

INSPECTION REPORT

LOSTWITHIEL SCHOOL

Lostwithiel

LEA area: Cornwall

Unique reference number: 111916

Headteacher: Mrs J Carey

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 21-24 January 2002

Inspection number: 243800

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:	4-11 Years
Gender of pupils:	Mixed
School address:	Lostwithiel School Bodmin Hill Lostwithiel Cornwall
Postcode:	PL22 0AJ
Telephone number:	01208 872339
Fax number:	01208 872339
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Pegg
Date of previous inspection:	23 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	Mathematics, music, physical education, English as an additional language	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
19639	Gill Anderson	Lay inspector		The 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?
1939	Michael Benson	Team inspector	English, information and communication technology, design and technology, history, Equality of opportunity	How good are the curricular and other opportunities offered to the pupils?
28014	Peter Buckley	Team inspector	The Foundation Stage curriculum, science, art and design, geography, religious education, Special educational needs	

The inspection contractor was:

SERCO QAA Ltd,
Herringston Barn,
Herringston,
Dorchester,
Dorset
DT2 9PU

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	6
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?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
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?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lostwithiel School is a small primary school with 135 pupils from four to eleven years old. Most pupils come from privately owned homes or rented accommodation in Lostwithiel or outlying villages. The number eligible for free school meals is below average. While unemployment is low, during the summer many families are on low income and work is often seasonal and low paid. Children start school each September part-time then attend full-time at the beginning of the term in which they are five. Two part-time teachers share the Reception class, which contains pupils from Year 1. While the attainment of the current Reception Year was broadly average when they started school, it is not a true picture. Children's attainment is generally below average because a significant proportion of children has problems with speech and language. Thirty percent of the pupils have special educational needs related to behaviour and learning. Nearly five percent of the pupils have statements of need is well above the national average. Pupils are mainly from white United Kingdom heritage and a very small minority speaks English fluently as an additional language. Because the school is small, pupils are taught in classes with two age groups.

HOW GOOD THE SCHOOL IS

This is a good school with significant strengths. From generally below average attainment on entry, all pupils, whatever their level of attainment, racial heritage, social class or gender, achieve well because teaching is good overall and very good in the Reception Year and Years 5 and 6. Standards are improving because the school sets targets for pupils to enhance their attainment, ensuring a good quality education overall. The school is friendly and pupils enjoy their work. Leadership and management are very good and the governors, headteacher and staff work successfully as a team committed to raising standards. The school provides good value for money.

What the school does well

- Standards in English, mathematics, music, and dance are above average.
- The leadership and management of the headteacher are very good, ensuring that teaching is good overall. This in turn helps pupils to learn effectively.
- The provision for pupils with special educational needs is very good and they achieve well.
- The provision for the pupils' personal spiritual, moral, social and cultural development is very good and makes a significant contribution to the environment for learning.
- The very good procedures for monitoring and supporting pupils' academic progress in English, mathematics and science ensure their achievement is tracked carefully.
- The quality and range of extra-curricular activities are very good and the excellent links with the Community College significantly enhance the curriculum.

What could be improved

- Standards in information and communication technology throughout the school are not high enough.
- Higher attaining pupils in Years 3 to 6 do not always reach the standards they could in science.
- The monitoring and evaluation role of co-ordinators other than in literacy and numeracy is not sufficiently well developed to enable them to know the standards and teaching in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall improvement since the previous inspection in 1997 is good. There have been many changes and a new headteacher and several teachers have been appointed. Leadership and management are now very good. Improvements have been made in nearly all the key issues from the previous inspection. Further work is required to raise standards in information and communication technology and the

monitoring and evaluation role of the co-ordinators in subjects other than English and mathematics. Teaching has significantly improved and the strategies for literacy and numeracy have been successfully implemented. Standards are rising at the same rate as the national trend, despite the significant rise in the number of pupils with special educational needs. The provision for special educational needs is now very good and parents are fully involved in the work of the school. The accommodation has been improved with the addition of a new block of classrooms.

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	C	C	B	B
Mathematics	C	C	C	C
Science	B	B	D	D

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

The school performed well in the national tests in 2001 in English and mathematics and standards are rising at broadly the same rate as the national trend. Results in reading and mathematics in Year 2 were above average, comparing very favourably with similar schools, and pupils performed very well in the teachers' assessments in science. Pupils in Year 6 did not perform as well as Year 2 in the tests, mainly because of the different levels of attainment of the pupils. Results compared favourably with the national average and the average of similar schools in English and were average in mathematics. In science the pupils' performance was below average. The girls out-performed the boys. Because of the small number of pupils taking the test and the proportion of pupils with special educational needs, the results of a minority of pupils affected the overall results. Consequently, analysis of results does not always give an accurate assessment of the school's achievements. The school exceeded its challenging targets for English and mathematics.

Attainment on entry to the school is generally below average and there are wide variations. A significant proportion has problems with speaking and listening. The children are on course to reach the Early Learning Goals by the end of the Reception Year. Overall, standards in reading and writing are average at the end of Year 2 and generally above average at the end of Year 6. Standards in speaking and listening are above average throughout the school. In mathematics standards are average in Year 2 and above average, particularly in numeracy, in Year 6. In science standards are above average in Year 2 and average in Year 6, because higher attaining pupils do not reach the above average levels of which they are capable. Differences between the tests and pupils' current work are mainly due to the different attainment of pupils in each year group. These include an above average number of pupils with special educational needs. Standards are above average in dance in Years 2 and 6 and swimming in Year 6. Pupils attain average standards in art and design, design technology, geography and religious education in both Year 2 and 6 and achievement is satisfactory. While standards in history are average in Year 2 they are not high enough in Year 6. Despite improvements to information and communication technology, standards remain below average and the pupils are not yet learning enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are enthusiastic learners who enjoy school.
Behaviour, in and out of	Good: the majority of the pupils behave well but silly behaviour in Year 3

classrooms	is sometimes distracting.
Personal development and relationships	Good: older pupils support younger children well and relationships at all levels are good.
Attendance	Good: very little unauthorised absence and pupils are punctual.

Pupils work and play happily together. The few instances of silly behaviour are managed well.

TEACHING AND LEARNING

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

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

Teaching is good overall and pupils learn effectively. It was satisfactory or better in most lessons seen and good or better in seven out of ten lessons. Teaching is very good in the Reception Year and Years 5 and 6 and motivates children to learn new knowledge and skills. Examples of very good teaching were observed in each of the mixed age classes. Teaching is good in English, mathematics and religious education, and very good in music, dance and swimming. Literacy and numeracy are taught well. The teachers' enthusiasm for English and mathematics captures the pupils' interest and they work very hard in lessons. (Too few lessons were seen to make a strong judgement about teaching in art and design, design technology, geography and history.)

Teaching meets the needs of all pupils, whatever their attainment, special needs, heritage, gender and social background, very well. Lessons are very carefully planned and activities are interesting and challenging. Teachers' subject knowledge is good, but they need to further develop information and communication technology as a tool for learning in other subjects. Time and resources are generally used well. Teachers ask well-timed and skilful questions to probe the pupils' thinking and make effective on-going assessment of their learning. This means that pupils are confident to try out their ideas and discuss their work openly. However, sometimes teachers talk too much, leaving too little time for pupils to discuss what they have learned, and they do not always teach pupils how to record their investigations in science. Pupils are generally well managed and teachers have high expectations of work and behaviour. Skilful and knowledgeable teaching assistants support teachers and pupils very effectively. The pupils learn new things quickly and consolidate what they have learned in many interesting ways.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and reasonably balanced and the range of extra curricular activities is very good.
Provision for pupils with special educational needs	Very good: teaching is good and pupils achieve well. Teaching assistants are experienced and provide very effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: provision for spiritual development is good and for moral and social development it is very good. The successful provision for cultural development helps pupils to appreciate the richness and diversity of the cultures in our society.
How well the school cares for its pupils	Good: pupils are well cared for and their academic and personal development is carefully monitored and assessed.

The school has successfully implemented the National Strategies for Literacy and Numeracy, but the development of some subjects, such as history and geography, has been held back as a result of the strong and appropriate emphasis on English and mathematics. The school works effectively with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the leadership of the headteacher is having a significant impact on school improvement. Key roles are well established but the monitoring role of co-ordinators in some subjects needs further development.
How well the governors fulfil their responsibilities	Good: governors are very supportive and know the strengths and weaknesses of the school.
The school's evaluation of its performance	Good: results are carefully analysed and used to set challenging targets. Performance management and appraisal are well developed.
The strategic use of resources	Very good: the school is very effective and efficient in using resources and special grants are very well used to improve pupils' progress.

The school has a good number of well-trained teachers and teaching assistants. Despite problems with acoustics in the new hall, accommodation is good and resources are satisfactory. The school is successfully applying procedures to get best value out of its resources. Organisation and administration are efficient, enabling the headteacher to effectively fulfil her complex role.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel the school is effective and improving under the good leadership of the new headteacher. They feel that staff are committed to the children and teaching is good. They feel comfortable approaching the school. They feel the school expects children to work hard and is helping them become mature. Parents like the interesting range of activities outside school. 	<ul style="list-style-type: none"> Some parents are concerned about homework. Some are concerned about behaviour. A minority feels that they are not kept well informed about their child's progress. A similar number does not feel that the school works closely with parents. Parents are concerned about the safety of children outside school at the beginning and end of the day.

The inspectors support the positive views of the parents. They do not share the parents' concerns about homework, behaviour and how closely the school works with them. Arrangements for homework are appropriate and the school is happy to review whether the youngest pupils have too much. Behaviour is good overall and pupils with special needs related to behaviour are well managed. Inspectors feel that the school makes every effort to work closely with parents. The inspectors share the parents' and governors' concerns about the safety on the road outside school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry is generally below average, particularly in communication and language. However, the attainment on entry of the children in the current Reception Year was broadly average with some wide variations. While some pupils are ready to start school and most recognise their name, a significant proportion has problems communicating their ideas and finds it hard to sit and listen. The provision is very good and successful teaching means that, by the end of the Reception Year, pupils are on course to reach the nationally recommended Early Learning Goals for their personal, social and emotional development, communication, language and literacy, mathematical and creative development, knowledge and understanding of the world. They are on course to exceed the goals for their physical development.
2. The school's performance in national tests is broadly in line with the national average and standards are rising at the same rate as the national trend. The small size of the groups taking the test means that the performance of one or two pupils with special educational needs affects the results and does not give a reliable picture of pupils' attainment. In the 2001 national tests for pupils in Year 2, results in reading and mathematics were above the national average and compare very favourably with results in similar schools. In fact, results in reading were well above the average of similar schools. In writing results were similar to all other schools. The pupils performed very well in the teachers' assessments for science. The results for Year 6 in the tests were above average in English and average in mathematics, but the pupils did not perform as well in science because fewer pupils reached the higher Level 5 than in other schools, both nationally and compared to those with similar pupils. The girls out-perform the boys in each core subject. The reason for this is the number of boys who have special educational needs. There is very little difference between the attainment of boys and girls in the work seen because the school is boosting the boys' confidence and their work is improving. The pupils' achievement is satisfactory since they took their tests in Year 2, despite the significant rise in pupils with special educational needs. Because the numbers taking the test are small, one pupil's results affect the overall results, which does not give a true picture of pupils' attainment.
3. The standards in the work seen are generally average and a significant proportion is reaching above average standards by the end of Year 6. There is evidence of rising standards in English and mathematics. All pupils' achievement, whatever their racial heritage or gender, is generally good given their levels of prior attainment. Any variations between the results and the work of the current Years 2 and 6 are because of the different attainment of the pupils and the above average number of pupils who have special educational needs. The attainment of the pupils with special educational needs is generally below average at the end of Year 2 and close to average at the end of Year 6. They achieve well because of carefully planned work and good support from teaching assistants that boost their attainment. In all but science, information and communication technology and history, higher attaining pupils are attaining above average standards. The very few pupils who speak English as an additional language are achieving well because of the appropriately planned work and effective support.
4. Standards in English are above average by the end of Year 6. Given pupils' attainment in Year 2, achievement is good. There are strengths in speaking and listening throughout the school and evidence that higher attaining pupils are reaching higher than average levels in reading and writing in both Years 2 and 6. Standards in speaking and listening are above average because teachers place considerable emphasis on developing skills of speaking in different groups, such as in class discussion and the school council. Teachers frequently insist that pupils speak in sentences when answering questions in mathematics, for example.
5. Pupils' achievement is generally good because of the good teaching and the impact of the new programmes of teaching in English. The above average number of pupils with special educational needs achieve well, enabling them to read and write confidently. One of the reasons that pupils

reach their potential in Year 2 is because they are effectively taught a range of strategies to help them read and spell correctly. For example, they are systematically taught the patterns of sounds letters make and how they can build up words by joining the sounds together. In Year 6, the teacher's enthusiasm for English is infectious and pupils work hard to improve their reading and writing skills. They build steadily on what they know and a significant proportion is reaching higher than average standards. Attempts to boost the boys' achievement and confidence are beginning to have a positive impact on their attainment and there are clear signs of improvement. For example, in one lesson, pupils were able to build up the atmosphere in the stories they were writing because the teacher skilfully stimulated the boys to do their best. She demonstrates effectively, showing the pupils what she means, enabling all groups of pupils to grasp the new knowledge and apply their skills.

6. It is a similar improving picture in mathematics and standards are generally above average by the end of Year 6 because the teaching is challenging and boosts pupils' attainment. There are particular strengths in numeracy in both Years 2 and 6 that result from the successful implementation of the Numeracy Strategy and improved teaching of mental calculations. Pupils successfully apply what they have learned to mathematical problems. Achievement is good because pupils learn new skills and strategies and by Year 6 pupils have a thorough understanding of place value. Their multiplication and division of two- and three-digit numbers is enhanced by their knowledge of the multiplication tables and they often calculate quickly. The higher attaining pupils are becoming confident and accurate at multiplying using decimals.
7. Standards in science are above average in Year 2 and average in Year 6 because the higher attaining pupils do not always reach the higher than average levels they should. The school is aware of the need to raise standards in science and appropriate plans are in place to boost attainment. While pupils in Year 6 have a sound understanding of how to make a test fair, and there is a strong emphasis on scientific enquiry and investigation, they are not clear about how to plan observations, record and analyse findings and present the outcomes of their work.
8. The school has undertaken a great deal of work in information and communication technology to improve teachers' subject knowledge and upgrade the resources available to the pupils. However, the new programmes of work have not yet had time to have an impact on the pupils' attainment and standards are below average. Pupils in Year 2 and Year 6 are able to undertake simple functions on the computer, such as word processing, but are not able to re-draft their writing. Their keyboard skills are weak and this slows them down. In Year 6, pupils enter data to analyse and know how a sequence of instructions to the computer can make it control a car park barrier or traffic lights. However, they do not have a clear idea how information and communication technology can be used as a tool for learning in other subjects. Their knowledge of spreadsheets and how to use the Internet and e-mail to support their learning are weak. Pupils are not achieving enough as they progress through the school and achievement in some aspects such as modelling and control is inhibited by a lack of sufficient hardware for pupils to use.
9. In physical education, standards in dance are higher than those expected for this age group in both Years 2 and 6. Teaching is very good and this helps pupils to extend their movements creatively. Achievement is good. In Year 5, standards in swimming are above average because pupils build on what they have learned, gaining confidence and improving their strokes. They are clearly challenged by very good teaching. The achievement of pupils with special physical needs and problems with behaviour is good and they are fully included in swimming and dance lessons. Standards in music in Year 2 are average and by Year 6, standards are generally above average and pupils achieve well because of rigorous specialist teaching. Standards in art and design, design and technology, geography and religious education are in line with what is expected nationally. Pupils are learning enough and their achievement is satisfactory.
10. Although standards are slightly lower since the previous inspection, test results have improved. Since the new headteacher has been appointed, there has been a strong and appropriate emphasis on improving standards in literacy and numeracy, and the national strategies have been successfully implemented and improved teaching and learning in English and mathematics. Standards in other subjects have been maintained but standards in history have declined. Pupils'

achievement in history is unsatisfactory because they are not learning enough. For example, while pupils have a good understanding about people and periods of history in the past such as the Victorians, the Ancient Greeks and the Tudor dynasty, they do not use that knowledge to link characteristics of the past with society today. Their understanding of the different ways of gathering information and checking its accuracy is weak. Historical skills are not yet developed in a systematic way as pupils progress through the school.

11. Teaching is good and pupils are learning at a good pace. Standards are improving at an appropriate rate. The school's energies have been successfully focussed on literacy and numeracy, ensuring that the pupils with special educational needs are achieving well. In all subjects teachers plan work that meets the needs of all pupils. Following an analysis of the test results, the school is now focusing on the attainment of boys and higher attaining pupils. While it is too early to see the full impact of this work, early indications are promising. Pupils with special educational needs achieve particularly well. Individual Education Plans are detailed and regularly reviewed. Skilful teaching assistants support pupils very well. As a measure of success, the special educational needs register shows the effectiveness of pupils' individual education plans, when some pupils are removed from it or require less support.
12. The headteacher and the literacy co-ordinator carefully analyse results, in relation to the pupils' ability, special educational needs and gender. They examine test papers and other assessments to analyse what pupils are getting wrong. Information is used successfully to set targets for year groups, individuals and groups of pupils such as boys and high attaining pupils. Local and national performance data are used effectively to track pupils' progress and make predictions about possible attainment. This leads to challenging targets. Governors, teachers and teaching assistants have a good idea of what needs to be done to raise standards. There is a determined commitment to improving pupils' levels of attainment. Consequently, the school is well placed for further improvement.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, value and personal development are good and they behave well. These standards have been maintained since the previous inspection and have a positive impact on pupils' learning. Pupils demonstrate good levels of enthusiasm, interest and involvement in their activities. They enjoy school. For example, in music in Year 6, pupils enthusiastically tackled refining a musical accompaniment to their rap, exploring the sounds the keyboard could make. Children in the Reception Year are eager to come to school. They quickly learn the routines of the classroom and are confident and happy learners. They play happily together; learning to take turns and tidy up. In a Year 1 and 2 lesson in literacy, pupils were very interested and attentive, engaged by good presentation of material. Pupils throughout the school enjoy learning and are proud of their successes. They are eager to take part in school life. Parents feel that the school is helping children to develop positive attitudes and that they respond well to the merit awards for behaviour.
14. The pupils' behaviour in lessons, the playground and around the school is generally good and, as a consequence, learning is effective. Because the school works very hard to include all pupils, especially those who have special needs related to behaviour, there has been only one fixed term exclusion for extreme special behavioural needs. In lessons behaviour is generally good. For example, in art and design in Year 5, pupils maintained good behaviour, handling materials safely and carefully, which had a positive impact on their learning. In the Reception and Year 1 class pupils behave very well, responding quickly to the teachers' directions. In a lesson in the Year 2 and 3 class in religious education, there were good levels of concentration and listening sustained by very sensible behaviour. Sometimes silly behaviour in that class distracts teachers' concentration and the learning of other pupils. The teachers' management is appropriate and pupils quickly conform to the teachers' discipline. The very few instances of bullying are dealt with quickly and effectively. Parents know that fighting, bullying and swearing are not tolerated. This is reflected in the school's firm approach to racism, which was identified and praised by a parent. Teachers have high expectations of good behaviour and, as a result, the pupils know what is expected of them.

15. Pupils with special educational needs have positive attitudes to their work and their behaviour is generally good because they are very well integrated into classes and participate fully in all aspects of the curriculum.
16. Pupils' personal development and relationships are good. The organisation of a 'buddy system' is successful, particularly in supporting younger pupils and developing in older pupils a good sense of responsibility for others. Pupils' understanding of the impact of their actions on others is satisfactory. Their respect for the feelings, values and beliefs of others is good and was demonstrated when pupils listened attentively to a priest in religious education. Pupils enjoy opportunities to take initiative and personal responsibility, and are eager to talk about them and their role on the school council. Relationships are good and staff provide effective role models and value the pupils' contribution. Instances of effective group work in a range of lessons enable pupils to demonstrate how well they listen to each other and share ideas.
17. Attendance is good, and above the national average. Authorised absence is below the national average. There is very little unauthorised absence. Pupils are generally punctual and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good and is one of the school's strengths. It was satisfactory or better in almost all lessons seen and good or better in seven out of ten lessons, and very good or excellent in nearly five out of ten lessons. Three lessons were outstanding. This marks a good improvement since the previous inspection.
19. Teaching is very good in the Reception Year. Teachers have high expectations of children. They plan a well thought out range of interesting learning opportunities that motivate children to work very hard. Teachers are good at challenging the children and seize every opportunity to extend their language and numeracy skills. For example, in a mathematics lesson the pupils were very excited about guessing the name of a shape wrapped in a parcel. They were keen and reasonably accurate, helping each other out when difficulties occurred. The provision for these children is very good and an important strength of the school.
20. In Years 1 to 4, teaching is good and it is very good in Years 5 and 6. Examples of very good teaching were observed in each of the mixed age classes. Teaching is good in English, mathematics and religious education and very good in music and physical education. It helps pupils to learn new things quickly and apply what they have learned to other situations. Specialist teaching in music and dance is outstanding and the progress in these lessons was rapid because the pupils were enthralled by their physical and intellectual success. Literacy and numeracy lessons are well established and the basic skills are well taught, enabling pupils to practise their reading writing and number skills on a regular basis. This contributes to the steady rise in standards. Literacy and numeracy are becoming increasingly developed in other subjects. While there are examples of good report writing in history and mathematics in subjects such as science, where they create graphs and take measurements, opportunities are not always emphasised in a systematic way. The teachers' enthusiasm for English and mathematics captures the pupils' interest and they work very hard in lessons. Teaching is satisfactory in science and there was not enough evidence to judge teaching in art and design, design technology geography and history. The very few lessons in information and communication technology were satisfactory.
21. Teaching meets the needs of all pupils, whatever their attainment, special needs, heritage, gender and social background, very well. This has a positive impact on pupils' learning, and they show interest in their work. The overall provision for pupils with special educational needs and those who speak English as an additional language is good. Work is well planned and high quality teaching assistants support the pupils, enabling them to learn effectively. Pupils' Individual Education Plans, planned by the special educational needs co-ordinator and the class teacher, contain clear targets with success criteria to guide their work. Plans are reviewed and up-dated

termly helping teachers to provide work to meet pupils' changing needs. Improvements in the teaching of higher attaining pupils are beginning to have an effect on extending their skills. In Years 5 and 6, additional class support, for example, helps the pupils meet the challenges in mathematics and they work hard to solve challenging problems related to multiplication of decimals to 2 decimal points.

22. Throughout the school, very good planning ensures that lessons are well organised and activities are interesting and challenging. This is a particular feature of the very effective teaching of pupils with special educational needs. Individual Education Plans are successfully used as a framework for learning and pupils really enjoy what they learn. Throughout the school, very good planning ensures that lessons are well organised and activities are interesting and challenging. Subject knowledge is good overall and much improved in information and communication technology. Teachers now need to practise their skills by planning opportunities for pupils' to develop information and communication technology as a tool for learning in other subjects. In the Reception and Years 1 and 2 class, teachers have a very good understanding of how to motivate and excite the youngest pupils. Through a good knowledge of how to present the curriculum, lessons are exciting and children enjoy their work. For example, in a dance lesson, the children displayed high levels of co-operation as they created shapes with their bodies and joined them together to make machines. They were delighted by the final dance and skipped back to their classroom full of enthusiasm.
23. Time and resources are generally used well. Dance and music lessons are brisk and lively and a great deal of work is covered in a short time. In mathematics, the brisk mental calculation sessions make pupils think quickly and reasonably accurately. A good example of this was in the Year 2 and 3 class when pupils had to work out the total of money in an envelope and quickly subtract the lowest from the highest amounts in envelopes. In pairs, they excitedly tried to calculate as many envelopes as possible, beginning to co-operate and find strategies of using each other's answers in the most economical way. The use of real coins enhanced this activity. A good range of resources is used to support the pupils' learning. For example, in science the teacher skilfully used a dark box to demonstrate the importance of electricity in our lives. Pupils concentrated for a long time and the teacher maintained their interest by challenging them with different coloured sources of light. Sometimes in information and communication technology, when some pupils cannot get to use the computer in lessons their progress slows down. In music, the good range of musical instruments, including a microphone, captivates the pupils and the hard work in composing and modifying their music results in exciting performances.
24. Teachers ask well-timed and skilful questions to probe the pupils' thinking and assess the pupils' learning carefully and systematically. This enables the teacher to adapt what they are teaching and try another strategy to help pupils understand. For example, in Years 5 and 6 the teacher is skilful at getting the pupils to talk about how well they understand what she has taught. In English, when discussing the setting and characters for a story she reinforced their understanding by finally showing the pupils, 'this is what I mean ...' and they quickly understood what was expected of them. This means that pupils are confident to try out their ideas and discuss their work openly showing when they have or have not understood what the teacher has presented to them. Teachers use the information to plan further work or record success.
25. Pupils are generally well managed and teachers have high expectations of work and behaviour. It is particularly successful when teachers reinforce the class rules made by the pupils. In the best lessons, teachers expect to be listened to and pupils respond quickly to reminders about what had been agreed. A few pupils have special needs related to behaviour and are calmly and positively managed, enabling them to take part in all lessons. A good example of this was in the swimming pool where discipline was very good and consequently, pupils knew exactly what was expected of them. The teacher made pupils work hard and they enjoyed their success. A small group of the boys in Year 3 do not always work as hard as they could because they are influenced by the silly behaviour of pupils who have behavioural needs. Teachers work hard to maintain their interest and sometimes do not make as good use of the classroom rules as they could to re-establish the ground rules.

26. Homework is appropriate and successfully supports the pupils' work in lessons. A well thought out programme of homework during the week is carefully organised. Some parents feel that too much homework is given to the youngest children and the school is about to monitor and evaluate the provision.
27. Teaching assistants are very effective in their support of teachers and pupils. They fulfil a range of functions and are very well respected by pupils. They are sensitive to the needs of pupils and provide a good range of activities to captivate their interest. They plan with the teachers and are intuitive in their support for pupils who have special educational needs. They work well as a team with the teachers and the special educational needs co-ordinator, who directs their work. They use their many skills to the full, interacting successfully with all groups of pupils.
28. There are no significant weaknesses in teaching. However, the very few shortcomings were related to insufficient time spent on discussing objectives and the purpose behind an investigation in science. Pupils were not always taught how to record their findings in a systematic way. Sometimes teachers do not give sufficient time for pupils to evaluate their work and the work of others and in a few lessons teachers talked too much, leaving too little opportunity for pupils to discuss what they have learned. Teaching continues to improve because teachers evaluate their strengths and develop their weaknesses successfully, through the targets they set with the headteacher. This has a significant impact on the pupils' learning, enabling the pupils to learn new things quickly and consolidate what they have learned in many interesting ways.

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

29. The quality of the curricular and other learning opportunities is good and prepares the pupils well for the next stage of their education. This is because an appropriate curriculum is in place that is broad and balanced across most subjects. The curriculum has improved effectively since the last inspection. For example, there is now a better balance of time between subjects and the learning opportunities now support the school aims well. The quality and range of learning opportunities for children the Reception Year are now very good and fully meet the nationally recommended curriculum for the Foundation Stage. The learning opportunities are exciting and engage the children's interest, promoting achievement. All subjects of the National Curriculum and religious education are taught.
30. The strong emphasis on English and mathematics means that the learning needs of all pupils, including those who speak English as an additional language, are met well. The curriculum is suitably modified to meet the needs of pupils with special educational needs and provision for them is very good. They are given as many opportunities as other pupils to be involved in all areas of the curriculum and benefit from appropriate targets carefully constructed in the Individual Education Plans. Provision for high attaining pupils is improving and specific work is now planned to boost their levels of attainment.
31. The curriculum is broad and the school benefits from the work of specialist teachers for dance and music. Time allocations for all subjects are appropriate. The necessity of mixing age groups within each class because of the size of the school is carefully considered in the way the curriculum is planned. The amounts of time identified termly to enable subjects such as design and technology or geography to be taught in weekly blocks are efficient, and are some of the reasons why the breadth in most subjects is continuing to improve and the curriculum is sufficiently well-balanced. The provision for literacy and numeracy is well co-ordinated. The teachers use very effective strategies to teach English and mathematics and these are helping to steadily raise the pupils' attainment. Although examples were seen where skills in reading and writing were taught in most subjects, this aspect is not yet a consistently planned part of the curriculum in each subject. In addition, there are insufficient planned opportunities for information and communication technology to be used as a tool for learning in other subjects.
32. Planning throughout the school is now very good and is closely matched to the pupils' needs. The school's curriculum framework is effective and there are schemes of work for all subjects, which

help the teachers decide what they should be teaching and when. However, planning in history and geography has not been recently updated and there is no system to identify when historical skills will be taught as pupils progress through the school to make sure that that the subject is covered in sufficient depth. Teachers' planning in the long and medium term, monitored by the headteacher and some co-ordinators, is detailed. Lesson planning always shows what is to be learned during that lesson.

33. The provision for extra-curricular activities outside lessons is very good and a very successful range of after-school and lunchtime clubs are well attended by the pupils. Considering the small number of staff, pupils can experience a wide range of sporting and cultural activities that enrich their time in the school. This provision makes a successful contribution to the pupils' achievement in many areas, including music and physical education, and the popularity of the 'Harry Potter' club continues to grow. The curriculum is also enriched by visits that are organised to places of local interest and museums. A residential visit with another local primary school, for pupils in Years 5 and 6, enables pupils to participate in outdoor and adventurous activities.
34. All the teaching and non-teaching staff work very hard to make sure that all boys and girls have equal opportunities and full access to the curriculum. As a result, provision for all groups within the school is very good and they are achieving well. The careful planning ensures that whatever the pupils' attainment or needs they are fully involved in all activities. The school is particularly successful with a few boys who have difficulties conforming to the school's code of behaviour. Clear boundaries are set and, whenever possible, they remain in lessons to meet their targets for good behaviour.
35. Provision for personal social and health education is very good. This area is taught successfully through weekly lessons. The ideas that underpin the curriculum are often emphasised in other lessons and reflected in the good relationships in the school and, for example, in the school and classroom rules. The staff provide very good role models and the school council is used to enable pupils to comment on the curriculum and its organisation. Arrangements for sex education and education on the consequences of abusing drugs are appropriate. Pupils visit the local Community College to ensure a smooth transition at the end of Year 6. Excellent links with the Community College help to develop and enhance the curriculum by providing specialist support from visiting teachers. Involvement in the local schools' group helps to enrich the curriculum through joint sporting events and visits. Relationships with the village playgroup are good, which helps the pupils make a smooth transition into the Reception class. Good links with the community mean that the school makes a positive contribution to town events. Close links with the church mean that the local priest is a regular and popular visitor. She enhanced the pupils' learning in one successful religious education lesson by answering the pupils' questions about her role in the parish.
36. The provision for the pupils' personal, spiritual, moral, social and cultural development is very good and one of the school's strengths. This strength has been sustained since the last inspection and the provision for pupils' social and cultural development has improved. Opportunities for pupils' spiritual development are good. Religious education and a planned programme of Collective Acts of Worship allow for reflection, and church links contribute to pupils' spiritual awareness through celebrating Christian festivals. Further opportunities are provided through stories, music and art for pupils to appreciate and reflect. The school has started to systematically plan this into the curriculum.
37. The provision for pupils' moral education is very good. All teachers and adults in the school have high expectations of pupils. School and class rules are developed with suggestions from pupils. The use of group work called 'circle-time' allows the opportunity for pupils to express and develop their moral views. Pupils have a clear understanding of right and wrong and are encouraged to take responsibility for their actions. They are encouraged to respect property and the school environment, which is tidy and free from litter. Through developing good relationships, adults encourage pupils to be courteous and considerate.

38. The provision for pupils' social development is very good. The staff provide very effective role models by promoting supportive relationships with each other and with the pupils. Teachers provide a range of opportunities for pupils to work together and discuss their activities. Pupils have responsibilities within their own classrooms and, as they get older, around the school, and their close involvement in raising money for charities contributes to their understanding of citizenship. In the Year 5 and 6 class, pupils take part in the residential visit that focuses on living and working together collaboratively in a range of situations. Through the school council pupils extend these responsibilities in contributing to the future direction of the school. Members of the council are changed regularly through a voting system, and have to keep their classmates informed of decisions made by the council.
39. Provision for cultural development is good. The school has strong links with the community and contributes to arts events, pageants and festivals. This promotes an understanding of Cornish culture. Visits in the locality, and wider afield such as to the London Eye, and visitors to the school contribute to the range of pupils' cultural experiences. The school works hard to develop the pupils' understanding of the richness and diversity in our society through study of the world's major religions, art and music. Study of life in other countries, such as Kenya, promotes an understanding of the cultures in the wider world. The school's clear policy to combat and confront racism promotes a respect and understanding of cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school cares for its pupils well. Teachers know them well, and are aware of their needs, responding to them in positive and supportive ways. The contribution of all pupils, whatever their special educational needs, gender or background, is valued. This ensures pupils feel confident and happy in school. The welfare of pupils is enhanced by the 'buddy system' when older pupils give support to the youngest. Educational and personal support is effective and helps pupils be confident and achieve well. This is a good improvement on the previous inspection and procedures are now good.
41. Procedures for child protection and for ensuring pupils' welfare are good, and have improved since the previous inspection. The headteacher is the named officer and the procedures are very thorough and in line with local education authority procedures. Procedures for fire protection, dispensing medicine, first aid and visits out of school are very thorough and carefully recorded in the health and safety policy. The inspection supports parents' concern over the safety of children with the current arrangements for dropping and collecting children at the beginning and the end of the day. An increase in car parking arrangements for staff will bring some modest alleviation of the difficulties. The governors are in ongoing dialogue with the town council and highways department to address possible ways of keeping children safe when they arrive at and leave the school. Double yellow lines opposite the school would prevent double parking. Some other minor health and safety issues were pointed out to the school during the inspection.
42. The pupils' personal development is carefully monitored and pupils with specific difficulties are systematically tracked as they progress through the school. The personal support and guidance given to pupils are good, through group discussion and individual meetings. Procedures for monitoring and improving attendance are good and supported through an appropriate policy and the help of the local education welfare officer. Data from registers is entered on the computer and monitored by the headteacher to note any patterns of absence from different groups of pupils. Parents are efficient at notifying the school about matters related to absence.
43. Procedures for monitoring and promoting good behaviour are good, and supported in a range of appropriate ways, such as the school rewards system, and class and school rules, which work well. The particularly careful monitoring of pupils identified as having special needs related to behaviour has a positive impact on their standards of behaviour and achievement. Procedures for monitoring and eliminating oppressive behaviour and bullying are good. Pupils know what is expected of them and feel that the system for discipline is fair. They therefore feel confident about the school, knowing that staff will sort difficulties quickly. An effective group called 'Socially Speaking' meets with a teaching assistant and through a programme of guided discussions

promotes self-esteem, communication, listening and the social skills impact on the life of the school. The values of a multicultural society are consciously held and promoted by teachers.

44. Procedures and arrangements for monitoring the pupils' academic progress are good overall. There has been a substantial, sustained improvement since the last inspection. Present arrangements are rigorous and provide reliable information that the school uses to shape its work. The senior management team undertakes a thorough analysis of the school's performance on in the national tests for Year 2 and Year 6. The findings are used to help teachers maintain the strengths identified and to remedy weaknesses. This strategy is effective in monitoring the development of the curriculum and this is helping to raise standards.
45. The school has very effective procedures for assessing the progress of the pupils in English, mathematics, information and communication technology and science, and records are comprehensive. This is a considerable strength and a key reason why attainment is steadily improving in these subjects. Assessment arrangements in other subjects are not so detailed. A good range of information including the results of the non-statutory tests is used in addition to the national tests taken at the end of Years 2 and 6. Detailed records are kept of the pupils' attainments. These are rigorously and extensively analysed and the findings used to evaluate how well the school is doing in comparison to both national targets and similar schools. The findings are used to plan future work and to improve how subjects are taught. This is particularly true of English and mathematics. For example, concerns about the boys' results led to work that helped boys be more confident. From this analysis, challenging targets are set for whole school improvement, improvement in different years and finally for individual pupils. This is very effective, as pupils understand what they have to do to get better at their work and feel that they will be able to achieve them. Examples of helpful marking support pupils by both encouraging their achievement and noting what they have to do to improve. This level of high quality marking is not a consistent feature of each classroom.
46. Procedures for monitoring and supporting the progress of pupils with special educational needs are good. The school has effective procedures for early identification of pupils who need additional help, placing them on the special educational needs register and providing what further help is needed. The special educational needs co-ordinator is conscientious in maintaining Individual Education Plans and ensuring that provision outlined in statements of special educational need is implemented. He ensures that the school has very good relationships with external support staff and agencies. Half-termly reviews of the plans by the co-ordinator and the class teacher contribute to effective assessment and the school tracking pupils' progress effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has maintained a successful partnership with parents since the last inspection and works hard to embed it in the life of the school. The new headteacher has the confidence of the parents and the school has the confidence of all communities. Parents view it as a good and improving school. They are pleased that their children are making good progress, that teaching is good and that it is a happy school where staff are committed to the children. They feel comfortable approaching the school. They feel that the school expects their children to work hard and that it is helping them to become mature. They like the interesting range of activities outside lessons. They state that there is good leadership and management and that the school has improved since the new headteacher took over.
48. Parents who responded in the questionnaire expressed concern over homework but views were more positive at the meeting. A recent survey has led to new procedures, which are now taking effect and being monitored by the school, and the inspection considers these arrangements are good. A smaller number would like more information about how their child is getting on, and say the school could work more closely with parents. Evidence shows that the school is working hard to keep parents informed and is creatively working with parents to improve children's opportunities. Some parents were concerned about behaviour. Overall the pupils behave well, although the behaviour of some pupils with special needs related to behaviour is sometimes not

as good. They are managed well by the teachers. The evidence from the inspection supports the parents' concerns about traffic and parking arrangements at the beginning and end of the day.

49. The school's links with parents are good. The quality of information provided, particularly about pupils' progress, is good. New parents receive a prospectus together with effective induction sessions for younger pupils and helpful information for these parents. Regular newsletters, including a class newsletter, keep parents well informed about topics and what is happening in school. There are meetings near the beginning of term so that parents can be involved with discussion on target setting, and every effort is made to meet with parents who work. Weekly learning objectives are identified and displayed on the doors of the classrooms to give parents more information about the curriculum, particularly in numeracy and literacy. The home to school agreement clearly states responsibilities and the school works hard to involve parents in as many activities as possible. This is extended to an explanation as to how homework fits into the week's learning. Annual reports are satisfactory and include information about what a child needs to do to improve, together with a section for both parents and child to comment. There are effective opportunities for information on progress, particularly through the ready access of parents to teachers.
50. The school works actively at involving parents of pupils with special educational needs to provide appropriate support. Parents of pupils with a statement of special educational needs are invited to the statutory review of the statement, while parents of pupils with Individual Education Plans are kept fully informed, both formally and informally, of their child's progress and needs.
51. The impact of parents' involvement on the work of the school is good. They are very supportive of their children and most make a significant contribution to children's learning at school and at home. There has been a big cultural change in bringing parents into school and they have responded very well with about 14 a week giving regular help. In the Reception Year parents accompany their child into the classroom to help with practising writing or counting. This provides a very good opportunity to have discussions with the teachers. However, curriculum evenings are not well attended, although the induction evening for younger pupils is very successful. Parents also make a good contribution to activities outside lessons, particularly football. The Lostwithiel Association provides very good financial and social support and has contributed generously to the large adventure play facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management are very good and contribute significantly to the improved teaching and rising academic standards and the pupils' good achievement. The headteacher, appointed after the previous inspection two years ago, is having a significant impact on school improvement and development. Consequently, there have been important improvements since that inspection. These have been mainly related to the way the school analyses its performance and consequently raises standards by setting challenging targets for teaching and pupils' achievement.
53. The leadership and management of the headteacher are very good. She is enthusiastic and committed to improving teaching and learning and raising standards and has the confidence of parents, governors, staff and pupils. She has been instrumental in helping the school to respond to the changing needs of the pupils as more are admitted who have difficulties with their learning. The headteacher has a half-time teaching commitment and is a good teacher and a good role model for her staff. The strong emphasis on improving pupils' achievements has led to the Literacy and Numeracy Strategies being successfully implemented. This is largely due to the effective support of the senior teacher and the headteacher. The school knows where it is going because the leadership ensures a very clear educational direction. Consequently, the teaching team is effective and works hard to improve the pupils' personal, academic and physical development. The strong sense of teamwork from the teaching and non-teaching staff creates high morale. This means that a strong and positive ethos permeates the school and has a significant impact on pupils' behaviour, including those with special needs related to anti-social behaviour. The contribution of all groups of pupils whatever their capability, background, gender or special

needs, is valued and their achievement is celebrated. The aims are strongly reflected in all aspects of school life.

54. The governing body fulfils its roles well and is very supportive of the school. Many governors assist in the school and this provides them with insights into the organisation. They are fully involved in monitoring and evaluating standards and teaching. The governors know the strengths and weaknesses well through a programme of visits to observe teaching and learning, reports and focused discussion with co-ordinators. The experience and expertise of governors are successfully used and this is particularly noticeable in the support given to pupils with special educational needs.
55. The provision for special educational needs has improved since the last inspection particularly by the introduction of good quality Individual Education Plans. The co-ordinator provides clear leadership and support for class teachers and liaison with support agencies is very good. He has release time in line with the requirements of the new Code of Practice for special educational needs, which means that the school has successfully introduced the new arrangements. The governor for special educational needs is fully involved and holds regular meetings with the co-ordinator to review the progress of all pupils on the register. The governing body receives regular reports and is committed to providing high quality teaching assistants in the classroom.
56. The small teaching staff has a satisfactory range of responsibilities. Key roles for the Foundation Stage, English and mathematics are very well developed. Science is being appropriately led on a temporary basis, in the absence of the substantive co-ordinator. The school has rightly concentrated on implementing the National Strategies for Literacy and Numeracy and has not yet completed work on developing the roles of co-ordinators in other subjects. Consequently, there are shortcomings in subjects such as design and technology, geography, history and physical education because there is no overview of expected standards and curriculum developments. This is partly because these subjects have not been a priority for development. Monitoring and evaluation in subjects other than literacy and numeracy is still informal. This was a key issue in the previous inspection and, while progress has been generally satisfactory, more work is required to ensure that co-ordinators gather evidence systematically to provide helpful information about standards and teaching.
57. Monitoring and evaluation of the school's overall performance is good and there are strengths in the way results are analysed and the information used to set challenging targets for improvement. The analysis of results by gender and attainment provides helpful information to formulate the priorities in the school development and improvement plan and feedback about the curriculum and pupils' learning. A good example of this was the discovery that pupils were either missing out questions in the mathematics test about division or were getting answers wrong. This resulted in focused teaching of division throughout the school and improvements are noticeable in pupils' work. Despite a considerable teaching commitment, the headteacher undertakes monitoring of pupils' work. Teachers are given regular feedback on their teaching from the head following observation of lessons. Planning is evaluated and this has an impact on lesson plans and has led to improvements since the previous inspection. Performance management and appraisal are well established.
58. The school has a good number of well-trained staff to meet the demands of the curriculum. Teachers' knowledge and understanding are well used to support relief teachers. They share a common purpose to make their work effective. The temporary relief teacher is well supported, enabling her to settle quickly into her role. Teaching assistants form a very strong team with the teachers. This has a considerable impact on the quality of learning. They are well trained to carry out a range of tasks, all of which make very good contributions to the pupils' progress. This is particularly marked for pupils with special educational needs.
59. The accommodation is good. There have been considerable improvements to the teaching accommodation and the areas around the school since the previous inspection. For example, a new block containing a hall and two classrooms has made a considerable difference to pupils' learning. It is attractively joined to the main building. The acoustics in the new hall are poor and

this means increased noise levels and reverberation of sound in physical education and music lessons and assembly. Quiet lessons are sometimes disturbed by noise from neighbouring classes. The new adventure play area, donated by the parent teachers' association, significantly enhances the play area. The pupils enjoy a reasonably large playground, a field and an attractive outside area for children in the Reception Year. They also use facilities at the local Community College and the facilities of the swimming pool in a town nearby.

60. The school has a satisfactory range of resources for teaching and learning overall. A planned programme of improvement to resources for the Foundation Stage, English, mathematics and religious education is carefully linked to developments. The broad range of fiction and non-fiction books in the library, classroom collections and reading libraries promotes the pupils' interest in reading. Resources in mathematics are good and effectively support the numeracy programme. The satisfactory range and quality of resources in science, art and design, design technology, geography and history is complemented by the effective use of the local education authority's library service, teachers' personal collections and loans from parents. Despite considerable investment in computers, resources in information and communication technology remain inadequate to meet the changing demands of the curriculum. A good range of musical instruments is stored in the new hall and is supplemented by keyboards from the specialist teacher. The instruments available for Reception and Years 1 and 2 class are old and in need of updating. Larger wooden instruments for use in the playground are attractive and popular. Pupils enjoy handling a broad range of resources and artefacts in religious education, particularly from other world religions such as Judaism and Sikhism.
61. Good use is made of strategic resources and the school is effective and efficient in using the budget to raise standards and enhance the learning of all groups of pupils. Specific grants are used very well to raise levels of achievement and improve the quality of education for all pupils concerned. For example, the special needs grant is very successfully targeted at pupils with complex and additional needs. This has been effectively supplemented by the governors to provide well-trained teacher assistants to support the teachers and pupils. The grant to boost pupils' attainment in English and mathematics has contributed to the continued rise in standards and is currently targeted at raising standards attained by the high attaining pupils. The grant for purchasing hardware and improving teachers' subject knowledge in information and communication technology has been used well but further investment is required. Education priorities are effectively supported through efficient financial planning and carefully linked to spending in the school development and improvement plan. The head and governors benefit greatly from the financial services purchased from the local authority.
62. Financial planning and budgetary controls are effective and carefully based on accurate information. The considerable surplus is due to careful budgeting, additional grants and savings put aside to cover an expected claw-back from the local authority. The school has had to save for the initial pensions for teachers who retired and for the proposed alterations to the buildings for the new early years unit and information and communication technology room. The surplus will be considerably reduced later this year when the building work has been completed.
63. The headteacher and governors are very successfully applying principles in management and the use of resources to get best value. The headteacher and senior teacher analyse test results and track pupils' progress in comparison with previous performance and the results of similar schools locally and nationally. Groups of parents and pupils are consulted about issues related to improvement. For example, in response to an issue about homework identified in the previous inspection, the school created a daft policy in agreement with the staff and governors and then consulted parents. The school council, made up of representatives from each year group, complained about a lack of things to do at playtime. They were consulted about what they wanted. The Lostwithiel Association has provided money and now the council will consult with their classmates about how the funds can be effectively spent. Governors carefully seek ways of obtaining best value to improvements to the school site. Administrative procedures are efficient and minimise bureaucracy, although, at times information is required quickly by the DfEE and an urgent response is required to lengthy documents and this puts pressure on the headteacher's limited time for administration. The school is well organised to enable the teachers to concentrate

their efforts on the pupils and the headteacher to undertake her complex role of both manager and class teacher. The quality of the education provided is good and results are continuing to rise. Behaviour is good and pupils enjoy their lessons. Lostwithiel is a good school and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) raise standards in information and communication technology throughout the school by:*
- i) improving curriculum planning to ensure that pupils cover enough work, and monitoring and evaluating standards and pupils' achievements;
- ii) continuing to improve teachers' knowledge and understanding of how information and communication technology can support learning systematically in other subjects;
- iii) ensuring that there are sufficient resources in information and communication technology.

Paragraphs: 8, 60, 76, 87, 96, 98, 107, 111, 114-119, 128 and 130

- (2) Raise the standards attained by higher attaining pupils in Years 3 to 6 in science by:*
- i) ensuring that activities are planned to stretch and challenge their skills and knowledge;
- ii) teaching the pupils how to present the findings of their investigations;
- iii) setting appropriately challenging targets for them and systematically monitoring the standards and achievement.

Paragraphs: 7, 28, 90, 91 and 95

- (3) Improve the monitoring and evaluation role of co-ordinators to enable them know the standards and teaching in their subjects by:*
- i) ensuring that monitoring is systematic and regular, covering a range of activities as in English and mathematics;
- ii) ensuring that the information from monitoring is evaluated and used to help teachers to improve.

Paragraphs: 32, 56, 107 and 114.

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

Raise standards in history in Years 3 to 6. (Paragraphs 9, 32 and 108-113)

There are not enough planned opportunities for pupils to practise their literacy skills in other subjects. (Paragraphs: 20, 31, 77 and 111)

*Continue to investigate ways to improve the safety arrangements at the beginning of the day and when they leave at the end of the school day. (Paragraphs: 41 and 48)

* Indicates where the school has already identified the area for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
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	3	16	11	11	1	0	0
Percentage	7	38	26	26	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	135
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	14	17
Percentage of pupils at NC level 2 or above	School	100 (86)	82 (77)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	17
Percentage of pupils at NC level 2 or above	School	82 (77)	88 (86)	100 (95)
	National	85 (84)	89 (88)	91 (90)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	8	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	86 (80)	86 (80)	95 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	18	20
Percentage of pupils at NC level 4 or above	School	76 (75)	86 (75)	95 (75)
	National	72 (70)	74 (72)	82 (79)

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

The blank spaces mean that the number of pupils is under 10 and their identity must be protected.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	6.8
Number of pupils per qualified teacher	19.8
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	160

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	307,577
Total expenditure	292,488
Expenditure per pupil	2,216
Balance brought forward from previous year	38,461
Balance carried forward to next year	53,551

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	139
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	4	1	0
My child is making good progress in school.	49	46	3	1	0
Behaviour in the school is good.	33	49	10	6	3
My child gets the right amount of work to do at home.	33	44	14	7	1
The teaching is good.	57	39	0	1	3
I am kept well informed about how my child is getting on.	39	46	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	44	3	0	0
The school expects my child to work hard and achieve his or her best.	51	48	0	1	0
The school works closely with parents.	30	51	13	3	3
The school is well led and managed.	49	44	1	1	4
The school is helping my child become mature and responsible.	44	49	1	3	3
The school provides an interesting range of activities outside lessons.	59	30	3	3	4

Other issues raised by parents

At the parents meeting, the general feeling was that relationships with parents had improved over the last two years because parents were now welcomed into the school. They appreciated that the school consulted with them. However, they are concerned that there is too much homework, particularly for the youngest pupils. They are also concerned about safety at the school gate in the morning and the evening when parents are dropping pupils off or collecting them on the narrow lane.

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

65. The provision for children in the Foundation Stage is very good. The Reception class is equipped and imaginatively arranged by two part time teachers, one of whom is the early year's co-ordinator. The class currently contains both full and part time reception aged children and seven pupils from Year 1. They are taught in a spacious classroom, ably assisted by experienced teaching assistants. The secure outdoor area is attractive and enhances the children's physical and creative development. Pupils enter the school in the September of the year in which they are the five. They attend part time until the term in which they are five, when they attend full time. A well-planned programme introduces the new children and their parents to the school and quickly develops positive relationships with the families. Links with the local playgroup, from which most children come, are well developed. The attainment of children in the current Reception Year on entry to school was broadly average, but this does not present a true picture. Generally, attainment on entry is below average because there are wide variations, particularly in communication and language, the pupils' personal, social and emotional development and their experience of the world around them. A small number of children are ready to settle quickly into school and can read their names. However, a significant proportion has difficulties with language and communication and initially finds it hard to sit and listen.
66. The provision has been significantly improved since the previous inspection by full time teaching assistant support, the development of a secure outdoor area and the improvement in teaching, which is now very good. Teachers have high expectations and motivate children through a broad range of interesting learning experiences. Consequently, children achieve well. They enjoy school, work hard and concentrate for long periods of time. Planning is very thorough and the timetable is very well balanced, ensuring that both part and full time children have access to the full curriculum. Teachers are good at challenging the children to extend their knowledge and vocabulary and seize every opportunity to reinforce their literacy and numeracy skills. They use their teaching assistants effectively to support groups and individual children's learning. The small number entering school each year results in considerable variations in attainment. Inspection evidence indicates that children in the current Reception Year are likely to reach standards at least in line with that of a typical five-year-old. They are on course to meet the Early Learning Goals by the end of their Reception Year and exceed them in their physical development. They are well prepared to start the Programmes of Study of the National Curriculum for Years 1 and 2.

Personal, social and emotional development

67. The children are eager to come to school and have settled very quickly into the routines of the classroom. Parents and adults are welcomed with the children each morning and are involved in some initial activities. This contributes to a calm and purposeful start to the day as well as providing an opportunity for parents to discuss any matters with the teacher. Teaching is very good and teachers and teaching assistants have high expectations of what pupils should do for themselves. The use of group work called 'circle time' contributes to their development by providing structured opportunities to share views and experiences. For example, when discussing, 'Why a friend is special,' children are taught the importance of sharing each other's views. They play and work happily together and know the rules associated with taking turns, tidying up and listening to others. They undress and dress themselves for physical education.

Communication, language and literacy

68. The wide range of ability in communication, language and literacy means that, on entry, while most pupils recognise their name, none have a sight vocabulary. Teaching is good and the teachers provide many purposeful activities, which make a valuable contribution to their reading and writing. For example, children recount their news and sing a large repertoire of rhymes, which helps them to practise putting words into sequence as well as correct pronunciation. They are starting to copy words. They follow text, making plausible guesses at covered words and letters.

Children are beginning to know initial letter sounds and letter names because they are systematically taught how to use them to read. They follow, predict and retell the sequence of a story when reading 'Cinderella'. They appreciate the story and listen well, quickly realising when the story is out of sequence. Most children recognise their name and many can write it well. They enjoy books and delight in taking them home to read together. Comments in children's home to school reading journal indicate a high level of support and encouragement of reading from parents. Boys and girls talk enthusiastically about the pictures and develop their imagination and language through role-play. They are beginning to recognise many of the clearly displayed captions and notices in the classroom. Teachers take every opportunity to reinforce communication skills. Reading and writing play a big part in lessons.

Mathematical development

69. Teachers use numbers effectively on a day-to-day basis to encourage children's development of mathematics. Teaching is very good and children enjoy their work with numbers, responding quickly and with a good degree of accuracy in their mental maths work. Consequently, they achieve well. Number rhymes are successfully used to help children count. Daily routines such as registration are used to reinforce counting activities and, as a result, the children learn quickly and make good progress. They count, starting with a random number below ten, and know numbers less than and more than a given number. In a lesson on shape children were confident in identifying squares, rectangles, triangles and circles. In one outstanding lesson, pupils had to guess a three-dimensional shape that the teacher had wrapped up. Their mathematical vocabulary was very good as they recognised the sphere, cylinder and pyramid. Great delight occurred as the correct shape was carefully unwrapped. In the role-play area, the bowls for rice with pairs of chopsticks were carefully counted out and they know how many children should be playing in the area.

Knowledge and understanding of the world

70. Children are gaining a good understanding of the world in which they live through, for example, the class Museum, which gives them the opportunity to look at unusual objects, work out their use and whether they are old or new, and record this in their drawing books. Teaching is very good, enabling them to discover new knowledge and consequently their achievement is good. They use the school and its surroundings to gain an awareness of places in relation to each other. Boys and girls have good opportunities to use a variety of construction kits to make their own models. The children are enthusiastic about their robot models and are delighted at their random movements. They are fascinated by how electricity is used. Children confidently use a computer program, using dressing up clothes of different occupations to show how information can be presented in different forms. In religious education, pupils listened well to the story of 'The Miraculous Food' and considered why Jesus is special to Christian people. Good teaching in aspects of the children's knowledge and understanding of the world enables them to have a good balance of formal investigation and guided play.

Physical development

71. Children have many good quality opportunities for physical development and they achieve well because teaching is very good. The children are on course to exceed the recommended Early Learning Goals by the end of the Reception Year. Children successfully develop their fine motor skills by handling small tools such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently put together and take apart construction equipment and work with jigsaws and other tabletop apparatus. These activities are making a significant contribution to their physical development. Regular planned times in the hall provide a structured time for responding to music through dance, and using floor space and apparatus to enhance their physical development. For example, in a dance lesson taught by a specialist teacher, excellent teaching enabled the children to work collaboratively with pupils in Year 1, joining shapes and actions to make a machine. They use small apparatus such as quoits, beanbags and balls, for throwing and catching. They have other opportunities for physical development using the wheeled vehicles and

other apparatus in the secure outdoor area but the rainy weather prohibited any observation of their activities outside.

Creative development

72. Pupils achieve well in their creative development because teaching is good. Teachers organise the curriculum well and provide the children with regular planned opportunities for music, paint and a range of materials. A good example of this was when, after looking at and discussing Van Gogh's 'Sunflowers', children made small-scale paintings using acrylic paint and different tools to apply the paint. They develop their three dimensional skills when they make collages using different materials. In music, children respond joyfully to songs with actions and use percussion instruments with delight and confidence. They know a variety of rhymes and jingles and are beginning to develop a sense of time and rhythm. In one music lesson, children created the sound of a machine, working in the groups chanting 'chains clattering', 'pistons pumping' and 'wheels turning, levers down'. Each group accompanied their chants with percussion. The children were delighted with the sound they had created when they listened to a recording of their performance. The teacher seized a good opportunity to question and assess pupils' listening and understanding.

ENGLISH

73. Overall, standards are in line with the national average in Year 2 and above average by the end of Year 6. Whilst standards appeared to be higher at the time of the last inspection, improvements are good because the pupils' work now has greater breadth and depth and the quality of the learning opportunities have improved. In addition, more pupils than before have special educational needs and their achievement is good because they are well taught and supported. Since the previous inspection, the school has successfully introduced the National Literacy Strategy. The quality of teaching has improved and is now consistently good. As a result, standards are still rising. The work seen shows that the majority of pupils, including higher attainers and pupils with special educational needs, are doing as well as they should and their achievement is generally good across Years 3 to 6 when compared to their attainment in Year 2.
74. In the 2001 national tests for Year 6, results were above the national average and the average of similar schools. Standards have risen steadily over the past four years in line with the national trend. The girls perform better than boys in tests. More boys have special educational needs and the school is currently working on improving their confidence in English. Consequently, in lessons there is no significant difference between the performance of boys and girls. The targets for improvement set by the school were appropriately ambitious for this group of pupils, taking into account their prior attainment and the need for boys in particular to improve their performance in writing.
75. The results of the 2001 national tests for Year 2 in reading were well above the national average and above average when compared with similar schools. Results in writing were similar to the national average. Over the past three years, the performance of girls has been better than boys in reading, although the small number of pupils taking the tests each year, makes statistical comparisons unreliable.
76. Standards in speaking and listening are above average for pupils in Years 2 and 6. The school places considerable emphasis on developing speaking and listening skills and pupils' achievement is good. Many pupils are confident and articulate speakers. Teachers have high expectations of the accuracy of pupils' replies often insisting on answers in sentences. Questioning in lessons encourages extended responses rather than single word replies. Also, teacher's explanations are succinct and they do not talk to the pupils for too long at a time.
77. In reading, pupils in the current Year 2 attain average standards and achievement is satisfactory. Teachers share their enthusiasm for stories and this motivates the pupils. Consequently, pupils read with understanding and predict with reasonable accuracy 'what will happen next' in their stories. They are effectively taught a range of strategies to help them read unknown words such

as the sounds letters make and how to pick clues form the text. Higher attaining pupils often correct any mistakes automatically as they read. Pupils' achievement is good, and, by the end of Year 6, standards are at least average and often above average. The vast majority of pupils read a range of texts fluently and accurately and with good understanding. All groups of pupils are developing satisfactory skills of independent research. At the moment, they do not have sufficient planned opportunities to practise these skills in other subjects. They know how to find information in reference books, using an index or contents, but they do not yet have sufficient opportunity to use CD ROMS and the Internet to develop their knowledge. Many understand the difference between a dictionary and a thesaurus and use them appropriately. Teaching is good. Pupils' reading is carefully guided and this is increasing the range of books pupils read and their understanding of the work of different authors. A significant change since the last inspection in the number of pupils, mostly boys, with special educational needs, accounts for the difference in standards. Teachers and parents work so well together to encourage pupils to read at home as well as in school.

78. In writing, standards are average in Year 2 and pupils' achievement is satisfactory. Most pupils spell common words accurately and make good attempts to spell more complex words phonetically. Most write stories and accounts using simple sentences. Teaching is successful and a very good example of this was in a lesson in the mixed Year 1 and 2 class when pupils wrote postcards in response to a visit by a deep-sea fisherman. Their writing was very sensitive. Descriptive words are used well when pupils write their own stories. Higher attaining pupils use question marks. Boys and girls achieve well and by the end of Year 6, standards in writing are at least average and a significant proportion is reaching above average standards, despite the above average proportion of pupils with special educational needs. Achievement is good and pupils with special educational needs also achieve well. Pupils write lively, well-structured accounts and stories. They are beginning to understand how to make a good beginning that grabs the reader's attention and then builds up interest because the teacher demonstrates what she means. Many pupils arrange their writing in paragraphs with correct punctuation, sound grammatical structures and good quality vocabulary to enrich their writing. However, others do not yet use complex sentences and still find structuring their work into paragraphs difficult. They do not yet have sufficient planned opportunities to use these skills in other subjects. For example, there were very few examples of writing of explanations and conclusions in science. Some examples of report writing in history about the Battle of Marathon illustrated the potential of this work. Standards of handwriting and spelling are generally at least average.
79. Teaching is good throughout the school, and this helps pupils learn effectively and has a positive impact on improving standards. This represents a significant improvement since the previous inspection. Examples of very good teaching were observed in the mixed Years 5 and 6 class. The enthusiasm that teachers have for English inspires the pupils to work hard and learn a substantial amount. This is a particularly good feature for pupils in Years 5 and 6. The new teaching programmes are beginning to have an impact on standards. Teachers plan interesting work for all groups of pupils, which successfully builds on what pupils already know. This is one of the main reasons why attainment continues to improve and the pupils' achievements are at least satisfactory and often good. The above average number of pupils with special educational needs receive effective support and work hard. Challenging teaching ensures that they achieve well, with some beginning to attain standards more commonly associated with pupils of this age group. One of the results of this highly focused teaching is that higher attaining pupils' achievement is more rapid. This represents an improvement compared to the last inspection. This good teaching results in highly motivated learners in lessons where learning is an enjoyable and stimulating activity. The procedures for assessing English are very good and this helps teachers to set challenging targets for improvement for individual pupils and groups of pupils. Many pupils have target sheets in their books and know what they have to learn next to improve. This has a positive impact on achievement.
80. Subject leadership is very good. Teachers are given very effective feedback on how to improve the quality of teaching and learning following formal monitoring of planning. Very good attention is paid to helping teachers develop their professional skills, although more opportunities are needed for teachers to be observed in lessons. Strategies to raise standards of pupils in Years 1 to 6 are

well designed and the National Literacy Strategy provides a useful framework to teaching and learning. The number and quality of books has improved, helping to stimulate pupils' interest in reading, and resources are now satisfactory. The co-ordinator works closely with the headteacher and this is a most productive and effective partnership resulting in a strong and rigorous focus on improvement throughout the school.

MATHEMATICS

81. Overall, standards in mathematics are generally above average by the end of Year 6 and pupils' achievement is good. The standard of work seen is similar to the previous inspection and test results have improved. Important changes to the mathematics curriculum have taken place due to the successful implementation of the National Numeracy Strategy. The pupils' capacity to calculate mentally is now a strong feature of lessons. The school is trying to 'boost' levels of attainment in each class. While it is too early to judge how effective the strategy is, positive results are emerging.
82. The results of national tests in 2001 for pupils in Year 2 were above the national average and the average for similar schools. The results for pupils in Year 6 in 2001 were in line with the national average and the average of similar schools. The proportion reaching the average Level 4 was well above the national average but the proportion reaching the higher than average Level 5 was below average and accounts for the dip in results from 2000 to 2001. One of the reasons for these differences is that more pupils have special educational needs and fewer pupils are able to reach higher than average levels. The pupils in Year 6 have achieved appropriately since they took the tests in Year 2 in 1997. The girls tend to perform better than boys in the test. The school is currently seeking ways of giving boys confidence and boosting the attainment of all pupils in mathematics.
83. Teaching is good and standards of work seen in Year 2 are broadly average. Achievement is satisfactory from the Reception class. Pupils achieve well as they progress through the school. The many pupils with special educational needs and English as an additional language are achieving well and, although their attainment is often below average, they work hard and are well supported and effectively taught. The good teaching means that pupils are appropriately challenged. A significant proportion of pupils is already working within above average levels in Year 6.
84. By Year 2, pupils have a sound knowledge of place value to 100 because they are given a good range of tasks to help them remember hundreds, tens and units. They can all add in multiples of ten. Some need help and the higher attaining have a good grasp of the pairs of numbers that add up to 100, such as 50+50 and 75 and 25. They understand that multiplication is the same as X and 'lots of'. The lower attaining pupils, however, still confuse X and +. They know the properties of two and three dimensional shapes. Most know how to collect information for graphs by tallying and can measure lines and furniture in the room using centimetres. They are beginning to apply their mathematical knowledge to solving problems and use different strategies for adding, for example by counting on to the nearest ten. However, higher attaining pupils do not always give themselves time to read a question and think about what it means before enthusiastically providing a solution. Consequently, they make unnecessary mistakes.
85. Pupils' achievement is good, particularly in aspects of mental calculation, number and algebra. By the end of Year 6, standards are above average. Because pupils are very well taught, they are confident with numbers and are keen to answer the challenging questions posed by the teacher. Nearly all pupils have a good understanding of place value and know their 8 and 10 times table very well, enabling them to calculate answers to problems quickly. They are adept at multiplication using partitioning and can quickly solve number problems that demand multiplying three- and two-digit numbers. High attaining pupils are multiplying using decimals with a degree of success. They are beginning to use a standard written method when multiplying. They are already working within the higher than average Level 5. Pupils in Year 6 show that they can organise their thinking when solving problems. Their work is well presented because the teacher consistently

explains the importance of tidy lay out of work in mathematics. They can plot co-ordinates in four quadrants and work out lines of symmetry.

86. Overall teaching is good throughout the school. The National Numeracy Strategy has been effectively implemented and some very good teaching was observed in the Year 5 and 6 class. Lessons are well structured and conducted at a good pace, which motivates the pupils, who are keen to ask and answer mathematical questions. Planning is good and the mathematics curriculum is broad and balanced. Results and assessments are carefully analysed and this leads to successful developments and improvements. For example, analysis of the test questions led to a focus on problem solving, mental calculation sessions and direct teaching of division. This has already had a positive impact on pupils' understanding and knowledge and makes them work hard to solve a range of problems. Oral and mental sessions are delivered with enthusiasm and pupils learn quickly. A good example of this was a lively session of counting money in the Year 2 and 3 class.
87. Teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using correct terminology. There are no significant weaknesses in teaching because the school has an effective programme to keep improving teachers' skills. Sometimes, the silly behaviour of a few boys in the mixed Year 2 and 3 class disrupts the concentration of others. The management strategies are not always clear enough for them to know what is or is not acceptable.
88. In all areas of the school the pupils' ability to use information and communication technology to develop their mathematical knowledge and skills is not well developed. This is because teachers do not provide enough opportunities. Teachers use mathematics to help learning in other subjects, for example drawing graphs and taking measurements in science and design technology. However, this aspect is not as well emphasised as it should be.
89. Subject leadership in mathematics is very good and standards are carefully monitored and evaluated. Consequently, priorities are based on thorough analysis and the strategies for improvement are effective. Monitoring revealed that boys were not as confident as girls and this was reflected in test results. Grants are used very well to provide extra support for boys in Years 3 to 6 and the school is concerned to maintain appropriate challenge for the girls. Consequently, there have been significant improvements to mathematics over the last two years and the school is well placed to make further improvements.

SCIENCE

90. Standards in science by the end of Year 2 are above average, although not as high as results in the teachers' assessments in 2001. At the end of Year 6, standards are average and broadly reflect the previous year's national test results. This apparent drop in standards is mainly due to the attainment of the pupils in coping with their work in science. Standards appear to have fallen since the previous inspection but the number of pupils with special educational needs has risen considerably and the school has put all its energies into implementing the National Literacy and Numeracy Strategies since the new headteacher was appointed. A revised curriculum and new nationally recommended scheme of work has been introduced successfully. Results have kept in line with the national trend, although the school is aware of the need to raise the standards of the higher attaining pupils. Last year, only a few pupils reached the higher than average Level 5, which means that the results do not compare favourably with similar schools. As a result of careful analysis of these results, the school has set a challenging target of more reaching Level 5. Variations in the test are due to the small number of pupils in each year group, and one pupil's marks can have a significant impact on overall performance. The school is well placed for further improvements.
91. Over time, the pupils acquire the knowledge and understanding they should. Pupils achieve well to reach standards above national expectations by the end of Year 2. The achievement of pupils by the end of Year 6 is satisfactory overall, given the pupils' attainment, although standards could be improved by raising the achievement of the higher attaining pupils. Pupils with special

educational needs achieve well because they are well taught and successfully supported by experienced teaching assistants.

92. The teacher vividly introduced the impact of electricity in our lives to pupils in Year 1, in relative darkness on a bleak January day. Pupils answered questions about the everyday appliances that use electricity, and used an electric car circuit to begin to understand motors, power supplies and the metal connection between car and track. Pupils in Year 2 accurately predicted the shiny and brightly coloured ones from the classroom's 'dark den', which still allowed some light in. However, when looking through a tube into a totally dark box they found difficulty in identifying any object until a door on the side was opened to provide a light source. They quickly understood the need for light. The teacher effectively challenged a few higher attaining pupils by shining different coloured sources of light onto coloured paper in the dark box, first asking them to predict what colour the coloured paper would change.
93. All aspects of science, including life and living processes, materials and their properties and physical processes, are well covered. Although there is a strong emphasis in planning on teaching scientific enquiry and investigative skills in much of the work seen, very few examples of this were seen in the Year 6. Pupils know about fair testing and generally record their work well by writing and drawing. They use their numeracy skills to communicate information through tables and block graphs, but there is little evidence of the use of information and communication technology as a tool for learning.
94. Pupils in Years 4 and 5 have a good understanding of the differences and properties of solids, liquids and gases. For example, when brain storming the properties of air pupils knew that 'it fills spaces', 'it vibrates' and 'it has a chemical symbol'. In an experiment to find the different outcomes of immersing a sponge, marbles and sand in water, pupils discussed and recorded their results, making predictions and considering fair testing. Very good quality questioning by the class teacher and the teaching assistants supporting pupils with special educational needs within groups contributed to pupils' ability to make their prediction.
95. In a Year 6 lesson on micro-organisms, planning was good and during the lesson pupils' understanding was built up progressively. However, the investigation into what yeast needs to make it grow was flawed and pupils became confused as to what they were measuring and why. Lack of time available contributed to the confusion. Pupils showed a sound understanding of fair testing and the controlling of constants such as the quantity of sugar and water, but were less clear about how to plan their observations and how to record and present them. In subsequent discussion with some higher attaining pupils the following day they were confident in overcoming these problems.
96. The quality of teaching was sound overall. The strengths in lessons were; planning, teachers questioning pupils to assess their understanding, the effective use of classroom assistants, and classroom organisation that allows pupils to work together collaboratively and discuss their work. However, pupils were not taught how to present their findings appropriately to ensure that their investigations are recorded and could be evaluated and extended. Pupils are well behaved and enjoy science, responding positively to challenges.
97. The subject has a temporary co-ordinator, who monitors the subject through planning and sampling work. The school policy is based on nationally recommended schemes of work, and this is used appropriately as a basis of assessment at the end of each unit of work. From the 2001 national test results, the school has identified the main weaknesses in pupils' answers as reading and interpreting graphs and giving an explanation. More use could be made of information and communication technology to support pupils' learning. Average standards have been sustained since the previous inspection. Satisfactory improvements have been made and the school now has a secure policy, good data analysis and examples of very good teaching. Teachers have the capacity to further raise standards of the pupils in Year 6. The school is well placed for further improvement.

ART AND DESIGN

98. By the end of Year 2 and Year 6, attainment in art and design is in line with the standards expected of pupils within this age group. Pupils' achievement is satisfactory. This is similar to the judgement of the previous inspection for the older pupils. Satisfactory improvements have been made. There is now an art co-ordinator and the school benefits from the advice of a specialist art teacher. The teachers' subject knowledge has improved. However, while the co-ordinator monitors planning to ensure that appropriate work is covered, due to constraints on time, she has not yet undertaken lesson observations. At the end of Year 2, the pupils' work shows satisfactory achievement of their art and design skills. They work confidently with a variety of media such as clay, paint, paper and fabric collage. In the mixed Year 1 and 2 class, pupils carefully copy Aboriginal symbols using paint with their fingers. The pupils in Year 2 in the mixed Years 2 and 3 class made sketches of designs of good quality during a visit to Lanhydrock House and then used these to develop collages and clay tiles.
99. By the end of Year 6, pupils' work shows increasing skill, control and imagination. Specialist expertise from the local secondary is having a significant impact on standards, through carefully planned programmes for different age groups, including sculpturing in card, large 3-dimensional models and a range of work in clay. This has contributed effectively to the development of art in the school. A good example of the use of the techniques used by different artists as a stimulus to pupils' work was seen in a lesson for Years 4 and 5 when the class examined the work of Leger and Braque. Unfortunately, the range of sketching tools was so limited that it inhibited pupils' ability to draw and shade cubes and cylinders. By contrast, after looking at and discussing Van Gogh's 'Sunflowers' pupils in Year 1 made small-scale paintings of similar objects using acrylic paint and different tools to apply the colours very effectively. There is some use of information and communication technology in art and design, but computer programs are not systematically used and developed.
100. Too few lessons were seen to make a judgement on the teaching of art and design, but from the work seen around the school, which is carefully executed and well displayed, it is at least satisfactory. The co-ordinator provides sound leadership, and by introducing specialist teachers, helps to raise class teachers' own subject knowledge and their expectations. The school policy follows the nationally recommended scheme and the co-ordinator monitors the subject through planning. There are no collections of pupils' work to assist in promoting progression and continuity in art throughout the school.

DESIGN AND TECHNOLOGY

101. Only one lesson could be observed during the inspection because design and technology will be in a period later in the term. Consequently, it was not possible to make a judgement about the quality of teaching. However from the analysis of pupils' work, including displays, and discussions with them, standards in Years 2 and 6 are broadly average and achievement throughout the school is satisfactory. Although standards appear to have fallen since the last inspection, there have been positive changes to the design technology curriculum. The school has made appropriate improvements to its teaching programmes but they have not yet had time to have an impact on standards. Many pupils have special educational needs and work is now planned to ensure that they are fully included in lessons. Improvements have been made to the depth and range of work; improved resources and their storage and improvements in the pupils' records of designs are satisfactory. The school has rightly concentrated on the introduction of the National Literacy and Numeracy Strategies, which as meant that very limited time has been available for developing design technology. Staff have worked very hard to make sure that standards in this subject have begun to improve in the last two years.
102. By the end of Year 2, pupils are able to make realistic plans to make the item that they are working on. Their achievement is satisfactory. They produce sound designs that meet the design brief that are feasible and often include a good level of detail giving more information in their written work. They think about the order in which they need to do things and take care to make a finished

product that was attractive and appropriate for the job. They carry out simple evaluations at the end of the process and can say what they would modify their designs if they did a similar task.

103. By the end of Year 6, pupils' designing skills, knowledge and understanding are becoming more sophisticated. Their achievement is good and they have a secure understanding of the design process. For example, they can produce detailed plans for making an object that has a well thought through sequence of actions to make it. To help them decide how best to make their product they use information from different sources and through testing, discussion and experimentation find out the best way to proceed. For example, pupils in Year 6 make toys that used cams from drawings of their proposals showing measurements. They used this to guide the actual construction of the toy. From their written work it is clear that they modified their plans as they proceeded. For example, some items in the "build list" were crossed out or placed in another position as it became clear that it would not work in that order. The pupils' evaluation skills are good and their written work to support this helps them understand and clarify what they are thinking. This makes a good contribution to their literacy. Discussions with the pupils demonstrated good attitudes to the subject. They enjoy designing and making and work together well, using their initiative willingly.
104. The leadership and management of design and technology are broadly satisfactory but little has been done to promote the subject. Whilst there is now an effective scheme of work, which provides good breadth and balance, and the teachers plan thoroughly, there is no clear strategic plan to develop the subject or increase staff knowledge and expertise. Resources are adequate and they are used well to support learning; this is an improvement from the previous inspection. Information and communication technology is not yet used effectively to support learning in this subject. The provision for design and technology is secure within the school and appropriate plans are in place for further improvements.

GEOGRAPHY

105. Planning, on a two year rolling programme to accommodate the school's mixed age classes, indicates that there is a wide enough coverage of the subject to ensure they develop their geographical skills systematically throughout the school. By the end of both Year 2 and Year 6, pupils attain standards that are broadly average. However, not enough time is given to geography in order to ensure that the pupils develop these skills on a frequent and regular basis. Their achievement is satisfactory from Year 1 to Year 6, but could be better.
106. By the end of Year 2, pupils have a growing understanding of the layout of their school and the area around it; they make, plan and draft routes. They are becoming aware of other countries and their climates through their study of Kenya and use a variety of maps. In Year 5 and 6, pupils are developing an awareness of local environmental issues. As part of their study of the water cycle, pupils visited the large local reservoir followed by a visit to the local water works to understand how water is treated. In another recent visit, pupils went to Plymouth to discover at first hand how a city contrasts with their local town of Lostwithiel.
107. In the only lesson seen during the inspection, the teaching was very good. Pictures and maps of Plymouth were well used to maintain pupils' interest and well directed questioning contributed to the lively pace of the lesson. Pupils showed a good understanding of how the city had developed over time from the banks of the Plym expanding westwards toward the Tamar and the importance of the construction of Brunel's railway bridge over the river to improve communications in the South West. They understand its significant position as a historic port in world exploration and the defeat of the Spanish Armada. Pupils use their literacy skills to write their accounts and have accessed the Internet to contribute to their research.
108. Some of the strengths identified in the last inspection, such as visits in the locality, have been sustained, but other areas such as systematic weather studies and links with other schools have not been developed. There appears to have been a reduction in standards in Year 2, although at Year 6, they remain similar. There are an above average number of pupils with special educational needs that affect standards. There have been satisfactory improvements since the previous

inspection. The time required to successfully implement the literacy and numeracy strategies in this small school means that time for developments in geography has been compromised. The recent absence of the co-ordinator has meant that the revised curriculum has not been as closely matched to the subject as it could be. The co-ordinator does not have a clear overview of developments to ensure that the geography curriculum is given sufficient time to enable pupils to acquire new skills and apply them on a regular basis over the year. Not enough use is made of information and communication technology to support the pupils' learning.

HISTORY

109. Standards in history are below average in Year 2 and Year 6. Most pupils, including those with special educational needs, do not achieve enough as they move through the school. Their development of historical skills and understanding of chronology are unsatisfactory. Standards have deteriorated since the last inspection and improvement has been unsatisfactory because very little time has been available for the development of history. The absence of the co-ordinator has meant that standards have not been monitored and the scheme of work has not been updated in line with the revised National Curriculum and the school's needs.
110. Only one history lesson was seen during the inspection. However, from analysis of pupils' work in books and on displays around the school and discussions with them, standards are below average. Pupils have some knowledge and understanding of people from the past and their ways and customs but they have not yet gained a satisfactory understanding of the passage of time or of how to use and compare and contrast information from different sources. In Year 6, pupils do not know the impact that periods in history they have studied have on our lives today.
111. In Year 2, pupils are now beginning to gain these skills, because very good teaching that places the appropriate emphasis on the development of historical skills as well as learning what happened is engaging their interest in a particular event or time. Through their studies of the Fire of London they now know that that life was very different in the past and they are able to make very simple comparisons. For example, pupils know most buildings of that time were made of wood and this is why the flames spread so quickly. The discussion that takes place as a whole class supplements the pupils' skill in speaking and listening very effectively.
112. Pupils' are not achieving enough and by the end of Year 6, standards are not as high as they should be. Nevertheless the pupils have studied a range of periods in history including the Ancient Greeks, the Tudors and the Victorians. They know about some of the events and aspects of life during in Ancient Greece and during the Tudor period and the Victorian era but they are not able to use the knowledge they have gained to describe and begin to link characteristics of these past periods and societies. For example, they are unaware of the legacy left by the Ancient Greeks to the present day. They found it difficult to compare and contrast life in other periods of history with their lives today. Their understanding of the different ways of gathering evidence and distinguishing between fact and opinion is weak and they do not have a sound understanding of the difference between primary and secondary sources of evidence. The links with other subjects are weak although there are instances of satisfactory writing using the style of a report such as those describing the Battle of Marathon. There are enough planned opportunities for the pupils to use information and communication technology to enhance their studies and for carrying out research into historical topics. When literacy and information and communication technology are used effectively, they enrich the pupils' learning.
113. Programmes of study in history alternate with geography each half term. Therefore it was not possible to observe or evaluate the teaching of history in Years 3 to 6. Only one lesson was seen in the Year 1 and 2 class, in which teaching was very good. A particular strength of the lessons was the quality of questioning that encouraged pupils to explore their ideas. This resulted in pupils enjoying history and learning effectively because they were motivated. They are keen to discuss what they know and share their opinions.
114. The school has introduced nationally recommended schemes of work to support teachers' planning. This makes sure that pupils do not study the same topic twice and that by the end of

Year 6, they should have covered the requirements if the National Curriculum. However, subject leadership in history is unsatisfactory. The co-ordinator monitors planning informally but has not yet had the opportunity to monitor standards or the quality of teaching and learning in the subject. Consequently, no one has a clear overview of standards or teaching and learning. It is not clear how pupils' skills are developed in each year group as they progress through the school. There is no coherent written plan to improve this position. Although the co-ordinator recognises the need to do this urgently, no work has been started.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information and communication technology are below average overall. While the pupils' progress in the work they are undertaking is generally satisfactory, they are not yet achieving enough as they move through the school because teachers have to take pupils back to the basic skills. The school has not yet had time to fully implement the new teaching programme, ensuring that pupils reach the levels they should by the time they leave the school. Significant improvements have taken place since the previous inspection. Teaching is now satisfactory and teachers' subject knowledge has improved. There have been improvements in the programmes of work but there is still work to be done to ensure that the curriculum is covered systematically.
116. Standards in Year 2 and Year 6 are average in elements such as communicating information. Most pupils use simple word processing in their work. However, they do not yet use this as an effective tool for writing by using it to draft and redraft their work. They do not have sufficient time on a computer and, while there are instances of satisfactory word processing, it is not widespread or frequently undertaken. In other aspects of information and communication technology such as using computers to control mechanisms, undertake modelling or to process data, provision is weak and so the pupils are not achieving enough.
117. By the end of Year 2, pupils enter work and data using a keyboard and higher attaining pupils know how to save and retrieve their work. However, their keyboard skills are weak and this slows the pace of their work considerably. By the end of Year 6, pupils are beginning to understand how sequences of instructions can be used to control a device such as a car park barrier or traffic lights. Higher attainers understand the importance of thinking through the sequence rigorously in making the devices work. They use a word processing program to record their work but do not yet have sufficient skill to use it as a tool for drafting and improving what they are working on. Pupils do not know how to make good use of the Internet or e-mail. Their knowledge of spreadsheets and data handling in general is weak. They do not use information and communication technology readily in other subjects, for example in making tables in science or for research in geography, or collecting and recording data in physical education. Many still rely on one finger to use the keyboard. The school has made attempts to address this by teaching touch-typing, but lack of opportunity to practise diminishes the impact of this good work.
118. While very few lessons were observed, the quality of teaching was generally satisfactory but there are still weaknesses. The effectiveness of some lessons is considerably diminished by the lack of computers. For example, in a Year 2 and 3 lesson only four pupils were able to use computers to follow up a lesson on databases. The remaining pupils worked from a commercial information and communication technology scheme. Because pupils were not always working on computers, they were not able to build up their skills sufficiently quickly. Consequently, the pace of learning slowed. The teachers' subject knowledge is now satisfactory and is continuing to improve. The approach taken to training is very effective and helps teachers to develop skills quickly. The teachers are enthusiastic and make the lessons interesting and choose effective tasks to teach skills carefully. This gives pupils confidence to work hard. Their attitudes are good throughout the school and they enjoy their work. They are very interested in information and communication technology and listen attentively when they are being taught.
119. The school has made good use of specific grant to fund the purchase of computers and provide training for teachers and teaching assistants. As a result, the provision has improved since the last inspection and the subject is now taught regularly in the curriculum. There is a helpful

scheme of work based on the nationally recommended scheme. This commercial scheme is new and it is too early to assess its impact. Careful assessment of its worth should be planned.

120. Leadership in the subject is satisfactory and has resulted in the improvements that have taken place. The co-ordinator has arranged effective training for teachers and teaching assistants, which has resulted in a substantial improvement in their subject knowledge, skills and understanding and allows them to teach more effectively. Efficient use has been made of the local education authority advisory service to support this training. The school has made sound progress in this area to date. The demands of this subject have increased since the last inspection and resources remain inadequate to meet the demands of the curriculum. Whilst there is an appropriate short-term action plan, rigorous plans for the subject have not been completed.

MUSIC

121. Standards in music are in line with the national expectations for pupils in Year 2 and above average in Year 6. This marks an improvement since the previous inspection and is partly due to the introduction of specialist teaching in Years 3 to 6. Teaching is good in Years 1 and 2 and very good in Years 3 to 6, and provides the pupils with a broad range of learning opportunities that extend and challenge their musical experiences. Pupils enjoy their music-making activities. The tuition provided by the visiting specialist teachers is good and enhances the work of high attaining pupils in violin, guitar, woodwind, recorder, keyboard and the choir.
122. Pupils in Years 1 and 2 sing well in assembly and know how to make loud and soft sounds with a range of percussion instruments. Pupils in Year 2 compose simple pieces, while exploring the sounds their instruments make, and work effectively in small groups, listening carefully to one another. Pupils' achievement is good overall, and they build upon what they have learned effectively. They enjoy listening to music and are enthralled by the different sounds a keyboard can make. In Years 3 to 6, pupils have the benefit of being taught by a music specialist. As a result, by Year 6 pupils write rap that they put to music. They compose a range of different music to accompany a rap. The teacher has high expectations of their success and skilfully adapted their poems to enable them to put music to the words easily. In this lesson, there was an excited buzz in the room as pupils modified and extended their compositions. Timely and effective evaluations guided the pupils' work and there was great celebration at the good quality of the finished performances that showed skill and sensitivity.
123. The very good teaching has an impact on the standards pupils reach. For example, in one lesson, with a mixture of Years 2 and 3, the predominance of boys made the lesson noisy but the teacher captured their interest by challenging and lively direct teaching. Pupils had to work hard to keep up. The very good mixture of music and movement enabled pupils to be creative in their interpretations of the movements and sounds made by different creatures. One pupil, was enthralled by the task, showed how skilful he was in playing the castanets, simulating the sound and movements of crickets. Music makes a significant contribution to the pupils' spiritual, moral, social and cultural development.
124. The music curriculum is broad and balanced. However, there are differences between the provision for pupils in the mixed Years 1-2 and the mixed classes for the remainder of Year 2 and Years 3-6 because of the specialist teaching. This does not appear to inhibit pupils' achievement but systems for monitoring the whole provision to ensure continuity and equality of experience and not in place. No-one has overall responsibility for co-ordinating music. Pupils in Years 1 and 2 do not have ready access to a broad range of instruments and some of the instruments used by these young pupils are old and not as exciting as those available to older pupils, not only from school, but from the teachers' personal stock. In the mixed classes containing Years 2 to 6, pupils sing from a broad range of modern songs, sometimes with one pupil using a microphone. This enhanced the quality of their singing and the confidence of the class. Pupils use keyboards in their composition and are confident in programming machines to create the best sound. Therefore, appropriate use is made of information and communication technology.

PHYSICAL EDUCATION

125. Standards in dance and swimming, the elements of physical education seen, are above average in Year 2 and Year 6. The picture was much the same at the previous inspection. There have been good improvements, largely due to the very good teaching in dance and swimming, the elements that were taught during the current inspection. Pupils' achievement is good and they work very hard, and by the time they leave the school pupils have good control of their bodies and can modify and test out their skills. Planning shows that the full range of physical education activities takes place over the year and the curriculum is broad and balanced.
126. Pupils in Year 2 work enthusiastically in dance, creating and developing sequences of movement that flow into each other. They are conscious of different levels of movement because they have been very well taught and apply new skills and competencies to different lessons. In the one lesson seen in the mixed Year 1 and 2 class, pupils worked sympathetically with a partner. Progress in the lesson was rapid because the teaching was outstanding and extended the pupils physically and intellectually. The skilful use of demonstration and evaluation improved movements because the pupils were concentrating so hard. Even the youngest pupils in Year 1 reached standards well above average, modifying and improving their work because the feedback from the teacher was excellent.
127. Although no physical education was observed in Year 6, pupils in Year 5 work hard in swimming lessons to reach standards that are also above average. High attaining swimmers become skilful swimmers and master strokes to a very good standard. In Years 3 to 5, pupils respond very well to the very good teaching. Teaching is demanding and lessons are conducted at a brisk pace. Consequently, pupils work consistently to their physical limit, producing a sensitive dance drama as well as lively energetic movements. Physical education makes a very good contribution to the pupils' spiritual, moral, social and cultural development.
128. Pupils with special educational needs and who speak English as an additional language are fully included in swimming and dance lessons. Pupils with physical needs are very well taught and supported at the swimming pool and their progress in confidence and skills is good because they trust their teachers and assistant teachers. Pupils perform a range of jumps in dance and can hold their weight on different parts of their bodies with a degree of poise and skill. However, while the teachers provide effective feedback, pupils are not given enough opportunities to evaluate their own work and the work of others. In a swimming lesson pupils put in a great deal of physical effort to improve their style in breast stroke and front crawl. Consequently, they progressed very well and by the end of the lesson pupils reached a good standard of stroke and improved their timing. Although the boys were noisy in the changing rooms, in the pool discipline and management were good and pupils behaved sensibly and safely. Pupils who experience problems with their behaviour responded well to the clear discipline that enabled them to take a full part in the lesson.
129. Planning is generally good but the nationally recommended scheme of work has not yet been modified to match the school's strengths. Pupils are involved in sporting activities such as athletics, cross-country, football, cricket and netball as appropriate and relationships with other primary schools and the Community College are good. The school's successes in other elements of the physical education curriculum are well documented by photographic evidence. While subject leadership is satisfactory, there are shortcomings. There is no clear system for monitoring and evaluating standards in physical education and the co-ordinator does not have a clear overview of physical education in the school. Information and communication technology is not yet used as a tool for learning in physical education.

RELIGIOUS EDUCATION

130. By the end of Year 2 and Year 6, standards are in line with the expectations of the locally Agreed Syllabus for religious education and pupils achieve well. There would appear to have been a decline in standards since the previous inspection, when standards were judged to be very high by the end of Year 6. One reason for the difference is the significantly higher proportion of pupils with special educational needs, which has an impact on standards. In addition, the school has rightly concentrated its efforts on raising standards in literacy and numeracy and implementing the National Strategies. Current work in religious education shows that pupils are reaching standards that match their age and attainment at the end of Year 2 and Year 6. The curriculum provided is based on the locally Agreed Syllabus and focuses on learning about and from religious and human experiences. The principle focus is the teaching of Christianity, but differences in other religions are successfully explored. The school has a good range of appropriate resources and religious artefacts to enhance the quality of pupils' learning. Religious education has an established place in the school's curriculum and makes a significant contribution to pupils' spiritual, moral and cultural development.
131. Pupils' understanding of the importance of the church in the community is enhanced by the close links the school has established with the local church. In a lesson for pupils in Year 2 and 3, the local priest answered questions about how she got her job, what it entails and whether God called her to it. Effective strategies were used by the teacher to help pupils remember the answers by asking them to recap the key parts of each answer. Pupils with special educational needs were included very well in this by the support of the teaching assistant. In a Year 5 and 6 lesson, pupils explore the actions of Sikh people through the experiences of Guru Gobind and Bhai Khanaya. Opportunities for role-play and discussion, and challenging questioning by the teachers, contributed to good levels of learning and empathy during the lesson. Pupils respond well in lessons and the samples of work that the school produced show a sound use of pupils' literacy skills, although there was no evidence of the use of information and communication technology.
132. Teaching of religious education is good and has been sustained since the previous inspection. Teachers' subject knowledge and planning based on the Agreed Syllabus is good. This enables them to plan a successful variety of activities to extend the pupils' thinking and understanding of special people in religious life. Consequently, pupils are motivated and they work hard in lessons because they are interested in finding out new knowledge about the Christian Church and compare how Christians worship God to how members of other world religions worship. Questioning is effectively used to provide opportunities for pupils to increase their understanding of the role of the Church in Christianity. It also enables pupils to develop their speaking skills and teachers carefully assess pupils' understanding. The school holds festivals in the church and the priest is a regular visitor to daily acts of collective worship. These are planned thematically to make a good contribution to pupils' religious education. The co-ordinator has a good understanding of the subject's current strengths and areas such as pupil assessment and the monitoring of teaching, which will be developed further in the future.