils have a developing understanding of how everyday life changes over time and know some famous historical characters. Their achievement is good and by the end of Year 6, pupils can explain the differences between Victorian England and Harrowbarrow today. They have a good knowledge about life in Ancient Egypt, and through their geographical study are able to discuss the impact of the Ancient Egyptians on life in modern Egypt. Standards in geography, design and technology, and art and design are average at the end of Years 2 and 6 and pupils' achievement is satisfactory. The amount of time spent on English on the timetable limits the time spent on the creative aspects of the curriculum and compromises the standards pupils attain in subjects such as design and technology and art and design. In religious education standards are in line with those expected by the locally agreed syllabus for pupils of this age group. Pupils are learning enough and their achievement is satisfactory. There is insufficient evidence to make a secure judgement about standards in physical education.
12. Standards are generally higher and results have improved since the previous inspection in history, art and music. There has been a strong emphasis on improving standards in literacy and numeracy; the national strategies have been successfully implemented and teaching and learning have improved in English and mathematics. Standards in all other subjects have been maintained or improved, including information and communication technology, where standards in Years 1 and 2 and some elements in Years 3 to 6 have improved. However, standards at the end of Year 6 remain below average because the programmes of work have not had enough time to make an impact on standards the pupils attain.
13. The headteacher, who is the standards and assessments co-ordinator as well as being the mathematics co-ordinator, carefully analyses results in relation to the pupils' levels of attainment and special educational needs. Because of the small numbers of boys and girls, he does not analyse results according to gender. This is a missed opportunity, particularly in monitoring the attainment of the groups in a minority in each class. The headteacher and staff examine test papers to note trends in what pupils were getting wrong. Information is used successfully to set targets for individuals and groups of pupils. Local and national data are used effectively to track pupils' progress and make predictions about possible levels of attainment. This leads to challenging whole-school targets and the governors, teachers and learning support

assistants have a good idea of what needs to be done to raise standards. Consequently, the school is well placed for further improvements.

Pupils' attitudes, values and personal development

14. The attitudes, values and personal development of all groups of pupils whatever their gender, special needs or social background, are good and they behave well. This marks an improvement since the previous inspection. Pupils are very keen to come to school. Their enthusiasm for the activities provided for them has a significant impact on their good achievement. Examples of their interest in learning were found in lessons throughout the school. Children in the reception class enjoy their work and play. They became very excited when finding out about different exotic fruit and thoroughly enjoyed designing, making and tasting their own fruit salad. When pupils in Year 5 wrote and presented their own interpretations of myths and legends, to a very high standard, their classmates in Year 6 were very excited that it would soon be their turn to write in a similar style. In Years 1 and 2, pupils' interest, involvement, and concentration in one art lesson could not have been better. In several lessons, throughout the school, almost all pupils were reluctant to stop work. An indicator of pupils' interest and involvement in school activities is shown by the commitment of the members of the orchestra. After leaving this school and going on to the next, some ex-pupils return to play alongside their former schoolmates in school productions. After-school clubs are fully attended and are being extended to include younger children to cater for the demand.
15. Pupils' behaviour in lessons, around the school and in the playground is good. A small minority of pupils, who find it more difficult to concentrate for extended periods of time than others, are well managed by their teachers. They receive additional attention and encouragement and staff positively reinforce good behaviour through praise. The school works hard to include all pupils, especially those who have special needs for behaviour, and there have been no exclusions in the last year. There is no evidence of oppressive behaviour in classrooms or the playground. Pupils are courteous, polite and understand the impact of their actions on others. During one session of group work called 'circle time' in the Years 1 and 2 class, pupils sensitively discussed the issues arising from a story about the value of caring and friendship, with a good level of maturity for their age. Pupils enjoy chatting to each other and visitors. Newcomers from other schools are made welcome, and quickly integrate into the school community.
16. Pupils' personal development is good and relationships are very good. They work productively, carry out everyday classroom tasks, and assume greater responsibilities as they get older. Some pupils are class or registration monitors or carry out jobs for the teaching staff. The older pupils organise the books and music for assemblies and have a strict rota for ringing the bell. Older pupils read to the youngest children in the school on occasion, and take responsibility for mounting and displaying some of their own work. Pupils in Years 3 and 4 collect equipment used in the playground at lunch-times and, in the summer term, help to clean the pool on a daily basis. Pupils have helped to raise funds for the 'Love in a Box' a charity to help families in Romania, taken part in a sponsored skip for the British Heart Foundation and organised sales for 'Blue Peter'. The level of responsibility they take is an improvement from the last inspection. An important development is the older pupils' involvement in a physical education training day where they learned how to play games as if they had physical needs, such as basketball as wheelchair users and using a sound ball as if they were visually impaired. This gave pupils a valuable insight into how challenging it is to have physical needs. Since this training, some older pupils have more sensitively supported younger children in school who have physical needs. This enhances the school's policy to include all pupils in all its work. The relationships between pupils, pupils and staff and between staff themselves are very good and a strength of the school. Pupils get on well together in lessons and in play. Staff provide good role models for pupils who respond positively to the good working atmosphere that is generated. They are confident to express their feelings about important issues without embarrassment, as are the staff, and this was evident in the pupil/teacher interactions in class lessons. Pupils have high self-esteem.
17. Attendance is good, but a significant minority of pupils had at least one unauthorised absence in the previous academic year, which is above average. This was explained by the governors'

decision to refuse to authorise requests for term-time holidays, a practice that is now under review. The pupils enjoy coming to school and almost always arrive on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is good and pupils learn effectively. This is one of the school's strengths. It was satisfactory or better in all lessons seen, and good or better in seven out of ten lessons, and very good in nearly two out of ten. This marks a significant improvement since the previous inspection.
19. Teaching is good in the reception year and has a positive impact on children's learning. Planning is thorough and all areas of learning are promoted. Teaching is particularly successful in promoting the pupils' personal, social and emotional development, leading to trusting relationships with the adults who work with the children. The teacher is good at challenging the children and seizing every opportunity to extend their language and communication skills, by systematically teaching the sounds letters make. The children's knowledge and understanding of the world is developed successfully through very good teaching that motivates the pupils and makes them want to learn. For example, there was great delight in the class during a lesson about exotic fruit when the pawpaw was cut open and revealed shiny black seeds.
20. In Years 1 to 6 teaching is also good and examples of very good teaching were seen in each class. Teaching is successful in the very large mixed Year 3 and 4 class. The size of the class does not inhibit teaching and learning, but is challenging for the teacher. Teaching is good in English, mathematics, science and history. Teaching is very good in music, where a specialist teacher works very effectively with the pupils. Pupils are delighted with their successes in music, particularly in instrumental work. The orchestra is well supported and successful. Specialist teaching in science has a significant impact on standards. Literacy and numeracy lessons are well established and the basic skills are well taught, enabling pupils to practise their reading and writing on a regular basis. This contributes to the steady rise in standards. Literacy and numeracy are well developed in other subjects. There are examples of good report writing in history and science. Numeracy is developed effectively in science, where pupils made good use of measurement to collect data for a graph on the growth of their plants. The teachers are enthusiastic about English and mathematics and this captures the pupils' interest and helps them to work hard. Teaching is satisfactory in art and design, religious education and design and technology. There is too little evidence to make a secure judgement about teaching in geography, information and communication technology and physical education.
21. Teaching meets the needs of all pupils well, whatever their attainment, special educational needs, social background, racial heritage or gender. This has a positive impact on pupils' learning and their interest in the work they undertake. The provision for pupils with special educational needs is good. Work is well planned and effective learning support assistants enable them to learn effectively. Pupils' individual education plans contain clear targets, but do not help the teachers to plan because they do not always describe in sufficient detail the steps pupils will need to take to reach their targets. Plans are regularly reviewed and work is updated to meet the changing needs of the pupils. The part-time special needs co-ordinator knows the pupils well and she shares her time with other schools. There are examples where pupils are withdrawn for support from activities such as music and art, and the school should keep this practice under review to ensure that pupils continue to have equal opportunity to a full curriculum and not an over-emphasis on learning in mathematics and English. Higher attaining pupils' achievement is satisfactory. Teachers work hard to provide challenging tasks to keep the gifted writers and mathematicians and talented musicians enthusiastic and motivated. Appropriate plans are in place to extend this provision.
22. The teachers' good subject knowledge helps them to plan tasks that promote pupils' learning. They have a good understanding of the National Literacy and Numeracy Strategies. There have been significant improvements to teachers' knowledge and skills in information and communication technology because they have all been trained to a good level. They are beginning to use information and communication technology to support planning, display and

the pupils' learning in a range of subjects. This should now be extended to make the use of information and communication technology more systematic. Lesson planning has improved since the previous inspection. At the beginning of lessons teachers discuss the objectives of lessons and pupils are clear about what they are going to learn. However, in some subjects weekly plans do not always specify clearly what each group of pupils will learn. Teachers use a good range and variety of methods that stimulate the pupils' intellectual and creative effort. They are skilled at interacting with pupils to enhance and reinforce their learning at the right time to be most effective. A good example of this was in a very good art and design lesson in the Year 1 and 2 class, where the teacher skilfully helped the pupils to think of ways of solving problems. The result of the discussion was that the pupils were motivated to think and concentrated on finding solutions for a long time. In science, pupils are inspired by the teacher's enthusiasm. He effectively promoted discussion about which materials will absorb water by accidentally spilling water on the floor, to the great concern of the pupils. In Years 5 and 6, in music, clever teaching and a good eye for detail motivated pupils to practise hard. They were delighted at the resulting performance.

23. Teachers ask well timed and probing questions and intervene in pupils' learning to help them to correct misconceptions and achieve success. For example, in one mathematics lesson in the Year 3 and 4 class, pupils were struggling with coordinates and the translation of shapes on a grid. After letting pupils struggle for a while the teacher reminded them of the strategy he had taught at the beginning of the lesson. Suddenly, they grasped the idea and were excited to try out the strategy on more complex shapes. Resources are used well and pupils' learning in history in Years 1 to 6 is extended greatly by the timely use of visits and visitors. The visit to a living Victorian museum brought life in Victorian times alive for the pupils as they wore costumes of the time and undertook tasks such as cast making.
24. Pupils are well managed and this results in good behaviour. Teachers have high expectations of work and behaviour and they expect to be listened to. Relationships between the teachers and pupils are very good and this inspires confidence. Because the teachers value pupils' work and the contributions they make in discussion, pupils are keen to learn new things and have a go at tasks that are challenging. Homework is appropriate and supports pupils' work in lessons.
25. Learning support assistants are effective in their support of teachers and pupils. They fulfil a range of functions and are well respected by the pupils. They are sensitive in their support of pupils with special physical needs, enabling pupils to be confident and independent in the classroom. Communication between staff is good and this helps their work to be consistently good. They work well as a team with the teachers and the special educational needs co-ordinator, who direct their work. They use their many skills to the full, interacting successfully with all groups of pupils.
26. There are no significant weaknesses in teaching, but in some subjects, planning does not identify what different pupils will learn. Pupils' work is always assessed and marked, but the quality of marking is variable. There are examples of marking that evaluate what pupils have achieved and describe clearly how they can improve their work. Other marking is encouraging and states how well pupils have learned new skills and knowledge. However, some marking is just ticks or is very negative, spelling out what pupils are not doing, without praising good work. As a result, pupils do not always know how well they have done and how they can improve.
27. Teaching continues to improve because teachers evaluate their strengths and weaknesses through the targets they set with the headteacher. This has a significant impact on pupils' learning, enabling pupils to consolidate what they have learned in a range of imaginative ways and learn new things that capture their interest.

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

28. Overall, the quality and range of the curriculum provided by the school are good and offer pupils a successful range of opportunities. The curriculum is broad, but there are imbalances in the

amount of time spent on literacy and other subjects. Nearly all the statutory requirements, including those for religious education and collective worship are met. However, the requirements for information and communication technology in Years 5 and 6 are not yet fully met. This is a significant improvement since the school's previous inspection when statutory requirements were not being met in all the required aspects of information and communication technology, art and religious education. Appropriate policies and schemes of work are in place for most subjects. The policies for design and technology and art and design have been identified in the school development plan as in need of review. The new programmes of work for information and communication technology have yet to be fully implemented throughout the school and further work is planned to raise standards. However, although the breadth and relevance of the curriculum are good, the timetable is over dominated by the teaching of literacy. This limits the time available for the more creative aspects of the curriculum. Consequently, pupils do not have time to attain standards that are above average.

29. Long- and medium-term planning are good. The National Literacy and Numeracy Strategies have been implemented well and have had a positive impact on the standards achieved in English and mathematics throughout the school. There has been a strong and appropriate emphasis on English and mathematics and the overall effectiveness of the school's strategy for teaching literacy and numeracy is good. While teachers identify opportunities for pupils to extend their literacy and numeracy skills in other subjects, more should be done to reduce the time spent on literacy and numeracy lessons by helping pupils to practise their skills systematically in other subjects. A consequence of this would be more time available on the timetable for the more creative aspects of the curriculum. The school makes good use of the local education authority's two-year rolling programme for teaching mixed age classes, in all subjects. This enables pupils from each age group in the class to cover most of the units together. The headteacher and subject co-ordinators monitor planning to ensure that all aspects of their subjects are being taught at an appropriate level for the age of the pupils.
30. The provision for personal, social and health education is good. The co-ordinator has a good understanding of areas that should be taught and the policy provides an appropriate overview of the required aspects. Sex education and the use and misuse of medicines and drugs are taught as part of personal, social and health education through many areas of the curriculum such as science, religious education and physical education. There are also occasions when discrete personal, social and health issues are targeted towards specific groups of pupils with the support of outside expertise. For example, the school nurse teaches the sex education programme to pupils in Years 5 and 6. The school's police liaison officer gives lessons to pupils throughout the school on a range of important issues such as keeping safe and the dangers of drugs and illegal substances. In addition, the older pupils visit the district council's 'Hazard Alley', which is a multi-agency role play activity day. This experience helps pupils to become aware of the potential dangers they may face and how to overcome difficulties safely. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle.
31. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum provided takes full account of the recommended areas of learning and the nationally recommended Early Learning Goals.. Planning is thorough and detailed for each area of learning and well linked to appropriate topics such as 'Farming and Food'. A strong emphasis is placed on providing first-hand experiences of quality. There is good provision for personal and social development, which prepares the children well for entry into Year 1. More focused teaching, linked to literacy and numeracy, is carefully planned for and introduced effectively to the children. However, the lack of appropriate outdoor equipment for these young children and the need to use their classroom on wet days for dance lessons is hampering the development and control of the children's larger scale movements. The reception teacher is very aware of these constraints and provides a wide range of activities, both indoors and outdoors, to help compensate for these shortcomings.
32. Curricular provision for pupils with special educational needs is good. The curriculum is appropriately adapted to the pupils' needs. Work is planned appropriately and learning plans have specific targets. It would be helpful if teachers received guidance about the steps that

could be taken to ensure that pupils achieve their targets on their individual education plans. A good balance of in-class support and work in withdrawal groups supports the pupils' learning. Parents are kept well informed of their child's achievements and several have been taught programmes of work to help them to enhance their child's learning.

33. The school has a clear policy for equality of opportunity, and when drawing up other school policies an equal opportunity component is included when appropriate. The aims of the school show a strong commitment to equality of education for all pupils. This is generally reflected well in all aspects of school life, although at times pupils with special educational needs are withdrawn from lessons for extra support provided by the school's special educational needs co-ordinator. This is unavoidable as she is only in school for two days of the week. The school is sensitive in ensuring that these pupils have appropriate access to all aspects of the curriculum. School tests are monitored to see if there is any gender bias and if necessary, action is taken.
34. Additional activities undertaken by the school are wide and varied and add an extra dimension to the planned curriculum. These include visits to the Plymouth Museum, Morwellham Quay, Paignton Zoo, Buckland Abbey and Trewortha Farm, a Celtic village, to supplement classroom work in several subjects. Visiting musicians and representatives from places such as Dartmoor Wildlife Park and Plymouth Museum enhance pupils' learning and raise their awareness of environmental issues in the outside world.
35. Provision for extra-curricular activities is satisfactory, although a minority of parents feel that there are not enough activities after school for pupils. However, pupils participate in clubs for netball, football, gymnastics, dance and athletics. There is an orchestra and a 'Cycle-wise' club for older pupils. Pupils successfully take part in various sporting activities with other schools. For instance, the pupils in Year 6 were winners of the interschools sports in 2000 and the boys' football team became the Village Schools' League champions in the 2001 to 2002 season. Links with the local community are satisfactory overall. The pupils provide entertainment at local functions by singing, dancing and playing in the orchestra, but there are missed opportunities to involve members of the local community in sharing their expertise in such subjects as art. However, there are strong links with a range of local businesses, which amongst other things provide sponsorship for the school's sporting kits and food on fund-raising days.
36. There are very good links with other educational establishments. The school is part of the local cluster group of primary schools in the same parish, and there are very good links with the school's main secondary school. Pupils and teachers make regular visits to and from the college on a regular basis for joint activities in sports, information and communication technology and design and technology. These very strong links prepare pupils well for their transfer to their next stage of education. Links with the local playgroups are good and enable the school's youngest pupils to be well prepared for the beginning of their school life. The school also offers a 'Learning Together' session for the young children who are due to enter the school to come along with their parents once a week during the year before admission. There, they meet with other children and the reception class staff and also have the opportunity to take home on loan a bag of learning resources from the early years library.
37. Overall, provision for pupils' spiritual, moral, social and cultural development is satisfactory. The standards identified in the previous inspection have been maintained and satisfactory progress has been made in the key issue related to the pupils' cultural development. The school has improved pupils' understanding of other cultures and faiths in the wider community. Further work to enhance the pupils' cultural development is appropriately identified in the school improvement plan. Links to the local community are stronger than they were at the time of the previous inspection.
38. Provision for spiritual development is satisfactory. Whole-school assemblies take place only twice a week because there is no school hall and classes have to squeeze into the reception classroom. This does not lend itself to the creation of moments of quiet thoughtfulness and reflection. However, corporate acts of worship occur within each classroom or year group on the other days, when pupils can think and reflect. The pupils' spiritual development is enhanced

through religious education, and they learn about the values of Christianity and other world faiths. Religious diversity is celebrated through displays around the school including the pupils' studies of Judaism and Islam. Rich learning experiences and visits into the locality lend themselves to the development of a sense of appreciation. Other opportunities occur through music and science, where pupils experience moments when they can wonder at the world of nature. For example, in one music lesson there was great concentration when pupils worked hard to practise the accompaniment to a song. The sense of joy at their final performance was enhanced by the delight they showed at each other's musical skills. Pupils do not have enough opportunities to wonder at the works of great local and national artists and designers in art and design.

39. The provision for moral development is good and the school has a well-developed moral code, which is understood by all groups of pupils and other members of the school community. The school has high expectations of the pupils' good behaviour and sensitivity to their individual needs. Teachers provide very good role models for their pupils, who know the difference between right and wrong. All staff and pupils treat each other courteously. Good behaviour is rewarded through praise, and achievements are effectively celebrated in school assemblies. In group work called 'circle time', pupils discuss issues and values with honesty and sensitivity. They appreciate the opinions of others and take care of the school environment and its resources.
40. The provision for the pupils' social development is good. Staff promote supportive relationships with each other and their pupils. Pupils willingly take on responsibilities within their own classrooms and, as they get older, around the school. Their involvement in raising money for charities such as the British Heart Foundation contributes to their understanding of citizenship. Pupils work well together in groups in lessons and during break times where they mix with pupils from other classes. Opportunities for social development at lunch-time are limited by the accommodation. With no dining hall, all lunches are eaten in classrooms. In some rooms the tables are laid out in rows and pupils are unable to chat to each other socially without turning around.
41. Provision for cultural development is satisfactory. The school has widened its teaching about other cultures and faiths and it is helping pupils to develop an appreciation of the richness and diversity of cultural traditions. Examples of this were seen in music and religious education, plus pupils learning about other cultures in geography; for example, learning about going to school in India. In addition, Years 3 and 4 have established an email link with pupils in New Zealand. They discussed their likes, dislikes, similarities and differences. Opportunities to promote understanding of different cultures through art are underdeveloped. Further development is appropriately planned to further enhance the pupils' understanding of the range of cultures represented in our society today as a priority in the current school improvement plan. The school has strengthened its links with the local community since the previous inspection. The promotion of local Cornish culture through visits to the coast, moorland, and local museums as part of the curriculum for humanities is very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a satisfactory standard of care for its pupils. Good arrangements for support and guidance remain in place. This level of care has been maintained since the previous inspection. However, the provision for pupils' welfare is satisfactory. Teaching and non-teaching staff know the pupils well and relationships are very good. They recognise their needs and respond effectively to them. Individual pupils' contributions are valued and their achievements are celebrated at every opportunity. This helps pupils to be confident and strive for success. Sensitive arrangements for admission lead to the pupils starting their school life with confidence. Measures to include pupils from disadvantaged backgrounds or those with emotional difficulties are sound. Links with external agencies, such as social and health services, are effective. Arrangements for child protection are satisfactory and conform to locally agreed procedures. Procedures are well established, but the person nominated for this responsibility within the school is part-time and supported in her role by the headteacher, whose training has lapsed.

Teachers' knowledge is not up to date and appropriate plans are in place to keep them informed.

43. As part of the very good programme of personal, health and social education, the nurse teaches all the pupils about the importance of healthy eating. The cooks provide nutritious meals, but the conditions in which they are eaten have not improved since the last inspection. There is a satisfactory response to the medical needs of the pupils. The school is very concerned about the pupils' safety and careful assessment of risks is undertaken when pupils are involved in potentially hazardous activities such as field trips. Termly health and safety inspections take place, which involve an appropriately trained governor. Risk assessments in relation to security are still in need of improvement. Some minor areas of concern were notified to the headteacher.
44. Procedures for monitoring and improving attendance are satisfactory. Whilst the level of attendance is good, the school is not yet exploiting the full potential of technology and data collection systems; for example, to monitor the effectiveness of its stance on term-time holidays. The school does not follow up any unexpected absence; for example, by telephoning the parents.
45. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are good. The pupils know and understand the system of rewards and sanctions. They have a clear understanding of the school's expectations and awareness of right and wrong. Relevant records are kept of all misdemeanours and of the action taken. On the rare occasions when a report of bullying is received, it is thoroughly investigated and appropriate action is taken with all the pupils involved and, when necessary, the parents.
46. The monitoring and support of pupils' academic performance and personal development are satisfactory overall, with some significant strengths. This represents a significant improvement since the school's last inspection, when the procedures for assessing pupils' levels of attainment were identified as a key issue for development. The school has effective systems in place for assessing attainment and achievement in mathematics, science and music. In English and all other subjects of the National Curriculum, including religious education, assessment procedures are satisfactory. Very soon after children enter the school they are assessed as required. This information is used to identify children who may need additional support and to start the process of tracking the achievement of individual pupils as they move through the school. In the period between the national tests in Years 2 and 6, the school routinely carries out reading and mathematics tests and uses these to analyse levels of attainment. In Years 4 and 5, non-statutory tests in English and mathematics provide information to use as predictions of what pupils should attain and to set appropriately challenging targets for the end of Year 6. In addition to the tracking data recorded on individual academic profile sheets, each pupil has a 'Record of Achievement' portfolio containing the evidence of their achievement. The annual, unaided week's schoolwork completed in the same exercise book forms an essential part of the pupils' records year-on-year. Parents have access to their child's portfolio and may take them home overnight if they wish. When the pupils leave the school they are presented with their 'Record of Achievement' as a celebration of success.
47. The use of assessment to guide curriculum planning is, overall, satisfactory. The process has been improved and the evidence collected now provides a more precise insight into the development of each pupil to enable the teacher to plan activities that meet individual needs in literacy and numeracy. In science, pupils' progress is carefully tracked through end of unit assessments and ongoing checklists set against the relevant attainment targets. In music assessment is ongoing and useful information from recorded performance is evaluated to provide a check on the appropriateness of the provision. In religious education and all other subjects of the National Curriculum, assessment is a part of the day-to-day teaching practice. Although this is generally satisfactory and provides information for teachers on deciding how to assist pupils in their learning, it does not always ensure that the key skills in all subjects are learned progressively throughout the school. Marking is regular and usually encouraging, although its value for developing pupils' work is variable in its effectiveness in helping pupils to improve their work. The pupils' personal development is monitored and assessed on an informal basis and is

mostly directed at pupils with special educational needs. However, certificates of achievement are given to pupils in acknowledgement of the effort they put into their work and their attitude. These are included in their 'Records of Achievement'.

48. The procedures for monitoring and supporting pupils with special educational needs are good. The school has effective procedures for early identification of pupils who need additional help, placing them on the special educational needs register and providing what help is needed. The special educational needs co-ordinator assesses pupils in the school for spelling and reading to ensure that no pupils' needs have been missed. She is conscientious in maintaining individual education plans and records and ensuring that the provision outlined in the Statement of Special Educational Needs is implemented in the little time available to her. She ensures that the school has very good relationships with external support staff and agencies and is tenacious in using a multiagency approach to secure support for the physical needs of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has maintained a successful partnership with parents since the previous inspection and has the confidence of all groups in the community. The great majority of those parents and carers responding to the parents' questionnaire hold the school in high esteem. They view it as a good and improving school and like the family atmosphere as well as the high standards. Parents feel that the teaching is good and the school is well led and managed. They value the way the children are expected to work hard, behave well and become mature and responsible individuals. Their children like school and are making good progress. The inspection supports all these positive views.
50. A significant minority of them would like to see improvements in the school's relationship with parents, particularly in respect of the information they receive about their children's progress and the way the school encourages a partnership with them. The parents stated that, whereas the school had some difficulty in communication with parents, they had plenty of opportunities to find out how well their children were doing. Some felt reluctant to come into school because of the impression that the members of staff were too busy and they did not want to bother them. The inspection found that the school communicates openly with parents but, at times, communication focuses on negative issues rather than a positive response about what the school achieves. Most parents responding to the questionnaire were dissatisfied with the provision of activities outside lessons. The inspection found the programme of activities provided outside lessons to be satisfactory and similar to other small schools. These were mainly musical and sporting, allowing those pupils with talents in these areas to extend and enrich their experience. In addition, field trips and visits to areas of local interest enhance the pupils' studies.
51. The parents were worried about the large numbers in the Years 3 and 4 class, feeling that their children were not getting a 'fair deal'. This view was not supported by the inspectors, who found that the teacher worked very hard to ensure that all children received an appropriate curriculum for their needs. Large numbers make planning complex and marking of work time-consuming. A few parents were worried about the school's approach to pupils with special educational needs. The inspection found that the provision for pupils with special educational needs is good and children achieve well. Some pupils who have just started school have complex physical needs and the school is working hard to ensure that they get appropriate support. However, there is a long time between the school's requests for support from outside agencies and appropriate decisions being taken, which can be frustrating for parents. Parents are kept regularly informed of the progress of pupils with special educational needs. The experienced special educational needs co-ordinator has regular meeting and training times for parents throughout the week. She is also happy to meet with parents at any time to discuss concerns. Learning targets are regularly reviewed and discussed.
52. The quality of the information provided for parents is good. Parents have several opportunities to be well informed about their children's progress. Reports on the pupils' progress are good, including subject-specific comments across the curriculum and more detail about strengths and

areas for development in English and mathematics. In addition, the pupils are able to take their 'Records of Achievement', which include certificates, samples of work and assessment results, home overnight in order that the parents can study them at leisure. The teachers are welcoming and willing to discuss any issue with parents before school or at the end of the day. Their logs record a variety of concerns and appropriate action taken. In addition a formal parents' evening is held annually. It is more difficult to speak to the headteacher without an appointment. However, he is willing to make arrangements to see any parents, including those unable to attend the parents' evening at the scheduled time. The special educational needs co-ordinator establishes very good relationships with the parents of pupils she teaches, and is helpful and supportive to them. The school prospectus is a clear statement of essential information, but fails to convey the aims, values or philosophy of the school. Useful booklets are produced to support the children's entry to reception, and curriculum plans are displayed outside each classroom for parents to see what the pupils are to be taught during the term. Parents are effectively encouraged to assist in their children's learning. Interesting newsletters inform them of the successes of the various teams and other activities, and contain occasional requests for help.

53. Links with parents contribute well to the pupils' learning. All support the home to school agreement. Most parents regularly support their children's homework, sharing books with them and testing their spellings. Selected parents take part in a paired reading programme with their children, under the guidance of the special educational needs co-ordinator. However, a scheme to involve parents in paired work in mathematics was less well supported. A large number of volunteers help in the school, and even more act as escorts to matches and visits to places of interest. The parent governors form a valuable conduit for the views of parents to be conveyed to the headteacher and the governors. Their intervention has led to proposals for a change in the school day to be abandoned, the establishment of a drinking fountain in the playground and improvement in the information for parents before their children enter reception. The home-school association organises termly meetings at which educational topics are discussed, in addition to plans for fund-raising and social events. Substantial sums are raised for the school, contributing well to the quality and range of the opportunities available to the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management are good and contribute significantly to the improved teaching, rising academic standards and pupils' good achievement. Important staff changes have been well managed. The headteacher is having a significant impact on school improvement and development. Consequently, there has been good improvement since the previous inspection. He has significantly reduced his part-time class teaching commitment. This enables him to monitor and evaluate teaching and learning more rigorously. The school now analyses its performance effectively and challenging targets are set for teachers and pupils. New developments are evaluated, the pace of change is now appropriate and there is a clear educational direction for school improvement. The accommodation remains a weakness and the governors, headteacher and staff work hard to compensate for the lack of sufficient teaching spaces, staffroom, library and hall.
55. The leadership and management of the headteacher are good. The headteacher provides clear leadership and is committed to raising standards and improving teaching within a well-organised school. The strong emphasis on improving pupils' achievements has led to the National Literacy and Numeracy Strategies being successfully implemented. This is largely due to the support of the senior teacher, the headteacher and the effective way the staff work together. The school knows what it has to do to improve because the leadership ensures a very clear educational direction and fully involves all teachers in the decision-making and evaluation processes. Despite the constraints of the accommodation, the teaching team is effective and works hard to improve the pupils' personal, academic and physical development. The strong sense of teamwork from teaching and non-teaching staff creates high morale. This means that a strong and positive ethos permeates the school. Pupils' contributions are valued. Whatever their level of attainment, background, gender or special educational needs, their achievement is celebrated and this has a significant impact on standards of behaviour, including those of pupils who have

special educational needs related to antisocial behaviour. The aims are strongly reflected in the life of the school.

56. The governing body is very supportive of the school and fulfils its role well. Through a system of regular school visits to observe classes and examine pupils' work, governors gain insights into the organisation of the school. They know the school's strengths and weaknesses well, and benefit from discussions about curriculum with co-ordinators. Governors are fully involved in decision-making, and are encouraged to use their experience and expertise to the full.
57. The management of the provision for special educational needs is effective. The role of the part-time special educational needs co-ordinator is well established. She shares her time with other schools and effectively uses her knowledge and understanding of special educational needs to support the pupils and staff. Pupils are thoroughly assessed and this helps to produce independent education plans that meet their needs. Targets are clear, measurable and carefully evaluated. Communication between the special educational needs co-ordinator, teachers and learning support assistants is effective. Consequently, the needs of the pupils are well known to all staff involved. Because of the timing of the co-ordinator's visits to the school, care is needed when organising which pupils will be withdrawn for lessons without them regularly missing important work in physical education, music and art and design, for example.
58. The small teaching staff have a satisfactory range of responsibilities, and this marks an improvement since the previous inspection. Changes of staff within the school have led to further reorganisation of responsibilities and appropriate plans are in place to revise teachers' job descriptions. Each teacher has been allocated subject areas and, although some subjects are still managed jointly, the headteacher has a clear overview of standards and development. The roles of co-ordinators for English, mathematics, science, and information and communication technology are well developed although they do not control budgets for their subjects, and this limits their strategic forward planning. Other subjects are managed collaboratively by the staff. However, this sometimes hampers development in art and design and geography. Teachers know what has to be done to develop and improve the curriculum, because they are involved in monitoring and evaluation. The programme for monitoring and evaluation of subjects is appropriate.
59. Monitoring and evaluation of the school's overall performance is very good. Results are carefully analysed and the information is used to set appropriately challenging targets for improvement. The analysis of results by attainment provides helpful information to formulate the priorities in the school improvement and development plan, and feedback about the curriculum and pupils' learning. A good example of this was in the discovery that the results and pupils' work showed that some pupils were gifted at English and mathematics. This led the school to analyse how their attainment can be enhanced and work is in progress to devise a system of specialist teaching for these pupils. Results are not yet analysed by gender because of the small numbers of pupils concerned. However, an analysis of these results would provide the school with helpful information about the achievement of boys and girls. The headteacher undertakes monitoring of pupils' work and provides teachers with feedback from observation of lessons. Planning is evaluated and this has an impact on lesson plans. For example, teachers now set clear learning objectives and discuss these with the pupils to ensure that they know what they will be expected to learn. Performance management and appraisal are well established.
60. The school has an appropriate number of well-trained staff to meet the needs of the curriculum. Teachers' knowledge and understanding is well used and they use their individual skills effectively to impact on raising standards. For example, science is taught by the co-ordinator throughout the school, enabling him to have a very good overview of pupils' achievement. Other teachers use their skills in art or music to enhance learning in classes other than their own. Some classes are large and there is additional classroom support, but this is not there all the time. The teaching staff, including the special educational needs co-ordinator, are well trained and have attended appropriate recent training identified through performance management. Support staff are well briefed by teachers. They are well trained especially for the support of special educational needs. Further training is planned for those assistants supporting pupils

with physical needs. Additional training in the use of information and communication technology in classrooms is required so that learning support assistants can offer more support to pupils when they are using computers.

61. The school's accommodation remains unsatisfactory, despite the efforts of the governing body to improve the classrooms and other teaching areas. This was identified by the previous inspection. The library is in a corridor space, which is very small. This limits opportunities for pupils to learn how a library is organised and to have a space for browsing or private study. The lack of a hall means that the provision of physical education has to evolve around seasonal games outside and the use of the local village hall, which is expensive and can only be used at certain times of the year. The classrooms are used as dining rooms, which is unsatisfactory. There is nowhere big enough to accommodate the whole school comfortably for collective acts of worship. The staffroom is very small and is also used as storage for reading books and for pupils to work on computers. It is not a private or quiet place for staff to meet during the school day. There is an inadequate number of toilets for the youngest children and one classroom is a thoroughfare between the main school entrance, headteacher's office, the administration centre and the rest of the school. This is disruptive to the class concerned. The school grounds are spacious and well kept and include a small learner swimming pool for use in the summer.
62. Overall, the school has a satisfactory range of resources for teaching and learning. There is a broad range of fiction and non-fiction books to support pupils' individual and whole-class learning, although they are distributed in different areas of the school because the library is small. There are not enough books about other cultures; for example, in art. The school has invested heavily in information and communication technology and there is an adequate ratio of computers to pupils. However, there is a limited range of supporting hardware such as a projector, digital cameras, scanners and CD writers for pupils' use. Currently teachers use facilities at the local college for additional information and information and communication technology support. The school makes good use of the local area as a resource for learning and supplements its own collections of resources with loans from the school's library service, local museums and the immediate school community. The Foundation Stage is generally well resourced, but does not have larger wheeled toys for children's outdoor play, which limits their physical development.
63. The school is effective and efficient at using the budget to raise standards and enhance the learning of all groups of pupils. Good use is made of strategic resources. Specific grants are used well to boost achievement and improve the quality of education for all pupils concerned. For example, the special educational needs grant, which is supplemented by the governors, is very successfully targeted at pupils with complex needs. This enables the school to provide trained support assistants to support teachers and pupils. The Standards Fund is used effectively to enhance teachers' skills and pupils' achievements. The small grant for improving teachers' understanding of information and communication technology and purchasing hardware has been well used. Education priorities are effectively supported through efficient financial planning and carefully linked to the school improvement and development plan.
64. Financial planning and budgetary controls are effective and carefully based on accurate information. The small surplus is due to careful budgeting and funds have been made available for building work due to start after the extension that will improve the entrance to the school. The surplus has already been significantly reduced and further reductions will be made when the building work is completed. New technology is used well to manage the budget and providing governors with up-to-date and accurate financial information. Appropriate plans are in place to use technology to monitor results and assessments.
65. Effective systems are in place to ensure that the headteacher and governors are successfully applying principles in the management and use of resources to get best value. The headteacher and staff analyse test results and track pupils' achievements in comparison with previous performance and the results of similar schools locally and nationally. Challenging targets are set. Groups of parents are consulted about issues related to improvements. Parent governors are active in consulting with parents. There is no formal mechanism for consulting with pupils,

although their views are taken into account through discussion and assemblies. The governors are careful to seek ways of obtaining best value to improvements to the building and the school site. Administrative procedures are efficient and minimise bureaucracy, and very effective use is made of the school secretary to support the headteacher and staff. It would help the governors and headteacher if the many lengthy documents from local and national organisations contained a summary, enabling them to assimilate information that is relevant to the school. The school is well organised to help the teachers to concentrate their efforts on the pupils. The quality of education provided is good and despite a dip in 2001, results are continuing to rise. Behaviour is good and pupils enjoy their lessons. Harrowbarrow School provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the effectiveness of the school further the governors, headteacher and staff should:

- (1) *Raise standards in information and communication technology by the end of Year 6 and ensure that pupils are achieving enough by:
 - i) ensuring that information and communication technology supports learning in other subjects;
 - ii) improving curriculum planning to ensure that the possible uses of information and communication technology are identified in each subject;
 - iii) ensuring that teachers use their knowledge and understanding to raise standards and that pupils' achievement is monitored and progress tracked as they move from class to class;
 - iv) ensuring that pupils have access to a broad range of technology to support their work.

(Paragraphs: 10, 22, 28, 107, 113, 124-128)
- (2) Improve the allocation of time to subjects to ensure that pupils have sufficient time to attain above average standards in the creative aspects of the curriculum by:
 - i) evaluating the amount of time spent on subjects of the curriculum to ensure that an appropriate amount of time is spent on all creative aspects;
 - ii) ensuring that the time spent on literacy and numeracy lessons is modified and that pupils are given planned opportunities to apply their literacy and numeracy skills in other subjects.

(Paragraphs: 11, 29, 90, 109, 113)
- (3) *The governors should continue ways of improving the accommodation to facilitate teaching and learning.

(Paragraphs: 61, 83, 90, 134)

The following minor weaknesses should be considered for inclusion in the governors' action plan:

- improve weekly planning to ensure that it identifies what pupils of each age and level of attainment will learn; (Paragraphs: 90, 95)
- improve the physical development of pupils in the reception class by extending the range of resources available for outdoor play; (Paragraphs: 1, 75, 76)
- ensure that the school prospectus includes a statement of the school's values and aims. (Paragraph: 52)

* Identifies where the school has already identified the area for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	14	6	0	0	0
Percentage	0	17	58	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	121
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	1.0

National comparative data	5.1
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001			24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	20	20
Percentage of pupils at NC level 2 or above	School	96 (100)	83 (93)	83 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	22	24	20
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (100)	83 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Numbers are left blank when they fall below 10.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001			18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	12	16
Percentage of pupils at NC level 4 or above	School	89 (100)	67 (100)	89 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			11
	Girls			
	Total	17	13	18
Percentage of pupils at NC level 4 or above	School	94 (100)	72 (93)	100 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Numbers are left blank when they fall below 10.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	94.58

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001-2
	£
Total income	254,738
Total expenditure	252,742
Expenditure per pupil	2,198
Balance brought forward from previous year	17,850
Balance carried forward to next year	19,846

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	41	56	0	3	0
Behaviour in the school is good.	35	59	0	0	6
My child gets the right amount of work to do at home.	21	67	9	0	3
The teaching is good.	38	59	0	0	3
I am kept well informed about how my child is getting on.	21	41	26	12	0
I would feel comfortable about approaching the school with questions or a problem.	26	59	6	9	0
The school expects my child to work hard and achieve his or her best.	59	38	0	3	0
The school works closely with parents.	15	44	35	6	0
The school is well led and managed.	21	64	6	0	3
The school is helping my child become mature and responsible.	21	71	3	0	6
The school provides an interesting range of activities outside lessons.	9	24	45	12	9

Other issues raised by parents

Parents were concerned about the large number of pupils (37) in the Year 3 and 4 class. They were concerned that the teacher and their children were not getting a 'fair deal'. Concerns were raised at the meeting about the provision for special educational needs. Some parents felt communication with the school was negative. They felt the headteacher and staff were very busy because it was a small school and parents did not like to bother them with queries.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The school has maintained the good provision for children in the Foundation Stage identified by the previous inspection in most areas of learning. The present reception teacher is new and has established well-organised day-to-day routines, which enable all children to feel secure, safe and grow in confidence. The good teaching is having a positive impact on children's learning.
67. Children are admitted to school during the year in which they become five, either part or full-time. Most of the children have already attended a pre-school playgroup or nursery. They join a class that contains a small number of Year 1 children. Overall, their attainment on entry is broadly average. However, the initial assessments conducted with these children show a wide variation year-on-year and children this year showed a slightly lower than average attainment for their age. By the end of the reception year, most children are achieving well and are on course to reach the nationally recommended Early Learning Goals in communication, language and literacy, mathematical development, creative development and in their personal, social and emotional development. This is due to the good teaching and learning in these areas of development. In their knowledge and understanding of the world, the quality of teaching and learning is very good and most children are on course to exceed the Early Learning Goals. However, children will not reach the recommended goals in their physical development. This is partly due to a lack of a hall and suitable space for pupils to move freely. There are no suitable toys for outdoor activities, which hampers the development, control and refinement of the children's larger scale movements.

Personal, social and emotional development

68. Children are constantly encouraged to feel confident about what they can achieve. They settle in well and quickly learn to share and take turns while at play or work. During whole-class sessions, children sit quietly, remember to take turns when speaking and are learning to consider the viewpoint of others. For example, when talking about what made them feel happy, the children listened to one another's contributions with interest and were sufficiently confident to express thoughts such as 'It makes me happy when I splash through puddles' and 'When my daddy pulls faces at me I feel happy'. They are polite and remember to use conventional phrases such as 'please' and 'thank you' when asking for or receiving anything that is handed to them. The children attend to their personal hygiene appropriately and most of them undress and dress themselves independently before and after their dance lessons. They enjoy learning. For example, when creating a fruit salad they showed great pleasure and were eager to share what they had learned. All children settle quickly to the more structured activities such as literacy and numeracy and show the ability to concentrate for appropriate periods of time.
69. Personal and social development is well promoted in all areas of learning, and planning is thorough. All adults provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. The reception teacher ensures that there is sufficient time for the children to choose activities for themselves and to initiate their own ideas through play. There is in general a good range of resources to support this aspect of their learning. However, there are only a few resources from cultures other than the Cornish culture.

Communication, language and literacy

70. Children's language and communication skills develop well and most talk freely about their own experiences and the things that interest them. All adults use talk to good effect and are good active listeners. Throughout all the areas of learning, the reception teacher and classroom assistants talk to the children individually and in groups. This helps to ensure that all children extend their vocabulary and use their language and communication skills for a range of

purposes. All adults show children that they value their efforts at communicating. The children listen attentively, and particularly enjoy listening to stories. Children know that print carries meaning and make relevant observations about the characters in stories. Consistent strategies used by the teacher and classroom assistants enable pupils to recognise and say the initial sounds of words. By the end of the reception year, many children recognise familiar words in simple texts and use their knowledge of sounds well to help them to read simple regular words. They confidently 'have a go' at writing and by the time they leave the reception class most children write independently for an appropriate range of purposes.

71. The reception teacher has effectively adapted the National Literacy Strategy framework to meet the needs of all children in the class. A good understanding of the sounds letters make is developed using well-known stories and rhymes. Children are provided with an appropriate range of activities to develop their use of language for reading and writing, whatever their stage of development. For example, after reading a poem about a giraffe, the children were encouraged to think and talk about what the poet liked about the giraffe. In the following group activities, they were expected to reflect on the pattern of the poem and include descriptions of why they liked giraffes. Although a number of higher attaining children managed to achieve this, most needed the support of an adult to use the experience of the poem as a basis for their writing. All children achieve well and make good use of their ideas for story writing. Through the effective interaction and realistically high expectations of the quality of work that can be achieved, all children extend their communication, language and literacy skills well.

Mathematical development

72. Most children can count up to ten and record the correct number of pictures. They copy numbers, and by the end of the reception year many are beginning to record their numbers unaided. Most children are developing an appropriate understanding of mathematical language and use words such as 'longer than' and 'shorter than' when making comparisons of length. They find it more difficult to compare heights using direct comparison. Many children use their developing mathematical ideas to solve problems such as 'more than' and 'less than' and can add numbers involving up to ten objects. The higher attaining children work confidently with numbers up to twenty. In their early work, children are provided with an appropriate range of practical experiences, such as sorting and ordering games, shape puzzles, building with bricks and using coins. The more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. Many children can name the simple shapes of triangle, circle and square and begin to use mathematical names for 'solid' three-dimensional shapes such as cubes, spheres and cuboids. They show awareness of symmetry by making patterns with coloured pegs, interlocking cubes and paint and are developing a greater understanding of time by marking the hours on a clock face. Work is well planned and questions are used imaginatively to encourage children to organise their thoughts and build on their understanding.

Knowledge and understanding of the world

73. Children enter the reception class with a good general knowledge, which the teacher builds on effectively, helping them to learn more about the world around them. Activities are very well planned and organised and carefully linked between the recommended areas of learning and the National Curriculum subjects. Taking themes such as 'Farming and Food', activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, in a lesson based on the story of 'Handa's Surprise' the children designed a fruit salad and while they prepared the fruit to make the salad, guessed what was likely to be inside the exotic fruits. They were delighted when the pawpaw revealed black seeds and not a stone as in the mango. They can draw pictures of the sounds they like or do not like to hear and write about how different objects feel in a 'feely' bag. Good use is made of the school grounds to provide children with the opportunity to look for signs of growth throughout the year. They plant seeds and watch them grow and observe tadpoles turning into frogs.

74. The children are developing a good understanding of the past as they look at and compare household artefacts from different times, such as flat irons and candlesticks. They are developing a wider knowledge of their local community as they create simple maps of their route to school and put in details such as hills, trees, roads and animals. An appropriate range of construction toys and materials are provided for the children to explore and use their skills to make models. Their skills in design and technology develop well, as seen in the designs for their Easter cards. They have an increasing understanding of modern technology and their work shows that they have been provided with a range of opportunities to develop their information and communication technology skills across the areas of learning. For instance, word-processing skills in literacy, artwork and in their mathematical development when they produce block graphs to show their favourite colours. Careful consideration has been given to supporting children and deepening their knowledge of a suitable range of beliefs and religions, through literacy and religious education lessons. However, there are very few role play resources that reflect a variety of different cultures.

Physical development

75. Children's achievement is satisfactory in developing physical control, mobility and awareness of space indoors. However, their larger movements are relatively underdeveloped. Although they have their own designated outdoor play area, there are no large wheeled toys or clambering equipment for the children to use, enjoy and refine their skills with. As the school does not have a school hall, alternative arrangements have been made for the children to use the village hall for physical education lessons. However, this is limited to two terms of the year. Consequently, physical activities are reliant upon good weather or using the classroom to accommodate a dance lesson. In these lessons, the children make good use of the restricted space and develop an awareness of others. Good learning in these lessons is due to the teachers' good management and organisation that keeps all children involved and as active as possible. For example, in a movement lesson, children learnt a simple barn dance, by walking four steps forwards, four backwards and turning around four times in time to the music. Afterwards they noticed that their hearts were beating faster.
76. Within the classroom, children develop increasing control of their hands through cutting, gluing and by practising their handwriting. The children competently pick up small items of equipment when engaging in play activities and when making marks with a variety of painting and writing materials. Teaching fully maximises what the children can do in this aspect of their physical development. Good learning in this aspect is due to the emphasis given to the direct teaching of skills that maintain the children's interest and the variety of methods used by the teacher to overcome the lack of indoor facilities and outdoor equipment in order to promote progression in the children's physical skills.

Creative development

77. The reception teacher successfully promotes children's creative development through good teaching. Children have many opportunities to experiment with texture and colour. For instance, they have designed and made imaginary three-dimensional faces using different materials, modelled with clay to make insects and as part of their topic on 'circles' created collage mobiles. They regularly paint and learn how to mix colours. A good example of this is found in their self-portraits that show great attention to detail with careful mixing of paint to match skin and hair colours. When printing with potatoes and apples they become captivated with the pleasure of trying to mix the paint to match the colours of the fruit. All adults support these activities effectively. The teacher uses this area of learning well to introduce children to cultures other than their own. For example, in one music and dance lesson they listened enthralled to Indian music. After listening to the story of 'Handa's Surprise' they used exotic fruit to make a fruit salad. Role play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. Children thoroughly enjoy their dance and music lessons and learn to listen carefully and recognise the difference between 'fast and slow' and

'loud and soft' sounds. They sing a variety of simple songs from memory and particularly enjoy participating in action songs.

ENGLISH

78. Standards in Years 2 and 6 are above the national average in reading and writing. This shows good improvement since the last inspection when standards were average. The school has set challenging targets for Year 6 pupils in 2003, which the current Year 5 pupils are on track to meet. Since the last inspection, the school has implemented and modified the National Literacy Strategy and the Additional Literacy Strategy to suit a small school, and this is having a positive impact on the standards being achieved.
79. The results of the 2001 national tests for pupils in Year 2 were above average in reading and below average in writing. Girls outperformed boys in both aspects of English. Compared to schools with a similar intake, standards in reading were below average and in writing they were well below average. This stems from the small number of pupils attaining Level 3 in both reading and writing. This is a small school, and trends for improvement depend largely on the make-up of each year group. There was a high percentage of pupils with special educational needs, which affected the results. Despite the drop in standards in 2001 there is a steady trend of improvement in both reading and writing.
80. The results of the national tests for pupils in Year 6 in 2001 were above the national average, and in line with similar schools. The proportion reaching the higher Level 5 was well below average. Up until 2000, the school had enjoyed a steep trend for improvement, but there was a significant dip in the following year, reflected in the attainment of the year group. Girls continue to perform better in English than boys, but the gap is closing. Both boys and girls perform better than boys and girls nationally. Results are likely to improve again in Years 2 and 6 over the next two years.
81. The 2001 test results do not give an accurate picture of attainment in English. In the work seen standards were above average at the end of Years 2 and 6. The pupils' achievement is good throughout the school. Pupils with special educational needs make good progress towards their individual targets throughout the school, due to the good support they receive. High attaining pupils are appropriately challenged and this accelerates their learning.
82. Standards in speaking and listening at the end of Years 2 and 6 have improved since the last inspection and are above average. By the end of Year 2, pupils retell stories using a lively range of vocabulary, ask pertinent questions of their teacher and listen carefully to instructions and ideas. In one lesson, during the telling of a story, a Year 1 child gasped in horror when she thought a rabbit wasn't going to be fed! Achievement is good because new programmes of teaching are having an impact on pupils' attainment. By the end of Year 6, pupils express their thoughts and feelings about poetry and friendship without embarrassment and are confident to discuss their values using more sophisticated language. Pupils listen carefully and attentively to their teachers and each other. Teachers model very good speech to their pupils and continually consolidate and extend pupils' vocabulary. Pupils' responses to questions are grammatically correct and thoughtful. Teachers have high expectations of the accuracy of pupils' replies and their questioning techniques encourage extended replies from single word answers to more complex sentences.
83. Standards of reading by the end of Year 2 have also improved and are now at least average. The literacy hour is well established and has had a positive impact on pupils' progress and attainment. Reading with the teacher, the systematic teaching of the sounds letters make, spellings and specific vocabulary are also having a positive impact. Most pupils enjoy reading and are keen to talk about the books they have read. Some can give examples of authors, illustrators and titles. They know, understand and can use technical terms such as 'glossary', 'caption' and 'blurb' and give sensible explanations of the differences between fiction and non-fiction. They use the pictures and contents of the story as well as the sounds of the letters to help them to read any unfamiliar words. Pupils' achievement is good, and in Year 6, standards

in reading are above average and have improved since the last inspection. Most pupils read fluently and with understanding. They talk enthusiastically about books that they have read recently and their favourite authors, some choosing to read a series of books by the same author. Pupils read expressively. They use dictionaries efficiently and know how to use a thesaurus, but their understanding of how a library system works is below average. This is because the school library is very small and situated in a corridor due to a lack of accommodation. When using reference books pupils understand how to use a contents page and index to find relevant information.

84. Home-to-school reading records provide correspondence between parents and the teachers. Most comments express congratulations and encouragement plus page numbers, rather than an indication of what pupils need to learn to improve. Consequently, their usefulness in providing information about achievement is limited.
85. The quality of writing in Years 1 and 2 has improved because of the emphasis the school has placed on raising standards to average and above. In the Year 1 and 2 class, pupils have written several recounts of stories they have heard during literacy lessons using good punctuation, spelling and vocabulary for their age. For example, when re-telling the story of 'Farmer Duck' one girl in Year 2 wrote, 'a ghastly storm blew all the leaves that they'd tidied up'. Pupils in Year 1 are successfully learning to join their handwriting and by Year 2, the highest attaining pupils write in a well-formed joined script. They use speech, exclamation and question marks accurately and have practised writing in several styles such as poems, lists, messages and lists of instructions. Their writing is becoming increasingly imaginative and there is good structure to their stories.
86. Pupils achieve well and by Year 6, standards in writing are above average. Several pupils reach high levels of attainment. They write in a variety of forms, including letters, poems, extended stories and character descriptions and the quality of their handwriting, punctuation and spelling is consistently good. They regularly use figures of speech, such as 'similes' and 'metaphors', in their writing, often to very good effect. For example, when describing someone or something dear to them, such as a pet, pupils wrote, 'She is the golden hen of my dreams' and, 'He is the sunny spot at the end of my garden'. Pupils understand the need for re-drafting, write in several different styles, and sometimes work collaboratively to produce an extended piece of illustrated written work using paragraphs and chapters. They have written some spiritually uplifting and well above average 'Metaphor Poems' about their best friends. One example of this very effective writing is:

 'He is a great, big, blue beanbag
 He is a baggy T-shirt straight from the wash.
 ----- is Yorkshire Tea, straight from the pot'.
87. Links to other subjects are strongest in history and religious education. In Years 3 and 4, pupils have emailed letters to a school in New Zealand and written interviews with Santa. They have made booklets, illustrated with downloaded clip art, to illustrate life in Viking times. In Year 5, one boy wrote an excellent, thoughtful piece on the conflict in Burma during the Second World War, drawing on the memories of an older relative. There are also examples of extended writing in science. Pupils read and talk about their own research. Throughout the school pupils have, at some time, used word-processing to edit and present their written work. In Year 2 they have illustrated their poems about autumn with different coloured text to good effect. Overall, extended writing in other subjects is satisfactory.
88. The quality of teaching is good and consistently promotes good learning throughout the school. Teachers provide excellent role models for pupils in the way they speak and present their own work. They make sure at the beginning of each lesson that pupils know what they are expected to learn, how it builds on previous work, where the learning will go next, and how long they have to do it. The National Literacy Strategy has been implemented in a way that suits a small school with mixed age classes and in each classroom there is a good balance of whole-class, group and individual work. Teachers are well prepared, manage their pupils very well and know

their limits for concentration. Consequently, pupils are interested, well behaved and in the right frame of mind to learn. For example, in a successful lesson for pupils in Years 3 and 4, there were several with special educational needs. The teacher had written amusing short rhymes, which illustrated the rhythms of writing required well. He sensitively gauged when pupils were ready to move on to the next section of the lesson by giving them a short break for informal discussion. This helped the pupils to regain their concentration and work hard. Humour was used really well to motivate pupils' learning.

89. Teachers' medium-term plans are good and clearly indicate what pupils are to learn and study each term. Teachers' plan individual lessons that fire pupils' enthusiasm, but do not always clearly identify the activities for different groups of children within each mixed age class. Teachers know pupils' achievements well and what they need to learn next, but these assessments are not recorded in a consistent way throughout the school. Teachers mark work thoroughly, and provide clear written feedback on the quality of the work and how it could be improved. Support staff are used effectively to support pupils' learning and keep them motivated. Pupils throughout the school have regular homework, but sometimes the work is too easy for the highest attaining pupils, who finish it before they go home.
90. Leadership and management in English are satisfactory. A new co-ordinator was appointed in January and she has made an effective and immediate start to monitoring the standards in school, and pinpointing staff training needs. She is aware of the strengths and weaknesses in the subject and is taking effective action to address them. Test results are carefully analysed and compared with national and local data. Accurate targets for attainment at the end of Year 6 are made in advance for each year group. Plans for further development are appropriate and include a more challenging curriculum for gifted pupils. The quality and quantity of the school's resources for English are satisfactory overall, although some of the fiction and non-fiction books are worn and needs replacing. Books representing other cultures and languages are limited. The very small library restricts pupils' learning about referencing systems. It is not easy to access reference books, and there no quiet place for pupils to work, research or simply browse. There has been a strong and successful emphasis on developing English, and lessons tend to dominate the timetable. It is now appropriate for the school to reconsider the amount of time pupils spend on English during the week.

MATHEMATICS

91. Pupils in Years 2 and 6 attain standards that are above average in numeracy and all areas of mathematics such as number, algebra, space, shape and measures and data handling. This marks a good improvement since the previous inspection. These standards are better than the test results in 2001, which showed a significant decline in Years 2 and 6. This was mainly due to the large number of pupils with special educational needs and the effect of their attainment on small year groups. Pupils' performance was well below average when compared to similar schools, and the proportion reaching the higher than average Level 5 was in the bottom five per cent of the country. Despite these test results, standards are improving and, since the previous inspection in 1997, there has been a steady increase in the proportion of pupils reaching the standards expected in the tests. Results have been consistently well above average until last year. They reflect the standards in the work seen more accurately and the positive impact of the successful implementation of the National Numeracy Strategy and improved teaching.
92. There is very little difference between the attainment of boys and girls in the work seen. Pupils with special educational needs achieve well because they are well taught and supported in lessons and small withdrawal groups. High attaining pupils, particularly in Year 5, have been identified and are achieving well because challenging work extends their learning.
93. Pupils' achievement is good in Years 1 and 2 because teaching is good and the new teaching programmes are having an impact on pupils' learning. By the end of Year 2, standards are above average. Pupils know and use their multiplication tables for 2x and 4x in their mental calculations and can give reasons for their answers. They can count on and back in twos, fives, and tens. A significant proportion are recalling inverse numbers, recognising with excitement

that 2×3 is the same as 3×2 . Pupils in Year 1 are often working at higher than average levels for their age by fully participating in the teachers' skilful and challenging question and answer sessions. Pupils in Year 2 can add two-digit numbers together with reasonable accuracy and they know that 56 pence is five tens and six pence. They enjoy playing with numbers up to one hundred. Sometimes the work of the lower attaining pupils is untidy and they make mistakes in their calculations. Pupils collect and organise information such as eye colour or favourite pets to prepare a chart, make a bar graph and answer questions about their findings.

94. Past work shows that achievement is good in Years 3 to 6 and standards are above average by the end of Year 6. The school sets challenging targets and a significant proportion of pupils are attaining the higher Level 5. In addition, several pupils in Year 5 are also attaining standards that are average for pupils in Year 6 and gifted mathematicians in Year 5 are attaining standards that are well above average. This is because they are given challenging work that is extending their thinking. In Year 6, pupils make good use of place value applied to money and the measurement of length, a skill that is successfully applied to work in design and technology and science. In art and design, symmetry and shape is evident in cross stitch patterns using two and four axes. Almost all can count backwards in negative numbers from 7.2 to 6.5. At times pupils are caught out because they do not read questions correctly. Good quality mathematical discussion took place in a group in one lesson in Years 5 and 6, as pupils grappled with numbers, when they recognised that their answers were incorrect. Proficient recall of multiplication tables helped them to succeed. Pupils whose attainment is below average work hard to succeed and are now often attaining standards that are close to average. Along with pupils with special educational needs, they are given effective support and achieve well.
95. The quality of teaching is good and teachers use their knowledge and understanding of how to teach mathematics, in particular number and algebra, to good effect. An example of very good teaching was observed in Years 1 and 2. The pace of learning is brisk and lively and teachers manage pupils very well. This inspires confidence, and pupils are willing to try to work out what aspects of mathematics they are getting wrong. They are confident to 'have a go' during question and answer sessions, putting in a great deal of intellectual effort to answer the teachers' skilful questions. For example, in one lesson in the Years 3 and 4 class, the pupils were grappling with the use of coordinates to translate shapes around a grid. It was a very challenging task and pupils found it very hard. One group worked tenaciously at the problem. The teacher introduced effective strategies to help the pupils to succeed. They were delighted when gradually, one by one, they realised that they could translate the complex shapes with some ease. All groups of pupils learn effectively, including those with special educational needs because work is carefully planned especially for them. However, at times in each class, pupils are all working from the same page of a published scheme or worksheet and that is too hard for some pupils and too easy for others.
96. In another successful lesson the teacher very skilfully used the evaluation session at the end of the lesson to help pupils to evaluate what they had learned and what they needed to learn next about inverse numbers. This was very good because it enabled her to assess which pupils needed to repeat the work in a different way. Very effective examples of ongoing assessment help the pupils to know how effectively they are learning mathematics. However, marking is inconsistent in quality and is not as effective as the teachers' discussion with the pupils about their work. It is not always evaluative and provides limited advice about what the pupils need to learn next. Some marking gives a clear indication to pupils about how well they are learning, but this is not a consistent feature in each class.
97. Pupils' work shows that information and communication technology is used to support their learning in mathematics. For example, a mathematics program helps pupils throughout the school to practise their numeracy skills in a number of systematic ways, building on their existing knowledge and skills. Pupils collect data and are helped to use simple data processing programs to create graphs and interrogate the information. The graphs tend to be block graphs, which are too simple for pupils in Years 3 to 6. Opportunities are missed to include information and communication technology systematically as part of mathematics lessons. For example, in an effective lesson on translating shapes in Years 3 and 4, an important opportunity was missed

to use a programmable toy or a logo program to help the pupils to work at first hand at moving shapes by using coordinates on the computer or programming a toy.

98. Standards are improving because of good teaching, but also because the subject is very well led and managed. There is a clear and effective strategy for improvement based on careful monitoring and evaluation of teaching and learning. Consequently, teachers know what they have to do to improve. Results of internal and national tests are successfully analysed and trends are evaluated to ensure that pupils' attainment is appropriately extended. A good example of this is in Year 5. Predictions about pupils' achievement from a broad range of assessment indicate that some of the more gifted mathematicians could reach very high levels. This is helping the school to plan work at an appropriate level because the mathematics co-ordinator is very experienced and has a very good knowledge of how to develop the subject in the school.

SCIENCE

99. Overall, standards in science are above average by the end of Years 2 and 6 and past work shows that pupils' achievement is good. This is similar to the standards reported in the previous inspection for Years 3 to 6 and an improvement in Years 1 and 2. The findings of the inspection differ considerably from the results of the 2001 national tests at the end of Year 6 and in the teacher assessments at the end of Year 2, both of which showed that standards were well below average. However, these differences should be treated with caution because a significant number of pupils with special educational needs and the relatively small number of pupils in each year group adversely affected standards. From 1998 to 2000 the end of Year 6 test results were consistently well above average. The findings of the inspection reflect the view of the school, that pupils in the current Year 6 are likely to achieve good standards this year. Throughout the school, pupils with special educational needs achieve well and often attain average standards because they are well supported with appropriate work that helps them to succeed. There is no significant difference in the performance of boys and girls, both of whom attain above average standards.
100. By the end of Year 2, pupils show a good understanding of how to undertake experiments and investigations. They grow seeds and investigate the conditions required for plant growth, test a range of balls to find out which ball bounces the highest and consider which paper is best for mopping up spilt water. They know that humans need food and exercise to stay healthy and that animals grow and reproduce. Pupils' understanding of materials is good. They know that some materials, such as wood and metal, are suitable for making a particular object because of their properties, and carry out an enquiry to find out which materials are good conductors of electricity. They also make drawings of simple working circuits and explain why some circuits work and others do not.
101. By Year 6, pupils have an increasing depth of factual knowledge and understanding of plants and how they reproduce. They know the names for parts of a flower such as 'stamen', 'style' and 'stigma' and describe the processes of pollination, germination and fertilisation with understanding. In their work with materials they investigate the dissolving of different solids in the same amount of water and identify several factors that affect the rate at which a solid dissolves. The pupils have a secure knowledge of electricity and use symbols accurately to draw an electrical circuit. Pupils' investigative skills are very well developed. They know how to plan their own investigation and carry it out in a methodical and organised way. They recognise the need for a fair test and draw on their scientific knowledge to explain their predictions and conclusions.
102. The quality of teaching and learning throughout the school is consistently good with a number of strengths that have a positive impact on pupils' learning in lessons. This is an improvement since the previous inspection because no unsatisfactory teaching was observed. Science is now taught by the co-ordinator in all but the reception class. He uses his subject knowledge well to challenge and extend pupils' scientific enquiry skills. This is also an improvement since the last inspection. Throughout the school, the strong emphasis given to the teaching of experimental and investigative science is particularly effective. All pupils enjoy science and are inspired by

the enthusiasm of the science teacher. This was well illustrated in a very good lesson in the Years 3 and 4 class, based on an investigation on separating a range of different items as diverse as pencil shavings and granite, flour and rice, two pence and one penny coins and sand and water. The high expectations of the teacher were clearly evident in this challenging task. The standard of questioning was high and the teacher's clear explanations and very good use of time spent in discussion motivated all pupils, and ensured that they all learned to think as scientists. The level of interest was high and was maintained by allowing the pupils to explore and undertake an investigation for themselves. Consequently, all pupils, including those with special educational needs, learned effectively from this lesson, and they were able to work together and discuss and develop their ideas. No lessons were observed in the Year 5 and 6 class.

103. In another good lesson, an investigation of the absorbency of different papers, with pupils in the Year 1 and 2 class, captured and maintained the interest of all pupils effectively. The good use of time spent in discussion not only improved the pupils' knowledge and understanding, but also enabled the teacher to recognise any misconceptions the pupils had and help to clear them up. The lesson developed well and made learning both relevant and enjoyable. For instance, after introducing the lesson objective, the teacher 'accidentally' spilt some water onto the floor, which caused consternation amongst the pupils. Immediately questions were asked such as 'How will I clear it up?'. This involved pupils in putting forward their own ideas for an investigation. However, in this lesson the pupils were not given the opportunity to experiment for themselves and, consequently, their conclusions were based on observations of the teacher carrying out the tests. Pupils' previous work shows that they have conducted their own investigations and indicates that they present their work in a variety of ways, such as drawings, writing, charts and tables. There is a good balance between investigations, factual learning and recording. Investigative skills are systematically taught as pupils move through the school. In all lessons pupils are well supported and secure in their understanding of what they are going to learn. The content is pitched at an appropriately challenging level, which ensures that all pupils learn effectively. Management of pupils is very good and, as a result, all pupils settle well to their work and achieve well.
104. Science is well supported by the local education authority scheme of work and a number of commercially produced schemes that ensure that requirements are met. Long and medium-term planning provides detail to help non-specialist class teachers. The two-year rolling programme for science supports teaching in mixed aged classes well. Assessment procedures are good and include an end of unit check for each pupil with comments recorded by the co-ordinator for the class teachers. All pupils are also given a grade for their achievement. The subject is well led by an enthusiastic and knowledgeable co-ordinator who has monitored pupils' learning of science effectively. Good links are made between science and literacy and numeracy and information and communication technology. Learning resources are good. In addition, the school has created a wildlife area with a pond within the extensive grounds to support environmental science. The curriculum is further enriched by visits to places of interest such as Portwrinkle. Visitors such as those from the Plymouth Aquarium come into school to talk to the pupils. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development; for example, through the opportunity to work on investigations in groups and to explore and experience the excitement of finding out what may or may not happen when undertaking an investigation. Improvement since the last inspection is good overall.

ART AND DESIGN

105. Standards in art and design are broadly average in Years 2 and 6 and pupils' achievement is satisfactory. This is a good improvement from the last inspection when attainment was below average. In Year 2, pupils know how to make wax resist drawings and cover them with a wash of paint. They can design, model and paint very realistic plates of 'food' by drying clay and are currently designing, making and decorating farmyard scenes for the topic they are studying. The pupils can choose resources independently and modify their work as they have new ideas. They are proud of their work and pleased to share their achievements.

106. No lessons were observed in Years 3 to 6, but evidence from displays and collections of work suggest that standards are average by the end of Year 6 and pupils' achievement is satisfactory. Pupils in Years 3 and 4 made thumb pots from Cornish clay and decorated them in the 'Viking' style, with the help of a local potter. They experimented with ink washes and pencil drawings and applied their knowledge to their work in a 'Magical Figures' composition. Following a study about India in geography, they made Diwa lamps to celebrate Diwali and designed and decorated patterned tiles using Islamic designs. During the inspection this classroom was a buzz of excitement as pupils replicated the style of Noel Coward's paintings of the Caribbean. Pupils' drawing improves further by Year 6, illustrated by very high quality drawings using pastels. Pupils use shading, light and tone. In addition, they have completed very good work in textiles. They sewed 'faces' that had expression and humour. Pupils use watercolours carefully to make simple leaf prints. Art on display shows that they know about the work of great artists such as Constable and Seurat and can replicate their styles in their painting. This is an improvement since the last inspection when this strand of the art curriculum was missing. Sketchbooks are used throughout these older year groups and contain samples of drawings and shadings, but their use is not very creative. Opportunities for assessing achievement, using the work in sketchbooks, are missed.
107. Although only one art lesson was observed during the inspection, the pupils' work indicates that teaching is satisfactory. In the one lesson observed in the Years 1 and 2 class, it was very good. The teacher motivated her pupils very well, making suggestions and providing good quality, well-organised resources. She skilfully helped them to think of ways of solving problems and this motivated the pupils to extend their thinking. Pupils worked hard, sharing ideas and resources. They readily accepted extra support from the other adult working with them. Pupils' attitudes to their work and to each other were excellent. They concentrated on the task for a long time, but also found time to appreciate other children's work; for example, one child noted, 'He can be a naughty boy sometimes, but he's got a really good idea for making a fence!'
108. Teachers make skilful links between art and design and other subjects, particularly in history. Currently, pupils in Year 6 are displaying their work on Egyptian art, which is of a high standard. They have completed attractive cross stitch patterns with two and four lines of symmetry to apply their numeracy skills. However, the use of information and communication technology to support learning is not strong enough. There is very little evidence of pupils using art programs, particularly in Years 3 to 6. Information and communication technology is not used enough for researching the work of different artists and designers. All pupils have equality of access to art and enjoy the practical aspects of this subject.
109. The leadership and management of art are jointly co-ordinated by all staff. Currently there is no policy and no scheme of work. Some aspects of the art curriculum, although present, are still underdeveloped. The significant emphasis on teaching literacy has compromised the time available on the timetable for art and design, which is underemphasised. This limits the extent of the standards pupils attain to average, and the range of experiences available to them. For example, the school has not yet introduced any local artists to work in school and the use of art to explore and understand other cultures needs further planning. Good displays of work in classrooms enhance the learning environment and promote the school's ethos.

DESIGN AND TECHNOLOGY

110. During the inspection, it was not possible to observe the teaching of design and technology. Judgements are based on the analysis of pupils' work, teachers' planning and discussions with pupils. Indications are that standards are average in Years 2 and 6, which is similar to judgements made at the time of the school's previous inspection. Pupils' achievement is satisfactory. There are no differences in the attainment of boys and girls.
111. The evidence indicates that standards are average and achievement is satisfactory. The analysis of pupils' completed work shows that pupils are given a suitably broad range of experiences in designing and making that build appropriately on their previous learning. In Year 2, pupils have access to a suitable variety of materials and tools. Evidence shows that the

quality of teaching and learning is satisfactory. Pupils can draw plans of a room based on one in their own home and translate this into three-dimensional models using boxes and card. They can apply wallpaper and paint and use card skilfully to make models of the furniture. Photographs indicate that these skills are built on carefully and enable the pupils to make an effective model of their classroom complete with tables and chairs. Work on display shows that they have used a variety of materials and techniques to construct realistic models of farms complete with hen houses, fences made with matchsticks, model tractors and clay animals. All models are finished well, which clearly shows that pupils have put a great deal of care and effort into making them.

112. From the work seen, teaching is satisfactory overall. In the Years 3 and 4 class, pupils' work shows the careful teaching of skills that enabled them to make 'wax tablets' in association with their work on the Romans. They can draw on their knowledge and understanding of structures to make wooden frames in preparation for the teacher to add the melted candle wax. This involved pupils in measuring and sawing accurately before joining the four strips of wood together. To add rigidity to the frames they knew how to attach card cut into right angle triangles to the corners of the frame. Once the frames had been completed and the candle wax set, the pupils scratched Roman letters into the wax. Pupils in the Year 5 and 6 class have designed footwear that shows imagination, but when discussing this work with the pupils, they had not used their designs to make the shoes. Photographs show that they have designed and made musical instruments such as guitars, using a variety of materials and joining techniques. They have cut and shaped materials such as card and wood with some precision and used paint and paper appropriately to improve the appearance of their models. Pupils use a variety of materials to make working models of vehicles and make cards that include movement controlled by a simple wheel system. However, the analysis of pupils' work indicates that teachers place insufficient emphasis on the evaluating process.
113. Currently, design and technology is co-ordinated jointly by the teachers and the headteacher monitors the teachers' plans. However, the development of the subject is hampered because no one person assumes responsibility for development. The school has identified a review of the policy and scheme of work as a priority for development. The long and medium-term plans give sufficient support to guide teachers in the teaching of design and technology. Good links are made with other subjects such as history, science, music and art and design, but at times some of the individual elements of design and technology get lost. It is difficult for the school to ensure that key concepts and skills are taught systematically throughout the school. Design and technology would benefit from more time on the timetable. There is little evidence of teachers using information and communication technology to contribute to pupils' learning. Procedures for assessing pupils' attainment are, in general, based on the ongoing day-to-day informal feedback given to pupils. There is, however, a useful collection of photographs that shows pupils' achievements. Resources are adequate to teach the subject. Pupils in Year 5 benefit from the school's close links with Callington Community College as they have had the opportunity to participate in a design and technology day there, which they talk about with great enthusiasm.

GEOGRAPHY

114. No geography lessons were seen during this inspection. Evidence for these judgements is based on a scrutiny of work throughout the school, displays and talking with teachers and pupils. Standards in the work seen are broadly average in Years 2 and 6 and pupils' achievement is satisfactory. Improvement since the previous inspection is satisfactory.
115. In Years 1 and 2, pupils know geographical facts about their own school and locality. They can read simple maps and identify features on them using coordinates, enabling them to practise their numeracy skills. They know about aspects of farming and can clearly explain how milk is made and how it gets to the supermarket shelf. The pupils are becoming familiar with a map of Cornwall, and can find places and towns they know. They have made very accurate models of their classrooms and have drawn a bird's eye view of the room complete with displays of work. As homework, they applied their skills successfully to map a room in their own home. By the

end of Year 6, pupils know about life in India and Pakistan. They can use a map, and make comparisons between the Nilgin Hills and their own local area, and Bangladore and London. They can research and plot similarities and differences in climate, land use, ease of journeys and education. They know how the timetable for a typical primary school day in India differs from their own. Throughout their work they are encouraged to compare lives of children in other countries with their own. When learning about Pakistan, pupils made information booklets, which included a contents page. They wrote about the climate and history of the country, downloading images from the Internet. This is good use of information and communication technology to support pupils' learning in geography. The highest attaining pupils are proficient at independent research and the lower attaining pupils are effectively supported by the teacher, ensuring that most work is finished to an acceptable standard. Their work linked to religious studies of Islam and Hinduism in different cultures makes a satisfactory contribution to pupils' spiritual, social, moral and cultural development.

116. Teachers have sought out interesting local sites where pupils can undertake valuable fieldwork. As part of their local studies, pupils travel to Portwrinkle to learn about coastlines and to Dartmoor for a hill study. These valuable experiences add to their knowledge and understanding of their own culture. In addition, the oldest pupils spend half a day at the Astronomy Centre in the local technology college, where they begin to learn to use telescopes. These field trips are an improvement in provision since the last inspection and make a significant contribution to pupils' achievement.
117. Planning is based on National Curriculum Programmes of Study, and requirements are met. There are enough maps and globes, and in each class, there are modern sets of atlases, which are appropriate to pupils' ages. There is no geography co-ordinator and the staff manage the subject appropriately together, ensuring that work is not repeated and that the range of visits and first-hand experiences are extended. The policy identifies the links between geography and other subjects, particularly history and science.

HISTORY

118. Standards in history are average in Year 2 and above average in Year 6. Most pupils, including those with special needs, achieve well. This is a significant improvement since the last inspection when attainment met national expectations. This judgement was arrived at after discussion with pupils and teachers. Younger pupils were studying a geography project on farms at the time of the inspection.
119. The development of historical skills and understanding of chronology is taught effectively through a series of planned units that use primary sources of evidence from visits and make good connections with other subjects such as geography and art. These units are in a two-year rolling programme of work to prevent pupils from repeating learning activities unnecessarily.
120. By the end of Year 2, pupils know about the history of houses and homes, the school and some famous historical characters. They have a developing understanding of how everyday life changes over time. In Years 3 to 6, the history curriculum is enriched by a series of visits and in Years 3 and 4, pupils worked in a reconstructed Celtic village. Here, they built sledges to drag loads from one place to another and constructed a ladder, which was a good link with design and technology. Pupils know facts about the Roman occupation and made models of uniforms using careful research. In design and technology, they made their own wax tablets on which they wrote their names. Information and communication technology is increasingly used as a tool to support work in history. For example, pupils have downloaded maps and information from the Internet to help them in their learning. Experts from Plymouth Museum brought original Roman pottery, which bore the thumbprints of the man who made them. This experience enthralled both the teacher and the pupils. From their study of the Ancient Greeks, pupils know that prefixes such as 'micro-', 'tele-', and 'photo-' make a significant contribution to the roots of English.

121. By the time pupils leave Year 6, they know about the differences between Victorian England and Harrowbarrow today. Visits to a 'Living Museum' based on life in Victorian times captured their interest as they made casks and dressed up in working class costumes of the day. Some pupils were delighted to dress as sailors aboard a Victorian sailing ship on the River Tamar. Currently, pupils in Year 6 have learned about life in Ancient Egypt. Using geographical skills they are successfully comparing the ancient and modern aspects of this country as well as linking it to religious education and the story of Joseph.
122. The quality of teaching and learning is good with some strengths where primary sources of evidence are used more widely. Teachers skilfully use timelines to map developments and historical studies, relating them to well-known events such as the birth of Christ, the millennium celebrations and pupils' own birthdays. The experiences and visits that teachers arrange bring the subject alive and this is a major factor in motivating pupils to want to learn more. Consequently, pupils work hard and concentrate for long periods of time. They are keen to apply their knowledge to the periods in history that they are studying. Good use is made of artefacts and resources. For example, when studying the 1930s and World War II, pupils researched information from books, and from handling and investigating artefacts owned by the school and borrowed from members of the local community. Pupils have very good attitudes to learning, which are successfully promoted by the exciting visits that take place and catch their imagination. History strongly supports pupils' spiritual, social, moral and cultural development.
123. The leadership and management of this subject are shared between all the staff. They are enthusiastic about the curriculum they offer, which is much improved from the last inspection. There are enough resources for the subject in the school and locality to extend pupils' learning. The school benefits from arranging library loans for topic books, which are of good quality and at the right level for the pupils to access.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Too few lessons in information and communication technology were planned to take place during the inspection to make a secure judgement about teaching and learning. Standards are below average overall, but they are improving. Pupils' achievement is satisfactory in Years 1 and 2, but they are not yet achieving enough as they progress through the school because teachers have to take pupils back to the basic skills. The school has not had time to fully implement the new teaching programme, ensuring that pupils reach the levels they should by the time they leave the school. As yet, not all the elements of information and communication technology are taught because skills and competencies are being taught systematically from Year 1. Requirements are not yet fully met in Years 5 and 6.
125. By the end of Year 2, standards are average. The teacher's good knowledge is able to ensure that an appropriate range of work is provided for pupils. The basic skills of information and communication technology are taught appropriately. For example, in the one lesson observed, the teacher carefully demonstrated the potential of a CD-ROM to enhance pupils' problem solving skills, while enjoying finding out about the postal system. Evidence of the collection of data shows how pupils created graphs; for example, a project on colours that reflect light resulted in a bar graph. Pupils know how to run and manage programs, such as the program of personal study in mathematics. Their skills in using the mouse are good. They have successfully managed an art program to make splash pictures.
126. By the end of Year 6, pupils confidently type their text into a word-processing program. They manage the text efficiently and create effective title pages using programs such as 'Word Art'. They are confident in managing more advanced text work and can use colour and shade. They use programs such as 'Publisher' and 'Word' to combine text and pictures. The pupils work hard on a mathematics program used throughout the school, to practise their numeracy skills. However, standards are below average and the pupils are not achieving enough. The digital camera and scanner is underused and opportunities for pupils to create their own pictorial studies are not yet as advanced as they should be. Pupils have enjoyed using the equipment in the computer suite of the local technology college and are familiar with the potential of programs

such as 'Powerpoint'. They have enjoyed using sensors in science when studying light sources, but their knowledge of spreadsheets is weak. In Years 3 and 4, pupils have used email to communicate with children in New Zealand, but the full potential of communication technology has yet to be realised. Appropriate plans are in place for pupils to have their own email addresses and disks that contain records of all their work.

127. Improvement since the previous inspection is satisfactory, but improvement should now be more rapid. All teachers have had training to a good standard. Their knowledge has improved considerably and they are more confident in using computers to support their work and pupils' learning. For example, they all now have a computer at home and word-process notices for display. Teachers create interesting worksheets for the pupils, including composing original musical scores for the orchestra. More computers are available for pupils to use, but the space available in Years 5 and 6 is unsatisfactory because some of the computers are in the staff room, which doubles as a teaching area. There is evidence to show that information and communication technology is improving as a tool for learning in others subjects such as science, mathematics and English. However, curriculum plans for subjects do not yet have identifiable links with elements of information and communication technology. This results in missed opportunities to extend and support pupils' work.
128. The leadership and management of the subject are satisfactory and provision is beginning to improve. Samples of work are collected to assess standards, but they are of limited use because they do not specify which objective for information and communication technology was being covered and they are not dated. The school has improved resources considerably, but the extent of pupils' learning is sometimes hampered by a lack of a range of resources. Some of the old computers and printers are not working, are out of date and pupils are not always allowed to use new equipment such as the scanner and digital camera. The purchase of laptops and technology such as interactive screens is planned for when funds are available. Appropriate plans are in place for further developments that will raise standards and the school is well placed to improve further.

MUSIC

129. Standards in music are in line with the national expectations for pupils in Year 2 and above average in Year 6. Pupils' achievement is good. This is a significant improvement since the previous inspection. Talented musicians in Years 5 and 6 are working at levels that are well above average in their instrumental work. The two lessons observed during the inspection indicate that the specialist knowledge of the teacher responsible for music has a significant impact on the quality of singing and instrumental work. Teaching is good in Years 1 and 2 and very good in Years 5 and 6, and provides the pupils with a broad range of learning opportunities that extend and challenge their musical experiences. The instrumental tuition provided by the visiting specialists and the music teacher is good and enhances the work of the higher attaining pupils in violin, guitar, woodwind, brass, recorder and the orchestra.
130. By the end of Year 2, pupils can sing a range of songs in harmony with an appropriate awareness of pitch and dynamics. They can play a range of untuned percussion with reasonable accuracy, maintaining a simple rhythm. Some pupils are able to accompany the singing and percussion and know the names of the notes they are playing. Achievement is good and by Year 6, the standard of singing is above average when pupils sing in unison or harmony. They show good control of pitch, dynamics and rhythm. In one successful lesson in Years 5 and 6, the teacher skilfully included instrumentalists in a final performance. She carefully blended pupils' voices with tuned percussion, woodwind, guitar, brass and a violin. Pupils can maintain a complex beat and use their instrumental skills to accompany the singing. They understand the importance of the role of conductor and can discuss their own musical preferences and experiences. Pupils enjoy performing in concerts. They sometimes record their performances to evaluate and discuss how they can improve what they have done.
131. The quality of teaching and learning throughout the school is very good. A specialist teaches music and lessons are challenging and pitched at a brisk pace. This motivates the pupils. The

very good relationships between teacher and pupils inspire confidence and the teachers' very good subject knowledge creates high expectations. With a good eye to detail the teacher challenges the pupils to work hard and improve their performances during the lesson. In the lessons observed, the pupils were delighted by their improvements and thoroughly enjoyed learning new accompaniments to songs they had learned. The teacher expects pupils to work hard and concentrate and all groups of pupils, including those with special educational needs for behaviour, fully participate in lessons. Music makes a significant contribution to the pupils' spiritual, moral, social, and cultural development. For example, in Years 5 and 6, pupils are thoroughly enjoying learning new variations to African songs, and throw themselves energetically into practising what they are creating.

132. The music curriculum is broad and balanced. The co-ordinator is very knowledgeable and this promotes music within the timetable. Assessment is informal, but the teacher knows the pupils well and uses a range of techniques to assess their learning, from examinations, observations and performances to tape-recorded work. The broad range of instruments would be further enhanced by adding some from other cultures. Extra-curricular activities such as the orchestra, for example, enhance the provision for music. Visits to other schools to perform, and visitors such as members of the Bournemouth symphony orchestra, enable pupils to work with a range of professional musicians. This inspires them and has a significant impact in their commitment to music and the good standards they attain. Music makes an important contribution to the pupils' spiritual, moral, social, and cultural development.

PHYSICAL EDUCATION

133. No physical education lessons took place during the inspection because the weather was very wet. The school does not have a hall and, while it has use of the local village hall in the winter, it uses the school field during the summer. At times the reception classroom doubles as a space for dance, but this is unsatisfactory and very disruptive to the young children in the class. Although pupils in Years 1 and 2 had a brief session of dance using a taped lesson, it is not possible to judge standards, teaching or learning. The room was too small for pupils to express themselves freely.
134. The physical education curriculum is broad and reasonably balanced and meets requirements because the school skilfully adapts activities to counteract the lack of a hall. Situated several miles away from a local swimming pool, the school makes the best use of its own swimming pool, but this is reliant on the weather and can operate for only a few months each year. Full programmes of games, athletics, dance and gymnastics are planned. Pupils benefit from a close liaison with the local community college and enjoy using their sports halls and gymnasium. Very good relationships between the two schools mean that specialist teachers become involved in the physical education programme and this enhances the pupils' experiences. A tennis coach also works with the pupils and this has improved the pupils' racket skills. Extra-curricular sporting activities are popular and additional parental support is invaluable in developing the programme in netball, athletics, country dancing and gymnastics. The school is successful at sporting events and team games with other schools and won the schools football championships in 2001-2002.
135. Physical education is well led and managed and the co-ordinator is knowledgeable and does much to promote the subject. He works hard to help the school to compensate for the limitations related to the lack of a hall. Teaching and learning are appropriately monitored and plans for developing the provision are appropriate. A good range of equipment and resources is available and the pupils benefit from the national 'Topps' scheme, which provides suitable equipment for small team games. Information and communication technology is not yet used as a tool to support work in physical education and activities such as pupils collecting data about heart rate and stamina to monitor their physical progress would enhance the curriculum.

RELIGIOUS EDUCATION

136. In Years 2 and 6, pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus. This is a significant improvement since the school's last inspection when attainment and progress were judged to be unsatisfactory. It was possible to observe only one lesson in the Year 5 and 6 class during the inspection. Judgements are, therefore, based on an analysis of pupils' work, scrutiny of teachers' planning and displays, and discussions with teachers and pupils. The school has a caring, supportive ethos, which encourages pupils to respect the ideas and opinions of others. Together with the assemblies, religious education makes a significant contribution to pupils' personal development. Pupils' achievement in the subject is satisfactory. Those pupils with special educational needs are fully involved in lessons and also achieve appropriately. There are no significant differences in the attainment of boys and girls.
137. The quality of teaching and learning is satisfactory throughout the school. In the previous inspection, it was said that religious education was not taught in all classes as a separate subject. The school has made good progress in addressing this issue and religious education now has a generous amount of time on the timetable and is taught in each class on a regular basis. A strength of the teaching and learning is the way in which teachers create an atmosphere of mutual trust and support in which pupils are unafraid to voice their opinions, talk about the mysteries of life and share their experiences. This was well illustrated in the Year 5 and 6 lesson. The teacher sensitively introduced pupils to the idea of how powerful people can be defeated by weaker people. She used the story of Moses in the bulrushes to good effect to demonstrate how two powerless women, the sister and mother of Moses, managed to outwit the mighty Pharaoh. The pupils linked the theme of the lesson to the lives of well-known people who are examples to others. They began to realise how these people have lived out their lives. The pupils were well managed and stimulated into concentrating well during the question and answer session and at the end when the teacher asked, 'Why was Moses saved?', the pupils were able to put forward reasons such as 'destiny' and 'because he had a job to do'.
138. The analysis of pupils' work shows that pupils in Years 5 and 6 are developing a secure knowledge of Judaism and have a good understanding of the significance of the story of Moses and the first Passover and how it is remembered today. Pupils know that the Jewish books of law are found in the Torah and also in the Old Testament of the Christian faith. They have acquired appropriate knowledge of the Bible and the miracles Jesus performed. They can give their own interesting interpretation of the moral of stories Jesus told, such as the story of the two builders who built their houses on sand and rock. One pupil wrote, 'if you work hard early in your life you get a flying start and you can cope in a crisis'. Pupils in the Years 3 and 4 class are developing an appropriate awareness of aspects of traditions and celebrations in the Sikh religion. They understand how people express their identity and religious faith through outward symbols and compare their knowledge of both Christian and Sikh traditions. They know that the church is a very special place for Christians and refer to the features found inside and what they are used for. For example, they know that the altar is a very special table and the font is the basin used for baptism.
139. In Year 2, pupils have acquired appropriate knowledge of the Bible and the stories Jesus told. They have explored the meaning of parables such as the 'Good Samaritan' and the 'Rich Farmer' and begin to understand that the Bible contains teachings and moral guidance that are helpful to people. They know of the main Christian celebratory festivals, such as Christmas and Easter, and have considered the happy days and sad times in their own lives. Pupils have also acquired an early understanding of Hinduism and learn that their God is worshipped in many forms. They know that Ganesha, the Hindu god, is represented as having an elephant's head, and they are familiar with the story of Ramu and Sita. They can recall facts about the Hindu celebration of Diwali and how they made their own Diwali cards. The work seen indicates that there is appropriate progression in the teaching and learning of religious education from year to year and that teachers are providing pupils with sufficient new knowledge and understanding for them to tackle the tasks set.
140. The subject co-ordinator is relatively new to the school. However, she has a clear and knowledgeable oversight of the subject and of pupils' learning. The school follows the locally

agreed syllabus closely, through a rolling programme of half-termly topics. Resources are sufficient to cover all the units taught and are reinforced with loans of topic boxes from the library service. Assessment procedures are recognised as being an area for development. This is appropriate because the current provision does not fulfil the important role of supporting pupils' progress. There is little evidence of the use of information and communication technology as a tool for enhancing the pupils' learning. Although the pupils visit the local church there are at present no visitors representing either the Christian faith or other world faiths who come into school to enrich the curriculum. Displays around the school help to promote pupils' awareness of the world's great faiths such as Sikhism and Hinduism. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, when they consider how they should recognise the moral values of Christianity and have the opportunity to reflect on how different religious beliefs affect personal behaviour. Their studies of some of the world's great faiths help them to consider values and traditions of other cultures and ethnic minorities represented in our society.