

INSPECTION REPORT

KING CHARLES PRIMARY SCHOOL

Falmouth

LEA area: Cornwall

Unique reference number: 111995

Headteacher: Mr T Holway

Reporting inspector: Stephen Lake
22191

Dates of inspection: 22 - 25 April 2002

Inspection number: 244487

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed

School address: Western Terrace
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Cornwall
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Appropriate authority: Governing body
Name of chair of governors: Ms Mandy Peck

Date of previous inspection: 24/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

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22191	Stephen Lake	Registered inspector	Information and communication technology Science Religious education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school lead and managed?
1165	Peter Dannheisser	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11393	Joy Donovan	Team inspector	Foundation Stage Geography History	
11760	David Chaplain	Team inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
20164	Don Kimber	Team Inspector	Mathematics Music	Pupils' attitudes, values and personal development
32103	Jane Wheatley	Team Member	Art and design Design and technology Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school with 426 pupils on roll, plus 52 part-time children taught in a nursery class. It has an average percentage of pupils entitled to free school meals at just above eight per cent, although the school serves wards with a significant element of disadvantage (e three out of the four wards are in the bottom 25 per cent nationally). The percentage of pupils on the register of special educational needs is around ten per cent, which is well below average, although the percentage of pupils with Statements of Special Educational Need is broadly average. The percentage of pupils from minority ethnic groups is very low and only two pupils have English as an additional language, with none at an early stage of English language acquisition. This is a below-average proportion. Attainment on entry to the school at the age of three is above that normally found with children of a similar age, and pupils enter Key Stage 1 with above average attainment. Last year the changes in pupils through the year was above average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education. Pupils enter the school with standards that are above average and leave at age 11 with standards that are above average. Teaching is satisfactory with many areas of strength, and leadership and management are satisfactory. The costs in the school are close to the national average and the school gives satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics, reading and handwriting at the ages of seven and 11.
- Standards in physical education and music are above national expectations at the age of 11.
- The quality of teaching for pupils in Years 1 to 3 is good.
- The provision for pupils with special educational needs is very good.
- The school makes good provision for the spiritual, moral, social and personal development of pupils.
- Pupils behave very well and relationships between them are very good.
- Pupils have good attitudes towards school and concentrate well in lessons.
- The school cares for its pupils well.

What could be improved

- The school does not meet the requirements of the National Curriculum at Key Stage 2 in design and technology and the control aspects of information technology. As a result, standards in these areas are below national expectations at age 11.
- The school does not have a suitable plan of what will be taught and when throughout the school. As a result, the range of learning opportunities and objectives varies between classes, resulting in an inequality of access to the curriculum.
- The effectiveness of subject leaders is inconsistent and therefore in some cases does not support the development of the curriculum enough. This was a key issue at the last inspection and has not been addressed fully despite the efforts of the headteacher.
- Teachers do not plan effectively to meet the needs of the more able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since that time improvement has taken place in a majority of the areas identified. Most of the issues in the last report have been addressed appropriately. Monitoring of teaching by the head is in place, although budget constraints limit opportunities for subject managers to monitor in classrooms. The provision for information technology has improved significantly, although a shortage of equipment means that the provision for control technology at Key Stage 2 remains to be addressed. Pupils are better at working independently although further improvement is required; the issues of time have been addressed and planning has improved, although further improvements are required. The role of subject coordinators has improved but not enough. Schemes of work have been drawn up, although some of these have not been brought up to date to reflect the changes in Curriculum 2000. Standards have fallen slightly but are now rising again. The quality of teaching has improved and building improvements are due to start. Taking all factors into consideration, the school has satisfactory capability to make further improvements.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	A	B	A	A	
Science	B	C	B	B	

The improvement in the school's results over time is below the national trend. This is largely due to the fact that the cohort of pupils who were assessed in 2001 contained a significant number with special educational needs, and turnover in that year group was high. When the performance of those pupils who had been in the school since Key Stage 1 is analysed then results are rising steadily over the last three years. The school has set challenging targets in English and mathematics and is on line to achieve these targets. Currently standards are above average at the end of the Foundation Stage. Standards are well above average in mathematics at the ages of seven and 11, and above average in English, science and physical education. Standards attained in music are above average by age 11. Standards in design and technology and the control aspects of information technology are unsatisfactory at the age of 11. Attainment in all other subjects, including religious education, is satisfactory at the ages of seven and 11. Particular strengths in attainment are the quality of reading and handwriting throughout the school.

Weaknesses noted are that, although pupils read and write very well in most areas, their understanding and use of non-fiction texts and their factual writing are unsatisfactory. Pupils' skills of investigation in history and geography and their independent enquiry skills are unsatisfactory. Achievement is satisfactory. Pupils enter the school with above average achievement and leave with the same level of achievement. Pupils with special educational needs achieve well, but more-able pupils do not achieve as well as they might.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and sustain concentration well during lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. They work and play together very well.
Personal development and relationships	Provision for personal development is good and is monitored very well by teachers. Relationships are very good.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The judgements on teaching take into account factors other than the lessons seen. These include the examination of pupils' previous work and the teachers' planning. Teaching in the Foundation Stage is satisfactory with some strengths, especially in the teaching of number skills. The quality of teaching in English is good in Years 1 to 3 and satisfactory in all other years. The teaching of mathematics is good, but with some key areas for development. Strengths of the teaching observed are the management of pupils, the teaching of knowledge and the teaching of pupils with special educational needs. Areas for improvement are: teachers in Years 4 to 6 do not plan effectively to ensure that parallel classes have the same lesson objectives to ensure pupils receive the same experience or for skills progression in the foundation subjects; teachers' planning for more-able pupils is inconsistent throughout the school and unsatisfactory in Key Stage 2.

Numeracy skills are taught well. Literacy teaching is satisfactory, but not enough attention is given to the way in which subjects such as history, geography and religious education can support the development of literacy skills. The use of the library is not taught consistently. The school meets the needs of most pupils well, but the needs of the more-able pupils are not met consistently. As a result more-able pupils do not learn as effectively as other pupils. Pupils with special educational needs learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but is not appropriately balanced. The school does not have a clear overall plan of the curriculum that ensures that all pupils have equal access to all areas of the National Curriculum Programmes of Study. As a result, children

	in classes of the same ages in Years 4 to 6 do not have the same experiences. The requirements of the National Curriculum are not met in design and technology and shortage of resources means that the control aspects of information technology cannot be taught. The teaching of European languages enriches the curriculum for pupils in Years 4 to 6.
Provision for pupils with special educational needs	The school makes very good provision for children with special educational needs and as a result these children achieve well.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	This is good. The school makes good provision for the spiritual development of pupils and very good provision for their moral and social development. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well. It places health and safety as high priorities and supports any pupils with special educational needs or difficulties well.

The school's partnership with parents is satisfactory with strengths. Parents support the school well and make a good contribution to learning. Limitations on space make it difficult for parents to attend assemblies and other events in the school hall, but not enough opportunity is taken to find other ways to enable them to share in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear educational vision that is shared by some of the staff. However, he is not supported well by a significant number of the subject leaders who neither monitor nor manage their areas of responsibility effectively and are resistant to change.
How well the governors fulfil their responsibilities	This is satisfactory overall. Governors are very supportive of the school and are aware of many of the strengths and weaknesses. They have been very effective in obtaining building improvements for most of the school and also ensuring that money is spent wisely; for example, in providing additional teaching assistants. However, the monitoring of the school development plan is not as rigorous as it should be and governors are not aware enough of difficulties faced by the headteacher in dealing with a staff, some of whose members do not follow agreed school procedures appropriately.
The school's evaluation of its performance	The headteacher analyses performance effectively, but some subject leaders do not monitor their own subject areas effectively and therefore do not have enough information about standards and the acquisition of skills. In Years 4 to 6 the need for consistency is not sufficiently acknowledged.
The strategic use of	Resources are used appropriately to support learning and the

resources	school is effective in obtaining the best value in major purchases, but the way in which the budget for consumables is managed limits opportunities for ensuring best value in these purchases. The school has sufficient teachers, and governors have invested wisely in teaching assistants. Accommodation at present is poor, although rebuilding is due to begin soon. Information technology resources are insufficient and many of the current computers are too old and lack sufficient power for the demands of the programs now in use. Resources for design and technology are insufficient.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress made by children. • The behaviour in the school. • The teaching in the school. • The school is well led and managed. • The school is helping children become mature and responsible. 	<ul style="list-style-type: none"> • How they are kept informed about how children are getting on. • How closely the school works with parents. • The range of activities provided outside lessons.

Inspectors agree with most of the comments made by parents. They agree that it is difficult, within the limited space of the hall, to involve parents in assemblies. However, other ways of working with parents are not addressed as well as in some schools. Inspectors do not agree that the range of activities provided is unsatisfactory. It is better than that found in other schools. Information about progress on children is inconsistent, but the school is already addressing this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with standards of attainment that are above those found elsewhere in the local authority, and above those found nationally with similar age children. During their time in the Foundation Stage, they make satisfactory progress and start the National Curriculum in Year 1 with standards that are above those found with similar age children nationally. Communication, language and literacy skills are good with many children speaking confidently and articulately. Mathematical skills are good and children have a good understanding of number. Social skills are above those found nationally with similar age children. Attainment in knowledge and understanding of the world, and creative and physical areas of learning are broadly in line with those found nationally. A significant number of the children in the reception year achieve the Early Learning Goals¹ and begin to work on the National Curriculum.
2. In Years 1 and 2, pupils build upon their knowledge and understanding well as a result of the good teaching and by the end of Year 2 standards of attainment have risen faster than is normally found. Pupils' attainment exceeds that noted at the last inspection in many areas. The table below compares attainment at the last inspection with the results of the 2001 national assessments and the attainment noted by inspectors.

For pupils in Year 2

Subject	1996 report	2001 national assessments	Current cohort of pupils judged by inspectors	Achievement ² in relation to prior attainment
Reading	Attainment good, progress good.	Above average. This reflects satisfactory achievement.	Well above average.	Good. Pupils are improving their reading faster than average.
Writing	Attainment good.	Average. The number of higher-attaining pupils achieving Level 3 was below average.	Above average; handwriting is well above average.	Satisfactory, and good in handwriting.
Mathematics	High standards of numeracy. Investigational skills less good but still above average. Progress good.	Well above average when compared to all schools, and when compared to similar schools.	Well above average. Investigational skills are improving but are not as good as other areas of mathematics.	Good. Pupils are making significant progress in all areas of mathematics.

¹ Early Learning Goals: these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

² Achievement in this context is how well pupils have attained when judged against the previously known attainment. Good achievement means that pupils are attaining higher standards over time than those previously noted.

Science	Above average. Progress good.	Not applicable; teacher assessment only. Teacher assessments show above average attainment.	Above average.	Satisfactory in relation to the overall attainment noted on entry to Year 1.
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3. In Years 3 to 6, attainment varies between classes, mainly due to the access to the curriculum in some classes. Attainment at the end of Year 6 is above average with some strengths and some areas for improvement. Standards in the core subjects of English, mathematics and science exceed those noted at the time of the last inspection. The table below shows the differences in attainment at age 11 from the last inspection to this one.

Attainment at the end of Year 6

Subject	1996 report	2001 national assessments	Current cohort judged by inspectors	Achievement in relation to prior attainment at the age of seven
English	Above national expectations and good progress.	Average. Test data shows that achievement was satisfactory when compared to the results at age seven.	Above average. Reading is very good but the use of non-fiction text is unsatisfactory and pupils' factual writing is weaker than their creative writing.	Satisfactory. Pupils have made appropriate gains in relation to their attainment at the age of seven.
Mathematics	Average progress; satisfactory.	Well above average.	Well above average but with investigational skills above average.	Good, but achievement in investigational skills is satisfactory.
Science	Average. Investigational work under-developed. Progress satisfactory.	Above average.	Above average. Knowledge is above average, but pupils' understanding of the investigative process is satisfactory.	Satisfactory when compared to the teacher assessments of these pupils at age seven

4. Standards attained in information and communication technology are satisfactory at the ages of seven and 11 in most aspects of the National Curriculum Programmes of Study. The school does not have the equipment to teach the control elements of the Programmes of Study. As a result, attainment is below national expectations at the age of 11 in this aspect. However, standards are rising and in relation to their prior attainment, pupils' achievement is satisfactory.
5. Standards in design and technology are satisfactory at age seven but below national expectations at the age of 11. Pupils' achievement is unsatisfactory as pupils do not cover all of the required aspects of the National Curriculum Programmes of Study.

6. Attainment in physical education is above national expectations throughout the school and attainment in music is in line with national expectations at the age of seven, and above national expectations at the age of 11. In all other subjects of the National Curriculum, standards are in line with national expectations. Pupils are achieving satisfactorily apart from physical education and music where pupils achieve well. Attainment in religious education meets the requirements of the locally agreed syllabus for religious education at age seven and 11.
7. Particular strengths noted in attainment are:
 - the standards achieved by pupils with special educational needs;
 - pupils' reading skills at age seven and 11;
 - the quality of their handwriting at age seven and 11;
 - pupils' mathematical skills at age seven and 11.
8. The quality of reading is very good throughout the school. Pupils are enthusiastic readers and read with fluency, accuracy and good expression.
9. The quality of handwriting and the presentation of work are very good throughout the school. By the end of Year 2, pupils are writing in a neat, cursive script. As they progress through the school, pupils develop a neat, cursive style.
10. Pupils achieve satisfactorily in relation to their prior attainment. They enter the school with attainment above average and leave with attainment above average. In mathematics they achieve well as a result of the school's strategy for numeracy and the high status that this subject has in the school. Achievement is unsatisfactory in design and technology. Achievement in information technology is good when compared to the standards at the last inspection, when the current Year 6 had just started in the school. Pupils with special educational needs achieve well in relation to their prior attainment. They achieve the realistic targets set in their individual education plans.
11. Areas for improvement are:
 - the attainment of more-able pupils who do not achieve well enough;
 - the teaching of the use of non-fiction material and the ways in which a library is organised for the oldest pupils to enable them to make effective use of reference material in the library.These issues are covered further in the section on teaching.

Pupils' attitudes, values and personal development

12. The quality of pupils' personal development and relationships is good and maintains the standards noted in that last report. Parents are pleased with this aspect of the school. Pupils' attendance is about average for primary schools in England, and has remained stable for some years. Parents are clear about the importance of informing school why their children are absent, and the proportion of unauthorised absence is below national levels. Punctuality is satisfactory.
13. Pupils have good attitudes towards school and talk readily about their enjoyment of coming to school. This might be for meeting up with their friends, learning more in their favourite subjects, and 'working with people'. They maintain concentration well in most lessons. Their enthusiasm for learning is evident in the way in which most pupils are keen to offer responses to questions from their class teacher, and to share their ideas. Pupils also participate well in activities, and most take up opportunities to

join in the various clubs, and out of school activities, in sport, drama and music. This enriches the curriculum available and helps personal development.

14. Behaviour at school is very good. This is evident from the time pupils enter the Foundation Stage. In addition to the very good behaviour in lessons, pupils move around the school sensibly, and enter and exit assembly in a sensible manner. Playtimes and lunch times are social occasions when pupils can talk with each other, and play well together. There were no instances of oppressive behaviour observed during the inspection and no pupils referred to instances of bullying in discussion with them. Pupils treat each other fairly, regardless of background or gender. Recently introduced initiatives linked to the 'healthy school' project have further added to the improved standards of lunchtime behaviour. They have also increased opportunities for pupils to form more constructive relationships with each other.
15. The quality of personal relationships and social development is good. The staff provide positive role models. Pupils can follow the good examples they see around them each day, as they learn to play their part in the school community. Pupils show a respect for the feelings of others in the way they support and receive ideas and suggestions from their peers in lessons. In lessons, such as in physical education and in information and communication technology, they work together sensitively and productively in pairs and in small groups. They are willing to accept responsibility. Older pupils act as prefects and house captains, and help with tidying tables at dinners. Younger pupils are very good in some classrooms in tidying up waste materials after cutting activities, and need very little direction from the class teacher. Opportunities for taking responsibility for their own learning are provided, for example, through homework activities.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good in Key Stage 1. It is satisfactory in the Foundation Stage and in Key Stage 2. In the lessons observed, 96 per cent were satisfactory or better, including 47 per cent that were good and nine per cent that were very good. Five per cent of the teaching observed was unsatisfactory, and this was all in Years 5 and 6. Examination of pupils' previous work showed that most teaching in Years 4 to 6 was satisfactory with some significant areas for improvement.
17. Strengths of the teaching observed are:
 - the teaching in Years 1 to 3;
 - the teaching of pupils with special educational needs;
 - the management of behaviour.
18. Teaching in Years 1 to 3 is good. Teachers plan together to ensure that pupils in parallel classes have the same experience. They make very good use of learning support assistants to work with groups of pupils to support them. The quality of questioning is good, with teachers challenging pupils through open questions that require pupils to reflect before answering. Good use is made of assessment information to plan work matched to the needs of most pupils, although planning for the most able is less consistent.
19. The teaching of pupils with special educational needs is good. Pupils are provided with an appropriate curriculum through a mixture of class-based teaching, and also when withdrawn to the learning support room. In class, pupils with special educational needs are given a high level of support. This enables them to succeed. For example, an autistic child in Key Stage 1 receives one-to-one support, and the

learning support assistant has built up an excellent relationship with him, giving him the confidence to try. His peer group are also very supportive and caring of him. A pupil in Key Stage 2 with hearing problems is also well supported. This level of care was reflected throughout the school in other classes. In the learning support room, pupils are taught in small groups either by the special educational needs coordinator, or by the special educational needs teacher. Teaching here is good. Planning shows clear progression and identifies ways of finding out what pupils have learnt. High expectations encourage the pupils to achieve well. There is a welcoming atmosphere and good relationships have been established.

20. Teachers throughout the school have good strategies for behaviour management and have high expectations of the way pupils behave. This results in classrooms where pupils are well behaved and eager to learn. The learning assistants are very involved in supporting pupils, and often intervene early before a problem rises to the level of interrupting the class.
21. Weaknesses of the teaching observed are:
 - the provision for more-able pupils;
 - the pace of some lessons in Key Stage 2;
 - planning for consistency between classes in the same year group in Years 4 to 6;
 - planning to develop the skills of literacy and numeracy through other subjects.
22. Teachers do not plan effectively for the more-able pupils. Most teachers plan work that extends the less able and average pupils, but not enough use is made of assessment information to plan work to challenge the more-able. In many lessons, especially in Years 4 to 6, worksheets are aimed at the average pupil, and expectations of what the more-able pupils can achieve are too low. An examination of books reveals that almost all pupils get the same level of work in most classes, and the main expectation of the more-able is that they will complete more work than the average and less able. As a result these pupils do not attain as highly as they might.
23. The school has made satisfactory progress in looking at ways to offer more opportunities for pupils to be independent in their learning. This key issue from the previous inspection has also been developed through the greater use of the library. However, teachers' planning and activities in lessons are inconsistent in providing opportunities for independent learning, research and enquiry. This remains an area for further development and it affects particularly the attainment of the more-able pupils.
24. In some classes in Key Stage 2, the pace of lessons is quite slow. Teachers' expectations of what pupils can achieve in a given time are too low. When this happens pupils' learning is slowed as they wait for the next instruction or worksheet. In some of these lessons, pupils' tasks sometimes consist of colouring in worksheets. This is also evident in the sample of work examined. Whilst this may be a useful exercise for very young children, it does not add significantly to the learning of older pupils. In many cases, it is the most-able who are doing this because they have finished the work set, and this limits further the attainment of this group. A significant number of lessons last too long, especially in English. This causes pace to drop and pupils' interest to lessen, as well as reducing time for other areas of the curriculum.
25. The lack of consistency between some lessons in parallel classes is a cause for concern. For example, in Year 5, one group of pupils was required to prepare their own project for presentation to the class. However, the projects chosen bore no relation to the work planned in the school schemes. Pupils spent a considerable

amount of time looking for information on areas of the curriculum that they had already covered. For example, two pupils were doing a project on 'The Romans' because they enjoyed the work covered in Year 4. This did not extend their learning, and took them out of other lessons so that they missed the teaching taking place. In some subjects, such as design and technology, not all teachers follow the school's existing curriculum planning. This means that some units of work are not taught in the year groups shown on the planning. Consequently, there is a negative effect on standards and the progress that pupils make. Pupils do not acquire the skills and knowledge in a carefully sequenced way. Similar incidents occur in science in Year 6 where the parallel classes have a different experience of investigative procedures. In one class pupils are encouraged to plan these themselves but the books from the other class indicate that more investigations are led by the teacher, limiting opportunities for pupils to develop the necessary skills.

26. The use of other subjects to support literacy and numeracy varies. The subject managers in English and mathematics have given good advice, but not every teacher follows this. In the example in the previous paragraph, the pupils using the library for research had not been taught library skills and so used only encyclopaedia to find information, and were uncertain of how to follow a cross reference in the text. Numeracy skills are supported better than literacy skills. In science, pupils make use of their numeracy skills to display the results of their investigations although this again varies considerably between classes. Too little use is made of history, geography and religious education to provide opportunities for extended writing (a key area for development in the school).
27. The use of new technology is variable. There are many good examples of how this is used to support learning but there are also some inconsistencies. For example, some teachers still use handwritten worksheets that do not provide good stimulation to pupils when compared with the good quality word-processed sheets used in other classrooms.

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

28. The quality and range of the curriculum provided for the Foundation Stage are good. Children have access to all of the elements of the Early Learning Goals. Teachers plan carefully to ensure that children move through the curriculum in a steady manner. Children are presented with a rich range of experiences although children in reception have less access to outdoor play equipment than those in the nursery. This is partly due to building constraints at present and the school plans to address this when the new buildings are in place.
29. The curriculum at Key Stages 1 and 2 is broadly based but does not fully meet the requirements of the National Curriculum in design and technology as some elements of the Programmes of Study are not taught to all pupils. A shortage of resources means that the control aspects of information and communication technology cannot be taught. The school has decided to make provision for the teaching of European languages in Years 4, 5 and 6 and this enriches the provision for those pupils.
30. The curriculum at Key Stages 1 and 2 is not appropriately balanced. The lack of a sufficiently detailed overall plan for the curriculum, which specifies what should be taught and when, means there are inconsistencies in the balance of the curriculum, particularly in Years 4, 5 and 6. The lack of clear guidance, together with insufficient joint planning between teachers with classes of the same year group, means that

pupils in these classes do not experience equal access and entitlement to the curriculum. In some classes, for example, a greater amount of time is spent on some subjects at the expense of others. In other classes, there are inconsistencies within subjects in terms of what is taught, and the emphasis given to particular aspects of a subject. In English, for example, when comparing pupils' work from classes within the same year group, a more restricted range of work was observed in one class when compared with the other. Where this occurs, insufficient attention is given to areas such as research skills, and an appropriate range of study in the teaching of reading and writing. In mathematics, there are inconsistencies in the curriculum covered between classes at Key Stage 2. The lack of a coherent, whole school plan for the curriculum limits the ability of the school to monitor effectively pupils' equality of access and entitlement to the curriculum.

31. The range and quality of learning opportunities are satisfactory at Key Stage 1, but are unsatisfactory at Key Stage 2. This is because the range of learning opportunities varies between classes in the same year group, particularly in Years 4, 5 and 6 where teachers do not plan together consistently enough. The school has made satisfactory progress since the previous inspection in improving its provision and planning but there remain areas to address.
32. The main curriculum issue to address is one of consistency. Medium-term planning has been developed to address a key issue from the previous inspection. Some subject leaders have made a start in updating schemes of work and incorporating recent guidance, such as that available from the Qualifications and Curriculum Authority or from the local authority, but this is inconsistent across the school. The key issue has only been partly addressed since the schemes of work are at various stages of completion. They do not fully ensure that work in any one year group builds systematically upon the work of the year before, or that work covered in parallel classes in a year group is the same. Some schemes of work need updating to reflect 'Curriculum 2000'. For example, in geography and history, the school's planning contains more than is required in the National Curriculum Programmes of Study. This has led to an insufficient emphasis on the development of the key skills of research and enquiry due to the pressure to learn facts.
33. The school's strategies for the teaching of literacy and numeracy are satisfactory, but there are inconsistencies in the range of work covered between classes, particularly in Years 4, 5 and 6. This is mainly because teachers in these classes do not follow the strategies appropriately.
34. Other issues of equality of entitlement also exist. Music continues to be a strength of the school and some pupils receive instrumental teaching in music from visiting teachers. However, the existing timetabling arrangements for classes mean that pupils often miss the same lessons each time they receive this teaching.
35. Planning for more-able pupils is a weakness in curriculum planning. The school's existing schemes of work do not explicitly indicate expectations for the differing needs of pupils within the class. Many teachers rely on support from teacher assistants, or an evaluation of the work completed by pupils, rather than providing a range of activities to challenge the more-able.
36. Provision for pupils with special educational needs is good. They receive very good support in withdrawal groups, and from the learning assistants in the classrooms. This enables them to follow the same curriculum as other pupils. The register of more-able pupils identifies areas of success and this is updated and monitored regularly by the coordinator. Each class teacher has a copy of the register of children

in their class who are deemed more able, gifted or talented. The coordinator has written a policy for more-able pupils and sees the need to monitor provision. She reminds staff of the need to plan a differentiated programme of work. However, more-able pupils do not have the same high profile as pupils at the other end of the special educational needs spectrum and the coordinator herself would welcome support and guidance.

37. The good provision for extra-curricular activities includes a range of activities in music, such as recorder and guitar, and opportunities for pupils to take part in dramatic productions. The clubs are popular, and pupils show enthusiasm and commitment. For example, a very large number of pupils volunteer to take part in the annual performance at the local arts centre and 'contract' to go to all the rehearsals in their spare time. Through good links with Penryn Sports College and Falmouth School, the school is able to provide a range of sports activities such as athletics, cricket and short tennis. The lively orchestra that rehearses regularly makes a good contribution to assemblies and other events.
38. The curriculum is further enriched through the opportunity for pupils in Year 6 to take part in a residential visit to Dartmoor and outdoor education locally. Other visits, such as to Swanpool, Goonhilly and the Royal Cornwall Museum, support work in science and history. The pupils remember with pleasure the many trips and visits they have made which have enhanced their learning and the range of their experiences. Visits have helped to motivate them.
39. Since the previous inspection, the school has developed a good scheme of work for personal, social and health and citizenship education. A large element of this has grown out of a 'healthy school' initiative, which has a very broad scope and is promoted effectively throughout the school. This includes a focus on school meals, snacks, sport, and a curriculum that includes emotional health. Pupils are taught about the misuse of drugs, given sex education and they learn about healthy lifestyles. Classes do not have a special time in the week for lessons on these topics. Much of this work is taught through science and religious education rather than designated lessons for personal and social education. However, the teacher responsible for this area of learning has provided all colleagues with the broad outline and suggestions as to how these issues might be linked with many subjects of the National Curriculum.
40. The school's provision for spiritual, moral, social and cultural development is good overall and this is similar to the position at the time of the last inspection. This provision contributes well to pupils' personal and social development.
41. The opportunities for pupils to gain an insight into others' values and beliefs, in order to further their spiritual awareness, are good. In acts of collective worship there is commonly a short time for quiet and individual reflection, frequently as part of the prayer. During the week of the inspection the theme of 'the importance of friends', and how we relate to them, was followed. In one full assembly, pupils listened to the Bible story of 'The Paralysed Man'. A candle was then lit and they were invited to focus on it as they thought about their friends and what they meant to each other. In an infant assembly, friendship again featured as part of the main theme of 'Living together'. These younger pupils marvelled at a slide projection of a playground scene which included them. A strong sense of wonder was also evident with reception class children when their teacher removed the cover from the wormery in their classroom. Pupils are also encouraged to think about their own and other people's beliefs in the curriculum for religious education.

42. The school's approach to moral development is very good. Teachers and other colleagues are good role models. This positive approach is combined with a focus upon clear values and pupils respond positively. Standards of behaviour are high. The 'Star Assembly' also helps pupils build a sense of values, including a clear awareness of the difference between right and wrong. In conversation, Year 6 pupils described how a pupil from each class was chosen each week, because of, for example, a particular effort, contribution or act they had achieved during the previous week. They concluded that this assembly 'helps pupils behave better'.
43. The provision for promoting the social development of pupils is very good. Staff encourage pupils to relate positively to one another, developing an awareness of the good qualities in others. Pupils speak enthusiastically about the various school trips and visits they have been on, and these too contribute much to their social development. The residential visit in Year 6, and school performances such as 'Rats', provide further enrichment of these qualities. Opportunities for pupils to take responsibility for particular jobs are provided throughout the school. Younger children can take the register to the office, and pupils from Year 2 onwards can be elected to serve on the school council which meets monthly. Year 6 pupils help other pupils move safely around the school when acting as door and stair monitors. They also help younger pupils settle before coming into school.
44. There is satisfactory provision for pupils' cultural development. Theatre groups visit the school, and the musical activities enrich pupils' cultural development. Visits to the Celtic village, the Victorian workshop in Truro, and to the Royal Cornwall Show help to promote pupils' development of their own culture. Year 6 pupils, recalling work in music lessons, describe their experiences of traditional songs, and of folk dancing with no gender differences apparent. In religious education, pupils gain insights into customs such as marriage and other celebrations, as they are practised in faith traditions such as Judaism and Hinduism. However, opportunities to widen cultural awareness are not fully exploited in other subjects, such as geography, and in art where there is limited work arising from non-European traditions. Issues of race are included in assembly as part of the theme on discrimination, but there is not enough to help pupils strengthen their perception of Britain today as a multicultural society. The school recognises that there is a need to develop some visits to increase pupils' multicultural experiences.
45. The school has good links with the community. There are productive links with the community college to which the majority of pupils transfer. In addition, a local artist visits annually to work with pupils. For example, pupils have participated in the design of the millennium sculpture that involved the local art college and a local company who made the sculpture. The school has provided work experience and training opportunities for secondary school pupils, student teachers and nursery nurses. This has been of mutual benefit to the school and other institutions. There are developing links with schools in Italy, Spain and France, which are benefiting staff as well as pupils and enabling pupils to apply their geographical knowledge.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school's procedures for assessing pupils' attainment and progress are good. Standardised and national tests are used to track progress in English and mathematics. The school makes good use of the optional assessment materials produced by the national Qualifications and Assessment Authority. There has been a good analysis of performance data and the school has effectively compared its performance with other schools, both nationally and within Cornwall. Although the

school has used this information to monitor the performance of girls and boys, it has yet to systematically identify other groups of pupils who may be underachieving, for example, those who have had less time in the reception year. A good feature of the school's practice is the setting of annual targets in English and mathematics for individual pupils. Teachers return to these at the end of the academic year to evaluate progress as part of the transition arrangements when pupils move from one class to another. In mathematics, this information is used well to plan work to extend pupils' learning, but this does not happen enough in other subjects and this limits pupils' attainment. Information technology is used well to support the introduction of this strategy. As a result, teachers are accurately able to identify groups of pupils in the class who are attaining at different levels of the National Curriculum in the core subjects of English and mathematics. Teachers also analyse pupils' writing every term and make a judgement against the levels in the National Curriculum. Some teachers then set and discuss targets with pupils about how they can improve. This procedure is helpful in supporting the monitoring of individual pupil progress throughout the year.

47. The use of assessment information gained through the good quality assessment procedures to guide curricular planning is unsatisfactory. This was a key issue at the time of the last inspection, and the school has made limited progress because there is no whole-school approach. Some teachers maintain a range of helpful assessments about pupils' academic development and identify targets with pupils to improve aspects of their work, such as writing. A weakness is the insufficient attention given to addressing these targets in lesson planning, or to provide a focus for teaching. Other teachers keep a meticulous record of marks awarded for individual pieces of work but these are not used to plan future work. As a result of this inconsistency of approach between teachers, planning to meet the needs of the more able pupils in particular is ineffective.
48. The quality of care and support pupils receive in school is good. Health and safety procedures, including risk assessments, are well established and form the basis of setting priorities for the repairs and maintenance of the school building and grounds. Staff take good care of the building and grounds and ensure that there are no health and safety issues within and around the school, and on trips. Procedures for child protection are fully in place and the high level of understanding and experience of the member of staff with designated responsibility for this area of the school's work ensures their effectiveness. The school is well aware of its responsibilities regarding looked-after children, and the person responsible has had relevant training. There are two members of staff trained to give first aid, and most staff have a basic Red Cross certificate. The school keeps good medical records, and keeps in close touch with pupils' homes should there be any problems.
49. Pupils' attendance and punctuality are sound but the school's monitoring of attendance is unsatisfactory. There is no attendance policy and the school is not accurately recording or analysing punctuality and has not clearly defined its policy. Although the proportion of late-comers does not appear to be significant, it is not clear how long registers are kept open and at what time pupils are marked late. The school has occasional good links with the educational welfare officer who visits to follow up individual cases. Registers are kept in classrooms and are monitored termly. They do not all follow the same conventions and occasionally white correcting fluid is used.
50. Most teachers manage behaviour well. They have a positive approach and set good examples to pupils through their own behaviour and relationships. Their standards are clear but not consistent from class to class which means that pupils do not always know what to expect. Rewards and sanctions are fair, and pupils understand

the systems. Teachers monitor and assess all pupils' personal development. There is a range of rewards that pupils are proud to win and they are keen to contribute to house-points. Each week class teachers select individuals for the headteacher's certificate presented at a special 'star' assembly, and another award has been sponsored by Toc-H. These all help to motivate pupils to achieve well.

51. Pupils who are having behaviour difficulties are well supported and their behaviour is tracked and recorded. Pupils with special learning needs are supported well both within the classroom and in separate lessons, but the needs of all of the more-able pupils are not always met and this limits the attainment of this group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Most parents have a positive view of the school and feel that it does a good job for their children. They like the teaching and the management of the school and say that their children are making good progress. Inspection findings confirm their opinion that pupils are happy and helped to become mature and responsible.
53. The school's partnership with parents is satisfactory. However, a small but significant number of parents is concerned about the information they receive about their children's progress. The quality of information provided by the school is good, but the end-of-year report on pupils' progress is not very informative. All subjects are mentioned, but the reports tend to describe what has been covered in each subject rather than say what the pupil knows, understands and can do - and how well, compared to national standards for his or her age. The school is already addressing this issue. However, an extra report on pupils' progress in information technology is very full and helpful. There is one meeting a year at which the parents have a formal opportunity to discuss their children's progress, and teachers are accessible at other times. A few parents felt that this was not enough. The inspection finds that the school is meeting requirements in this area although we agree that the inconsistencies in reports mentioned above mean that some parents are getting better information than others.
54. The school puts a great deal of effort into producing informative and attractive weekly newsletters that give good information about daily happenings. The prospectus is of good quality and provides plenty of useful information about school routines. All teachers provide parents with information about the topics their children will be covering in the forthcoming year. Pupils are given reading diaries which are well used by parents to make comments about their children's reading. Most teachers respond regularly to parents' comments about their child's reading and this is effective in raising standards in reading. Additional helpful and good quality support is available for parents through a booklet about reading with their children and the impressive web site. An occasional newsletter written by a parent supports the 'healthy school' initiative, and this helps to foster cooperation and a wide understanding of the objectives of the project. For example, parents are asked to choose carefully the food children take to school.
55. Parents' contribution to the work of the school and to their children's education is good. Several parents help out in classrooms or in the library, and a few come to meetings. Parents are invited to special events such as sports days and Christmas, but not to class assemblies as space is very limited. They come in great numbers to support their children at the annual performances at the art centre.
56. A small committee of friends of the school organises events such as a May fete and Christmas bazaar. These raise useful funds, but the committee finds encouraging

support from the parent community hard going. Each class has a representative on the group which also meets the headteacher termly to discuss issues in a 'parents' forum', providing a good channel for communication.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management are satisfactory but with some key areas for development. The headteacher has a satisfactory educational vision and knows exactly what he would like to do to continue school improvement. The headteacher and senior management team monitor the quality of teaching and learning satisfactorily and provide sound leadership to the school.
58. The role of subject managers was a key issue at the last inspection. Since that time significant improvements have taken place. In some subjects the subject managers provide good support to the senior management, and coordinate their subjects well. Particular areas of strength are the management of special educational needs, the management of the Foundation Stage and the management of mathematics.
59. Special educational needs throughout the school is very well managed by the coordinator. She has written the good quality special educational needs policy and keeps staff up to date with new developments. She supports staff when they are writing individual education plans, and is encouraging teachers to do this independently. Her role includes monitoring the planning of the special educational needs teacher and this is very effective. She liaises with the headteacher and also with outside agencies. The coordinator gives a termly report to the curriculum governors' meetings, and the governor for special educational needs visits the school three times per year on special educational needs business. The special educational needs governor feels well supported by other governors and has helped the parent of a special educational needs pupil identify a source of funding from the local authority. This is having a positive effect on the provision for these pupils and therefore is helping raise standards.
60. Subject areas where management requires improvement are design and technology, history and geography. In these areas, and in some of the subjects where overall management is satisfactory, the subject managers do not provide good support for school development, and do not check on the standards achieved or the quality of teaching well enough. As a result, the delivery of the curriculum in these areas is inconsistent and pupils do not have equal access to the curriculum. This is a particular problem in Years 4 to 6. The lack of rigorous monitoring of standards and teaching, coupled with a culture that does not recognise the need to bring about improvement and ensure consistency, limits learning opportunities for pupils. A further effect of the inconsistent monitoring is that governors do not have enough information on pupils' attainment in the foundation subjects.
61. In contrast, the culture in Years 1 to 3 is one of continuous improvement, and this is a significant factor in the standards achieved by the pupils in these year groups. For example, an examination of pupils' previous work shows that, in Years 1 to 3, pupils in parallel classes receive the same learning experience. In Years 4 to 6, previous work shows that pupils in parallel classes can receive significantly different experiences in those subjects where management is unsatisfactory, and in some where teachers do not follow the school schemes of work sufficiently closely. The issue of consistency is a key theme of this report, and the main causes of the inconsistency are the lack of systematic and rigorous subject management by some subject managers, and the reluctance in Years 4 to 6 to accept the need for systems that are followed by all.

Furthermore, the lack of consistency between some classes is an area of concern for some parents.

62. The governors support the headteacher and the senior management team satisfactorily and have a sound understanding of many of the strengths and weaknesses of the school. They have put considerable effort into ensuring that the school is extended, and a part of the school is to be rebuilt to address the accommodation problems. This is due to start later this term. However, governors are not aware enough of some of the difficulties faced by the headteacher in trying to bring about further improvements in the school. They do not have a good enough understanding of the different cultures within the school. Although many are aware of the strong commitment to continuous improvement in Key Stage 1, they have not been made sufficiently aware of the inconsistencies in Key Stage 2. This makes it difficult for governors to give support to the headteacher.
63. The school development plan is a sound document. A thorough analysis of the school's needs have led to the identification of many areas for development. At present the governing body do not get closely involved in monitoring this plan, but have already identified this as an area to improve upon during the coming year.
64. At the time of the inspection, the school's accommodation was judged unsatisfactory. It is cramped and uncomfortable, although class teachers and pupils cope well with its limitations. The hall is very small and it is not possible to seat the whole school at the same time, let alone invite parents. Nevertheless, considerable improvements have been made since the time of the last inspection. The library has been extended and developed to provide a good quality study area for pupils, and a computer suite enables better teaching of information technology. The buildings are well maintained and clean. The present accommodation for the nursery is well equipped but provides rather limited outdoor space. Consequently, pupils in reception do not have enough access to a secure outdoor play area. This limits opportunities for their physical development. Many of the issues are to be addressed in the new building programme.
65. Financial management is good. Staff and governors receive regular updates so that they can monitor expenditure against budget plans. Resource implications are attached to the school improvement plan. The school's budget allocation is close to the national average but staffing costs are relatively high. This limits the funds available for resources, such as up to date computers. Class teachers are each given control of their expenditure on consumables but this can give rise to some duplication, and makes it difficult to ensure that school priorities are taken into account. For example, not all teachers will choose to spend their money on consumables for design and technology. Governors are aware of the need to seek best value and have a formal 'best value' policy statement. They evaluate the effectiveness of spending decisions and assess their impact upon learning, for example, by evaluating the effectiveness of the learning support assistants. Funds for the professional development of teachers and other staff are suitably allocated. Funds for the support of pupils with special educational needs are well targeted and used mainly for the employment of support staff. The amounts of these funds are clearly separated from other incomes on all financial statements and in annual reports to parents.
66. Arrangements for financial control and the day-to-day management by the office staff are very good. The efficient systems and friendly courtesy of the office staff, who are often the first point of contact for parents and visitors to the school, contribute significantly to the smooth running of the school, and have a positive effect on

teaching and learning. The local education authority's audit of the financial systems made some minor recommendations in March 1996, all of which have been adopted. There have been no audits since, but the school has monthly supporting visits from the finance staff from the local authority.

67. When the standards of attainment of children entering the school are taken into consideration, achievement is satisfactory. The quality of education is satisfactory and costs are average. Taking all of this into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to continue the improvements that have taken place over the last few years, the headteacher, staff and governors should:

- (1) Review the whole curriculum to provide a more rigorous and systemic plan of what should be taught, and when (paragraph 30) to ensure that:
 - all aspects of the National Curriculum Programmes of Study are covered in all subjects; (paragraphs 29, 121)
 - more opportunities are planned to allow work in the foundation subjects to support the development of literacy and numeracy, in particular opportunities for extended writing; (paragraphs 26, 30, 123, 149)
 - appropriate guidance on how to deliver the Programmes of Study is embedded in the schemes of work; (paragraphs 32, 124)
 - a clear progression of skills is set out in all subjects. (paragraphs 32, 121, 124)
- (2) Strengthen the role of the curriculum manager and the subject managers in order to ensure that:
 - all teachers follow the school's curriculum plan appropriately; (paragraphs 25, 60)
 - pupils in parallel classes receive the same curriculum; (paragraph 30)
 - regular monitoring takes place that results in informative reports on pupils' progress in all subjects of the curriculum to the senior managers and to governors. (paragraphs 61, 121, 128, 134)
- (3) Raise the attainment of the more-able pupils in all subjects (paragraph 11) by:
 - ensuring that all teachers use the results of the good quality assessments to plan work matched to the needs of more-able pupils; (paragraphs 21, 35)
 - ensuring that the curriculum planning provides enough guidance on work for more-able pupils; (paragraph 36)
 - improving the pace of lessons and reducing the use of worksheets that can be coloured in. (paragraphs 24, 126)
- (4) Improve the quality and quantity of resources in information and communication technology and design and technology. (paragraphs 4, 129)

A number of minor issues that governors may wish to address in their action plan are identified in paragraphs 33, 35, 53, 60, 65, 73, 86, 94, 100, 114, 115, 117, 119 and 134.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	37	32	2	1	0
Percentage	0	9	47	41	4	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	412
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	1	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	29	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	32
	Girls	27	28	29
	Total	54	56	61
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (84)	98 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	30
	Girls	27	28	28
	Total	56	60	58
Percentage of pupils at NC level 2 or above	School	90 (92)	97 (92)	94 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	26	28
	Girls	27	26	28
	Total	49	52	56
Percentage of pupils at NC level 4 or above	School	82 (94)	87 (81)	93 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	28
	Girls	27	26	26
	Total	47	50	54
Percentage of pupils at NC level 4 or above	School	78 (88)	83 (92)	90 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	411
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)	16
Number of pupils per qualified teacher	25.75
Average class size	29.42

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	260

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.3
Number of teachers appointed to the school during the last two years	2.3
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

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	1	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	755,761
Total expenditure	726,414
Expenditure per pupil	1,680
Balance brought forward from previous year	40,817
Balance carried forward to next year	70,164

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	244

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	34	7	1	0
My child is making good progress in school.	57	38	3	0	2
Behaviour in the school is good.	44	50	5	0	1
My child gets the right amount of work to do at home.	39	47	9	2	4
The teaching is good.	60	37	0	0	2
I am kept well informed about how my child is getting on.	38	45	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	6	1	0
The school expects my child to work hard and achieve his or her best.	64	33	0	0	3
The school works closely with parents.	38	42	15	4	2
The school is well led and managed.	48	44	2	2	4
The school is helping my child become mature and responsible.	49	45	2	1	3
The school provides an interesting range of activities outside lessons.	29	33	14	5	19

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

69. The quality and range of learning opportunities for pupils in the nursery and reception classes are good. Children enter the nursery with attainment above that expected for their age. Assessments made as they enter the reception classes indicate that they are still achieving levels higher than those of children of a similar age nationally. By the end of the reception year, most pupils are working beyond the Early Learning Goals in all areas of learning. This indicates satisfactory progress.

Personal, social and emotional development

70. Most children make good progress in this area of learning and staff put an appropriately strong emphasis on developing these skills. Most children play well together, sharing equipment and taking turns. All staff provide good role models for the children, treating each other and the children with courtesy and respect. They foster friendly and trusting relationships and have high expectations of manners at all times. For example, at snack time children in the nursery pass the fruit plate, say 'Please' and 'Thank you' and are reminded to only take their fair share of food. In all classes the children listen well to the teacher and to each other, and wait with patience if someone takes time to talk. There are good opportunities for independent play and children soon learn to wait their turn if an activity is oversubscribed. All children help to tidy up after themselves. Behaviour is usually good and members of staff use praise effectively to promote this.

Communication, language and literacy

71. Most children have a very good level of speaking and listening skills, and this is reflected in all their work. A good range of activities is provided to enable them to continue to develop these skills, and children can be observed chatting together as they play cooperatively in role play areas, work at science tasks and play with construction kits.
72. Reading skills are also well developed. Teachers demonstrate their own enjoyment of books and most children can identify details in the text, retell the story and sequence events. The majority recognise a range of words on sight and can identify initial letter sounds. Many are beginning to recognise double letter sounds and can build simple three letter words. The majority can read simple text with a little support from an adult.
73. Writing skills are less well developed but most children can write their own name and copy other words using a cursive script, although they have still to develop control over size and orientation of letters. The practice of using 'sentence builders' where pupils place whole words into a frame means that very few as yet use their own invented spelling to write independently and this limits the rate at which children learn.
74. The quality of teaching in literacy lessons is satisfactory and the objectives of the National Literacy Strategy are taught through whole-class sessions. However, on some occasions the attempt to provide literacy activities for all the class at once leads to children waiting for the attention of the teacher for too long.

Mathematical development

75. In mathematics the majority of children are on target to exceed the standards expected by the time they enter Year 1. Most can record a range of simple sums adding two numbers together, using numbers up to ten. They can count confidently to 20 and identify numbers that are missing from a number line. They name a range of two-dimensional shapes and match patterns accurately. All enjoy singing number rhymes and this helps the few who are less secure in their mathematical understanding. Computer and other games are used effectively to enable children to practise number skills in an enjoyable way.
76. Teaching in mathematics is satisfactory and the principles of the National Numeracy Strategy are used in whole-class sessions. In some cases this results in children waiting for adult attention for too long.

Knowledge and understanding of the world

77. Most children have a good level of general knowledge and experiences to bring to their learning. They know about the place they live in and how they grow from babies to adulthood. During the inspection, children were observed helping the teachers to make a wormery. They know that worms are good for the soil and help plants to grow, and many can use extensive vocabulary such as 'compost', 'recycle' and 'waste'. They know what is needed for life and most can identify living/non-living things. On another occasion, reception children describe how animals use camouflage to hide themselves. Most children control a computer mouse with increasing skill and are beginning to use the keyboard. They understand that their work can be printed. They have regular opportunities to use sand, water, construction kits and role play to change and extend their activities. They listen to Bible stories and begin to know about cultures other than their own.

Physical development

78. Most children have physical skills in line with those expected for children of their age. In the nursery they run, climb, crawl through tunnels, and pedal tricycles confidently. They have a small fenced play area with a hard surface and some grassy slopes. The hard area is too small to allow for free use of the wheeled toys but the grass area is well used. Outdoor play is only at set times and children do not have free access to it, limiting opportunities for children to take turns to use the wheeled toys within the confined space. Reception children enjoy physical education lessons and run, jump and hop, showing awareness of their own space and that around them. They understand the safety rules and the need to warm up and cool down. Reception children do not have access to outdoor play (except at playtimes when they share a space with Key Stage 1 pupils). This is unsatisfactory. The plans for the new school include provision for an outdoor play area for reception children.
79. Children are offered a good range of activities through which they can develop their skills. They use scissors, glue sticks, paint brushes, pencils, construction kits and the computer mouse with increasing dexterity.

Creative development

80. Children have many opportunities to develop their creative skills through role play, art and music. Reception children enjoy drawing animals and some can effectively show how they use camouflage. Collage and paint is used to produce 'paper plate' animal

faces, while another group makes colourful flowers for a class picture. Nursery children remember the words and melodies of a range of simple rhymes and sing with enjoyment. In a music lesson they clap simple rhythms, use their voice in high and low pitch, play untuned percussion instruments and begin to play loudly or softly in response to hand gestures. Children in the reception class, including those who have been in school for whole days less than two weeks, can participate in a class activity of tapping beats. They not only exercise good self-discipline as they await their turn, but most also show a very good appreciation of beat.

81. Overall, the quality of teaching in the Foundation Stage is satisfactory. In almost half the lessons seen it is good. Teachers plan an appropriate range of activities to ensure that all areas of learning are covered, and that children develop independence. The practice of teaching all children literacy and numeracy at the same time sometimes limits the progress made by some children in the reception classes. The teaching assistants work well with teaching staff and make a significant contribution to the way in which children learn. All members of staff manage children well and have high expectations of behaviour. Teachers keep careful records of progress in literacy and numeracy for each child and these are used to ensure that the lessons planned meet individual needs.
82. The Foundation Stage is well managed by the knowledgeable coordinator who is aware of the strengths and needs of the stage. She has undertaken some monitoring but as yet this aspect of her role is undeveloped. Appropriate information is provided for parents before children start school and throughout the nursery and reception years. Parents are encouraged to share books with their children at home and are given some helpful advice. The current accommodation for reception children is unsatisfactory, but this will be addressed when the new school is built. Overall, resources for learning are satisfactory in the nursery and the reception classes. The satisfactory provision in the Foundation Stage has been maintained since the last inspection.

ENGLISH

83. Standards are above average in English for pupils at age seven and 11. This is broadly in line with the findings of the last inspection. At the end of both key stages, standards of attainment in speaking and listening and reading are well above average, whilst standards in writing are above average. Taking into account their prior attainment, pupils make average progress. Results from the national assessments over the last three years indicate that the school's performance in English has declined. The school is, however, able to explain this decline in terms of the nature of the particular cohort of pupils in 2001. Results indicate that girls perform significantly better than boys in English. Suitably challenging targets are in place and the school is on line to achieve these.
84. Pupils make good progress with their ability to speak clearly about a number of topics as they move through the school. Year 1 pupils are able to put forward their own ideas for poetry writing, such as 'crabs snapping their claws' and 'waves rippling'. In a Year 2 lesson, pupils responded very well when provided with the opportunity to discuss with a partner their ideas about an animal character for their own story. Pupils follow instructions successfully. They listen attentively to their teachers and to the contributions of others. In an information and communication technology lesson in Year 6, a story inspired by 'The Lord of the Rings' provoked a high level of debate between pupils as they discussed the plot and characters. Pupils enjoy using technical vocabulary. When suggesting ideas to improve a poem, pupils are able to

use and refer to powerful verbs and similes. They are able to communicate ideas clearly. In drama lessons, pupils learn how to project their voice and react to others. By the end of Key Stage 2 many pupils are able to use pitch, emphasis and expression very successfully.

85. The pupils' attitudes to reading are very positive. They visit the school library and many pupils bring books to school from home. Standards in reading are very good at both key stages, and the inspection confirms the high standards shown in the national tests. There are indications that, by the end of Year 2 and Year 6, most pupils will be in line to attain at least the nationally expected levels, and a significant proportion of pupils are likely to achieve at higher than expected levels for their age. At Key Stage 1, most pupils read accurately and fluently. They take account of punctuation and are able to use pictures and their knowledge of phonics to read unknown words. More-able pupils are able to locate non-fiction books in the school library using the main topic headings in the school's classification system. They participate fully in shared reading in literacy lessons. Year 2 pupils, when reading 'The Owl Babies' are able to identify where the author has used the language of time, such as 'once'. They are also able to name the main characters in a text, identifying accurately what the character may say in response to events in the story. At Key Stage 2, most pupils read accurately, and many do so fluently and with expression. They have a good recall of books read, and can retell stories successfully. Both average and more-able pupils read more demanding texts with understanding, and enjoy discussing the themes and characters in the books they have read. They are able to select sentences and phrases to support their views. Although pupils are familiar with non-fiction texts such as encyclopaedias, they are not familiar with the Dewey classification system in the school library. Pupils' understanding and use of non-fiction texts is unsatisfactory. For example, pupils researching Romans in an encyclopaedia are unable to use the references to find other material or to interpret what they have found, and are unaware that books other than an encyclopaedia may be of use.
86. Standards in writing are good and this is a similar finding to that of the previous inspection. There are particular strengths in standards of handwriting and spelling. From Year 1, standards of presentation and handwriting are very good. Pupils consistently use a legible, joined script. Pupils at Key Stage 1 are able to develop ideas clearly through a sequence of sentences. More-able pupils in Year 1 are already able to add interest to their writing through the use of adjectives, such as in a story about a clown where a pupil included 'He had a sparkly red hat. He wore big dangly trousers and a bright smart shirt'. In Year 2, pupils are successful in writing because their own writing continues to be developed from texts, and the teacher carefully models the work pupils are expected to do. This means that pupils are able to suggest their own ideas in their writing, such as 'One moonlit night' for the beginning of a story after a discussion about the language of 'time'.
87. Pupils respond very well to challenges, for example, when asked to write a sentence with a word with a particular sound in, or when rewriting a given sentence correctly. In Key Stage 2, pupils continue to present their work very well and write in a fluent, joined script. There is a dip in the standards of presentation in Year 5, particularly where pupils present their own 'project books' where teachers' expectations appear to be lower than in other areas of writing and marking is less rigorous. Pupils are able to spell accurately in their own work. Many pupils are able to select vocabulary for effect, such as a more-able Year 3 pupil writing '...asked the woodcutter suspiciously' in a story about a woodcutter and a mouse, or Year 4 pupils suggesting improvements to a poem, replacing words like 'looking' with 'staring' or 'glaring'. By

the end of Key Stage 2, pupils are able to sustain their ideas very well and have opportunities to write at length. Punctuation is good and many pupils can use commas, apostrophes and speech marks. There are some opportunities for pupils to apply their writing skills in other subjects but a weakness in writing is standards in factual writing. Pupils' writing in subjects such as science, history, geography and religious education is of a lower standard than their creative writing. The lack of balance in the curriculum, particularly in Years 4, 5 and 6, restricts the range of writing taught. This has a negative impact on the standards pupils attain in this aspect of English.

88. Pupils with special educational needs achieve well in English. They benefit from the good support provided by learning support assistants.
89. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The quality of teaching is higher in Year 3 than overall in Years 4, 5 and 6. The previous inspection found that the quality of planning in English across parallel classes was a weakness at Key Stage 2. This is still a weakness in Years 4, 5 and 6 and in these classes pupils do not have equal access and entitlement to the curriculum, as teachers do not plan together. Where teaching is good, teachers have good subject knowledge and discuss the learning focus with the pupils. Good links are made with previous lessons, for example, when pupils discussed the sequel to a book studied earlier. Expectations are made clear and pupils know what is required to be successful in their work when teachers say 'In your writing I am looking for...'. Where teachers plan jointly, the work is well linked to the National Literacy Strategy and expectations are consistent within classes in the same year group.
90. Teachers in Years 1, 2 and 3 have a particularly good understanding of the need to model work in whole-class sessions of literacy lessons before expecting pupils to complete work independently. Teachers emphasise the basic skills of handwriting and spelling in lessons and this has a positive impact on standards in these areas. Questioning is used effectively in the best lessons to challenge pupils to explain the reasons for the answers they give. Successful lessons employ a range of methods to engage and interest pupils and good use is made of whole-class teaching, individual, partner and group work. Successful group work took place in a lesson where pupils read their poems to each other, and then commented constructively on how these could be improved. In these lessons, time is used effectively to maintain the pace of the lesson. The management of pupils is good and pupils respond very well to their teachers. This has a positive impact on the good attitudes and behaviour in lessons. Pupils cooperate well with each other and relationships between pupils are constructive.
91. Teaching assistants are deployed effectively to support pupils with special educational needs, and these pupils achieve well in English. Other resources, such as whiteboards, are used appropriately to enable pupils to try out responses to writing, or for teachers to quickly check particular spellings. Where teaching is good, pupils' contributions are assessed quickly and the results used to provide immediate feedback to pupils. This has a positive impact on pupils' learning and achievement. The quality of teachers' marking varies. In the best examples, marking provides clear targets for improvement and pupils are encouraged to check these targets before starting a new piece of work. Homework makes a satisfactory contribution to support work in English and generally includes learning spellings, reading or individual projects for older pupils. Where teaching is satisfactory, teachers use their time in lessons inefficiently. Instead of concentrating part of the lesson on the direct teaching of a group of pupils, teachers spend too much time supporting individual pupils. This, together with the weaknesses in planning to meet the needs of all pupils in the class,

has a particular impact on the achievement of more-able pupils. In too many lessons in Years 4, 5 and 6 these pupils are not challenged enough and expected to complete the same work as other pupils. The previous inspection found that teaching was over prescriptive and did not provide opportunities for pupils to reflect on their work. This remains a weakness in some classes in Years 4, 5 and 6.

92. Teachers assess pupils' writing termly against the National Curriculum Programmes of Study. This is helpful in monitoring progress towards the end of year targets which teachers set for pupils. The information gained from these assessments of writing has yet to be used to guide teachers' planning. Reading records are maintained for individual pupils and also groups of pupils in some classes. The quality and usefulness of these records are variable. Many record books read by the pupil but do not note the progress pupils make in reading or areas for improvement. Group reading records similarly record books read but do not generally record the focus of teaching in a guided reading session and significant steps in learning.
93. A knowledgeable subject leader who is also an associate literacy consultant with the local education authority provides satisfactory leadership in English. At the present time the subject leader has no involvement in the monitoring of teaching and learning. She has had little involvement in the setting of the school's statutory targets for English for the end of Key Stage 2. This means that the current action plan for the subject is not based on a rigorous evaluation of standards, teaching and learning in the school, and lacks detail about strategies to be used across the whole school to raise standards further. Due to a lack of opportunity to monitor planning and teaching, the subject leader has not been able to ensure that any whole-school agreements about planning are adhered to. Similarly, the impact of training on areas such as 'guided reading' and 'guided writing' has not been evaluated. Some teachers have a weak understanding of 'guided work' and it is not a common feature of their teaching. This has a particular impact on the challenge provided to the more-able pupils.
94. Resources for English teaching are adequate and several sets of group texts are available. Some fiction books displayed in class libraries are outdated and in poor condition. Books in classrooms are not always displayed effectively to promote pupils' interest in texts. The use of the library has improved since the previous inspection and volunteers make an effective contribution. In some classrooms, high quality literacy work is not displayed and the display of learning intentions for units of work is not consistent. In some rooms, the unsatisfactory accommodation presents difficulties for teachers when using resources such as an overhead projector or when trying to organise group work, and makes it difficult for teachers to use the most effective teaching strategies available.

MATHEMATICS

95. Standards for seven year olds and for 11 years olds are well above average. This represents an improvement since the time of the last report. The school has set challenging targets and is on line to reach or exceed them.
96. Pupils achieve well in mathematics as they pass through the school. Pupils with special educational needs are supported well, and they make good progress in both key stages.
97. The National Numeracy Strategy has been effectively implemented and this is a key factor in the standards achieved. The school places a strong emphasis upon 'mental maths' in which pupils provide answers, usually written, to questions on topics and

number work previously covered. Daily practice has had a positive impact on pupils' progress.

98. By the age of seven, most pupils have a secure grasp of the number system and demonstrate a good understanding of place value, and of ordering numbers to 100. Regular practice helps them to develop a quick recall of number bonds to 20, and in Year 2 multiplication facts involving two, five and ten times tables. Some middle and higher-attaining pupils are very familiar with the three times table. They use standard and non-standard measures to measure lengths in centimetres, and the mass of common objects in grams. They recognise and name common shapes well, including circles, squares, triangles and rectangles. They also know common three-dimensional shapes, such as cones, cuboids, pyramids, cylinders and spheres.
99. By the end of Key Stage 2, pupils have extended their knowledge of the value of numbers effectively and are quicker at working out calculations mentally. They use the four number operations confidently. Higher and middle-attaining pupils apply these to two decimal places. Many Year 3 pupils work with numbers above 100 as they demonstrate a very strong understanding of division as the inverse of multiplication. Year 4 pupils show a very good ability in their understanding and explanation of what is shown on a line graph. Many Year 5 pupils have a good understanding of equivalent fractions as they place fractions in size order using fraction sheets. Year 6 pupils, working with an array of different types of graph, such as line graphs, bar graphs, and pie graphs, show an ability to derive information from the graphs and to compare what they show, which is above that normally expected from pupils of their age.
100. Mathematics contributes to the development of pupils' vocabulary, and to the speaking and listening aspects of literacy. Not only are pupils encouraged to use the correct mathematical terms in context, they are also encouraged to explain their ideas logically and precisely. There is some use of information and communication technology to support mathematics when Year 6 pupils use calculators to check their calculations, and Year 4 pupils use computer software programs to construct graphs. Currently, pupils have insufficient opportunities for data handling to enable them to engage in more practical and investigational work in mathematics. There are also too few opportunities for independent work, and for pupils to follow their own lines of enquiry, some of which might derive from studies in other subjects.
101. The overall quality of teaching and learning is good in both key stages. In a very small number of the lessons observed, the quality of teaching was satisfactory with some areas for improvement. Strengths in teaching include the good knowledge of the subject, and the good management of pupils and of time. Teachers and teaching assistants work well together to support lower-attaining pupils in their progress. A variety of resources are used imaginatively and successfully in many lessons to aid pupils' concentration and involvement. Some teachers exploit the 'Numeracy Strategy' approaches well, but there is inconsistency in their use. In some lessons, the learning objectives are clearly shared with pupils at the start of the lesson or activity. However, often there is insufficient time left for a plenary session. When there is time, pupils are not always invited to reconsider the objectives, and to evaluate their own learning during the lesson. There are also times when work is insufficiently challenging for the more-able pupils. The school recognises this need, and has plans in place to meet it.
102. There is effective subject leadership, and the subject manager has been involved in the monitoring of teaching. There are plans to visit classes in the near future with a focus upon investigative and problem-solving activities. In the upper juniors, Years 4,

5, and 6, there is limited joint planning to ensure the same curriculum coverage for pupils in the same year groups. Within the last year, procedures have been put in place to track the progress made in mathematics by pupils as they pass through the school.

SCIENCE

103. Standards attained are above average by the age of seven and 11. This is an improvement upon the standards noted at the last inspection. The results of the 2001 national assessments support this judgement. The difference between the attainment of boys and girls is not significant. Pupils with special educational needs achieve well as a result of the good quality support available.
104. In Years 1 to 2, pupils cover all the required elements of the National Curriculum. Pupils learn basic classification of materials and about simple circuits. They learn the basic elements of investigation and, by the end of Year 2, the majority of pupils undertake simple investigations appropriately. Pupils understand that an investigation requires that a question be asked. For example, in work on forces pupils asked the question - 'Will the material return to its original shape if a force is applied to bend, squash or stretch it?'. Pupils understand the importance of making an initial prediction and then testing that hypothesis. A few pupils are beginning to develop a clear understanding of what makes a test fair and applying this to their investigations. All pupils record their work appropriately and make use of the numeracy skills to display some results in graphical form.
105. In Years 3 to 6, pupils extend their knowledge and cover all the required elements of the National Curriculum. The previous inspection noted that pupils' knowledge was above average, but that their investigational skills were lower. This brought the attainment of the subject as a whole down to average. Investigational skills are improving and examination of pupils' work showed that most pupils undertake suitable investigations. Lesson observations showed that many pupils are developing a good understanding of a 'fair test', and standards in this element of science have certainly risen. A factor limiting further rise is the inconsistency noted in Years 5 and 6 where pupils do not always have the same experience. For example, examination of the Year 5 books showed significant variations in the work covered between the two parallel classes. When this occurs, the emphasis in some of the classes is on pupils learning facts rather than concentrating on the investigative process. A considerable amount of the knowledge-based work is well above average but the inconsistencies in investigations are bringing attainment as a whole down. Nevertheless, it is still better than that noted at the last inspection.
106. Suitable use is made of information technology in some classes to record the results of investigations. Although this is not yet secure across all classes, good progress is being made towards improving the use of information technology in this subject. Pupils' numeracy skills are supported well by work in science, but not enough attention is given to supporting the improvement of writing skills. The use of many worksheets or the filling in of answers to questions limits opportunities for pupils to develop the skill of report writing.
107. Pupils with special educational needs receive good support in class from teaching assistants and through the use of simpler worksheets. However, in some classes not enough attention is given to planning work for the more-able pupils. As a result, these pupils do not achieve as well as they might, especially in the investigative elements of the subject.

108. The subject manager has monitored pupils' work and some teaching, and is aware of the strengths and weaknesses, and well aware that some teachers are reluctant to plan jointly for parallel classes or to implement joint planning. Regular assessments of attainment are used to record progress and some teachers use this information well to plan work for the majority of pupils. Pupils are enthusiastic about science and eager to learn. Teaching is satisfactory throughout the school with some areas of strength. This ensures that pupils achieve satisfactorily in relation to their prior attainment.

ART AND DESIGN

109. Pupils' attainment in art is satisfactory at the end of both key stages. There are some examples of very good individual work in Year 1 and Year 3. Pupils' work shows evidence of the progression of skills through Key Stage 1 and Key Stage 2, with a wide variety of media being used, for example, paint, pencil, wax, textile, print and pastels. However, there is little evidence of artistic skills such as the use of colour mixing or perspective being taught systematically. Pupils are not encouraged to review, appraise and modify their work which limits their involvement in their own learning. Sketchbooks are used in some classes but this is inconsistent and they do not show sufficient evidence of technique practise - shade, tone, line, etc - and this limits the systematic development of skills. Evidence of three-dimensional work around the school is limited.
110. The teaching in art is satisfactory in both key stages with one unsatisfactory lesson observed. Teachers plan from the school's scheme of work that is linked to the Qualifications and Curriculum Authority guidance document. Pupils work with interest, but do not have enough opportunities to make their own choices. All lessons observed were teacher directed. Pupils were told which tool, media, style and form to use, thus opportunities to develop independence were missed. However, Year 1 pupils drew fish using the wax resist method. This produced high quality discussion amongst the group as to whether white crayon would be a good choice, and pupils had the chance to use their investigative skills. In a good art lesson in Year 3, pupils made good links with their study of ancient Egypt. Here there was good reinforcement of observational skills and reference made to other artists, for example, Picasso.
111. A Year 6 lesson involved the pupils doing observational drawings of carnations. Teachers gave the pupils good guidance on how to add shade to the drawings. Although the teacher made the link with the forthcoming science lesson, an opportunity was missed to strengthen this link by not asking the pupils to take the flowers apart to examine them closely before drawing them. This resulted in a collection of very similar drawings that did not contain a great deal of detail.
112. The coordinator has used non-contact time to draw up a comprehensive scheme of work, which teachers use for planning their art lessons. She has maintained good links with the local art college, and there are regular visits to the school by artists from the college. Working together with other community groups, the college has made an impressive piece of artwork to commemorate the new millennium based on a design by one of the pupils. Too few opportunities are taken to use art from other cultures and, as a result, art does not support the multicultural elements of pupils' development enough.

DESIGN AND TECHNOLOGY

113. It was only possible to observe one lesson in design and technology. Additional evidence was obtained from displays of pupils' work and from talking to them about their work.
114. Pupils' attainment in design and technology is satisfactory at age seven but below that expected at the age of 11. This is a drop in standards noted at the last inspection. Although planning shows a broad and balanced curriculum, there was no evidence of this taking place. Year 1 pupils have produced satisfactory Binka' purses although these are more akin to art and design than design and technology as they involve collage work rather than manufacture. This work is repeated to some extent in Year 3 where pupils produce Binka' samples with little evidence of any gain in skills or knowledge from the work completed in Year 1. Some evidence of design and technology is seen where pupils in Year 4 have been involved in building bridges as part of the Eden Project. Pupils in Year 5 have produced model Tudor houses, whilst pupils in Year 6 have produced model parlours and shops. However, in both Years 5 and 6, pupils were given the basic design and sizes for their models rather than working independently on their project. There is little evidence that pupils have learnt the basic construction techniques such as what makes a rigid shape. However, pupils did work independently on their outside design/decoration for the houses, thus giving them an opportunity for applying a design to improve their product. However, the lack of opportunity to design the structure limits opportunities for pupils to develop their construction skills.
115. Year 6 pupils were able to talk about their work and the materials used: wood, glue guns and saws. However, they did not recognise the term 'evaluation'. They do not review their work or suggest ways to improve it. Few pupils understand the concepts of cams or levers and have had little opportunity to work with construction kits involving more complex mechanics. There is no evidence of moving models or wheeled vehicles beyond that done by a pupil during a break time.
116. In the only design and technology lesson observed the teaching was good. The pupils were asked to design a party drink. They were fully engaged in the class discussion and offered sensible suggestions. In other classes, the teaching observed took the form of small groups being taken out to work on projects with a learning support assistant. In some cases this involved pupils missing part of an English lesson. Lack of classroom space makes it difficult for whole-class lessons to take place and this will be addressed when the new build is completed.
117. The subject manager has produced a satisfactory scheme of work since the last inspection and tries to ensure that this is delivered. However, the scheme has not been updated to reflect the changes to the National Curriculum in the year 2000, or the guidance available from bodies such as the Qualifications and Curriculum Authority and as a result is no longer as appropriate as when it was written. The provision for design and technology varies considerably between classes and is not monitored effectively by the subject manager. As a result, some classes do not cover enough of the scheme of work and it is not possible to ensure that skills are taught in a systematic and rigorous manner. This is a key factor affecting attainment and progress.

GEOGRAPHY

118. Only three lessons were seen in geography during the inspection, one in Key Stage 1 and two in Key Stage 2. Judgements are also supported by an analysis of teachers'

planning and a scrutiny of pupils' work. Standards are in line with national expectations in both key stages and this is similar to the last inspection.

119. Pupils in Year 2 are aware of the sources of different foods from around the world. They are able to identify features on a simple map and give a grid reference. By Year 6, pupils use a good range of geographical vocabulary, can recall and classify different rocks and begin to understand how erosion affects them. They use the Internet to find out about other countries and select information for their individual projects. However, skills in using the library, especially the Dewey classifications, are limited. Pupils are well behaved in lessons and show a positive response to the work they do.
120. Too few lessons were seen to make a reliable judgement about the quality of teaching. The teaching in the Year 2 lesson observed was very good, providing a good level of challenge and support for pupils of all abilities, giving clear explanations and making the lesson fun. There is a difference between classes in the quantity of work in Year 2 books, and it is clear that not all teaching is of the standard seen in the lesson observed. In Key Stage 2, there are significant differences in the work covered in Years 3 and 6, and in all classes there is an over-reliance on worksheets that require pupils to fill in a few words and colour in. There is a good focus on the teaching of mapping skills but other skills are less well developed. Teaching was satisfactory in one lesson seen and good in the other. Good teaching included clear learning objectives, a balance of listening and activity, and an element of fun. Weaknesses in teaching related to the unchallenging nature of the worksheet offered and missed opportunities to extend enquiry skills. Geography is rarely used to support extended writing skills in literacy.
121. The curriculum plan for geography is in outline only at present and does not include the skills to be taught. As a result, there is no clear planning to ensure that skills are learnt progressively over time. The subject leader is knowledgeable and enthusiastic but has not developed his role to include monitoring. As a result, the weaknesses in curriculum planning have not been addressed. This is limiting any improvement in standards as there is no reliable judgement available in the school about the standards that the pupils are currently attaining.

HISTORY

122. Four history lessons were seen during the inspection and only one of these was in Key Stage 1. Evidence from these lessons, teachers' planning and a scrutiny of pupils' work shows that standards meet national expectations at the end of both key stages. This is similar to the judgement made in the last inspection.
123. In Key Stage 1, pupils compare life today with that of their parents and grandparents, and begin to understand how aspects of life have changed. They learn about the lives of famous people and, in a lesson about Grace Darling, ask sensible questions, identify possible sources of evidence and begin to understand the difference between fact and fiction. In Key Stage 2, pupils in Year 4 remember facts about life in Roman times and can identify differences in Roman homes compared to those of the Celts and today. By Year 6, pupils have acquired the knowledge required of them but show a limited grasp of enquiry and interpretation skills. Most have an understanding of how the Internet can be used for enquiry, but very few have sufficient ability to use the library effectively. Much of their work involves worksheets that require them only to colour in and fill in missing words. There are limited opportunities to develop extended writing skills through their history work.

124. A detailed scheme of work ensures that pupils cover all the topics required but covers more than is required and this makes it difficult for staff to cover all that is planned in the time available. As a result, the work planned to be covered in each year group in Key Stage 2 is not always the same for both classes, as teachers make individual decisions about which elements they will teach in the time available. The school has not made enough use of advice available that could help to 'slim down' the work. The school scheme does include reference to historical skills but this is not sufficiently explicit to ensure that pupils acquire these progressively as they move through the school. As yet the school has not developed a system for recording attainment in history, and in particular the acquisition of skills. As a result, reports to parents relate to the work covered rather than to the knowledge, skills and understanding that a pupil has.
125. As only one lesson was seen in Key Stage 1, it is not possible to make a secure judgement on the quality of teaching. However, given the quality of the work seen, and the understanding shown by pupils in that lesson, it is likely to be good. The lesson seen was well planned and used a very interesting video to follow up previous work using books as a source of information. The teacher focused pupils' attention on asking questions and looking for the answers in the video. Her good questions demanded reflection and thought on the part of pupils and her supportive style enabled pupils to reflect on the evidence and feel confident about answering. She effectively summed up what had been learned and which questions had still to be answered.
126. Teaching in Key Stage 2 is satisfactory overall, but there is a significant weakness in the teaching of historical skills. However, one lesson seen was poor because it failed to focus on historical skills and did not focus enough on improving pupils' knowledge and understanding. Pupils are offered the same work regardless of ability and any differences are in the quality of the work produced, and the level of help given. The worksheets do not provide sufficient challenge for the more-able pupils, limiting the attainment of this group. Pupils show a positive attitude to their work in history and are interested and enthusiastic in their responses.
127. The school plans visits to places of interest to enrich the history curriculum and this year pupils in Year 6 have visited Cornwall Museum and enjoyed a 'Victorian School Day' in school.
128. The subject leader for history is enthusiastic and knowledgeable, however he does not as yet monitor how or what is taught and this has resulted in the continuation of inconsistencies in some year groups and a limit on attainment and progress in those classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. When the school was last inspected it was found to have standards of attainment that were below average for pupils aged 11 at the end of Key Stage 2. This was partly due to unsatisfactory resources. A considerable amount of work has gone into improving this area of the curriculum and standards have risen significantly in almost all areas of the Programmes of Study. Currently standards in most aspects are satisfactory, but a shortage of equipment means that the school cannot meet the requirements of the control aspects of information technology. Therefore, overall standards are below average. Nevertheless, the work that the school is doing in those aspects that it is possible to teach is impressive, especially as much of the work is done on old machines that were obtained second-hand through the very hard work of some

teachers and parents. Standards attained by pupils aged seven are satisfactory in all aspects.

130. Pupils with special educational needs are well supported in information technology and achieve standards that are close to those achieved by the rest of the pupils. A few of the more-able pupils are achieving standards that are above average but none are achieving standards that are well above average.
131. Pupils in Years 1 and 2 have regular weekly access to the information technology suite where they learn skills that can be reinforced in the classroom. By the age of seven, pupils load and save programs and files, making appropriate use of the mouse and keyboard to control the computer. They print their own work and have a satisfactory understanding of how to use a word processor. Pupils 'control external events'³ by using simple programmable toys, and know that information technology is present in many everyday items such as digital cameras.
132. In Years 3 to 6, pupils build upon their previous knowledge and extend their use of computers. They use computers to record and make graphs of the results of science investigations. Pupils use the digital camera to record events around the school and, by Year 6, combine these pictures into their word-processed pieces of work. They use the Internet to obtain information, and interrogate CD-ROMs as a reference source, although a shortage of suitable CD-ROMs limits the amount of work that can be done in this area. A further limitation upon the use of CD-ROMs is that some of the older machines do not have a CD-ROM drive. Within the aspects of the Programmes of Study that pupils are able to experience, standards are in line with national expectations, but the lack of suitable equipment means that the older pupils are not able to complete the National Curriculum Programmes of Study relating to control of external events.
133. The quality of teaching is enhanced by the decision of the school to employ a specialist part-time teacher to support the teaching. Every class from Year 1 to Year 6 has a regular session with this teacher in the computer suite, with the class teacher present. This enables teachers who are less confident in this subject to develop the skills gained on their National Opportunity Fund training by working alongside a specialist. Many of the teachers extend this session in the suite through the use of the computers in the classrooms. This provides opportunities for pupils to use information technology to support their learning in other subjects. At present this does not happen in every class and so some inconsistency occurs between classes and year groups.
134. Considerable effort has gone into providing the computer suite in a situation where funding has been limited. Some of the computers have been donated from companies that have upgraded their machines. The friends of the school funded much of the cost of the computers and of the networking, and the enthusiastic specialist teacher has made a very good contribution. A digital camera club extends opportunities for pupils to learn about this aspect and the teacher makes other significant contributions to many aspects of learning. For example, she has prepared a database of characters and scenes based upon 'Lord of the Rings' that enables pupils to gain experience of interrogation of databases and then use the information to create their own fantasy adventure story. This is popular with the pupils, motivates

³ 'Control of external events' means writing simple programs on the computer to make something happen. In the simplest form this consists of entering commands on the keyboard of a toy to make it move in a certain way. For the older pupils it could consist of writing a program to control a set of traffic lights or control a working model made in a design and technology lesson.

them well and allows all pupils to be included in the lesson. However, many of the computers are over five years old and do not have enough memory. This creates problems when using some of the software as they are not powerful enough to run it. The school does not appear to have received a great deal of money through the National Grid for Learning scheme and therefore, although many computers are present, when those that are powerful enough for the programs currently used in schools are counted then the school is under resourced. This makes the improvement since the last inspection more impressive as it has been achieved with unsatisfactory resources. The subject manager has a satisfactory understanding of most aspects of the subject, but because the specialist teacher does so much of the work, the subject manager does not exert as much influence upon the development of the subject as would normally be expected. A very impressive element of the work done by the specialist teacher is the detailed and informative report on pupils' attainment in information and communication technology that is provided for parents at the end of Year 6. The website produced by the specialist teacher has won a national award.

MUSIC

135. Pupils attain standards above those expected for their age at the end of Key Stage 2. Standards for seven year olds are at least in line with expectations. In addition to lessons observed in a reception class, and in Key Stage 2, evidence is drawn from singing and music making in assemblies, in hymn singing practice, from musical after-school clubs, from teachers' plans and from talking with pupils and with teachers.
136. The school has at least maintained, and improved upon, the standards recorded in the last report: 'attainment is good overall'. There was then also recognition of the good contribution made by 'extra music teaching - woodwind, recorder, and guitar'. There are 80 or so pupils who play instruments, including string, woodwind and percussion. They have additional tuition from peripatetic teachers or develop skills in school-based activities such as the recorder club.
137. Pupils enjoy music, as was evident in the enthusiastic manner of singing in assembly. Pupils, in Years 1 and 2, are confident and sing well in pitch and with good tone. Year 3 pupils, developing their understanding of how music has changed over time, listen carefully to Morris Dance songs, and other folksongs. Together, they make suggestions for additional verses for the song 'Old John Braddelum'. They also listen respectfully to ideas from their peers, as they ensure that the appropriate rhythm and rhyme is maintained. In a Year 5 lesson, all pupils can perform to very good standards as a whole class orchestra, with all pupils showing skill and an understanding of notation. They are aware of how they are contributing to the class performance of a Tudor fanfare. They use pitched, unpitched and orchestral instruments, including clarinets, recorders, flutes, saxophones, chime bars, xylophones, glockenspiels and a drum. Pupils progress well in their developing sense of rhythm as they pass through the school.
138. Teaching and learning are good. A lively pace and appropriate, interesting activities help to keep pupils motivated and enjoying their music making. Approaches, which ensure the inclusion of all pupils, underpin the good learning and progress made by pupils, including those with special educational needs. Opportunities to play in the orchestra in assembly, to have tuition from peripatetic teachers, and for pupils in Years 5 and 6 to take part in the school performance of 'Rats', all impact upon pupils' progress and their enjoyment of music.

139. The subject is enthusiastically led. The school is in the process of updating the policy to take account of Curriculum 2000. Accommodation for music is cramped in some classrooms. Resources are readily accessible in classrooms, and are used well. There are useful links with other subjects, such as when Year 4 pupils sing songs about 'Romans' following a history lesson. However, there are insufficient opportunities for pupils to evaluate their own performance, and that of others. Pupils do not have enough opportunities to learn or listen to music from other cultural backgrounds.

PHYSICAL EDUCATION

140. In the areas of physical education that it was possible to observe - gymnastics, dance, tennis and cricket - standards are above those usually seen among pupils of age seven and 11. This is a similar finding to that of the previous inspection.
141. By the end of Key Stage 1, most pupils have developed appropriate levels of control and coordination. For example, in a dance lesson, the pupils' performance was well controlled when pupils were asked to practise a variety of tall and low shapes. Pupils are able to move in different ways and know an appropriate vocabulary at an early age when Year 1 pupils refer to 'tiptoe on the balls of your feet'. By the end of Key Stage 2, pupils have a good understanding of the importance of warm-up activities. Pupils are able to make good use of apparatus and demonstrate adventurous pathways in their gymnastics lessons. They develop their skills using rackets and balls when practising rallying sequences. In cricket activities, almost all pupils are able to use their skills of catching and batting when playing a small group game.
142. The quality of teaching and learning is good. Teaching is effective where the teacher's subject knowledge is good. This means that lessons are well structured and each activity carefully builds on what has gone before. In a tennis skills lesson, a good variety of demonstration, explanation and practice helped pupils to achieve well during the lesson. Teachers make appropriate reference to health and safety issues and pupils all dress appropriately for physical activities. Teaching focuses on the need to teach skills and then apply these in small group activities such as cricket; this supports pupils' learning effectively. In all lessons observed, teachers have high expectations of both performance and behaviour. Pupils are enthusiastic and enjoy physical education lessons. They cooperate very well with one another and relationships between pupils are good. Pupils are very well managed and this ensures that lessons proceed at a good pace. Lessons effectively include all pupils, including those with special educational needs. Teachers use resources well. For example, the correct size tennis rackets are available and used as appropriate for individual pupils. In successful lessons, teachers use questioning to encourage pupils to understand why a racket has to be held at a particular height and angle. Challenging activities have a positive impact on pupils' learning and pupils are encouraged to set their own challenges by, for example, increasing the distance between themselves and their partner when practising throwing and catching. A weakness in teaching is the lack of opportunities for pupils to reflect upon and evaluate their own learning and the performance of others in the class.
143. The subject makes a sound contribution to pupils' understanding of their own culture and heritage through teaching Cornish processional dances as part of physical education lessons. A good contribution is made to pupils' social development as cooperation and respect for others is consistently referred to in lessons.
144. The subject leader is dedicated and keen to make further progress with the subject in the school. The school makes use of a variety of schemes and published resources to support planning. The whole-school curriculum plan for the subject requires further

development to ensure continuity and progression throughout the school. Good links have been made with Penryn Sports College and Falmouth School. This is beneficial to the school in a number of ways. It allows access to training for the subject leader and to specialist staff in hockey, netball and a range of sports to support the work of teachers in the school. Through collaboration with other schools, the school has been able to extend the resources available to its pupils. This has a positive impact on the range of activities the school is able to offer. The facilities available for physical education are limited. The school has worked to overcome this by, for example, using facilities at a local primary school for football and by making available extra-curricular activities at Penryn Sports College and Falmouth School. As a result of these arrangements, and activities within school, there is a good range of extra-curricular activities on offer. The school has recently introduced a profile in Year 5 for pupils to use to record their own performance. No other records of pupils' performance are maintained. The subject leader has yet to monitor standards, planning and teaching in the subject; this is an area for further development.

RELIGIOUS EDUCATION

145. By the end of both key stages, all pupils reach the standards set out in the locally agreed syllabus for religious education, and learning is satisfactory.
146. Key Stage 1 pupils know that the Christian and Sikh faiths teach that people should care for others: Year 1 pupils know that everyone is special. Pupils in Year 2 can retell the story of Creation in the Christian faith and can also talk about Divali as a festival of light in the Sikh faith. They know that Christians follow the teachings of the Bible whilst Sikhs follow the teachings of the Gurus.
147. Pupils in Key Stage 2 build on this knowledge and understanding to link belief to the influence it has on people's lives and society as a whole: studies of famous people such as Martin Luther King and Anne Frank help them to empathise with others and recognise the difference between right and wrong. Year 4 pupils study the parables of Jesus as well as the teachings of the first Sikh leader, Guru Nanak. They talk knowledgeably about different areas in a church, for example, the chancel, and are beginning to learn about church furniture.
148. Teaching is at least satisfactory in both key stages, with a majority of lessons observed being good. Teachers plan, with the support of the religious education coordinator, from the locally agreed syllabus. In some classes there is an over-reliance on worksheets. This does not support the development of literacy skills or show the level of pupils' understanding. The marking of pupils' work tends to be literacy based, for example, referring to presentation or grammatical errors rather than reflecting a pupil's understanding or setting targets to move the pupil forward. Comments which refer to how well a piece of work has been coloured in are inappropriate, as are comments such as 'in this school we...' or 'we in this country...' when discussing Christianity.
149. The school takes part in an annual religious education competition known as the 'Barnabas Awards' in which they have enjoyed regular success. The curriculum is beginning to be effectively planned in relation to the new locally agreed syllabus and the coordinator is aware of the need to develop this further. She has worked hard to ensure planning shows progression and is building up a useful bank of resources. Monitoring of the subject is not rigorous enough to ensure that parallel year groups are taught the same things in Years 4 to 6. This limits opportunities for standards to rise

further and also limits the impact that learning in this subject has upon developing pupils' literacy skills.