

INSPECTION REPORT

ROSEMELLIN COMMUNITY PRIMARY SCHOOL

Camborne

LEA area: Cornwall

Unique reference number: 111858

Headteacher: Mr Ian Bruce

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 14 - 17 January 2002

Inspection number: 243326

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Cliff View Road
Camborne
Cornwall

Postcode: TR14 8PZ

Telephone number: 01209 712313

Fax number: 01209 717260

Appropriate authority: The governing body

Name of chair of governors: Mr John Crocker

Date of previous inspection: 15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	Registered inspector	Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
10329	Brian Sampson	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18116	Christopher Taylor	Team inspector	Equal opportunities Special educational needs Mathematics Music Physical education	How good are the curricular and other opportunities offered to pupils?
31029	Peter Thrussell	Team inspector	English Geography History Religious education	How well are pupils taught?
23583	Peter Kerr	Team inspector	Art Design and technology Information and communication technology Science	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rosemellin is a large primary school, situated at the northern edge of Camborne, Cornwall. Nearly all of the children live in the immediate neighbourhood. The school is recognised by the LEA as being in one of the least advantaged areas of the County. It is one of the schools in the Camborne Pool Redruth Education Success Zone. Although the percentage of pupils known to be eligible for free school meals is broadly in line with the national average, there is convincing evidence that the actual entitlement is far higher. The 40 per cent of pupils on the special needs register is well above the national average. Of these, over a third have a more significant level of need, and receive support from outside agencies. The percentage of pupils with statements of special educational needs (4 per cent) is well above the national average. A high proportion of children have had little or no pre-school education. There are no pupils for whom English is an additional language. A significant number of pupils enter or leave the school other than at the usual times of admission or transfer, which has a negative impact on standards, particularly in Years 3-6. The overall attainment of children on entry to the school is well below that found nationally, and very low in personal, social and emotional development, and in language, literacy and communication skills.

HOW GOOD THE SCHOOL IS

The school is doing a good job in challenging circumstances. It serves its community well. Leadership and management are strong, decisive and effective. As a result, the standards achieved by the school have improved over the last four years. The progress pupils make from a low starting point is good. The overall quality of teaching is at least satisfactory; the many examples of good and very good teaching enable pupils to make good progress in their learning. Staff and governors are very committed to continuing the push for higher standards. When account is taken of these factors, the school gives good value for money.

What the school does well

- Leadership and management by the head and senior staff are very good.
- All pupils make good progress.
- The quality of teaching and learning is good, and much is very good and better.
- Pupils are keen to learn, behave very well and enjoy very good relationships with one another and with the staff.
- There is good provision for pupils with special educational needs.
- The school takes good care of its pupils.
- Pupils' social and moral development is very good, and their spiritual and cultural development is good.

What could be improved

- Standards pupils achieve in English, mathematics and science; to make sure they continue to improve.
- The school prospectus and governors' annual report to parents; to make sure they meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Many improvements have been made since the last inspection in September 1997. The most important issues facing the school have been tackled in a determined and effective way. The quality of teaching has significantly improved; during the inspection, no unsatisfactory lessons were seen, and a far higher percentage of teaching was good or better. The contribution made by staff with subject responsibilities has improved and they effectively monitor and evaluate strengths and weaknesses in all subjects. Weaknesses in information and communication technology (ICT) and design and technology (D&T) have been rectified and both subjects now meet the statutory requirements. The school has successfully put into place a range of strategies to continue to lift standards achieved by the pupils in all subjects. Since

the last inspection, the proportion of pupils who reach the expected standards in English, mathematics and science has improved markedly.

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	D	D	E	E
Mathematics	D	E	E	E
Science	D	D	D	E

Key

well above average A

above average B

average C

below average D

well below average E

Standards achieved by seven and eleven-year-olds have significantly improved since the last inspection. The improved results between 1997 and 2000 were recognised with a School Achievement Award. When children enter the school, their attainment is very low. They make good progress from starting school until the end of Year 6. The inspection found that standards are steadily improving throughout the school.

The school's results in the 2001 national tests for eleven-year-olds were well below the national average in English and mathematics, and below average in science. In comparison with schools having a similar intake of pupils, the results in all three subjects were well below average. Taking the results over the three years 1999 to 2001 together, there is no significant difference between the performance of boys and girls. The 2001 results did not continue the school's trend of improvement because the year group included a higher than usual percentage of pupils with special needs.

The 2001 national test results for seven-year-olds were well below average in reading and writing, below average in mathematics, and average in science. The fluctuating results over the past four years reflect the differences in the prior attainment of pupils from year to year. Nevertheless, overall, the results have improved.

The inspection showed that standards among eleven-year-olds are improving and are higher than achieved by pupils in the national tests in earlier years. Although they achieve standards below those expected nationally in English and science, they are average in mathematics. The current group of eleven-year-olds have made good progress since Year 2. In all other subjects, pupils are achieving standards broadly in line with those expected of eleven-year-olds. An effective system of assessing and tracking the progress of individual pupils is helping the school to set appropriate targets and to improve standards. The targets in English and mathematics for pupils in Year 6 in 2001 were met and were sufficiently challenging.

Standards in information and communication technology are now in line with national expectations for both seven and eleven-year-olds. In other subjects, pupils are achieving standards broadly in line with those expected nationally. Where some pupils do not achieve the expected standards in different subjects, it is often because they do not have the language and communication skills to help them talk and develop their understanding.

The inspection found that children in the Foundation Stage and in Years 1 and 2 make good progress from, often, very low starting points. Standards are improving among seven-year-olds, even though they remain below average in English.

Pupils with different prior attainment, including those with special educational needs and the few higher attaining ones, make good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and want to learn. They work hard in lessons and in other activities.
Behaviour, in and out of classrooms	Very good in all aspects. Pupils are polite and very friendly. As they get older, pupils take more responsibility for their own behaviour.
Personal development and relationships	Very good. The pupils develop in confidence and independence. They show respect for one another and the values of the school community. Relationships between adults and among pupils themselves are very good.
Attendance	Satisfactory. Pupils arrive on time and there is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

The high standard of teaching and learning enables pupils to make good progress. The quality of teaching has improved on the last inspection. All lessons seen were at least satisfactory and more of them are good or better than in the last inspection. Over one in three of lessons seen were very good or excellent. There were examples of good teaching in every class. The quality of teaching in English and mathematics is good. Teachers use the National Literacy and Numeracy Strategies to develop teaching and learning in these sessions, but need to identify how they can further develop the teaching of speaking, listening and writing in other subjects. Teaching assistants work well with individuals and groups of children, including those with special needs. Lessons are planned in a clear and purposeful way so that the teachers and teaching assistants know what to do and how best to support learning. As a result of being involved in the lesson, the pupils work hard and want to do well. A feature of many of the most effective lessons is the skilled way in which teachers adapt their explanations and questioning to meet the pupils' different needs. Nearly all the teaching seen was underpinned by very good relationships between the teachers, their assistants, and the pupils. In the best lessons, pupils are encouraged to think and talk about their ideas and work. They feel confident enough to have a go in their learning, and to learn from their mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and meets the needs of all pupils in Years 1 to 6. The strongest focus over recent years has, quite rightly, been on English, mathematics and science. It is now time to adjust the emphasis and to broaden pupils' curriculum experience. The curriculum for children in the Foundation Stage has many strengths, but does not include provision for an outside learning area.
Provision for pupils with	Very good. Individual education plans provide useful targets and help

special educational needs	pupils make good progress. Those children supported by special programmes in reading and mathematics make good progress.
---------------------------	--

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good and a strength of the school. The provision for spiritual and cultural development is good.
How the school cares for its pupils	This is a very caring school. Teachers know their pupils well.

Parents are very positive about the work of the school. The school has good links with parents. The school works hard to give parents the kind of guidance they need to help with their children's learning, and has clear plans to develop this partnership further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head and other key staff	The head and senior staff provide strong leadership and management. The staff share a clear vision of what the school is doing to lift standards and know what they have to do to make things happen.
How well the governors fulfil their responsibilities	Governors make a sound contribution, using their particular strengths well. With the exception of some gaps in the annual report to parents and in the school prospectus, they fulfil their statutory duties. They have a sound and growing understanding of the school's strengths and weaknesses. They are increasingly involved in monitoring the work of the school and this helps them contribute to strategic planning.
The school's evaluation of its performance	Very good. The school has clear targets focusing on the need to raise standards. There are effective procedures for monitoring what goes on in classrooms throughout the school. The role of co-ordinators in monitoring and evaluating teaching and learning has developed well.
The strategic use of resources	Good use is made of the available resources, including the teaching assistants, funding for special needs and for ICT.

There are a sufficient number of well-qualified teachers and support staff. The otherwise satisfactory accommodation is weakened because there is no designated outdoor area for children's learning in the Foundation Stage. Movement around the school is difficult because children have to go through the hall. Resources for pupils' learning are satisfactory although book resources, both in and out of the classrooms, are weak. The school effectively applies the principles of best value to evaluate all areas of its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than 9 out of every 10 parents who commented felt:</p> <ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good. • Pupils make good progress. • The school expects children to work hard. • The school is well led and managed. • The school welcomes questions and 	<p>More than 1 parent in 10 who commented felt:</p> <ul style="list-style-type: none"> • The range of extra-curricular activities could be extended. <p>In addition, several parents at the meeting felt:</p> <ul style="list-style-type: none"> • The way some parents park their cars outside the school.

suggestions.	
--------------	--

The inspection team agree with the positive comments made by parents. The team judges the school's provision for extra-curricular activities to be good. The team share the concerns of many parents about cars parked on the zigzag lines at the school entrance. The school is currently seeking guidance on how best to tackle the problem.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. While the school's results in national tests in English, mathematics and science for eleven-year-olds in 2001 were below average, the improvement over the four-year period (1997-2001) has been good. In relation to the proportion of pupils who achieved the expected level, Level 4, there has been an improvement of 15 per cent in English, 21 per cent in mathematics and 15 per cent in science. The improvement is all the more convincing, as the 2001 results were not as high as in 2000 because of the unusually high percentage of special needs pupils in the year group. The inspection found that standards among the current Year 6 (eleven-year-old) pupils are higher than those achieved in national tests in earlier years. All the evidence points to the fact that standards have improved and are continuing to do so.
2. The improving picture is similarly encouraging in Years 1-2. Although the 2001 results in English and mathematics remain below average, the proportion of children achieving the expected level, Level 2, has gone up (over four years) by 10 per cent in both reading and in writing, 24 per cent in mathematics and 11 per cent in science. The average rate of improvement is about 6 per cent higher than that achieved nationally. The inspection found standards among the current group of Year 2 (seven-year-old) pupils to be below average in English, and average in mathematics and science.
3. The school was recently presented with a national award for the improvements in its results between 1997 and 2000. In order to achieve this improvement for both seven and eleven-year-olds, the school has set, and met, challenging targets. Attainment on entry to the school is very low with few, if any, of the children starting at the expected level. Hence, while the standards in English are below the national average for seven and eleven-year-olds, pupils have actually made good progress. Progress in mathematics and science is as good and even better than in English because standards are at, or are near to the average.
4. Given the high pupil turnover in the school, not all the pupils who took the 1997 end of Key Stage 1 tests were still in school in 2001. Of those that were, nearly all had made the expected progress and some had made better than the expected progress, especially in mathematics and science. The school has done well, not only to increase the percentage of pupils gaining the expected levels, (Levels 2 and 4), but to also raise the percentage achieving the higher, Levels 3 and 5 (at the end of each key stage respectively).
5. Where the school faces a particular challenge is in supporting the needs of the high percentage of pupils who enter school with very low attainment and who find learning difficult. The school provides very effectively for these pupils, most of whom are on the school's register for special needs. A key to the school's success is its ability to respond to pupils individually and to provide the right sort of support they need. Taken overall, their progress from low starting points is good, even though they may not reach the expected levels. This includes pupils with a statement of special need, who all take part in the national tests.
6. Where some pupils do not achieve the expected standards, it is often in aspects of different subjects that rely upon their ability to use language and communication skills in their work. Here, the early difficulties that many pupils have in taking on board what others have to say, expressing their own ideas, asking questions and explaining their thinking, holds them back in their acquisition of knowledge and understanding. For example, a lot of pupils do not have the confidence and skills to talk about the books they read. Many do not extend their writing because they have difficulty in expressing and presenting their thoughts in a clear and organised way. In science and mathematics, and other subjects, some pupils have difficulty in joining in discussions, and this holds back their understanding of different concepts.

7. The children in the Foundation Stage make good progress, even though few of them are likely to achieve the Early Learning Goals in any of the areas of learning, except in physical and creative development. They enter school with attainment well below the national expectations, and particularly low in language, literacy and communication skills, and in personal, social and emotional development. In spite of their good progress in the Foundation Stage, most pupils enter Year 1 at a stage of development below the targets of the Early Learning Goals.
8. Standards in information and communication technology (ICT) are satisfactory at the end of both Year 2 and Year 6, and this is a significant improvement since the last inspection. The subject is used with increasingly good effect to support work in English, mathematics and science.
9. Although pupils at the end of Year 2 do not achieve the national expectations in history, geography and religious education, pupils have still made good progress from their low attainment on entry to school. As noted earlier, many pupils are held back in their early learning by their limited language skills. Standards in art and design are, as at the time of the last inspection, in line with the national expectations for seven and eleven-year-olds. No judgement is possible for physical education because there was not enough evidence arising from the inspection. The standards in Year 6 in design and technology, history and geography are in line with those expected nationally and, in all these subjects, this is an improvement compared with the last inspection. Standards have improved in religious education and are now in line with the expectations of the locally agreed syllabus. Year 6 pupils achieve above average standards in music, a very significant improvement on the last inspection, and a commendable achievement on the part of the school.

Pupils' attitudes, values and personal development

10. Pupils' very good attitude to learning is a significant strength of the school and contributes to the good progress they make. This is an improvement on the already good standards noted in the previous inspection. Nearly all pupils are enthusiastic in whatever they do, whether it is the older children swimming at the local leisure centre, or the reception children in the role-play 'kitchen'. Their interest, involvement and concentration are summed up by a four-year-old engrossed in playing with a construction kit. Older pupils' enthusiasm for learning is reflected in the high number of them involved in school clubs.
11. Pupils' behaviour is very good, and better than noted in the last inspection. This is an achievement because a high proportion of pupils do find it difficult to control their behaviour. Behaviour in lessons is consistently good, and is very good on the many occasions when a teacher stimulates pupils' interest and holds their attention. At break and lunchtimes, and in and around the school, behaviour is always at least satisfactory. There was no evidence of oppressive behaviour during the inspection. Pupils have a good understanding of how their actions on others can escalate into retaliation. They are also well aware and respectful that not everyone has the same values or beliefs as themselves, even within their own community. Pupils are very friendly and polite. They open doors ahead of you because they want to, not because they have to. They enjoy chatting to each other, to staff and visitors, especially at the lunch table. A group of Year 6 pupils were keen to know what visitors think of their school and to tell you what they think. There is no evidence of any vandalism or graffiti. There have been no exclusions from the school during the previous twelve months.
12. Pupils' personal development is good. They are productive and carry out everyday classroom tasks, and assume greater responsibility as they get older. The recently formed and very active school council has arranged for there to be more games equipment in the playground. Other pupils are class or library monitors, or carry out jobs, such as operating the CD player in assembly. Older pupils have significant responsibilities as playground 'friends' with the younger children. Among the favourite fundraising activities are helping with book sales, and running stalls at the Christmas and Summer Fayres. Even the youngest children collect and return registers to and from the school office.

13. The relationships between pupils, pupils and staff and between staff themselves are very good and a strength of the school. Older pupils get on with younger ones, and boys and girls work and play well together. One reception child introduced the boy sitting next to him as his very best friend and asked a visitor, "Do you know him?" "He's my best of friends". 'Circle Time' is a weekly opportunity for pupils in each class to share ideas and concerns with each other. In a Year 5/6 'Circle Time', pupils got into pairs to find out the talents of their opposite number. They were very interested and had a lot of respect for others, especially when the whole class came together to share their thoughts.
14. Attendance is, as at the time of the previous inspection, satisfactory. It is currently in line with the national average for this type of school. Unauthorised absences are well below the national average. The majority of pupils come to school and into class on time and most lessons commence promptly. The school has no trend of unexplained absence.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching and learning throughout the school and in all subjects is good. This represents a considerable improvement on the quality of teaching seen in the previous inspection. During the inspection over 80 per cent of lessons seen were good or better. Nearly 40 per cent of teaching was very good or better. No unsatisfactory teaching was observed.
16. The teachers' performance reflects the high expectations of the head following the school's systematic monitoring programme established since the last inspection, and the value that senior management and governors place on supporting staff to give of their best. Also, a good programme of professional development is in place to support staff. These features, together with a very strong team spirit and the commitment of staff within the school, result in good practice. The improvement is commendable because some senior staff have recently lessened their teaching role, whilst among the new staff are two teachers who only started a few weeks before the inspection. Teaching is good in Year R, in Years 1-2 and in Years 3-6.
17. The high percentage of very good or excellent teaching represents teachers who demonstrated particular skills from which much can be learned. There were examples of high quality teaching throughout the school. Such lessons were characterised by the infectious enthusiasm of the teacher where learning was fun but also challenging. In one lesson in Year 3 and 4, the teacher deflected the potential of bad behaviour, rather than confronting the unacceptable behaviour itself. This approach pre-empted any challenging behaviour by concentrating on the activity and not letting the lesson be interrupted. In a Year 1 and 2 lesson, the teacher made pupils part of the learning process by involving them in tackling a mathematical problem. In a class with a high proportion of pupils with special needs, pupils were invited to join in through skilled questioning that got them to think and talk about their ideas. The pupils enjoyed helping their teacher and heeding their ideas and explanations. Questioning pupils and getting them to talk is a skill some teachers display more than others. Given the many examples of high quality teaching and the willingness of staff to learn from each other, then it is more than likely that particular skills can be developed. Improving the quality of questioning is the one thing above all else that would turn already good teaching into outstanding teaching.
18. The teaching of children in the Foundation Stage is good and there are examples of very good and excellent teaching. This is impressive because one of the teachers is new to the school and to teaching, and has only taken over a class in the last few weeks. Her experienced colleague in the other class has supported her very well. Together, they are developing an effective working relationship that benefits all the reception children. This leads to a consistent approach to assessing what children know, can do and understand, and helps staff to plan effectively to meet individual needs.
19. Teachers' knowledge and understanding are good, and used well to plan lessons, with work that is usually challenging enough for the range of abilities within classes. Teachers use the National Literacy and Numeracy Strategies to develop teaching and learning in these sessions, but need

to identify how they can further develop the teaching of speaking, listening and writing in other subjects. Because of their particular needs, pupils require a lot of opportunities throughout the school day for speaking, listening and writing, and not only in English lessons. The best lessons contain these features and show what can be achieved. For example, in an excellent lesson in Year 3 and 4, pupils were expected to fully explain how they calculated answers. The teacher took time to encourage and help pupils develop their spoken responses and, in turn, increase their understanding.

20. The management of pupils in lessons is very good. This reflects the very good relationships that staff have with pupils and their use of praise and encouragement to boost pupils' confidence and raise their self-esteem. As a result pupils behave very well and develop very positive attitudes to learning. They concentrate well and maintain interest throughout lessons. In the most effective teaching, pupils learn to co-operate through well-planned opportunities for them to work together in pairs or groups, where ideas can be discussed, shared and developed.
21. Each class has a teaching assistant, usually working with lower attaining pupils. They work competently and confidently with groups, supporting pupils well in their learning. They plan with teachers and are often able, from their experience and training, to make suggestions for their groups. Sometimes, groups are withdrawn from the classroom for both the introduction and main parts of the lesson, allowing the class teacher to work more effectively with the others.
22. Time is used well in nearly all lessons. However, teachers do not always indicate what they expect to be completed by the end of the lesson and the pace, therefore, tends to slacken. Teachers spend time talking with pupils throughout lessons in order to evaluate the effectiveness of lessons and assess the progress that pupils are making. In the best teaching, there is a running dialogue between teacher and pupils in which everyone is kept on their toes. Planning allows for a concluding session when teachers question pupils about their learning and continue to assess how well they have done. In a few lessons, more time could profitably be given to this 'plenary' session, especially to get pupils themselves to evaluate how well they have learnt.
23. Resources are carefully prepared and used well to enable lessons to run smoothly and to bring enthusiasm and interest to learning. A particular strength is the developing use of information and communication technology as an aid to research through the use of CD-ROM's and the Internet, and to develop and practise basic skills. In the Year 2 class, the full and competent use of an interactive whiteboard made a significant difference to the success of a lesson.
24. The quality of marking is mostly good. In the best examples there are comments that relate to learning objectives and inform pupils how well they have done and what they need to do to improve. Some of the marking in English is less than encouraging and comments do not necessarily help the pupil to improve or overcome a difficulty. Homework is set consistently that consolidates learning and encourages pupils to work independently. There is an expectation that it should be completed. Pupils take their reading packs home daily, and links with parents are maintained through the comments they make in reading diaries.
25. The action taken by the school has helped to significantly improve the quality of teaching. Consistently good teaching, along with many examples of outstanding practice, has given a boost to pupils' learning and largely explains their good progress.

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

26. The school offers all its pupils a good curriculum; it is broad and complies with all statutory requirements. The curriculum has improved since the last inspection, when provision in information and communication technology (ICT) and design and technology (DT) was unsatisfactory. There is a good curriculum for English, mathematics, science, ICT, music and DT. In all other subjects, there is a sound curriculum. The improved curriculum is helping to lift

standards achieved by all groups of pupils. That standards in some subjects are still below average, which reflects the very low level of attainment of pupils on entry into the school rather than any weaknesses in the curriculum. There are good opportunities for pupils to develop their intellectual, moral, physical and personal development.

27. The school has rightly given a lot of time and attention to raising standards in English and mathematics, and its efforts are being rewarded. The school is now in the position to look at its timetable and, while still giving emphasis to the core subjects, explore ways of enriching the curriculum. There are several reasons for this. Firstly, morning sessions are often unduly long and pupils of all ages often find it hard to sustain concentration. This is especially the case when, for example, a numeracy session is immediately followed up with a further fifteen minutes of number bonds. Secondly, the growing links between subjects gives further room for creativity in planning the timetable, and an opportunity to broaden pupils' experience. But the final and main reason is to ensure a greater emphasis on opportunities for pupils to talk and think about their work in whatever subject. This would help develop their, often weak, language and communication skills, and make learning easier in all the subjects.
28. The curriculum for children in the Foundation Stage provides a secure framework for their learning. However, although the curriculum covers all the recommended areas of learning, there remains a lack of balance because children do not have access to a planned outdoor area. This means that children cannot regularly extend their learning through a range of activities that are not possible indoors.
29. There are policies and long-term plans in place for all subjects. The quality of teachers' planning is good and takes full account of the pupils' different needs. All pupils have equal access to the curriculum regardless of age, gender or race. There is very good provision for pupils with special educational needs. These pupils have access to a full curriculum with good support from teachers and their assistants, and work is planned well to suit their levels of attainment. All teaching assistants have been trained for their roles, and some have been trained to deal with specific areas of special need affecting pupils with statements.
30. The National Literacy and Numeracy Strategies have been successfully introduced, and are having a positive impact on pupils' learning. Literacy skills are used across the whole curriculum, which the school actively seeks to extend. The school has recently organised its ICT facilities into a computer room, as well as having computers in classrooms. This is having a positive impact on standards in ICT and on those in other subjects. Two classes have the benefit of interactive whiteboards.
31. There is good provision for personal, social and health education throughout the school. Provision in these areas in the school is covered well through assemblies, 'Circle Time' and a planned programme (PSHE). Health issues are taught through science lessons and include drugs and sex education.
32. The school offers a good range of extra-curricular activities including sports activities such as cricket, football, netball and rugby, and cultural activities, such as art and drama clubs, a poet in residence and a sculpture workshop. There are annual camps for pupils from the age of seven upwards, and activities include water sports and orienteering. The school succeeds in its aim to make the camps as inclusive as possible. Homework is set across the school and ranges from the younger children taking home reading books, to work extending the core subjects for pupils up to the age of eleven.
33. Links with the local community are satisfactory. There are good links with local businesses, including shops and local radio stations, and other business links through the Education Success Zone. These links include sponsorship and gifts of money to aid specific projects, such as providing sports equipment. The Parent Teacher Association has helped the school to create an environmental area, and worthwhile educational visits are made to places locally and further afield. The school enjoys a sound relationship with other local primary schools, and with the local

secondary schools. It also takes students from Cornwall College and from other local schools and nearby colleges of education.

34. The school provides well for the spiritual development of its pupils. The school assemblies are primarily Christian in emphasis and provide frequent moments of wonder. Teachers arrange assemblies, which offer pupils the opportunity to perform, present and discuss a range of themes. Achievements are celebrated in assemblies. Religious diversity is celebrated in the quality displays as well as the effective teaching of Religious Education across the school, including displays on Sikhism, Judaism and Christianity.
35. Pupils in the school have a very well developed moral sense. Few examples of bad behaviour were seen during the inspection, and teachers provided good role models for their pupils. Where children have a special need, which affects their ability to behave well, they are supported well by teachers and their assistants. Good behaviour is rewarded, with praise, team points and other rewards. Issues of bad behaviour are discussed in assemblies and in 'Circle Time'. Any difficult behaviour is addressed well through behaviour management groups, assemblies and 'Circle Times'.
36. The quality of social development is very good across the school. Lunchtime assistants and other ancillary staff care for the children well, and deal with them in a positive manner. Relationships between teachers and pupils are very good. The children respect and like their teachers. The teachers provide a high level of care, with the parents believing the staff to be approachable and friendly.
37. Improvements have been made to arrangements for pupils' cultural development since the last inspection and provision is now good. Pupils learn about their own and other cultures. They visit theatres and enjoy trips to local churches and museums. Although not a multi-cultural area, other cultures feature effectively in displays and teaching. The variety of display materials around the school includes artefacts and photographs of other countries such as India and Greece. Music from around the world is used effectively in assemblies. At the time of the inspection, the music of Rodrigo was being used. In Years 5 and 6, pupils composed music on the theme of "Space" following an introduction to Holst's "Planet Suite." A visit to China by one of the teachers has led to pupils looking at different aspects of Chinese art and music. An awareness of other cultures permeates through the curriculum, but features particularly strongly in art, music, history and geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. As noted in the last inspection, the safe and caring environment makes a positive contribution to the standards pupils' achieve. There are very good arrangements for child protection and for ensuring pupils' welfare. Procedures have been improved since the last inspection and staff have received recent training. The school has two nominated and fully trained members of staff for child protection, including a teacher in the Foundation Stage.
39. The secure procedures for health and safety include a properly trained member of staff and nominated governor. They ensure that a comprehensive policy for risk assessment is implemented effectively. All the required safety checks are regularly carried out. There are efficient routines for recording and reporting accidents and for administering medicines. There is an adequate medical room and the trained first aid staff have a good knowledge of any specific medical needs. Very good use is made of outside professional help. For example, the police come in regularly and talk about drugs and alcohol awareness, and road safety. Good quality meals are cooked, served and consumed in very hygienic conditions.
40. There are very good procedures for monitoring and improving attendance. All individual class registers are properly maintained and returned to the school office for both morning and afternoon sessions to be checked. Letters are sent home about absence and lateness in an attempt to make all parents aware of their responsibilities. However, currently the school does have quite a

high percentage of pupils going on holiday during term time. An efficient lateness routine is maintained and a written record used to follow up individual cases. Parents are contacted if children have not arrived at school by 10am. Very good liaison is maintained with the Educational Welfare Officer.

41. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The school's comprehensive policy contains realistic and effective awards and sanctions. The pupils are presented with stickers or certificates at special assemblies to reward good behaviour. The school has an experienced, pastoral manager who is readily available to advise and help pupils with specific behavioural problems. The pupils feel confident about approaching her with their concerns. Sanctions include withdrawal of privileges, a red card system and the possibility of a specific behaviour plan. Although the school does not currently have a problem with bullying, all staff are well aware of what to look out for and how to respond. The pupils are encouraged to report any concerns over bullying to an adult, but also know that they can do so through the school council. They feel confident about doing this. Should a concern arise, parents are quickly involved.
42. Procedures for pupils' personal development are very good. Teachers and other adults know the pupils well. They are skilled at assessing individual needs and providing care and support. The personal, social and health programme, work of the pastoral adviser and effective use of discrete sessions, circle time and assemblies, all contribute well to the quality of provision. The 'Trailblazer' scheme goes a long way to make sure that all pupils, including those who find it difficult to join in, feel included and involved in the life of the school and community. Pupils' personal progress is well reported to parents through the annual report. For special needs pupils, their progress is also recorded in an individual educational plan. Any pupil can discuss a personal problem with the pastoral manager. Each pupil has a personal record of achievement in which they display specific pieces of chosen schoolwork, individual award certificates, self-assessment statements and school report. However, currently the school does not have a specific policy for pupils who do not attend assembly or lessons in religious education, and this shortcoming needs to be addressed.
43. Overall, the very caring way that the school looks after its pupils ensures that they work and play in a secure and positive atmosphere, and helps them to develop well and enhance their individual learning. Teachers have a good personal knowledge of the pupils, which helps them to pitch lessons at the right level. It also helps them to target questions at individual pupils within the lesson to ensure that they understand what is being taught. This is particularly effective in helping pupils with special educational needs to make good progress.
44. The comprehensive assessment procedures in place at the time of the last inspection to track the pupils' attainment in the core subjects of English, mathematics and science have been consolidated and extended. A good range of assessments is used effectively to support the pupils' learning throughout the school and contributes to the improving achievements in the national tests at the end of Year 6. Increasingly, assessment information is used to set individual targets, notably in English, mathematics and science. This work needs to be continued so that pupils become fully aware of their targets, and so that parents can be involved in the process. Assessment in other subjects is still relatively informal, due to the emphasis placed on the core subjects nationally.
45. The children are assessed when they enter the Foundation Stage in all the areas of learning, again in the spring term, and when they reach the end of the reception year. This gives a clear indication of progress during the Foundation Stage and of the starting points for individual pupils as they begin Key Stage 1 of the National Curriculum. The pupils are then tested at the end of each year (except Year 1,¹). This information is particularly useful in identifying and supporting pupils who have special educational needs. Teachers also plan lessons on the basis of how well pupils have performed in different aspects of English, mathematics and science in the tests. This ensures that the pupils cover all the necessary ground in these subjects to the right level. In Year

¹ A suitable test is to be introduced for the end of Year 1 this year.

6, the pupils are involved in the assessment of their own performance in the core subjects. They are shown examples of work at the standards they have to aim for. This means they can track their own progress, and provides a spur to their motivation to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. A high percentage of parents returning the inspection questionnaire (published in this report) have a favourable view of the school: 92 per cent of those who responded think that their children make good progress, and 85 per cent indicated that the school works closely with them. Parents who attended the pre-inspection meeting with the registered inspector reflected similarly positive views. The inspection team endorses these views, and concludes that most parents value the work of the school. This is a significant strength of the school.
47. The school has good links with parents. This view is confirmed by further responses in the parents' questionnaire and at the meeting for parents. Most parents feel their child likes coming to school, the teaching is good, and that the school expects their child to work hard and become mature and responsible. There was particularly strong support for the way the school is well led and managed, and parents valued feeling comfortable about approaching the school with questions or a problem. Most parents think that behaviour is good and that their child gets the right amount of work to do at home. Several parents in the questionnaire and at the meeting did not think that the school provides an interesting range of activities outside of lessons. The inspection regards the provision for activities out of lessons to be good.
48. The effectiveness of the school's links with its parents is good and has improved since the previous inspection. Parents receive a good range of information from the school, such as a very detailed prospectus and an annual governors' report. However, neither of these documents currently complies with statutory requirements, of which the school is now well aware. The school arranges specific parent evenings twice a year. Very good links are arranged for parents within the community such as Scallywags, Holiday Club and at the nearby Roskear Centre where they can learn with their children. Other events such as curriculum evenings have been held in the school for literacy, numeracy and for information and communication technology. Home/school agreements have been well received. There are ambitious plans to extend the school's links with parents. Key members of staff have been allocated time to foster the partnership with pre-school providers, parents and others. While it is not possible to assess the likely impact of these efforts on pupils' attainment, the school must be congratulated for identifying an area that clearly has scope for improvement, and for the quality of what it intends to do about it.
49. The impact of parents' involvement on the work of the school is good. Their contribution to their children's learning in school and at home is satisfactory. A regular, if small, number of parents come in and help with readers, the library, swimming and visits out. At home, most, but by no means all, parents appreciate their child's home/school reading diaries and find this a good two-way communication with the school. Some parents become involved in topics and projects. A high proportion of parents with children requiring an individual education plan and those who require annual reviews become involved in taking an interest in their child's welfare. The school has a very good, energetic and much valued Parent Teachers' Association that provides funds and help for different projects. Through arranging numerous events the association has raised considerable funds towards the children's education. Currently they are working towards a new quiet area for the children in the playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The head provides very good leadership and, together with senior staff, manages the school effectively. The head's drive and vision is apparent to the whole school community. In overcoming the weaknesses noted in the last report, the head has developed a clear sense of direction and has not been afraid of taking bold decisions over staffing, pupils, accommodation and the budget.

He maintains a high profile throughout the day, and staff and pupils are aware of his high expectations.

51. All staff are supportive of the head and share his determination to give the pupils a good deal. They are clear about what needs to be done to improve the school and how they can help to achieve it. Staff, including the support staff, work well as an effective team and are keen to develop their skills and to share their ideas. They take full advantage of the very good opportunities for their professional development. Their willingness to learn rubs off on the children. The aims and values of the school give equal emphasis to both pastoral and academic achievement. They are reflected in the work in the classrooms as well as in pupils' behaviour and attitudes to learning. The whole school has a very encouraging ethos and strong sense of community.
52. There are two key reasons why the leadership and management have improved so significantly since the last inspection. Firstly, raising pupils' attainment is central to the school's agenda for improvement. Secondly, senior staff, including co-ordinators, effectively manage their subject or aspect, and help others to improve their practice. Good quality teaching is promoted, and an effective approach to monitoring and evaluating each subject or aspect has been introduced. Although work in these areas needs to be continued, the action so far taken has brought about real improvements, and is making a positive impact on the standards achieved by the pupils.

53. Improved funding, including opportunities from being in an Educational Success Zone, has opened the door for some important structural changes. As a result, the school's efforts to overcome weaknesses have gained momentum. In delegating new responsibilities to senior staff, the head has made sure that they have enough time and resources to do the job properly. The decision to release the deputy and the assistant head from much of their teaching load is a good one. It has meant that they have been able to fulfil their duties in guiding and supporting school improvement. New job descriptions have led to greater accountability for teachers who have posts of responsibility. Arrangements for monitoring and evaluating the quality of teaching are good and are increasingly leading to improvements. Recently qualified and newly appointed teachers are supported well.
54. The governing body makes a satisfactory contribution to the management of the school. The governors are increasingly involved in working with staff to improve standards achieved by pupils. There is a good relationship between governors and staff, built around a shared desire to raise expectations and to improve. Although the governing body fulfils most of its statutory obligations, the important omissions in the annual report to parents and in the school prospectus, require immediate attention.
55. Through visits to the school, discussions with staff and reports from co-ordinators, governors have a sound and growing awareness of the work of the school. Some of them have taken up training opportunities that have helped them to play a more effective role, including support for the Foundation Stage and for special educational needs. Through their effective involvement in the performance management process, some governors have become more aware of standards achieved by pupils. The governors are increasingly able to relate the good information they receive on pupils' performance to the quality of education and to financial decisions. The governing body is well placed to focus its monitoring role on how the school's provision affects standards achieved by pupils.
56. All governors share the staff's commitment to build on recent successes and to strive for excellence. The school development plan gives priority to the most important issues facing the school, giving emphasis to meeting the needs of pupils and the community. Staff and governors have become more involved in the planning process and this helps them to know where the school is going and how they can contribute to achieve this. By becoming more systematic in their approach to monitoring and evaluating the most important developments, governors are strengthening the school's capacity for future improvements. The school is well placed to continue to improve and for its efforts to increasingly contribute to higher standards.
57. Educational priorities are supported well through careful financial planning. The school budgets systematically so that all spending relates closely to its priorities for improvement. Pupils benefit from carefully targeted spending decisions, such as funding a post to support and develop their personal and social development. With the assistance of the local authority's bursar service, the school maintains efficient records and ensures a good flow of relevant information between the head, finance committee and full governing body. Administrative procedures are very effective and the governors exercise a sound level of financial checks and controls.
58. The strategic use of resources, including specific grants and other funding, is good. As a result, initiatives have been successful. Nevertheless, more funds should and could have been directed towards improving the book provision. The school actively seeks best value through audits of resources and their usefulness. The governors have started to monitor the effectiveness of spending, including grants allocated for the support of groups and individual pupils, including those with special educational needs. Although the school regularly consults with the local education authority on financial and curriculum matters, there is scope to further inform and consult parents about the work of the governing body, particularly in relation to school development.
59. The school is staffed with well-qualified and experienced teachers. In addition to having some outstanding classroom teachers, the school benefits from particular expertise in areas such as

the Foundation Stage, assessment and special educational needs. Support staff work hard and contribute a lot to the efforts to raise standards. All the staff are very much members of a team.

60. The school makes good use of new technologies, in particular to support the management of assessment procedures and special needs. Increasingly, information and communication technology is used to present data, including analysis of pupils' performance, in a format that is easy for staff and governors to find useful.
61. The school buildings provide a satisfactory level of accommodation. They are reasonably clean and maintained, and the learning environment is enhanced by some pleasing displays of pupils' work. However, there are a number of shortcomings. The children in the Foundation Stage do not have access to their own outdoor area to support each aspect of the curriculum. The classroom for children in the mixed Year R and 1 class is barely big enough for their age and needs. The position of the hall means that children have to go through it or go outside in order to get to some parts of the school, such as the ICT suite. Once the extensive building programme is complete, the latter two of the above noted concerns will be addressed.
62. Although the resources for learning are adequate, there are some shortcomings. The school is adequately resourced in most areas of the curriculum, including ICT and numeracy. A particular deficiency lies in the important area of books for children. The range, quality and accessibility of books vary from class to class, but overall are unsatisfactory. Children in the Foundation Stage have poor resources to capture children's interest in reading, especially in the Year R and 1 class. The school is aware of the problem, and plans to improve the provision to include a new library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to *build on* the school's many existing strengths and to improve the quality of pupils' learning and the standards they achieve, the governors, head and staff should

(1) Raise the standards achieved by pupils in English, mathematics and science by

- Reviewing the curriculum, to ensure that subjects other than English and mathematics are given enough emphasis, particularly in contributing to pupils' development in literacy and communication (*paragraphs 27, 103*)
- Increasing the opportunities for pupils to ask questions, discuss their ideas and work, and to respond to what others have to say in all subjects (*paragraphs 17, 22, 89, 90, 95, 103*)
- Adopting a more systematic approach to the setting of individual targets in English, mathematics and science, involving pupils, and sharing the targets with their parents (*paragraph 44*)
- Improving the provision of books throughout the school (*paragraphs 58, 62, 68, 97*)
- Continuing the school's work to support parents in their children's learning, including before starting school (*paragraph 48*)
- Ensuring that children in both reception classes have regular access to an outside play area to extend their learning (*paragraphs 28, 64, 82*)
- Relating the governors' monitoring role more closely to the standards pupils achieve (*paragraphs 55,56*)

(2) Ensure the statutory compliance of the school prospectus and annual report of governors to parents (*paragraph 54*)

In addition to the above, governors should consider the following point for inclusion in their action plan

- Develop a policy for pupils who do not attend assemblies or lessons in religious education (*paragraph 42*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	26	10	0	0	0
Percentage	7	30	46	17	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 one percentage point. [

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)	261
Number of full-time pupils known to be eligible for free school meals	50

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	99

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	21
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	13	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	20
	Girls	10	10	12
	Total	24	25	32
Percentage of pupils at NC level 2 or above	School	67 (70)	68 (55)	89 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	12	12	13
	Total	29	32	33
Percentage of pupils at NC level 2 or above	School	81 (61)	89 (910)	92 (61)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	20	31	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	16
	Girls	22	19	27
	Total	32	33	43
Percentage of pupils at NC level 4 or above	School	63 (66)	65 (59)	84 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	19	18	23
	Total	29	32	37
Percentage of pupils at NC level 4 or above	School	57 (60)	63 (64)	73 (63)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	256
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	21.7
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	316

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	534,611
Total expenditure	519,203
Expenditure per pupil	1,875
Balance brought forward from previous year	18,697
Balance carried forward to next year	34,105

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	0	0	2
My child is making good progress in school.	52	41	6	2	0
Behaviour in the school is good.	30	57	4	4	6
My child gets the right amount of work to do at home.	26	61	9	4	0
The teaching is good.	56	37	6	0	2
I am kept well informed about how my child is getting on.	37	54	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	2	0
The school expects my child to work hard and achieve his or her best.	41	52	7	0	0
The school works closely with parents.	20	65	11	2	2
The school is well led and managed.	33	59	2	2	4
The school is helping my child become mature and responsible.	39	52	6	0	0
The school provides an interesting range of activities outside lessons.	33	39	13	2	13

Other issues raised by parents

Most parents at the meeting with the inspectors expressed concern over the danger to children's safety of cars parked on the 'Keep Clear' lines in front of the school.

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

64. Provision for the Foundation Stage is good overall, with some notable strengths (particularly in the quality of teaching) and a single shortcoming (*the absence of an outdoor learning area*). This is a similar picture to the one noted in the previous report.
65. *Children enter the Foundation Stage at the start of the autumn term following their fourth birthday. They join one of two classes; about twenty of them are in a class for reception children only, and another thirteen in a class together with nine Year 1 children. The reception children in the Year R/1 class tend to be older and/or at a higher stage of development than those in the Year R class.*
66. Results of baseline assessments show that children's attainment on entry to the school is well below average and is particularly low in communication, language and literacy and in personal, social and emotional development. A significant number of the children have had only a small amount of pre-school education. The children in the Foundation Stage make good progress, even though few of them are likely to achieve the Early Learning Goals, except in physical and creative development. The low starting point of many of the children is a significant factor affecting their attainment. Children with special educational needs make good progress and are supported well.
67. The contribution of an experienced and well-qualified co-ordinator/teacher significantly adds to the quality of the curriculum and to the day-to-day provision for all children in this age group. A newly qualified teacher has recently started to work in the class for Year R and 1 children. She is strongly supported by her senior colleague and a close working relationship is developing that is to the benefit of staff and children in both classes.
68. The quality of teaching is good overall, with examples of very good and excellent teaching. In both classes, very good relationships are established with children, which helps them to feel secure in the classroom and around the school. However, the teaching is not always as effective as it would be if learning opportunities were extended to include planned outdoor experiences. At present there are too few opportunities for children to learn by working on a larger, more active scale than is possible indoors. Learning opportunities are further restricted in the Year R/1 class by the small size of the room. Although resources overall are adequate, children do not have access to a good enough selection of books. At the same time, there is a strong commitment to continue to develop the positive working relationship between the two classes, their children and staff.

Personal, social and emotional development

69. The children are making good progress because of the good quality of teaching. The children feel settled and secure in school, and are growing in confidence and independence. The adults are sensitive to the needs of individual children and know how best to encourage and guide them. The children play together well in the classroom and the playground. They show a growing awareness of others and, with a little adult help, are learning to take turns. They are very well behaved and respond well to the fair and consistent expectations of staff. They are gradually getting used to routines, such as lining up and changing for games, and some of them are beginning to take responsibility. They are keen to tidy up and to put things away. A secure and encouraging atmosphere prevails, so that the children feel valued. The staff are particularly good at giving less sure children time and support to develop at their own pace.

Communication, language and literacy

70. Most of the children enter school with skills in all areas at a very early stage of development and, therefore, in need of a lot of support. In spite of their low starting point, they make good progress because the quality of teaching is good and often better.
71. The staff work very hard to develop the children's speaking and listening skills. The children are keen talkers, even though most of what they say centres around their own experience. Although they listen attentively and carefully to adults telling stories and giving explanations and instructions, they do not take on board what others have to say so as to engage in conversation. Few of them talk in any detail and their vocabulary is often limited. Many of the children find it difficult to express themselves clearly. For these reasons, there is an emphasis on getting children to talk and listen in small groups and as part of other activities. The adults are skilled at knowing how and when to intervene in activities to stimulate talk. The opportunities for imaginative play could be extended to allow even more opportunities for the children to make up their own stories and to take on the role of different characters. At the same time, the lack of an outdoor area limits the range and nature of activities that can be easily undertaken, such as digging, planting and growing, and the opportunities for the children to talk and think through activity.
72. The children's literacy skills are promoted well through an adapted version of the literacy strategy. They enjoy looking at books and talking about the pictures. Although some of them remember the words on each page, they do find it difficult to identify each word in a different context. Children regularly take books home to share with their families, and the staff do a good job to encourage and support this happening. They learn the sounds that letters make and some of them can think of words that start with the same sound.
73. Children recognise different letter shapes and a few can copy the teacher's writing carefully. They are not so confident in having a go at trying to spell out and write a simple word or sentence on their own. Most of the children will attempt to write their own name and are beginning to form letters independently. Others are just becoming aware of the purpose of writing and rely on an adult's help in using writing materials. There is scope to extend the opportunities for children to attempt their own writing, as when sending messages in role-play, particularly through the greater involvement of adults.

Mathematical development

74. Although few children are likely to reach the national expectations by the end of the reception year, most make good progress in their mathematical development. This is because the quality of teaching is good. There are good opportunities for children to develop a mathematical understanding from both planned and more spontaneous situations. A daily session, built around the format of the numeracy strategy, provides a good opportunity for children to gain an awareness of number through structured activities.
75. Staff are very aware of helping the children to develop their mathematical language and understanding beyond the timetabled morning session. Activities, such as cooking and playing with sand and water, involve counting, adding and taking away, comparisons, and tackling simple problems.
76. The children are learning to count and recognise numbers up to twelve, and some of them can count out the correct number of objects to match a given number. Most of them will at least try to join in simple counting games and number rhymes. They are encouraged to read and write numbers in the same way as letters. The few more able children can add together the number of buttons on the robot and are beginning to use and understand simple terms, such as 'add', 'counting on' and 'altogether'.
77. There is a good range of activities in which mathematics enhances the children's learning, such as using money in the fruit shop and playing dominoes. A group of children playing the 'Grand Prix' game decide who is first, second and third.

Knowledge and understanding of the world

78. Few children are likely to reach the Early Learning Goals in most aspects of their knowledge and understanding of the world. However, in information and communication technology (ICT), about half of them are likely to achieve the goals. In other respects, the children have good opportunities to develop their historical and geographical knowledge and understanding. They are, however, held back in developing understanding by their limited skills in speaking and listening. Teaching in this area of learning is good, especially so in ICT.
79. Children talk in simple terms about their home, school and neighbourhood. They are aware of features, such as shops and play areas, but find it difficult to describe the journey from home to school. The school is helping the children to foster a better local and wider knowledge through appropriate activities, including local walks and sending postcards describing the weather, location and people. A similar, 'enquiry' approach is used to develop an historical knowledge and understanding. They learn a lot about themselves, their families and where they live. The staff are right to encourage the children to ask questions about why things happen and how things work, because this is what many of them find difficult.
80. The improved resources are giving the children very good opportunities to develop their knowledge and understanding in ICT. They are aware of terms, such as 'mouse' and 'keyboard', and about half of them use the cursor to create a lined effect. A similar proportion of them can use the arrow keys to move the cursor in a desired direction. The staff deserve credit for improving the opportunities for children to use the computer and other technological resources, such as the programmable floor robot and tape recorder.
81. In spite of a well-planned programme of scientific activities, opportunities are limited by the absence of a planned outdoor curriculum. The children have an early understanding of forces and movement by making a simple chassis and investigating a collection of toy cars. They are beginning to think and talk in terms of how to make the car go faster. They find it hard to express their ideas in terms of predictions, questions and explanations.

Physical development

82. The children enter school at a broadly typical stage of development for their age. With the help of good teaching, most children are on course to achieve the Early Learning Goals by the end of the reception year. Although the children do not have their own outdoor area for more adventurous physical activity, they do have regular access to the school hall for physical skills, such as dance, jumping, balancing, and climbing in space and on apparatus.
83. Children using the hall are becoming aware of their own space and some are beginning to take account of others. They move with growing confidence and control because they are given plenty of time and encouragement to explore their movements. They try hard to contrast skills of motion with stillness. Most need some help to think about, and try, ways to improve their efforts. They run, jump, balance and climb, using the good range of equipment safely and with enthusiasm.
84. The children work with scissors, brushes and other tools safely and with a reasonable degree of control. They are encouraged to try things out and are given just the right level of support, often through example. They apply their skills to draw, paint and model with considerable independence, expression and skill.

Creative development

85. Most of the children are on course to reach the Early Learning Goals. The quality of teaching is good and there are many good opportunities for the children to express themselves creatively. The children do find it more difficult to use their imagination through role-play and stories. This is in spite of a good level of adult interaction around such themes as the 'building site office' and 'fruit

shop'. They need a lot of help to express and communicate their ideas and take on different characters.

86. The children experiment with colours and a range of materials to make a collage. They use crayons and pencils to sketch their observations and ideas for a vehicle. The children enjoy listening to and making music. In one excellent lesson, the children were helped to compose a musical piece to accompany their movements for the 'banana machine'. They demonstrated their understanding of loud and quiet sounds in their performance. They have a fair sense of rhythm in chanting, clapping, tapping and stamping. They sing together with gusto, and are beginning to pick up and join in the chorus of well-known songs.

ENGLISH

87. Pupils in both Years 2 and 6 achieve standards that are below the national average. Nevertheless, this still represents good progress overall, given that when children enter the school their attainment is well below average. Standards have improved since the last inspection.
88. In the 2001 national tests at the end of Year 2 and 6, standards in reading and writing were well below the national average and the average for similar schools. Since the last inspection, although the overall results for eleven-year-olds have remained below average, they have actually followed the rising national trend. There is no significant difference between the attainment of boys and girls. The high proportion of pupils with special educational needs has a considerable effect on the school's results. Taking into account the very low attainment on entry, pupils make good progress across the school. This is a direct result of the good teaching and support they receive both in class and in groups out of class. This improving picture is reflected in the work seen during the inspection and in the targets set for Year 6 pupils.
89. Year 2 pupils mostly listen attentively to their teachers. They particularly enjoy listening to stories. They are eager to answer questions, and readily talk about themselves and their work. However, apart from the few higher attaining pupils, most of them are held back from talking in any depth because their vocabulary is limited and they have difficulty in expressing themselves in an organised way. Pupils in Years 3 to 6 appear quite 'chatty'. However, many find it difficult to listen carefully, and to take account of what others have to say when making their own contributions.
90. Pupils across the school have regular opportunities to develop their reading skills both in lessons and at home. By Year 2, the higher and average attainers read simple texts fluently and with reasonable accuracy. Pupils develop good word building skills but still find some difficulty in reading some basic, irregular words. They know the meaning of basic technical words, such as 'author', 'title' and 'illustrator'. They know that non-fiction books have a contents page and an index that is set out in alphabetical order. Below average Year 2 pupils are beginning to identify words by their initial letters, but they can only read familiar words in simple reading matter. By Year 2, above average and average pupils read from a range of books. They enjoy reading for pleasure and are developing preferences for authors and types of book. Although they can justify their choices, only the higher attainers can make comparisons between the books they have read. Pupils' research skills are soundly developed. They skim text for relevant information; for example, to find the arguments for and against keeping birds in cages. They make satisfactory use of dictionaries and thesauruses to support their reading. Below average pupils do not have much confidence in talking about books, and tend to read hesitantly and without fully understanding the text.
91. Year 2 pupils are starting to write for a range of purposes, including stories, instructions, poems and labelling. High and average attaining pupils develop their ideas in a sequence of well-formed and often descriptive simple sentences. They know when to use capital letters, full stops, question and exclamation marks; some are starting to use speech marks. Most pupils start to form and join letters accurately. As pupils get older, they write for a wider range of purpose and audience, and begin to produce more extended pieces of writing. By the age of eleven, many of

them sustain interesting ideas in their writing and choose words for effect. One pupil wrote under the title of *'It can't be-can it?'*

*'A spirit glides through the gloomy darkness of your deserted attic and cellar.
And who can tell what he's seeking out?
The universe outside is calm and peaceful.'*

92. They begin to extend meaning in complex sentences using a range of connectives. However, a significant number of pupils remain unable to present their thoughts in a clear and organised way in extended pieces of writing. Punctuation is sound, handwriting generally good and careful attention is paid to spelling.
93. The quality of teaching and learning is good overall. Three very good lessons were observed. There are strengths in teaching that feature in most lessons:
- The National Literacy Strategy has been adapted to meet the particular needs of pupils in the school.
 - Teachers plan and prepare lessons well together, sharing experience and expertise.
 - Lessons are planned for the range of ability within classes, and have clear learning objectives, which are shared with pupils so that they know the purpose of lessons.
 - Very good use is made of teacher assistants, who plan with teachers and work confidently and competently with lower attaining groups, including those with special educational needs. For example; in one lesson the teacher assistant worked away from the classroom with a group for both the introduction and main part of the lesson, while the class teacher focused on the learning needs of the rest of the class.
94. In the very good lessons:
- The teaching methods used were particularly successful in getting pupils to think and develop ideas. For example; in a Year 2 lesson, the use of an interactive whiteboard, together with the teacher's enthusiastic reading of the displayed text, were enough to get pupils to develop the story of Little Red Riding Hood in their own words. In a Year 3/4 lesson, well resourced with exotic fruits, scents and music, pupils were able to get into the role of a child on the edge of an Indian jungle, imagining what lay beyond the garden fence.
 - Classes are very well managed. There are very good relationships between teachers and pupils, built on a fair use of praise and encouragement. As a result, pupils generally behave well and are positive about their learning. They maintain interest throughout lessons, even in sessions that are longer than they need be.
 - Teachers question pupils particularly well, and responses show that previous learning has been effective for those that choose to answer.
 - Handwriting and spelling skills are consistently taught and increasingly applied in pupils' written work.
95. Although all of the teaching in English is at least satisfactory, there are *aspects in a few lessons* that could be improved:
- Although very well supported, lower attaining pupils, at times, are expected to work at the same task as others, without sufficient regard to their particular skills and abilities. For example; in one lesson, the whole class were unnecessarily kept together to hear how to select points from the text to introduce an argument, and more able pupils were held back.
 - The marking of pupils' work is variable. Sometimes work is marked in a positive way and tells pupils how well they have done and what they need to do to improve. But there are also times where comments are rather negative and do little to encourage or guide pupils.
 - There is still scope to improve questioning in order to get pupils to talk in greater depth and others to listen and respond to what is said. This is a particular teaching skill that needs to be recognised and fostered to reach the high standards in the best teaching.
96. Opportunities to use literacy skills across the curriculum are being developed well. For example, in history pupils write about the experiences of an evacuee in World War II. In religious education they compare their family life with that of a Sikh family. Subject specific vocabulary and terminology is introduced in some, but not all, lessons. The use of information and communication technology is rapidly becoming more apparent, and pupils are starting to use their skills in lessons to word process, practise basic skills and research information, often working well together in pairs. In one class, ICT is being used well to help develop fluency and accuracy in reading, with pupils' recorded reading being evaluated by the class.

97. The role of the co-ordinator for English is well developed, and he provides good leadership in monitoring and supporting the subject. Pupils' progress in national tests and other assessments is carefully tracked. Pupils are becoming more aware of the levels at which they should be working, particularly in Years 5/6 where both individual and group targets are usefully being set. Test results are being used well to decide how to group pupils in class, to identify areas that need particular attention, and to plan and provide further support where it is needed; for example, through Additional Literacy Support. The resources for the subject are satisfactory, although the provision of books varies in range, accessibility and quality between classes. At the time of the inspection the use of the library was restricted due to new building works. The school is aware that it needs to audit and review its book provision because the availability and quality varies a lot from class to class, and is sometimes poor. Parents are encouraged to support their children in their learning. They are expected to record comments in reading diaries; the school has produced a video for parents to help them understand how reading develops and is taught.
98. The school has made good progress in English since the previous inspection. The co-ordinator and staff are clear about what needs to be done to continue to improve standards. The main points for improvement include:
- providing further planned opportunities for speaking and listening across the curriculum;
 - including subject specific vocabulary consistently in planning, and ensuring that it is taught systematically;
 - providing further opportunities for writing across the curriculum that reflect the levels at which pupils are capable of working;
 - auditing and reviewing the provision of books.

MATHEMATICS

99. Attainment in mathematics is close to the national average for both Year 2 and Year 6 pupils. Standards have improved since the time of the last inspection, and reflect the trend of improved results in national tests in the last five years. The majority of the pupils are achieving well and the school is likely to achieve the higher targets set, in the near future. This represents a considerable achievement, especially given pupils' low attainment on entry to school. There were no significant differences noted of the attainment of boys or girls.
100. In the 2001 national tests, the standards achieved by pupils in Year 2 were close to average, and those in Year 6 were below average. Careful analysis of the school's data shows this relatively low achievement to be related to pupils' low attainment on entry to school and to the large numbers of them with special needs.
101. Pupils in Year 2 undertake simple sums requiring addition and subtraction, such as $37+5+3$ and $29-21$. They can double numbers, such as 42 mentally, and have good strategies for working out calculations. They offer simple explanations for their working out to the rest of the class. They confidently work with numbers up to 100 and have a good knowledge of time. Children with special needs make good progress because they are supported well by classroom assistants, either by doing the same work as the rest of the class, or by doing work prepared specially for them. They can work out sums, such as $6-3$, and choose two numbers that add up to make ten.
102. About two out of every three pupils in Year 6 are confident with number. Pupils have good mental recall of number facts. They can tackle long multiplications, such as 619×34 . They calculate percentages (such as 50% and 25% of 10) and recognise the properties of shapes. Pupils collect data in the form of tally charts and use this to make graphs. They have a sound understanding of place value and use this in working out calculations. More able pupils have developed a good range of strategies, which they use to tackle problems involving as many as three stages.
103. They make good progress until the age of seven. Appropriate levels of progress were noted across years and between year groups. Learning for pupils up to the age of seven is good or very good in all lessons seen. For pupils up to the age of eleven, learning in all lessons is at least satisfactory, with the majority being good. In Years 3 and 4, even the pupils in the lower ability

group can calculate the amount of change to give from a pound. In Years 5 and 6, the classes were split into ability groups and this worked well. The upper and middle ability groups were learning to calculate percentages, such as 25% of 10 and 90. The lower attaining pupils were learning to divide and multiply numbers up to 100. No significant difference was noted in the progress of boys or girls. Pupils with special needs make good progress across the school, although the pupils with very low attainment are hampered by their poor language skills.

104. The quality of teaching is very good. Strengths in the teaching include:
- Teachers have good subject knowledge and have integrated the National Numeracy Strategy well into their teaching.
 - Work is well matched to different ability levels.
 - Staff have very good relationships with their pupils.
 - The quality of planning is good and teachers assess pupils' work well.
 - Pupils are assessed every year from the ages of seven to eleven by the use of National Curriculum Tests and optional tests, as well as by teacher assessment. This information is used well to help develop their skills further.
 - Classroom assistants are well briefed to support the groups they are working with.
105. When teaching is very good, it is characterised by:
- The pace of the lesson was brisk and pupils were challenged mentally, including the lower attaining ones.
 - Pupils were used to good effect to explain and demonstrate their mathematical strategies to the rest of the class.
106. All of the teaching is at least good or better. Nevertheless, good teaching could be even stronger:
- In some cases, lessons were too long and pupils' concentration waned.
 - There could be more opportunities for pupils to work together in groups to develop their mathematical language and thinking.
107. The enthusiastic and knowledgeable co-ordinator manages the subject well. He keeps an eye on standards by monitoring pupils' work, teachers' planning, and quality of teaching across the school. Pupils' progress in national and other tests and assessments is tracked and the information is proving increasingly useful in setting targets and helping the teachers in their planning. The school rightly plans to take the tracking process a step further, so that each pupil has a clear individual target for improvement. Resources are adequate for the subject, and staff get a good level of training and support. There was little evidence of the use of the library to develop the subject, and library resources for developing mathematics are very thin. On the basis of what had been achieved since the last inspection, and on the staff's clear idea of what needs to be done in the future, the school is well placed to continue the improvement in mathematics.

SCIENCE

108. The standards achieved by Year 2 pupils in the 2001 teacher assessments were in line with those expected nationally. This is a very good improvement since the last inspection when they were below expectations. The school's results in the 2001 national tests for Year 6 pupils were below average, but have significantly improved since the last inspection.
109. The inspection found that the standards achieved by pupils in Year 2 are in line with expectations for their age. The percentage of seven-year-olds gaining the higher Level 3 is in line with the national average mainly because pupils' have greatly benefited from the improved teaching since they started school. Given the low attainment of pupils on entry to school, the high proportion with special needs and the very few higher attaining pupils, the standards achieved are very good.

110. Pupils in Year 2 are helped in gaining an average knowledge and understanding of some aspects of science by some stimulating and even inspired teaching, including the very effective use of information and communication technology. For example, the Year 2 pupils sang in their class assembly naming the various bones and joints of the human body. They did this accurately, without reference to the highly entertaining computer graphics that illustrated the song for the benefit of the 'audience'. The work in pupils' books confirms that they have a good working knowledge of the human skeleton and of some of the major organs of the human body. Good links are made to personal, social and health education. The pupils know about healthy life styles, and about the dangers of drugs, including tobacco and alcohol. Their work on forces and electrical circuits reflects a good understanding for their age, indicating an improvement in standards in this aspect of science, which was relatively weak in the 2001 assessments. This reflects the good use that teachers make of their analysis of assessment information to identify areas that need more attention. Pupils' drawings and diagrams are of a good standard, including clear labels and simple explanations. They are beginning to grasp the basic elements of fair testing. Year 2 pupils classify materials into scientific categories, such as plastics and metals, and suggest uses for them based on their properties.
111. Pupils in Year 6 have a good knowledge and understanding of materials. They know the differences between solids, liquids and gases. They describe experiments to separate mixtures using processes such as filtration and evaporation. In some of their written work, the explanations for their observations are not detailed or scientific enough for them to achieve higher levels of attainment. Pupils' knowledge of forces is in line with expectations. They explain observations of natural phenomena, such as a parachute descending slowly, naming gravity and up-thrust or wind resistance, as the forces involved. Some higher attaining pupils described how they could measure the force required to overcome friction by pulling an object along a surface using a force-metre, and explained how this differed from the weight of the object. Their skills of enquiry are in line with expectations and are improving. They carry out experiments independently, taking measurements with increasing accuracy, and use a variety of charts, tables and graphs to record their results, some produced on computers. In a few lessons, the higher attaining pupils present their results in a form of their own choosing, rather than complete tables provided by the teacher. They occasionally suggest ways of testing their own ideas, although this aspect of their work could be developed further.
112. The quality of teaching and learning is good overall. Strengths in teaching include:
- good lesson plans, based on joint planning for each year group, that ensure good coverage of all the required elements of the National Curriculum;
 - clear explanations of lesson objectives and basic concepts, with due attention to the correct scientific vocabulary;
 - high expectations for pupils to do their best and complete the work they start;
 - marking that praises effort, recognises achievement and encourages improvement;
 - questions targeted at individual pupils and based on good assessments of their previous learning;
 - a good diet of practical and experimental work that keeps the pupils interested and encourages discussion.
113. Pupils with special educational needs have very good support and make good progress. For example, Year 3 and 4 pupils developed their knowledge and understanding of metals as good conductors of electricity through a skilful mix of questioning and practical activities. They made very good progress working with teaching assistants in a separate room, away from the distractions of the classroom. They were also assisted in the recording of their work, fulfilling one of the aims of the subject action plan. This very good quality teamwork between teachers and teaching assistants benefits pupils of all abilities. This was illustrated in a Year 5 and 6 lesson, in which a group of pupils, including some with higher than average attainment, were engaged in a lively conversation with the teaching assistant about why two identical rubber quoits were not exactly twice as heavy as one. The assistant helped the pupils to develop their ideas by skilfully prompting discussion. The explanations the pupils came up with for their observations, and the suggestions they made for testing their ideas, were of a high standard.

114. During the inspection, all of the teaching seen was at least satisfactory. Even so, some areas emerged from observations that would form a useful focus for improving the quality of teaching even further:
- providing more opportunities for pupils to discuss and test their own ideas, especially in Key Stage 2;
 - ensuring that teachers with less secure subject knowledge are fully supported in the planning of lessons;
 - more consistent use of information and communication technology in science lessons.
115. Good leadership ensures a high profile for the subject throughout the school, reflected in good quality displays that demonstrate the pupils' enthusiasm as well as their learning. In a short time since taking up the post, the co-ordinator has put her secure subject knowledge to good use in evaluating strengths and weaknesses in the subject. There is an established pattern of effective monitoring to evaluate the effectiveness of teaching and learning and the consistency of the delivery of the curriculum. The findings of this self-evaluation process inform a useful subject action plan which is clearly aimed at raising standards. Good use is made of school trips and camps to enhance the pupils' studies of the natural environment. Some higher attaining pupils also benefit from a science 'Master Class' run by the local comprehensive school. This project has greatly enhanced the self-esteem and motivation of the pupils involved and provided food for thought on how to extend challenge for the higher attainers more widely in the school.
116. A feature of discussions about lessons with teachers was their willingness to recognise their own strengths and weaknesses. This gives them a very good capacity to improve as they receive the required support and guidance. Similarly, the school is clear about what needs to be done to continue to raise standards in science.

ART AND DESIGN

117. As at the time of the last inspection, standards in design and technology are in line with those expected nationally at the end of Year 2 and Year 6. However, in both key stages, pupils display a wide range of attainment, from below average to some of a high standard.
118. Pupils in Year 2 have developed a sound range of skills, having worked with different media, from pencils for drawing to junk for modelling. Their skills in observational drawings are satisfactory and are put to good effect. For example, they have closely observed and made profile drawings of their own reflections, and from photographs taken with a digital camera. There is a very wide range in the quality of work; some shows pupils' awareness of different ways to view an object while other drawings are limited to how a face looks head on. The work on display in classrooms and around the school reflects pupils' sound awareness of colour and form, and a willingness to experiment and express their own ideas. Several of the paintings produced by Year 2 pupils of a fishing boat in a storm at sea are of a high standard. The paint had been used very effectively to convey the texture, colour and movement of the sea.
119. As in Years 1-2, there is a wide difference in the quality of work achieved by pupils in Year 6 ranging from considerably above, to well below what is expected of pupils of the same age. The drawings produced by eleven-year-olds in their sketchbooks are of broadly average standard, including some expressive work with skilful shading to represent light and shadow. Some good quality models and collages were produced under the guidance of a professional artist at a local environmental centre. The quality of the plaster-cast masks reflects the skilled input of the artist and the interest the experience generated among the pupils. The three-dimensional fabric-work, on display in the information and communication technology suite, is very good. Other, individual work seen reflects the range in standards, and includes some where pupils have not yet developed their skills in any aspect of the subject.
120. The quality of teaching and learning in the one timetabled lesson seen was good. The range and standard of the pupils' work indicates that standards of teaching and learning over time is at least satisfactory. Teachers' planning takes suitable account of nationally recommended guidance and

the pupils learn all the required skills related to the full range of media, including clay. Sketchbooks are used well to help the pupils develop their observational drawing skills, although the range of subject matter and of drawing tools used could be extended.

121. The co-ordinator gives sound leadership and management in art and design. Colleagues are given a good level of guidance and support, as in selecting resources or in trying new techniques. There is a clear view of what needs to be done to improve the subject. Assessment is informal, and does not always give teachers sufficient guidance to help them plan what needs to be done to support and challenge different pupils in the next lesson.

DESIGN AND TECHNOLOGY

122. The improvement in standards since the last inspection has been very good. Standards achieved by pupils in Year 2 and Year 6 are broadly in line with those expected nationally compared with below average in the last inspection. The quality of the curriculum has been improved and now meets statutory requirements. This has led to improved teaching and learning, and contributed to higher standards.
123. Pupils in Year 2 have a good grasp of what is involved in making a product for a specific purpose. For example, they discuss what kinds of sandwiches they like, and draw up a pictorial plan of the steps involved in making their own favourite sandwich. Most of them plan a product that will suit their own tastes, but some pupils reflect an above average attainment by considering what other people might like. Pupils pay attention to basic health and safety issues, such as the need to wash hands before handling food. Their work in this area is effectively linked to the knowledge of healthy diets learned in science lessons. Their skills in handling tools are broadly in line with expectations. For example, they use a knife to apply spread to a slice of bread, improving their accuracy under the teacher's supervision. They build models to a design brief using different construction materials and kits.
124. Pupils in Year 6 show considerable thought and accuracy in planning their designs. They specify the materials to be used before making the product. Higher attaining pupils include cut-away views in their designs to show how the product is to be made. Pupils are very aware of aesthetic considerations, and make their products attractive as well as functional. This reflects a good background understanding of art and design. They work on their own and as part of a team to make products with reasonable skill and a good awareness of safety. They measure, cut and fasten together a range of materials, including wood and plastic. They cut carefully to the required shape and size, and fix them together using a variety of means including sticking and joining. However, their skills with the tools in this kind of work are not as good as they should be because of their previous lack of experience (when they were in Years 1-2 and provision was weak). They evaluate their products in terms of how well they perform the tasks they were designed for and suggest improvements. Planning files show that computer-driven mechanisms feature at times, for example in the construction and control of a model fairground ride.
125. The co-ordinator is responsible either directly or indirectly for much of the improved teaching. By taking pupils in Years 3-6 he has helped them to make up ground on their earlier poor progress (as noted in the last inspection). Lessons include good opportunities for pupils to discuss their ideas and learn from each other. The timely use of humour and encouragement helps keep pupils interested and makes them feel at ease. Their growing confidence and acquisition of skills show in the improving quality of their designs and products. Clearly explained demonstrations mean that pupils quickly learn how to use tools properly. This ensures that the time they spend using tools themselves leads to greater proficiency with them. In Key Stage 1, lessons are well planned to include demonstrations of the skills required, as in preparing bread for a sandwich filling. This gives all the pupils the necessary practical experience, such as selecting fillings for a sandwich by themselves. The methods used to direct the pupils towards the finished product sometimes lack imagination, however. There are times when pupils spend too long listening to and watching the teacher instead of discussing their ideas. Some opportunities to use these lessons to improve the pupils' speaking and listening skills are missed. In both key stages, pupils with special educational needs make good progress because they get good support in

- understanding instructions, drawing designs and making products. The teaching assistants know the pupils well, and give them just the right mixture of support and challenge.
126. The curriculum is well balanced and covers all aspects of the subject. The co-ordinator has sensibly adapted national guidelines to suit the needs of the pupils, and makes very good use of the facilities available at the local design and making centre. This ensures that the pupils have access to a good range of materials, tools and expertise. There is good reason to assume that eleven-year-olds will continue to accelerate in their learning, especially in knowing how to use different tools to the expected standard. The subject has improved since the last inspection and is well placed to continue to do so.

GEOGRAPHY

127. Standards in geography have improved since the last inspection. From a low starting point, pupils make good progress in Years 1-2, even though they do not reach the standards expected nationally. Pupils continue to make good progress in Years 3-6 and, by the age of eleven, achieve the standards expected nationally. Boys and girls achieve equally well, and pupils with special needs make good progress in their learning because they are supported well in class.
128. By Year 2, pupils have a satisfactory awareness of localities beyond their own. They are starting to describe the human and physical features of different places in the world, for example, what it is like in Polar Regions, and what people do in snowy, wintry conditions. They are becoming aware of their own locality and recall what they pass on the way to school. Some link their knowledge to a simple sketch map, which they understand as a bird's eye view. They point out Cornwall on a map of the United Kingdom and know that London is the capital city. Their overall lower language and recording skills have a direct affect on standards.
129. By Year 6, pupils are aware of factors influencing the location of settlement, such as shelter and access to water. They know that the world has different climatic regions, but are less clear about how these influence different life styles. They understand the importance of natural resources, such as water, and how these can, but should not, be taken for granted and wasted. In discussion, Year 6 pupils have a sound understanding of environmental issues that could affect the future of the planet. Most can name the continents of the world and some of the countries in them. Many use coordinates in map work, and can locate different features using keys and symbols. For a significant number of pupils, their research skills are underdeveloped because of their below average language, reading and recording skills. Some are unsure about the subject vocabulary used, for example the meaning of 'climate', 'transport', 'industry' and 'services'.
130. Teaching and learning in geography are good. One lesson seen was excellent. Lessons are well planned and prepared. The clear learning objectives are shared with pupils so that all know the purpose of the lesson. In the Year 5/6 lesson observed, well-prepared maps and pictures helped pupils to contrast Camborne with Plymouth. Good methods are used to gain pupils' interest, for example the use of a toy bear who travels to other countries and places and sends informative picture postcards to the school. In the excellent lesson seen in Year 2, the use of information and communication technology to show maps and images of China, along with the teacher's own experiences of life in China, stimulated pupils' interest and encouraged them to draw on their own knowledge and to make comparisons. There are not always enough opportunities for speaking and listening, with the development of subject vocabulary, through open questioning and discussion, in order to develop pupils' understanding further. The conclusions to lessons do not always give enough time for pupils to discuss and evaluate their own learning. Classes are generally very well managed. Pupils behave well and show positive attitudes towards learning. The presentation of work is good, particularly by higher attaining pupils.
131. There are sufficient planned opportunities for writing in geography, and good links are made with literacy where some geographically based texts are used. Good use is made of information and communication technology for research, using CD-ROM's and the Internet.

132. The subject is well led and managed. The co-ordinator has been successful in building up the profile of geography. A nationally recognised scheme of work has been introduced to help ensure continuity and progression in teaching and learning. Informal monitoring of teaching and learning has taken place with a view to sharing good practice and improving the quality of teaching and raising standards. The co-ordinator sees samples of pupils' work and evaluates planning. Formal monitoring, with lesson observations and systematic assessment procedures, are planned. Good use is made of the local area, including the town, the building site for the new school extension, and river walks. Residential trips for pupils in Years 3/4 and 5/6 provide further opportunities to enhance the geography curriculum.
133. Improvement since the previous inspection has been good: standards are improving and pupils now make better progress; teaching is now good; resources satisfactory and being improved; monitoring of strengths and weaknesses in the subject is taking place.

HISTORY

134. Pupils, including those with special educational needs, make good progress from a low starting point on entry to the school. In Year 2, standards are still below those expected nationally, but by Year 6 they are broadly in line. This represents an improvement compared with the last inspection when eleven-year-olds were judged to be achieving below average standards.
135. Year 2 pupils can compare present-day objects with those of the past, and have a sound understanding of change over time. Their knowledge and understanding of important events and people from the past is also satisfactory. However, their low language and recording skills hold back learning for many of the children, especially in talking and writing about their ideas and work.
136. Year 6 pupils understand that the past can be divided into different periods of time, such as the Tudors and Victorians. They are beginning to understand that lasting changes can be brought about in people's lives by events, such as the Second World War, and the changing role of women in society. They know that archaeological evidence provides clues of past civilisations, but are unsure of the lasting impact of, for example, ancient Greece and Rome. By Year 6, most pupils have developed satisfactory research skills, although some are restricted by their limited language skills. Pupils are not always fully aware of the need to compare different sources of information in order to build up a picture of the past.
137. The quality of teaching and learning is good. Carefully selected artefacts interested the pupils and helped to bring history alive. Year 1/2 pupils compared toys and household objects, and Year 5/6 pupils found information from copies of the 1891 census returns. Good support is provided for pupils with special educational needs, especially from teaching assistants, and they make good progress. In the Year 1/2 lesson, discussion and careful questioning helped pupils to understand how objects change over time, and helped to develop their spoken vocabulary. In the Year 5/6 lesson, however, pupils would have profited from more opportunities to work together and talk about what they were doing and finding out. Classroom management is very good and is built on the positive relationships between staff and pupils. This results in very good behaviour and attitudes to learning.
138. There are sufficient planned opportunities for writing in history, although the activities do not always take full account of the wide range of ability in mixed age classes. Further opportunities for speaking and listening, through targeted and open questioning, discussion and debate, would help to develop pupils' greater understanding of history. The use of information and communication technology is developing, particularly for research purposes, through the use of CD-ROM's and the Internet.
139. A nationally recognised scheme of work has recently been introduced, and is helping to ensure continuity and progression in learning. Little monitoring of the subject has taken place with a view to improving the quality of teaching and learning, although this is set to change in the near future. Resources, including artefacts, books and documents, are adequate, but need to be checked and

sorted in line with the topics now being studied. Year 3/4 pupils were able to interview a speaker on his experiences and memories of the Second World War. Visits, such as the one to a local centre for World War Two, add particular interest to pupils' studies.

140. Overall, the subject is soundly led and managed by the co-ordinator. The improvements since the last inspection are reflected in the higher standards achieved by eleven-year-olds. In order to secure these improvements, the quality of teaching and learning needs to be monitored and evaluated in a regular way.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Pupils are making good progress, achieving well and reaching increasingly high standards. Information and Communication technology (ICT) was a weak subject at the time of the last inspection. The curriculum was unsatisfactory and pupils were making unsatisfactory progress. The improvement since then has been very good. Pupils in Year 2 achieve above average standards in many aspects of the ICT curriculum. Pupils in Year 6 are on course to achieve average standards. A much-improved curriculum and better resources, coupled with enthusiastic and skilful teaching, have brought this transformation about. The school is now well placed to become a model of good practice.
142. Pupils in Year 2 achieve above average standards. They are very confident in their use of computers and have a very good understanding of the range of applications that ICT has in everyday life. They use an interactive whiteboard confidently to input and change text and data. They produce artwork and compose music, using a wide range of effects, and combine text and graphs to illustrate data. Even the younger and lower attaining seven-year-olds are familiar with a wide range of computer terms, such as 'package' and 'edit', and use the keyboard and mouse confidently to undertake a range of operations.
143. The standard of work seen by eleven-year-olds (in Year 6) during the inspection was at the expected level. They have good computer skills and use them for a wide range of purposes in different subjects. For example, they combine texts, illustrations and data to communicate their ideas and what they have learned through lessons and research. They are confident in the use of the Internet and CD-ROM to gain access to information and to practise skills. For example, Year 5 and Year 6 pupils used a web site to do sums against the clock and pupils in Year 4 and 5 used an interactive web site to find out about Sikhism. Two of the highest attaining Year 6 pupils have benefited from sessions at the local comprehensive school and have learnt about how to design their own web site. The use of e-mails to communicate and share information is not as well established as their use of the Internet. However, plans are in hand for an e-mail link to be set up with another school, and pupils do have the necessary skills to use this facility. Their ability to use computers to manipulate and present data is also developing well. Pupils learn new skills quickly through effective teaching. For example, in the space of two lessons, they learned how to enter data onto a spreadsheet and use formulae to automatically calculate totals as new entries are made. Pupils with special educational needs are well supported in lessons and learn skills at an appropriate rate.
144. The quality of teaching is good overall, with examples of very good teaching in Years 1-2. The main factors contributing to the effectiveness of lessons are:
- the teachers' good subject knowledge following training. This ensures that the pupils receive good guidance;
 - the teachers' confidence and enthusiasm, which matches with the pupils' interest and makes for enjoyable lessons;
 - good use of the available resources so that pupils spend as much time as possible using computers for different purposes;
 - inspirational demonstrations of the potential of ICT by the most effective practitioners;
 - clear curriculum guidelines to ensure that lessons develop skills in a systematic way.

145. The clear structure to the curriculum introduced by the co-ordinator and the lively and innovative use of the widest possible range of equipment underpins the great strides that have been made in teaching and learning. Teachers are confident in their use of the technology and are not afraid to let the pupils take a lead in experimenting with possibilities or demonstrating new skills. The pupils are highly motivated by the use of information and communication technology. It gives them some control over and responsibility for their own learning and enables them to gauge their progress. The use of laptop computers helps pupils to learn in a variety of settings and with the minimum of fuss. Teaching assistants make a very good contribution because they have gained sufficient confidence and skills through their own training.
146. Leadership and management of the subject are very good. The co-ordinator and assistant co-ordinator have a very good overview of developments in the school and a clear vision of how they want the subject to develop. They have established a reputation locally for good practice in the subject. Among areas for immediate development, the school has rightly identified the following priorities:
- Extending the expertise and equipment and use of resources to all pupils. Currently, the computer suite is not used to best effect all the time because of conflicting demands on the room. The effectiveness of its use for lessons is diminished because of the lack of some items of equipment available in some classrooms. For example, too much time is sometimes taken up explaining procedures to the whole class using a board and chalk or markers. These things could be much more quickly and effectively demonstrated through an interactive facility linked to a big screen or whiteboard. The new building will ease pressure on the suite and the co-ordinator has plans to increase the number of interactive whiteboards in the near future;
 - Improving assessment procedures so that individual pupils are more aware of their attainment and progress in relation to a clear pathway of skills. This would enable higher attaining pupils to set themselves more ambitious goals and release teachers to support pupils at a more individual level. The school has plans to introduce a computer-based assessment system that would fulfil this purpose.

MUSIC

147. Pupils in Year 6 achieve above average standards in music. This represents a very significant improvement on the last inspection when standards were below average. Pupils make very good progress throughout the school.
148. Pupils in Year 6 know about musical elements such as timbre, pitch, volume and speed. They compose pieces of music to a particular theme with clear structure and meaning. They play in rhythm on percussion and tuned instruments, and compose their own melodies. Instrumental tuition is offered to all pupils from the age of eight upwards, on descant, treble and tenor recorder, guitar and brass instruments. In one class, the pupils listened to the Planets Suite by Holst with an enthusiasm and intensity unusual amongst children of this age.
149. No music lessons were seen in Years 1-2, and so no judgements of standards or teaching can be made. Both of the lessons seen in Years 3-6 were very good. The teachers have very good relationships with their pupils, plan appropriate activities and manage the class well. The teachers' subject knowledge is good; they know how to enthuse their pupils and ensure they participate in the music sessions effectively.
150. Pupils' learning of music is good. They have a good knowledge of musical concepts and terms. They know a range of songs and most can sing in tune. They talk confidently about what they like or don't like from a range of different pieces of music and what mood is evoked. In lessons they learn how to make words to fit in with a tune. Given pupils' often low language skills, they are particularly good at commenting on each other's compositions, both in terms of praise and criticism.

151. The music co-ordinator is enthusiastic and leads and manages the subject well. There is a subject policy and useful scheme of work, and a satisfactory range of resources. However, some of the musical instruments available to use in classes were of poor quality. The tape systems for recording music are inadequate, and the range of recorded music is limited. The school has some computer software to develop musical skills, but this was of limited use, and there were no examples of the library being used to develop the subject.
152. Work in classes and planning are monitored by the co-ordinator and there is an informal scheme for assessment. At present there are opportunities for children to perform in a choir and to undertake performances both in and out of school, but few opportunities seen for them to play their instruments in assembly. Good use is made of music in the school for listening and for cultural development, with a range of musical styles being played in classes, assembly and in concerts. The subject has come on a great deal since the last inspection and the improvement is set to continue.

PHYSICAL EDUCATION

153. There is not enough evidence on which to judge standards achieved by pupils in Year 2 and Year 6. No lessons were seen for pupils up to the age of seven and only the two timetabled lessons were observed for pupils up to the age of eleven. Standards in gymnastics in a lesson for pupils in Years 3 and 4, and in a swimming lesson for Year 6 pupils, were in line with expectations for pupils of the same age nationally.
154. All pupils benefit from regular opportunities for swimming. Pupils in Years 1/2 and in Years 5/6 were seen having a swimming session at the local sports centre. They work in six groups either with teachers from the school or coaches from the leisure centre. One group of pupils are confident swimmers using both crawl and breast strokes to swim over 100 metres. One group work in the beginner's pool and were growing in confidence, happy to be in the water and learning to float. Because of the nature of the lesson, with a number of teaching and coaching staff involved, no judgement was made on teaching in the swimming pool.
155. Teaching in the gymnastics lesson was good. The teacher's good subject knowledge helped in planning the lesson well and maintaining good relationships with the pupils throughout. Appropriate strategies were used for teaching, such as asking children to demonstrate skills to the rest of the class. Resources were used effectively, and due care was taken over health and safety.
156. The pupils learned well from the activities they were given. In the gymnastics lesson, they were learning to move effectively, to undertake rolls and to fit their movements into a sequence. In the swimming lesson, the beginners were learning to move around the pool, to float and to kick for five to ten metres without putting their feet on the bottom of the pool.
157. The school provides well for physical education, with a full range of activities. Seven to eleven-year-olds learn a wide range of games, including football, tag rugby and netball. They learn cricket and athletics in the summer term. Their access to these games is inclusive, with both girls and boys keen to join in, although the girls also have an opportunity to participate in an out of school games session of their own. The pupils have opportunities to undertake outdoor pursuits. These include orienteering, sailing and canoeing during the residential week. Many events are held throughout the school year that encourages pupils to participate in sports, including competition with other schools.
158. The subject is soundly led and managed. The co-ordinator gives a good level of guidance to colleagues on implementing the recently revised and useful scheme of work. Resources are adequate. The curriculum is well balanced and is enhanced, particularly in Years 3-6, by an extensive range of extra-curricular opportunities.

RELIGIOUS EDUCATION

159. Standards in Year 2 are below those expected by the locally agreed syllabus. Even so, pupils have made good progress from very low attainment on entry to the school. Standards achieved by eleven-year-olds are broadly in line with the expectations of the locally agreed syllabus. Pupils achieve higher standards than were noted in the last inspection. As in Key Stage 1, pupils have made good progress throughout Key Stage 2 and this again represents an improvement on the last inspection.
160. Year 2 pupils start to be aware of themselves as being unique. They look at people, books and occasions that are special to them, and begin to link these growing insights with stories about the founders of religions, places of worship and sacred books, such as the Bible. Although interested and keen to learn, many pupils are at an early stage in their understanding of these things. Following a visit to a local church, they can recall the features of a church, such as the organ, cross and stained glass windows. But their recorded work is limited by their low writing skills. Other activities are provided to express what they have learnt, for example by drawing rangoli patterns to show how Hindus celebrate Diwali.
161. Pupils in Year 6 are more aware of major world religions other than Christianity, and are starting to make comparisons between them, for example by comparing the life of a Sikh family with their own. They consider their own commitments to family, school and clubs, and link this with the responsibilities taken on by people who join religious groups, as when adult Sikhs join the Khalsa. They know that religious festivals are based on stories, events and traditions from the past. For example, the death and resurrection of Jesus are celebrated during the Easter period, and Hanukkah recalls an event in Jewish history. They are beginning to understand and accept people who are different to them because of their religion and culture.
162. From observations in the three lessons, an analysis of past work and displays around the school, teaching and learning are good. Lessons are well planned and prepared, so that they know what to do and what is expected of them. The content of lessons shows that teachers have carefully researched topics and have good subject knowledge. The introductions to lessons allow pupils to quickly settle and to get on with activities. However, there are not always enough opportunities for pupils to ask questions and to discuss ideas in order to develop their understanding and to help the teacher assess what pupils know, understand and can do. Teaching assistants provide good support for less able pupils so that they make good progress. Higher attaining pupils are challenged to research topics further, as in a Year 5/6 lesson. They were expected to use the Internet and books to research naming and initiation ceremonies in different religions. Practical activities often add further interest to lessons as when pupils make amrit, the special sugar water used in Sikh ceremonies. Lessons are managed very well and reflect the very strong relationships between staff and pupils.
163. Much of the work in religious education is oral, particularly in earlier years. Although there are sufficient opportunities for writing, these do not always take enough account of the wide range of ability within mixed age classes. Good use is made of information and communication technology to add interest and enthusiasm to learning. Pupils, for example, learnt about the Golden Temple of the Sikhs by making a virtual tour of it on the Internet.
164. The subject is well led and managed by the co-ordinator. She sees planning and samples of pupils' work, and has observed lessons, with a view to improving the quality of teaching and learning and raising standards. She has heightened the profile of the subject and helped to develop teachers' knowledge and understanding. Often teachers choose to extend their experience by taking lessons in classes other than their own. Ideas from a nationally recognised scheme of work have been introduced, in line with the locally agreed syllabus, to help ensure continuity and progression in learning. There is not yet any formal assessment in religious education although this is planned. The resources for the subject are adequate and include well-organised and accessible artefacts, reference materials for staff and pupils, and a range of videos on faith stories, festivals, celebration and places of worship. These help teachers to plan interesting lessons.

165. The improvement since the previous inspection has been good. A lot has been done to extend opportunities for pupils to learn about different world faiths, and in the contribution the subject makes to their spiritual development. Teachers have a greater understanding of the nature of religious education and improved subject knowledge; the subject is carefully monitored; standards are improving. Given the improvement since the last inspection and the clear view of what needs to be done, the subject is well placed for further development.