

# INSPECTION REPORT

**MYLOR BRIDGE COMMUNITY PRIMARY  
SCHOOL**

Mylor Bridge, Falmouth

LEA area: Cornwall

Unique reference number: 111818

Headteacher: Mr C J Lea

Reporting inspector: Derek G Watts  
22092

Dates of inspection: 24 – 26 March 2003

Inspection number: 247146

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Comfort Road  
Mylor Bridge  
Falmouth

Postcode: TR11 5SE

Telephone number: 01326 373724

Appropriate authority: The governing body

Name of chair of governors: Mr Bill Roberts

Date of previous inspection: 10 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	English as an additional language Design and technology Information and communication technology Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8986	Philip Andrew	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32257	Richard Chalkley	Team inspector	Educational inclusion English Geography History Music	How good are the curricular and other opportunities offered to pupils?
20893	David Curtis	Team inspector	Foundation stage Special educational needs Art and design Mathematics Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mylor Bridge Community Primary is a smaller than average school providing education for pupils from Reception to Year 6. At the time of the inspection, there were 137 full-time pupils plus 10 part-time children in Reception. All pupils come from white British or other white backgrounds. The school has no pupils with English as an additional language. The proportion of pupils with special education needs is approximately 19 per cent, which is in line with the national average. About four per cent of the school's population have Statements of Special Educational Needs and this is above average. The nature of pupils' special educational needs is varied and includes specific learning difficulties, speech and communication difficulties and emotional and behavioural difficulties. The percentage of pupils eligible for free school meals is broadly average. Attainment on entry to the school is below average, overall.

### **HOW GOOD THE SCHOOL IS**

Mylor Bridge community is a very effective school. Standards are above average by the end of Year 6 in most subjects and pupils are achieving well. Pupils achieve high standards in their personal development as their attitudes, behaviour and relationships are very good. The quality of teaching is very good overall. The school is very well led by the headteacher and key staff. Teamwork and the commitment to improvement among the staff are excellent. The school provides very good value for money.

#### **What the school does well**

- Standards are above average by the end of Year 6 in reading, mathematics, design and technology (DT), history, information and communication technology (ICT), music, physical education (PE) and religious education (RE).
- Teaching is very good and pupils make very good gains in their learning.
- Pupils' attitudes, behaviour and relationships are very good because of very good provision for spiritual, moral and social development.
- It provides a very good curriculum, which is enriched by a very good range of extra-curricular activities and links with the community and partner schools.
- The school is very well led and managed and this contributes to above-average standards and the very good teaching.
- Very good assessment systems are used very well to guide future planning, teaching and learning.

#### **What could be improved**

- Providing greater opportunities for writing across the curriculum in order raise standards in writing further.
- Annual reports to parents, so they indicate how well pupils are attaining against national standards and what pupils need to do to improve.

*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 November 1997. After the inspection, key issues for improvement were recommended. The quality of teaching has improved from satisfactory to very good. Long- and medium-term planning of the curriculum have improved so that pupils acquire knowledge, skills and understanding in a systematic and progressive way as they move through the school. Arrangements for monitoring and evaluating teaching are now very good. Assessment procedures are now very good and assessment data is used very well to guide planning and teaching. All statutory requirements are met.

Standards have improved by the end of Year 6 in most subjects since the last inspection. Leadership and management of the school are now very good. The school is now providing very good value for money rather than satisfactory. The school has made very good progress towards the key issues for action and very good improvements, overall, since the last inspection.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	A
mathematics	C	B	B	B
science	C	B	D	D

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

Children are on course to meet the early learning goals in all areas of learning by the end of Reception. Children are achieving well from their below average attainment on entry to the school. This is because of the good teaching they receive.

In the 2002 National Curriculum tests for Year 2, results were in line with the national average in reading and writing but below average in mathematics. These results were the same when compared with similar schools. Results in Year 2 fluctuate from year to year due to differences in the proportion of pupils with special educational needs. The results for the National Curriculum tests for Year 6 in 2002 were above the national average in English and mathematics but below average in science. The school has set targets for English and mathematics for Year 6. However, the school is unlikely to meet these in English.

The findings of the inspection are that standards, by the end of Year 2, are above average in reading and average in speaking and listening, and writing. Pupils are achieving well in these areas. Standards are below average in mathematics. Standards are above average in DT, and RE. Pupils attain average standards in science, art and design, geography, ICT and PE. Judgements could not be made about standards in music. By the end of Year 6, standards are above average in reading and average in speaking and listening and writing. Standards are above average in mathematics, DT, history, ICT, music, PE and RE. Standards are average in science, art and design and geography.

Pupils with special educational needs achieve well and make good progress towards the targets set for them. This is because they receive good teaching and effective support.

Taking all subjects into account, standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving well throughout the school because of the very good teaching and very well planned and implemented curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and they show much interest and enthusiasm for the activities provided.
Behaviour, in and out of classrooms	Very good. Pupils demonstrate very good behaviour in class, in the playground and around the school. They are friendly and courteous.

Personal development and relationships	Very good. There are very good relationships across the school between pupils and between pupils and adults. Pupils take responsibility very well.
Attendance	Very good. Attendance rates are well above the national average.

## TEACHING AND LEARNING

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

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

Teaching is very good, overall, and this leads to pupils making very good gains in their learning.

Lessons are very well planned and pupils know what they are to learn. Teachers have very good subject knowledge and high expectations of pupils' learning and behaviour. Teachers' explanations and instructions are clear and informative. Tasks are very well matched to pupils' attainment and needs. This helps to ensure that all pupils, including higher attainers and those with special educational needs, are appropriately challenged. Pupils are very well managed and this leads to very positive attitudes and very good behaviour. Stimulating learning resources are used to inspire and promote learning. Teaching assistants are very well deployed and contribute significantly to pupils' learning, particularly those with special educational needs.

The teaching of English and literacy is very good. Reading is taught very well and this leads to above average standards in this area. There are good opportunities for speaking and listening and pupils make good gains in these skill. Writing is applied and developed satisfactorily across the curriculum but more opportunities could be given. Mathematics and numeracy teaching are very good. Pupils apply and develop their numeracy skills well in a range of subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good, overall. The curriculum is very well planned and implemented. It is enriched by very good extra-curricular activities and links with the community and partner schools
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets set. They receive effective support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Provision for spiritual, moral and social development are very good. Cultural development is good. This leads to very good attitudes, behaviour and relationships.
How well the school cares for its pupils	There are very good systems to ensure the care, safety and well-being of all pupils. Assessment procedures and the use of assessment to inform future planning and teaching are very good.

The school has a good partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction. He is very well supported by the deputy and subject co-ordinators. Teamwork is very strong among all staff and there is excellent commitment to improvement and success.
How well the governors fulfil their responsibilities	Very well. The governors have a very good understanding of the school's strengths and areas for development. They are supportive and contribute well to the school's effectiveness.
The school's evaluation of its performance	Very good. Teaching and the curriculum are very well monitored and evaluated. National test results are effectively analysed. The findings of monitoring and evaluation are used very well to plan improvements.
The strategic use of resources	Good. Principles of best value are applied well. Financial planning is effective and resources are used well to raise standards and improve teaching, learning and the curriculum.

The school has sufficient teaching and support staff. The accommodation is satisfactory. Learning resources are good. These are well deployed and promote pupils' learning effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils like school</li> <li>• Behaviour in school is good</li> <li>• Teaching is good</li> <li>• The school expects pupils to work hard and do their best</li> <li>• Pupils make good progress in school</li> <li>• The school is well led and managed</li> <li>• The school is approachable</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons</li> <li>• Information about pupils' progress</li> <li>• Homework arrangements</li> <li>• The school working closely with parents</li> </ul>

Parents and carers hold positive views about the school and the inspection team supports the strengths identified. The school offers a very good range of activities outside of lessons and homework arrangements are good. The school's working partnership with parents is good. However, annual reports to parents should provide specific information about the standards that pupils attain and include targets for improvement.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children's attainment on entry to Reception is below average. Children are on course to meet the Early Learning Goals in all areas of learning by the end of Reception. These areas are communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development, physical development and personal, social and emotional development. Children are achieving well in all areas of learning except for physical development, where achievement is satisfactory. Teaching is good in all areas of learning except in physical development, where it is satisfactory. Pupils' opportunities for outdoor play activities are satisfactory rather than good.
2. In the 2002 National Curriculum tests for Year 2, the school's results were in line with the national average in reading and writing but below average in mathematics. The results were the same when compared with similar schools. In the statutory teacher assessments for science, the proportion of pupils who attained the expected Level 2 or above was well below average while the proportion of pupils who attained the higher Level 3 was below average. Results in Year 2 tests have fluctuated from above average to well below average. Where results are lower than usual this is because the year group has a higher than usual proportion of pupils with special educational needs. In the current Year 2, over a third of the class have special educational needs and there is a high proportion of pupils with Statements of Special Educational Needs.
3. In the 2002 National Curriculum tests for Year 6, the school's results were above the national average in English and mathematics but below the national average in science. English results were well above average in 2000 and 2001. Mathematics results have been above average except in 2000 when they were average. The 2002 science results were lower than usual, as they were average in 2000 and above average in 2001. This was because the school placed more emphasis on the teaching of English and mathematics. In the current Year 6 class, nearly half of the pupils joined the school after Year 2. About half of the new arrivals joined with below average attainment.
4. Standards in English, by the end of Year 2, are average in speaking, listening and writing and above average in reading. Pupils are achieving well from their below average attainment on entry to the school. By the end of Year 6, standards are average in speaking, listening and writing and above average in reading. Pupils are achieving well from their prior attainment in Year 2. Throughout the school, all pupils, including higher attainers and those with special educational needs, are achieving well. This good achievement is due to very good teaching, a well-planned curriculum and effective systems for assessing pupils' attainment. The teaching of reading is very good and pupils have good opportunities to read widely. Pupils acquire and develop speaking and listening skills well in a range of lessons. Pupils use and develop their writing skills satisfactorily across the curriculum but opportunities for writing in a range of styles and across a number of subjects are not always fully explored.
5. Standards in mathematics are below average by the end of Year 2. While about a quarter of the current Year 2 class attain above average standards, there is a higher than usual proportion of pupils with special educational needs and this accounts for the below average standards. Pupils are achieving well from their prior attainment. By the end of Year 6, standards are above average and pupils, including higher attainers and those with special educational needs, are achieving well. Very good teaching and the effective implementation of the National Numeracy Strategy contribute to the good achievement and above average standards by the end of Year 6. Pupils apply and develop numeracy skills well across the curriculum particularly in design and technology (DT) and in science.

6. In science, standards are average by the end of Year 2 and pupils are achieving well from their prior attainment on entry to the school. Standards are also average by the end of Year 6 and pupils are achieving well from their prior attainment in Year 2. Pupils receive good and very good teaching and are provided with a well-planned curriculum with good opportunities for experimental and investigative science.
7. In art and design, standards are average by the end of Year 2 and Year 6. Pupils are achieving satisfactorily. Standards in design and technology (DT) are above average by the end of Year 2 and Year 6. All pupils are achieving well in this subject because they are very well taught and are provided with very good opportunities to work with a range of materials, tools and techniques.
8. Standards in geography are average by the end of Year 2 and Year 6. Achievement is satisfactory across the school. In history, standards are average by the end of Year 2 and pupils are achieving satisfactorily. Standards are above average by the end of Year 6 and pupils are achieving well in this subject.
9. In information and communication technology (ICT), standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving well across the school. A particular strength is that pupils use ICT well to support their learning in a range of subjects including English, mathematics, science, art and design and history.
10. Standards in music are above average by the end of Year 6 and pupils are achieving well. Judgements could not be made about standards and achievement by the end of Year 2 because no lessons were seen. In physical education (PE), standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving well across the school.
11. In religious education (RE), pupils are exceeding the standards set out in the Locally Agreed Syllabus by the end of Year 2 and Year 6. Across the school, pupils are achieving well in this subject and are making clear gains in knowledge, understanding and skills.
12. Pupils with special educational needs make good progress in their learning as measured against the targets in their Individual Education Plans. Work is matched carefully to their individual learning needs and they receive good support from teachers and learning support assistants. Pupils are included fully in all lessons and this contributes positively to the good progress made.
13. Taking all subjects into account, overall standards are average by the end of Year 2 and above average by the end of Year 6. Throughout the school, all pupils, including higher attainers and those with special educational needs, are achieving well. Pupils achieve well because they receive very good teaching and are provided with a very well planned and implemented curriculum.

### **Pupils' attitudes, values and personal development**

14. The pupils have a very positive attitude to their school and this is reinforced by their very good behaviour and very good personal relationships. Across the school, pupils like coming to school and show a keen interest in their lessons. They are very enthusiastic about the learning activities provided. They are developing mature and responsible attitudes that result in all-round very good personal development. These very positive attitudes provide a very firm base for the social and academic development of the pupils and are a major strength of the school. The school has reinforced and developed the positive attitudes reported at the previous inspection.
15. The behaviour in and around the school, in the playgrounds and in the dining-hall is very good. In the lessons observed during the inspection behaviour was judged to be excellent in 28 per cent and very good or good 72 per cent. This is because the school has very good provision for moral development. Expectations of behaviour and conduct are clear and are consistently reinforced by all staff. In the dining-hall at lunch-time there is a very friendly atmosphere; the pupils are very polite and make visitors feel very welcome. The parents in comments made at

the meeting with parents and in answers to the parents' questionnaire confirmed that behaviour is very good. There was one pupil excluded at the time of this inspection; there were no exclusions in the previous school year.

16. The pupils are very willing to accept responsibility and work very well together. For example, they are very competent at organising games and equipment in the playground. This helps to develop their social and physical skills. The Year 6 pupils, every day, collect the numbers present in each class and mark these on a white board against the nominal roll. This information is displayed in a prominent position for all to see and plays a part in the improving attendance of all the pupils. The Year 6 pupils recently took part in a consultation on improvements to the school buildings and grounds and presented some good ideas. Older pupils in the school take their responsibilities seriously in helping and younger pupils in the dining-room at lunch-time.
17. Relationships across the school are very good both between pupils and between pupils and adults. All teachers and staff are successful in creating a happy and positive atmosphere, which is based on mutual respect. This is evident as soon as one enters the school and you are made to feel very welcome. Pupils work well in pairs or small groups collaboratively in lessons such as science investigations, in PE and in practising and performing dance sequences. Pupils appreciate each others' work in lessons and are developing skills in constructively evaluating their own performance and that of others. The school's very good provision for spiritual and social development contributes significantly to the pupils' very good personal development and the quality of relationships.
18. Attendance, currently at 96.6 per cent, is very good, being 2.5 per cent above the national average. This is an improvement on the last school year and an improvement since the last inspection. There is very little incidence of pupils arriving late for school.

## **HOW WELL ARE PUPILS TAUGHT?**

19. During the inspection, 24 lessons or part lessons were seen from Reception to Year 6. Of these lessons, half were judged to be very good. One lesson was excellent and the rest were good. Teaching is judged to be very good, overall, and this high quality teaching contributes considerably to pupils very good learning, very positive attitudes and very good behaviour. Teaching has improved considerably since the last inspection when it was judged to be satisfactory, overall.
20. Teachers have a secure knowledge and understanding of the areas of learning for children in Reception, the National Curriculum subjects and RE. The teaching of the basic skills of literacy, numeracy and ICT is very good. Lessons are well planned and clear learning objectives are identified. These are shared effectively with the class so they know what they are expected to learn. Teachers' expectations and levels of challenge are high. Pupils respond very well to this. Teachers' instructions and explanations are clear and informative. Pupils are attentive as they acquire new knowledge and vocabulary. Skilful questioning by teachers challenges the pupils and encourages them to think. Questioning is also used well to check pupils' understanding.
21. Pupils' behaviour is managed very well and very good relationships have been established between teachers and their class. Teachers are consistent in their approach and this leads to pupils' very good attitudes and behaviour. Lessons are well structured and maintain a good pace. Teaching assistants are well deployed and contribute significantly to pupils' learning, particularly those with special educational needs. Teachers assess very well what pupils know, understand and can do. This enables them to set tasks which are well-matched to pupils' attainment and needs. As a consequence, all pupils, including higher attainers and those with special educational needs, are suitably challenged, are productive and make very good gains in their learning. Learning resources are selected and used effectively. They stimulate pupils' interest and promote learning very well. In subjects such as science and DT pupils are provided with very good problem-solving and investigative activities. Pupils apply and extend knowledge and skills to new situations. Pupils apply and develop skills such as designing, prediction, measuring and

evaluating. Teachers provide very good opportunities for pupils to review their performance in a range of subjects such as English, science, DT and PE. Pupils show a good knowledge of their learning and learn from others in the class. Pupils' work is marked regularly and positive and encouraging comments are made. Comments do not, however, always indicate how pupils could improve. Homework is used well to reinforce and extend what pupils have learned in school.

22. Teaching in Reception is good, overall. It is good in all areas of learning except in physical development, where it is satisfactory. In a very good lesson seen during the inspection, the teacher was building children's self-esteem and encouraging careful listening and talking on the theme of 'We are all special'. The children sat in a circle and the teacher passed around a box. Children were enthralled as the teacher invited them to guess what was inside the box. Children were keen to make suggestions. The teacher captured the children's imagination and they watched with great enthusiasm as the teacher opened the box. The teacher told the children that when they peeped into the box not to tell anyone, as it is so special. The children sat exceptionally well as the box was passed around. The box contained a mirror. The teacher skilfully drew on previous learning about the 'ugly duckling' looking into the water. The teacher stressed that everyone is special regardless gender, colour or background. Children were asked to identify something special about themselves. Some children were unsure about this but all managed to participate due to the very good support from the teacher and teaching assistant.
23. In Years 1 and 2, teaching is very good, overall. Teaching is judged to be very good in English, mathematics, science and DT. It is judged to be good in ICT, music, PE and RE. Teaching is satisfactory in art and design. No judgements could be made about the quality of teaching in geography and history.
24. An excellent English lesson was seen in the Years 1 and 2 class. Pupils were retelling the story of 'Zoe's Tower'. The teacher read to the class with enthusiasm and excellent expression. This fascinated and motivated the class and they responded very well to the teacher's questions, which focused on the past tense. The teacher used the whiteboard effectively to record the pupils' suggestions in retelling the main points of the story. Pupils' opportunities to develop and use speaking and listening skills were very good. For the main tasks, the work was very well matched to pupils' attainment. During the main task, the teacher moved efficiently between groups helping, supporting and assessing pupils' progress. The teacher asked some pupils to read their good sentences to the class. This inspired the others to improve. Pupils made excellent gains in their learning because all pupils were suitably challenged and the lesson was inspiring and maintained a fast pace.
25. Teaching in Years 3 to 6 is judged to be very good, overall. It is judged to be very good in English, mathematics, science and DT. It is good in history, ICT, music, PE and RE. The teaching of art and design is judged to be satisfactory. No judgement could be made about the quality of teaching in geography.
26. A very good English lesson was seen in Year 4 where pupils were exploring how writers create an imaginary world. The teacher shared 'Ambush in Space' with the class. She read with expression and animation. This gained and maintained pupils' interest and attention. Members of the class were given good opportunities to read the parts of characters from the text. Pupils read the pieces with accuracy, fluency and expression. Most pupils listened well and spoke with assurance about the story and its characters. Higher-attaining pupils made reference to the text in illustrating how the author had captured the audience. For example, one pupil said, 'The beginning is exciting so we want to read on'. Pupils demonstrated a clear understanding of the story's setting, and the characters and events. For the main activity, written tasks were very well matched to pupils' attainment and needs. Higher-attaining pupils were given tasks requiring deeper knowledge and understanding while lower attainers and those with special educational needs were given very good support by a teaching assistant.
27. The teaching of pupils with special educational needs is good and has a positive impact on the good progress made. Teachers and learning support assistants are very aware of the targets within pupils' Individual Education Plans. In lessons, learning support assistants work closely

with pupils to ensure that they understand the lesson objective and take part in whole-class question and answer sessions. Pupils receive strong support in group work, which ensures that they make good progress.

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

28. Overall, the school provides a very good quality curriculum which is enriched by a very good range of extra-curricular activities and very good partnerships with the community. The planning and quality of the curriculum has improved since the last inspection.
29. The school offers a broad and balanced curriculum for Years 1 to 6. All National Curriculum subjects are taught. The school meets the statutory requirements for the National Curriculum, RE and collective acts of worship. Overall, the planning of the curriculum is very good.
30. The planning for English and mathematics is firmly based on the National Literacy and Numeracy Strategies. The school has implemented these strategies very well and, as a result, the teaching of literacy and numeracy skills is very good. Pupils are given good opportunities to apply and develop literacy and numeracy skills in other subjects. The school has adopted the recommended national schemes of work and has modified these appropriately to suit the needs of the pupils and the organisation of the classes. Teachers know the pupils very well and this is reflected in the very good planning of the curriculum, which takes effective account of the needs of all pupils. The planning helps to ensure that pupils acquire knowledge, understanding and skills in a systematic and progressive way as they move through the school. This is an improvement since the last inspection.
31. In ICT, pupils are provided with good opportunities to acquire and practise the necessary skills. Throughout the school, ICT is very well used to support teaching and learning across the curriculum.
32. The school complies fully with the requirements of the revised Code of Practice for pupils with special educational needs. Individual Education Plans are of good quality and contain targets which are realistic and achievable. Teachers' planning takes into account their different learning needs and work is carefully matched to specific needs, especially in the key skills of literacy and numeracy.
33. The school offers a very good range of extra-curricular activities, including: music, football, netball, recorders, French and the Huff and Puff Fitness Programme. Teachers and parents contribute very well to this area of the school that enriches the whole curriculum and strengthens the school's partnership with neighbouring schools. Events like the spring and Christmas shows and the entertainment of elderly people in the local community also provide added breadth to the curriculum, which contributes significantly to pupils' social and cultural development and helps to ensure that pupils have the opportunity to broaden their experience.
34. The provision for personal, social and health education is very good. An example of this is in Year 6, where pupils take responsibility for the school tuck shop by taking orders and payment before the school day begins. The school has a very well planned programme that includes developing confidence and responsibilities, making the most of abilities, citizenship, safe and healthy life styles and respecting differences between people. Appropriate attention is given to sex education and drug misuse.
35. Links with the community are very good. For example, during the inspection local people visited the school to talk with Year 5 and Year 6 pupils about historical changes in the village and about their memories of their primary school education. The school nurse is involved in the health education programme. The school has very effective links with its partner schools. The Penryn Partnership provides many opportunities for pupils to participate in a very wide range of sporting activities, dance and visits as well as providing training for teachers. Induction procedures for Year 6 pupils to secondary school are very good because the style and content of the records of



achievement have been discussed and agreed, pupils visit their new school on a regular basis as part of the Penryn Partnership and a project which begins in the final term is taken on to the new school for completion in Year 7. The school has good links with the local playgroup. Visiting speakers, theatre groups, former pupils and the local church contribute well to the school curriculum.

36. Overall, the school's provision for spiritual, moral, social and cultural development is very good. This represents a very good improvement since the last inspection when the provision was judged to be satisfactory, overall. At that time, moral and social development was judged to be stronger than the other two areas. Opportunities for spiritual and cultural development were reported to be insufficient.
37. Provision for spiritual development is very good and the school's planning for this is a model of outstanding practice. A policy and planning document identifies opportunities for spiritual development in all subject areas including drama, ICT, DT and in collective worship. All staff have been successful in creating an attractive, bright and stimulating working environment for pupils in which to learn. For example, in the Reception and Year 1 class there was an attractive display on 'New Life'. The display included a branch of cherry blossom represented by pink tissue paper. A display of daffodils of bright yellow and green card enhanced the spring effect. Another display in the classroom was called 'under the sea'. This stunning collage had been produced after the class's visit to Falmouth Art Gallery to see an exhibition on underwater photography. The figures of sea-horses, seaweed and other underwater life were covered effectively by blue Cellophane. Pupils gain awareness of the beauty and wonders of nature through the incubation of chicken and duck eggs. They study the development of frog spawn and the growth of bulbs. The impressive display of daffodils in the wall at the school's entrance is an uplifting start to the school day in March.
38. Assemblies by the headteacher and senior staff are interesting, thought-provoking and use symbolism extremely well to convey important messages and encourage pupils to reflect. For example, the headteacher told a story of a naughty girl who has so many unpleasant habits. Using a pupil to assist, each bad habit was illustrated by a piece of thread. The pupil could not break the threads, the habits, all at once. However, she could break the threads, the habits, one by one. In another very good assembly pupils were asked to consider and think about what they say as once words come out of our mouths they cannot be put back in. This important message was illustrated by toothpaste being squeezed from a tube. Some pupils were asked to try and put the paste back, which they could not. Opportunities for prayer and reflection in assemblies are very good.
39. The provision for moral development is very good. Teachers, the secretary, midday supervisors, teaching assistants and other adults working in the school are very good role models for pupils. The school has clear expectations for pupils' conduct and behaviour. These expectations are consistently implemented by all staff. Teachers manage pupils' behaviour consistently very well throughout the school. As a result of clear expectations and consistency in approaching behaviour management, pupils are responsible and demonstrate very good behaviour in assemblies, lessons, the dining-hall and the playground.
40. Provision for pupils' social development is very good. Teachers and adults working in the school know the pupils very well and the strong relationships between pupils and between pupils and adults is one of the school's many strengths. Pupils play very well together in the playground and organise a range of team games amongst themselves. Teachers and midday supervisors are successful in promoting this type of activity, which not only develops pupils social skills but also physical ones. Pupils are given very good opportunities to work collaboratively in a range of subjects. In science, pupils plan and carry out investigations together. Pupils work very well together in constructing models in DT. In dance, pupils work well in pairs or small groups when practising a sequence of movements. Pupils are also given very good opportunities to evaluate their own and others' work in subjects such as DT and PE and they do this in a constructive and supportive way. Pupils' social development is further enhanced by the school's very good range of extra-curricular activities.

41. The school's provision for cultural development is good. Through studies in RE, pupils gain knowledge and understanding of major world religions. For example, pupils in Year 1 study Hinduism and those in Year 3 study Judaism. Pupils gain an awareness of customs, festivals and traditions. Teachers use displays of artefacts, costumes, posters, photographs and books well to promote learning in these areas. Pupils are well prepared for life in a multi-faith and multicultural society. In art and design, pupils are introduced to a sound range of artists and their work. For example, pupils in Year 2 use a computer program to produce pictures in the style of Matisse. In Year 4, pupils are successfully introduced to Aboriginal art and produce their own images in a similar style using 'earthy' colours. In Year 6, pupils are introduced to African, Chinese and Egyptian art and culture when designing and making masks. In assemblies and in music lessons, pupils are introduced to a range of music. Pupils have good opportunities to learn musical instruments and perform.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

42. The school looks after the pupils very well and ensures their physical well-being in a supportive environment. This is strength of the school and the previous good provision has been maintained and improved.
43. Procedures for child protection are fully in place. There is a named member of staff responsible for its implementation. All the staff are fully aware of the procedures and all have received appropriate training. The school works closely with the outside agencies when there is cause for concern over pupils.
44. All routine health and safety checks have been carried out satisfactorily. Ten pupils from across the school were asked about the procedures for evacuation in case of a fire or other emergency and all were fully conversant with the laid-down procedures and the reasons for them. The school has staff trained in first aid procedures.
45. The procedures for monitoring and improving attendance are very good; their effectiveness can be judged by the very good level of attendance. The school keeps close contact with the parents and where necessary contacts them to establish the cause of absence. The school secretary combines routine registration procedures with use of ICT effectively to track and analyse attendance data.
46. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The policies are applied effectively and consistently across the whole school by all the staff. Discussions with older pupils showed that they have a very good grasp of the methods for dealing with any oppressive behaviour.
47. The procedures for monitoring and supporting pupils' personal development are good. This is a relatively small school and the pupils are very well known to all the staff so much of this monitoring is not formalized; however, more formal records are kept by exception when needed.
48. The school has developed very good systems for monitoring and tracking the academic performance of pupils. In the Reception class, initial assessments identify what children are capable of shortly after they enter the school. Careful observation of the children enables teachers to track their progress and identify those in need of extra support at an early stage.
49. Teachers know their pupils well and keep detailed records of their progress. In addition to teachers' assessments, national tests are completed in accordance with statutory requirements. The school chooses to use other tests throughout the year to monitor the progress of individuals, groups and the school as a whole. Results are analysed and good use is made of the information to help in the setting of individual and whole-school targets linked to national expectations. The Primary School Data software is used to identify trends, areas of strength and weakness, and individual pupils in need of additional support. Completed national test papers are carefully

evaluated in order to identify any areas of strength and weakness in teaching and learning and to inform future school improvement.

50. Collections of marked and moderated work are used in most subjects to assess levels of attainment. Very good systems are established in order to ensure that pupils' work is regularly monitored and to inform pupils of what they need to achieve in order to attain higher levels of attainment. This information is shared with parents, along with notes of guidance that teachers have prepared to help parents support their children at home.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The parents have a positive view of the school and there is an effective partnership between school and parents. This is strength of the school and maintains the provision recorded in the previous report.
52. The school has an open-door policy and parents have the opportunity to speak to teachers before and after school. Each class has a parent representative and these parents work together on an *ad hoc* basis to help the school with functions and fund-raising. Parents help on a regular basis in the infant classes with reading, arts and crafts, on school trips and providing transport for sports teams. Parents are invited to class assemblies. There is a regular newsletter giving details of school events. The school has good links with the parents and the parents' involvement with the school has a beneficial effect on the development of the pupils.
53. The quality of information provided for parents on the achievement of the pupils is satisfactory. On a daily and weekly basis the school makes very good use of reading diaries, weekly planners and journals. In the infant classes the reading diaries help the pupils and the parents with the reading and provide a good means of communication. In Years 3 to 6 classes, the weekly planners show the parents the homework timetable and the work done in lessons. The journals used, in addition to the weekly planners in Year 6, give the pupils the opportunity to describe what they have learned each week and in so doing to practise their writing skills. The more formal annual school reports to parents are satisfactory. However, they are too descriptive and give little indication of how well pupils are performing against nationally expected standards. The school has very good systems for assessing and recording pupils' attainment. This very good data is not yet used effectively to provide information to parents in the annual report about their children's attainment. Reports do not always indicate how pupils could improve.
54. There are meetings arranged each term for the parents to discuss their children's education and progress. In the autumn term a general discussion is held on the work to be done in the year ahead, the strategies to be used and what is expected to be achieved by the end of the year. In the spring term individual appointments discuss achievements and targets and in the summer term there is an opportunity to discuss the annual report.
55. The parents make a good contribution to their children's learning both at home and at school. The majority of the reading diaries and weekly planners are well used. Parents are providing help in school, particularly with the infant classes.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The headteacher has a vision and provides clear educational direction for the school. Vision and direction focuses on achieving high standards and providing a high quality curriculum for all pupils. The headteacher provides very good leadership in these key areas and is very well supported by the deputy headteacher and subject co-ordinators. Leadership and management of the school is very good, overall, and this is a major contributory factor for the school's above average standards by the end of Year 6, very good teaching, very good attitudes and behaviour and the very well-planned and implemented curriculum. Leadership and management have improved considerably since the last inspection, when they were reported to be not effective enough.
57. The headteacher, together with all staff and governors has created a positive school climate for pupils to learn and for staff to work. Teamwork among the staff is a very strong feature of the school and this results in consistency in organisation and practice. The school's commitment to improvement and success is excellent.
58. The school's aims and values are clearly stated in the prospectus. They include developing each pupil's potential, extending each individual's intellectual, social, aesthetic and physical development, regardless of gender, age or background. The school also aims to provide a well-

planned curriculum, which develops independent learners, a stimulating and happy environment for pupils to learn, and to encourage parental participation. The aims are very well reflected in the day-to-day life of the school as the school provides a very good range of learning opportunities, which meet the needs of all pupils. The headteacher and staff have been particularly effective in creating an attractive, positive and stimulating environment for pupils to learn. The partnership with parents is good and the school certainly has the confidence of its parents and the local community. The school's policy and practice for including all pupils is good and there are effective procedures and practice for promoting racial harmony.

59. Leadership and management responsibilities are very well delegated among the relatively small teaching force. The role of the deputy headteacher, special educational needs co-ordinator, Foundation Stage leader and subject co-ordinators are well-developed and this contributes to the very good teaching and very good curriculum provided. Teachers plan the curriculum together and planning is monitored effectively by the headteacher and subject co-ordinators. Subject co-ordinators keep annotated portfolios of pupils' work and photographs in order to monitor standards and coverage of the curriculum. Portfolios of DT and ICT work are particularly impressive. National Curriculum test results are very well analysed in order to identify strengths and weaknesses in pupils' learning. Subject co-ordinators have a clear understanding of the standards pupils attain and the quality of provision. The well-defined and developed role of subject co-ordinators represents a very good improvement since the last inspection.
60. The leadership and management of the provision for pupils with special educational needs is good and makes a significant contribution to the good progress made by these pupils. The special educational needs co-ordinator, who in addition is the deputy headteacher and mathematics co-ordinator, has no designated time to carry out her role. However, in negotiation with the headteacher, time is made available as and when needed so that she can carry out her role effectively, for example, in carrying out annual reviews, meeting parents and meeting outside agencies. Learning resources are good and used effectively to support pupils' learning. Learning support assistants play an invaluable role in supporting pupils; they are dedicated, effective and hard working.
61. The governors are supportive and have a very good knowledge and understanding of the school's strengths and areas for improvement. This enables them to make a valuable contribution in shaping the direction of the school. They are well led by an experienced and enthusiastic chair. The governors are very much aware of the challenges ahead as the school population continues to grow. The governors are fulfilling their statutory requirements very well.
62. The monitoring, evaluation and development of teaching is very good and this represents a very good improvement since the last inspection. The headteacher and local educational advisers have carried out class observations and provided effective feedback to the teachers. The co-ordinators of English and mathematics have also monitored teaching effectively. All teachers have clear views about what constitutes effective teaching and learning and there is whole-school commitment to improving teaching and achieving a consistent approach. Professional debate about teaching among the staff is also productive and helps to share good practice.
63. The school's performance management systems are good and have contributed well to the development of teaching and to improvement planning. Induction procedures for new staff are very good. These and the school's positive and supportive climate/ethos enable new staff to settle quickly and become effective members of the school. The school has an appropriate number of teaching and support staff.
64. The findings of monitoring and evaluating the school's performance are used effectively to inform planning and action for improvement. School improvement planning is good. Current priorities for development include early years, improving teaching and learning, extending access to ICT and further training for teaching assistants. The plan has a clear format, which identifies objectives and targets, success criteria, responsibilities and time-scales. The school has taken effective action to meet the objectives and targets in the plan. As a consequence, teaching and learning are very good, pupils have good access to computers, and ICT is used very well to support

teaching and learning across the curriculum. The school uses ICT management systems appropriately to enhance the efficiency in its work.

65. Effective financial planning supports the school's educational priorities for development. Monitoring and control of spending are good and the school makes effective use of the county's financial services. Grants for specific purposes are used well and all financial resources have been used effectively to improve teaching, learning and the curriculum. The principles of best value are applied well. This has resulted in very good teaching and learning, very good personal development of pupils and good achievement throughout the school. Children's' attainment on entry to the school is below average. Taking the above factors into account, the school provides very good value for money.
66. The school's accommodation is satisfactory overall. The new veranda area has given the school much needed additional space. This is effectively used as a library area and provides good space for art and design and DT activities. Some classrooms are cramped and this can impede practical activities. One serious weakness in the school's accommodation is the absence of running water in the classrooms. Except for the toilet facilities, the school only has one sink and this is positioned in the veranda area. This presents problems for art and design and science work. This situation is unsatisfactory.
67. The quality of learning resources is good, overall. These are generally well organised, accessible and used well to support teaching and learning. The school is able to borrow learning resources from its partner secondary school and this arrangement is successful in extending the range of equipment and learning resources on offer.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. The school is already very effective but has a few areas for improvement. In order to improve the school even further, the headteacher, staff and governors should:
- 1) \*Provide greater opportunities for writing across the curriculum in order raise standards in writing further. (*paragraphs 4, 83, 101*)
  - 2) Improve the satisfactory annual reports to parents so that they indicate how well pupils are attaining against national standards and what they need to do to improve. (*paragraph 53*)

### **Minor issues for improvement**

- \*Provide more opportunities for outside play in Reception (*paragraphs 1, 75*)
- Bring to the attention of the appropriate authorities the need to improve the facilities for sinks and running water in the school (*paragraphs 66, 104*)

\* The school has already identified these areas for improvement in its school improvement planning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	11	0	0	0	0
Percentage	4	50	46	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	142
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.9

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	19	18
Percentage of pupils at NC level 2 or above	School	81 (73)	90 (77)	86 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	16
Percentage of pupils at NC level 2 or above	School	86 (73)	86 (86)	76 (77)
	National	85 (85)	89 (89)	89 (89)

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

Separate totals for girls and boys are not given in the above table as fewer than 11 boys took the tests, therefore individuals could be identified.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	13	13	13
	Total	27	26	27
Percentage of pupils at NC level 4 or above	School	84 (85)	81 (75)	84 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	14	14	14
	Total	28	27	29
Percentage of pupils	School	88 (90)	84 (80)	91 (85)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

### **Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	118	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	18	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22.1
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	148

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	349,605
Total expenditure	355,710
Expenditure per pupil	2,356
Balance brought forward from previous year	18,167
Balance carried forward to next year	12,062

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	142
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	64	30	4	0	2
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	39	39	16	0	5
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	35	43	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	19	4	4	0
The school expects my child to work hard and achieve his or her best.	68	29	0	0	2
The school works closely with parents.	45	39	11	4	0
The school is well led and managed.	68	25	4	0	2
The school is helping my child become mature and responsible.	59	37	4	0	0
The school provides an interesting range of activities outside lessons.	29	46	21	4	2

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

#### **Personal, social and emotional development**

69. Children make satisfactory progress in this area of learning and by the time they start Year 1 they meet the expectations of the Early Learning Goals. Standards are similar to those reported during the last inspection. Children come into school happily each morning and settle quickly on the carpet for registration. They know the importance of listening carefully for their name and they respond with a polite "Good morning". In lessons, children take turns fairly and sustain concentration on the activities they choose for themselves. They enjoy working with adults, including parent helpers, and relationships are good. Most children are confident in putting their coats on at playtime and in getting everything ready to go home at lunch-time or at the end of the day. Teaching is good, with strengths in the quality of relationships expected both between children and between children and adults. Teaching has improved since the last inspection. At the end of sessions, children are helpful and co-operative in tidying-up.

#### **Communication, language and literacy**

70. Children make good progress in this area of learning. As a result of good teaching, children meet the expectations of the Early Learning Goals, with more-able children exceeding them. Teaching and progress have improved in this area of learning since the last inspection. The teacher and learning support assistant work hard to develop speaking and listening skills. In whole-class lesson introductions, children are taught the importance of listening to adults and to each other. They are encouraged to ask and answer questions, for example when listening to stories. When listening to the story 'The Ugly Duckling', the teacher asked, "What do you think the cat is saying?" This encouraged children to talk about the story as well as developing their reading comprehension skills.
71. Children enjoy listening to stories and looking at books with friends in the 'Book Corners'. They know that print conveys meaning and that books are read from left to right. Children understand the terms 'author' and 'illustrator'. Teaching of key skills is good and children make good progress in their knowledge of letter sounds. They are confident in giving words which start with, for example, 'b' and 's'. By the end of Reception, most pupils are established on the school's reading scheme.
72. Most children write their own names unaided and, by the end of Reception, many write simple sentences unaided. In writing about the 'Ugly Duckling', they made good progress in writing key words unaided, for example, 'egg' and 'duck'. Children work hard with handwriting and correct letter formation is good.

#### **Mathematical development**

73. As the result of good teaching, children make good progress in this area of learning and meet the expectations of the Early Learning Goals, with more-able children exceeding them. Teaching and children's progress have improved since the last inspection in this area of learning. Children read, write and order numbers to 20 and are confident in rearranging numbers on a number line from 0 to 20 when they are mixed up. Children know the days of the week and make good progress in understanding the months of the year. Most children understand the idea of 'one more than' and 'one less than'. More-able children are confident in counting by 'two more than' and 'three more than'. They enjoy singing familiar number songs, such as 'Five currant buns'. Children are accurate in naming common two-dimensional shapes, such as triangles, circles, squares and rectangles.

## **Knowledge and understanding of the world**

74. Progress in this area of learning is good and children meet the expectations of the Early Learning Goals by the end of Reception. Teaching is good, with strengths in developing children's computer and scientific skills. There have been improvements in teaching and children's progress since the last inspection. Children are confident in the use of the mouse and keyboard when using programs, especially 'click and drag'. Children show a good understanding of the Christmas Story and the main characters. Children are confident in using construction kits to build farms and road layouts. They show a developing understanding of the past when they look at new and old toys. They show a good understanding of life cycles and enjoying looking at tadpoles and discussing how they become frogs. Currently, they show great interest in the eggs that are in an incubator and are anxious to see them hatch.

## **Physical development**

75. Children meet the expectations of the Early Learning Goals by the end of Reception. Teaching is satisfactory. Currently, children have insufficient opportunities for regular outdoor play because the space available to them is limited but there are in addition some sessions where opportunities are not taken to go outside. In one session observed, children showed satisfactory movement skills when they moved as tadpoles and frogs. Here, they were supported most effectively by the learning support assistants. When working on practical activities, children show satisfactory skills in cutting and sticking. Teaching and children's progress are judged to be similar to those made during the last inspection.

## **Creative development**

76. Progress in this area is good, and by the end of Reception, children meet the expectations of the Early Learning Goals. Teaching is good, with strengths in the teaching of music. Teaching and children's progress have improved since the last inspection. Children enjoy singing and performing actions to the song, 'Five engines chugging'. Children enjoy role-play and during the inspection were busy 'in the home', including preparing the evening meal and changing the baby. Children enjoy painting and working with collage activities.

## **ENGLISH**

77. Standards are average in speaking, listening and writing and above average in reading by the end of Year 2. Pupils are achieving well from their below average attainment on entry to the school. By the end of Year 6, standards are average in speaking, listening and writing and above average in reading. Pupils are achieving well from their prior attainment in Year 2. Throughout the school, all pupils, including higher attainers and those with special educational needs, are achieving well. This is because the school has a well-planned curriculum, teaching is very good and there are very good systems for assessing pupils' attainment. Standards, overall, remain the same as those reported during the last inspection, although reading is above average, which is an improvement since the last inspection when this was judged to be average by the end of Year 2 and Year 6.
78. In speaking and listening, pupils in Year 2 listen well to their teachers and to others. They talk confidently about the books they have read and eagerly respond to the teacher's questions. Pupils express opinions about a text they have studied and say why they like it. Most pupils in Year 4 talk and listen with assurance. In one lesson seen, pupils discussed the text and clearly justified their views on it, for example, "The author makes the beginning interesting and we want to read on". Most pupils in Year 6 are confident speakers. They talk with enthusiasm about the books they have read and explain why they have enjoyed them. In one lesson, they recounted clearly and accurately the things they had learnt in a previous session.

79. In Year 2, higher-attaining pupils read widely and accurately. They have good strategies for establishing the meaning of unfamiliar words. Other pupils read a range of texts accurately and demonstrate a clear understanding of them. Lower-attaining pupils reach nationally expected standards in reading. They use phonics and graphics to identify unfamiliar words. The majority of Year 2 pupils are aware of fiction and non-fiction books and are able to use an index page efficiently. By Year 6, higher-attaining pupils are confident readers and read a range of challenging texts, which include non-fiction material. Lower-attaining pupils generally read accurately and make few errors. These pupils reach nationally expected standards. Throughout the school, pupils show positive attitudes to reading and have established good reading habits. Pupils keep a detailed record of their reading. The good home-school reading partnership has a positive effect on pupils' attitudes towards reading and the standards attained.
80. In Year 2, higher-attaining pupils' writing is structured and detailed. Ideas extend logically into sequences of sentences. Spelling is usually correct. Average-attaining pupils produce sequences of sentences with capital letters and full stops used correctly. Lower-attaining pupils produce short sentences with capitals and full stops. Handwriting generally shows accurate form and consistent size but is not joined. It is usually well presented. By Year 6 pupils' writing is presented in a neat and legible style. The more able pupils' writing is well structured into paragraphs. Spelling is accurate and punctuation, such as commas, apostrophes and speech marks, is used correctly. Average ability pupils are productive and show care and pride in their work. Capital letters and full stops are employed correctly and the use of other punctuation is developing well. Their writing is interesting and words are chosen well for effect. For example,

*“The warm morning sun shines on the dew,  
Revealing the sparkling green carpet  
Glistening and new”*

81. In a Year 6 lesson that was seen two lower-attaining pupils used the class computer to help them in their work. Challenging targets have been set which, given the higher than average proportion of lower ability pupils, it will do well to achieve. The school is providing a range of opportunities for pupils to develop their writing skills, for example, poetry, letter-writing, stories, instructions and reports and now needs to develop this further in other areas of the curriculum in order to improve writing standards. The school has already identified this as an area for development and has begun to introduce additional opportunities for pupils to develop their writing skills. For example, and of particular note, in Year 6 pupils write a weekly journal, in a variety of styles, about their lessons and what they have learnt. It provides very good opportunities for them to practise what they have learnt in their lessons and to consolidate their understanding. Across the school, pupils' written work is well presented. Throughout the school, the teachers mark pupils' work regularly and effectively, offering comments as to what the pupils have done to deserve praise and the ways in which they can improve their work. Marking is closely linked to pupils' individual targets.
82. Computer technology is well used throughout the school to develop pupils' writing skills. The school is using it as an effective tool for pupils to draft and edit their writing and to produce well-presented final drafts which are frequently 'published' as a class book on a particular theme or displayed around the school.
83. Throughout the school, pupils apply their literacy skills satisfactorily. In science, DT and geography, there are opportunities for pupils to use and apply writing and study skills. Good examples of this were seen in history, where pupils were pursuing independent study and research, making notes and producing final reports. This is an area that could be developed further throughout the school in order to improve writing standards.
84. Throughout the school, the quality of teaching is very good with one excellent lesson seen in Year 2. This contributes to very good learning. English lessons are very well planned and structured and clear learning objectives are identified. These are shared effectively with the pupils and so they know what they are to learn. Teachers' explanations and instructions are clear and informative. Pupils listen attentively and follow instructions very well. They acquire new



knowledge and extend their vocabulary. Teachers use questioning very effectively to challenge the pupils' thinking and to check their understanding. Pupils respond very well to teachers' questions and demonstrate that they understand the work. Pupils' attainment is assessed very well and this information is used very effectively to guide future teaching and learning. As a consequence, tasks and learning resources are very well matched to the different attainment and needs within a class and so all pupils are appropriately challenged. Pupils are very well managed, very good relationships have been established and this leads to positive pupil attitudes and very good behaviour. Lessons are well structured and maintain a good pace so that pupils' interest is maintained and they remain 'on task' and are productive. Teaching assistants are well deployed and provide effective support for pupils, especially those with special educational needs.

85. The subject is very well led and managed by a knowledgeable and enthusiastic co-ordinator. The co-ordinator's role is well-developed and her very effective leadership contributes to the standards attained and to the very good teaching. The co-ordinator has observed and monitored teaching throughout the school and so has a clear insight into the quality of teaching and learning throughout the school. Classroom observations and their findings are very well linked to performance management and school improvement planning. Teachers' planning is monitored effectively and pupils' work is analysed on a regular basis. The school has a very good system for assessing and recording pupils' attainment. Assessment is used very well to inform future planning and to set learning targets for pupils. Pupils' attainment in reading, spelling and writing is tracked effectively as they move through the school. The school has an adequate range of fiction and non-fiction books and commercial reading schemes. The library in the new veranda area is a useful addition.

## **MATHEMATICS**

86. At the end of Year 2, standards are below average, although 25 per cent of higher-attaining pupils reach above average standards. The main factor which contributes to the below average standards is the high proportion of pupils with special educational needs in the current Year 2. However, these pupils make good progress from their prior attainment because of the effective support they receive.
87. At the end of Year 6, standards are above average and most pupils are achieving well. Standards have improved since the previous inspection. These above average standards are the result of very good teaching and the school's effective implementation of the National Numeracy Strategy. Pupils with special educational needs make good progress in their learning because work is carefully matched to their learning needs and learning support assistants provide effective support in lessons.
88. Pupils use and apply their literacy skills successfully in the subject. By the end of Year 2, pupils are confident in reading and understanding simple word problems. By Year 6, pupils show good skills in reading and understanding more complex problems, including interpreting data. By Year 2, pupils write simple word problems and show accurate use of spelling and punctuation. By Year 6, pupils develop these skills successfully and write more complex problems and write good interpretations of the results of gathering data, for example, the trends of the results in their weekly mental arithmetic tests.
89. Pupils show good skills in using their numeracy skills in other subjects, including combining these with computer skills. In geography, in Year 4, pupils successfully use computers to create graphs which show the results of their investigations into traffic flows in the village. In Year 6, in design and technology, pupils show good skills in calculating angles and then using this information to produce computer-generated pie charts to show the proportions of different ingredients in their fruit salads.
90. By the end of Year 2, standards in the use and application of mathematics in problem-solving and investigations are below average. Pupils find it difficult to see number patterns and sequences, although more-able pupils are successful in solving problems, such as finding the cost of six

sweets at ten pence each. By the end of Year 6, standards are above average and this shows good achievement. In Year 4, pupils solve word problems accurately, including calculating single and return bus fares for adults and children. In Year 6, pupils show good skills in their investigation into 'The Twelve Days of Christmas' when they calculate the total number of gifts sent, for example, on the tenth day.

91. By the end of Year 2, standards in number are below average. Although higher-attaining pupils are confident in reading, writing and ordering numbers to 100 and beyond, most pupils are insecure in this. Pupils' knowledge of multiplication facts is not strong, although more-able pupils are confident in multiplying by 2, 3, 4, 5 and 10. In mental arithmetic, pupils are confident in counting forwards and backwards in tens to and from 100. By Year 4, pupils read, write and order numbers to 9,999 and understand place value to thousands, hundreds, tens and units. They show good skills in adding and subtracting three-digit numbers, including solving word problems. By Year 6, pupils read, write and order numbers to 1,000,000. They show a good understanding of the relationship between decimals, fractions and percentages. Mental arithmetic skills are good, for example, in the rapid recall of ' $377 \times 100 = 37,700$ '. Pupils are quick and accurate in their recall of multiplication facts.
92. By the end of Year 2, standards in shape, space and measures are average. Pupils show a satisfactory understanding of the properties of two-dimensional shapes and are accurate in measuring to the nearest centimetre. They identify by weighing whether objects are greater or less than 100g. By the end of Year 6, standards are above average. In Year 4, they know the properties of three-dimensional shapes and understand 'vertices', 'faces' and 'edges'. They understand how to calculate area and perimeter and they identify accurately the main types of triangle. In Year 6, they show good skills in measuring angles to the nearest degree and in calculating the areas of rectangles which involve the use of decimals, for example ' $2.5 \times 3.7$ '. Pupils show a good understanding of symmetry.
93. By the end of Year 6, standards in handling data are above average. In Year 4, pupils show good skills in constructing well-labelled graphs with correct scales on the vertical and horizontal axis. Their use of computer skills is good, as is demonstrated in their high-quality graphs showing the results of a traffic survey in the village. By Year 6, pupils show a good understanding of probability. For example, pupils find the probability of picking out an apple from a bag containing 6 apples, two bananas and four satsumas. In their investigation into 'Food, Glorious Food', pupils show good skills in costing their individual fruit salads based on the cost of the ingredients and they show very good skills in creating pie charts to show their favourite fruits, including calculating the angle for each segment of the pie chart.
94. A significant strength of pupils' work is the care and pride that they put into presentation from Year 1 onwards. Work is set out neatly and rulers are always used to draw straight lines and mathematical diagrams. In lessons, pupils enjoy mathematics, including the mental/oral starter where many are bursting to answer the questions set by the teacher. In independent, individual and group work they settle quickly and show very good concentration and application because work is matched carefully to their different learning needs.
95. Teaching is very good and contributes significantly to the standards achieved. There are significant strengths in the quality of planning, which ensures that pupils are challenged appropriately in lessons. For example, in a Year 6 lesson where pupils were investigating 'tests of divisibility', more-able pupils worked with six-digit numbers, average-ability pupils with four-digit numbers and lower-ability pupils with three-digit numbers. As a result, all made good progress in the lesson in finding patterns of numbers which are divisible, for example, by 2, 5 and 9. Teachers have a good understanding of the National Numeracy Strategy and the three-part lesson is taught effectively, with good use made of the mental/oral starter and the final whole-class (plenary) session. For example, in the Year 1 and 2 class the plenary session was used effectively by the teacher as an assessment opportunity when the Year 1 pupils had to explain to the Year 2 pupils how to find '19' by partitioning by 'five and a bit', for example,  $19 = 5 + 5 + 9$ .

96. Leadership and management are good and contribute positively to the standards achieved. The co-ordinator is knowledgeable and has a clear understanding of the strengths and weaknesses of the subject in the school, as the result of effective monitoring of teaching and learning and through very detailed analysis of the results of the National Curriculum assessments in Years 2 and 6. Learning resources are good and are used effectively to support pupils' learning.

## SCIENCE

97. Standards are average at the end of Year 2 and most pupils are achieving well from their attainment on entry to the school. At the end of Year 6, standards are average and pupils are achieving well from their prior attainment in Year 2. Pupils with special educational needs and higher attainers are also achieving well throughout the school. Pupils' achievement is good because they receive very good teaching and are provided with a very good range of science activities. Standards are similar to those reported during the last inspection but teaching has improved and pupils' achievement is more consistent across the school.
98. In a Year 2 lesson, pupils were investigating how far toy cars travelled when they moved down a slope. They used simple equipment competently and made observations and measurements. Pupils measured the distance that cars travelled using straw lengths and recorded their results in a teacher-produced table. With the help of the teacher, pupils presented their results on a large bar graph. Pupils interpreted the results and stated which car travelled the furthest.
99. In Year 4, pupils carry out investigations to find out which material is best to keep a container of hot water warm. They make predictions and show a clear understanding of fair testing. For example, they recognise that the containers used should be the same size and know that the water should be at the same starting temperature. Pupils suggest that the water temperature is measured at the start and then every 10 minutes. They record their observations and measurements clearly. Using ICT, they produce line graphs to show the water in different containers cooling down. Higher-attaining pupils identify patterns in results and draw conclusions. Most pupils discover that fur keeps the water warmest the best and state whether their predictions were correct or not. Lower-attaining pupils are not yet drawing conclusions for results but say whether happenings were as expected.
100. In a Year 6 lesson, pupils were separating substances and were set the challenge of separating sand, salt and paper clips from water. At the beginning of the lesson, the teacher recapped on previous learning effectively. Pupils responded well and demonstrated a good knowledge of dissolving and solubility. Pupils used terms such as 'soluble', 'insoluble' and 'solution' correctly in discussion. Working in small groups pupils applied and extended their learning to a problem-solving situation. They planned how to separate different substances and made suitable predictions. Most pupils knew that sand could be separated from water by filtering and that using a magnet could separate steel paper clips. Higher-attaining pupils knew and understood that salt can be separated from a salt solution by evaporation. They showed a clear understanding of the processes of evaporation and condensation.
101. Across the school, pupils apply and develop numeracy skills very well in science. For example, they measure force, time and temperature accurately and record results clearly. They present data in graphical form and interpret patterns. They also use ICT well to support their learning. For example, pupils use and develop their speaking and listening skills competently and acquire a good scientific vocabulary. They write structured records of their scientific work but there is less evidence of detailed extended writing or personal and independent research using a range of texts and sources.
102. In the two lessons seen during the inspection, one in Year 2 and one in Year 6, the quality of teaching was very good. As a result, pupils made very good gains in scientific knowledge, skills and understanding. The lessons were very well planned and structured. Clear learning objectives were identified and these were shared effectively with the class so that pupils knew what they were to learn. Teachers' instructions, explanations and demonstrations were very clear and informative. Pupils were keenly interested and attentive. They acquired new knowledge and vocabulary. Very good investigative opportunities were provided for pupils to apply and develop skills such as predicting, fair testing, observing, measuring, interpreting and drawing conclusions. A good range of equipment, instruments and materials was selected and deployed. In the Year 2 lesson seen, teaching assistants were very well deployed and made a very good contribution to pupils' learning. The study of pupils' work indicates that teaching is good or better throughout the school. Pupils are given very good opportunities for experimental and investigative work. The

- marking of pupils' work is regular and constructive, although in some classes comments on how pupils could improve are lacking. ICT is used very well to support teaching and learning.
103. Science is very well led and managed by the headteacher. The curriculum is very well planned and there are good opportunities for practical experiments and investigations. Assessment systems are good and assessment data is used well to guide future planning and teaching. National Curriculum test results are analysed well so as to identify strengths and weaknesses in pupils' learning. Standards and provision are monitored and evaluated effectively through viewing teachers' planning, pupils' work and some class observations. Learning resources are of good quality. They are well organised, accessible and well used.

## **ART AND DESIGN**

104. By the end of Year 2 and Year 6, standards are average and this shows satisfactory achievement in the acquisition of knowledge, skills and understanding as pupils move up through the school. Pupils with special educational needs make satisfactory progress in their learning. Standards in Year 2 have been maintained since the last inspection and standards have improved by the end of Year 6 as standards were judged to be below average. Cramped accommodation and lack of storage space have a negative impact on pupils' learning, especially opportunities to work in three dimensions. In addition, pupils in Years 3 to 6 have access to only one sink which, in addition, is used for washing up by teachers as their staff room has no sink. Having only one sink is unsatisfactory and its multiple use is a potential health and safety risk to pupils and teachers.
105. By the end of Year 2, pupils show satisfactory skills in sketching, for example, in their pencil portraits of each other. They show good skills in the use of computers when using a graphics program to produce pictures in the style of Matisse. Pupils in the Year 1 and 2 class do not have sketch books and this limits pupils' opportunities in the subject. By Year 4, pupils show good skills in creating pictures based on Aboriginal art; this makes a positive contribution to their cultural development. In addition, pupils use the Internet successfully to carry out further research into Aboriginal art. In Year 6, pupils show good skills in a project on making masks for a Spring Festival. Pupils research different types of masks from other festivals/cultures before designing their own. Making skills are good, with pupils choosing from a wide range of materials. They show good perseverance in completing their masks, for example, where a pupil overcame the problem of attaching peacock feathers to his mask. Pupils enjoy art and work together successfully in pairs and groups. They give each other mutual support and praise.
106. In Years 3 to 6, the use of sketch-books is underdeveloped. Although pupils have and use sketch books, their work is undated and there is no evidence of any marking or comments by teachers. As a result, it is difficult for pupils and parents to see the progress being made and to have a clear idea of when and how often sketch-books are used.
107. In the two lessons observed, teaching was good but, overall, inspection evidence indicates that teaching is satisfactory. Teachers make effective use of the cramped accommodation. In the Year 4 and 5 class, very good use was made of parent helpers, with the result that pupils worked in groups of four or five with an adult. This contributed to the good progress made, for example, in the use of very fine paint-brushes to paint Aboriginal designs onto pebbles. Teachers do not encourage sufficient use of sketch-books. Learning support assistants work effectively with pupils with special educational needs.
108. Currently, there is no co-ordinator for the subject, but with a small teaching staff the subject is discussed regularly at staff meetings. Good use is made of whole-school displays to promote pupils' work, for example, the current theme of 'Eggs'. There is a good photographic record of pupils' work to enable the monitoring of standards and coverage of the curriculum. Learning resources are satisfactory, although there are weaknesses in the cramped accommodation.

## DESIGN AND TECHNOLOGY

109. Standards are above average at the end of Year 2 and Year 6. Pupils are achieving very well in Years 1 and 2 and well in Years 3 to 6. The very good and good achievement is because pupils receive very good teaching and are provided with a very good range of DT learning activities. This represents a very good improvement since the last inspection, when standards were reported to be average across the school and teaching was satisfactory.
110. In a Year 1 and 2 lesson seen, pupils in Year 1 produced plans of different homes. They used different tools to construct a house of reclaimed materials. They also used a range of commercial construction kits in designing and making different homes. In the same lesson, pupils in Year 2 were designing and building vehicles. They produced labelled sketches of their designs. A variety of designs was produced, with higher-attaining pupils producing creative ideas. Most pupils measured and cut plastic accurately for the body of their car. They used good joining and fixing techniques. In many cases, steel nails were used to good effect in fixing wheels to produce independent axles. Pupils evaluated their product well by identifying what they had done well and how they might improve it.
111. In Year 4, pupils design and make torches for different purposes. They apply their scientific knowledge of electrical circuits well and produce a variety of designs. Also in Year 4, pupils make and design finger puppets. They use bright coloured felt and the figures include eyes, antennae and transparent wings. The puppets are carefully constructed and neatly stitched. Year 5 pupils design, make and test moving vehicles. They produce labelled sketches of their models. Pupils work from their designs and adapt them as required. They construct a wooden chassis and add axles and wheels. A propeller driven by a motor and electric circuit powers the vehicle. Some vehicles are powered by a motor and belt system. In the project, most pupils' work employs a range of materials, tools, components and joining techniques.
112. Pupils in Year 6 design and prepare a rainbow fruit salad. In the design, smell, taste, texture colour and presentation are carefully considered. Good links with numeracy and geography enhance the project. The class conduct a survey to find out the favourite fruits of Year 6. These include pineapple, mango, banana and orange. Pupils produce a pie graph to represent the favourite fruits and work out the cost of producing the salad. On a world map, pupils indicate where the fruits are produced. The final fruit salad proved to be tasty, colourful and attractively presented.
113. Only one DT lesson was seen during the inspection and this was with a Year 1 and 2 class. The quality of teaching and learning in this lesson was very good. The lesson was very well planned and organised. Interesting learning resources were selected and deployed effectively. With assistance from the teacher, one group of pupils was given a good opportunity to evaluate the vehicles they had made. Very effective questioning helped the pupils to identify what they had done well and what could be improved. Teaching assistants were very well deployed in assisting other groups to glue and join materials. The teacher's expectations of learning and behaviour were high and the pupils responded very well to these. Throughout the lesson, pupils were given very good opportunities to talk about their work. Pupils applied and developed their speaking and listening skills well and acquired new vocabulary. The end of the lesson was used very well for pupils to share their work with the class and to celebrate their achievements. The quality and range of pupils' work indicates that teaching is very good across the school. As a result, pupils make very good gains in designing, making and evaluating skills. Pupils are provided with very good opportunities to work with a range of materials, tools and techniques. ICT is used appropriately to support teaching and learning.
114. The leadership and management of DT are very good and this contributes to the very good teaching and the above average standards across the school. The DT curriculum is very well planned, using national and local education authority guidance. The school keeps an annotated photographic record of pupils' work as an effective means of monitoring standards and providing coverage of the curriculum. Learning resources are good. They are well organised, accessible and well used.

## **GEOGRAPHY**

115. It was not possible to observe the teaching of geography during the inspection as the planned emphasis was on history. Therefore, no judgements can be made on the quality of teaching for the subject. Judgements about standards and provision are based on the study of pupils' work, discussions with staff and the viewing teachers' planning.
116. By the end of Year 2, standards are average and satisfactory achievement has been made. Standards, by the end of Year 6, are average and pupils are achieving satisfactorily. Standards by the end of Year 6, have been maintained and are similar to those reported last time.
117. In Years 1 and 2, many of the areas studied are carefully planned to link closely with history and are frequently based on pupils' knowledge of their local environment. For example, the pupils write and draw pictures about their homes, produce simple graphs to compare the ways in which they travel to school and produce simple maps to show their journey to school from home. Year 2 pupils extend these skills by carrying out traffic surveys and drawing conclusions about dangerous areas and expressing opinions on how to improve them. They also build upon their knowledge of the wider world by studying areas further afield, such as India and the Isles of Scilly, and make comparisons about climate and how it affects life styles and living conditions. By Year 4 pupils' skills have developed to produce a detailed survey of road safety in the local area. Through good use of computers and their literacy skills these pupils organise and analyse questionnaires and confidently express opinions about the ways in which they think the area could be made safer. They learn about different types and maps, and by inventing their own treasure maps they learn to use correct vocabulary to give directions on how to find the treasure. In Year 6, pupils study towns and cities of the British Isles and are able to place them accurately on a map. They write about environmental issues, such as 'global warming' and 'over-fishing', and express opinions as to how they might be resolved.
118. ICT is used effectively to present new knowledge to pupils, as a means of providing well presented final drafts of their work through word-processing and presentation of data, and as a means of motivating them to research for themselves.
119. The subject is well led and managed by an enthusiastic and knowledgeable co-ordinator. Teachers' lesson plans are regularly monitored and pupils' work is sampled on a regular basis in order to ensure that the policies and schemes of work, which are based on national guidelines, are fully implemented. This helps to ensure that pupils acquire knowledge, skills and understanding in a steady and progressive way as they move through the school. The planning of the geography curriculum is good because it takes account of the mixed-age classes. The co-ordinator does not have the opportunity to observe and support teaching. The co-ordinator ensures that resources match the requirements of the curriculum, which includes identifying places for pupils to visit, for example, museums and local places of interest, and the involvement of members of the local community in talking to pupils about their own experiences that are relevant to the areas of study.

## **HISTORY**

120. During the inspection, two history lessons were seen. Judgements about standards and provision are based on these lessons, the study of pupils' work, discussions with staff and viewing teachers' planning. By the end of Year 2, standards are average and achievement is satisfactory. This is similar to that reported in the previous inspection. Standards, by the end of Year 6, are above average and pupils are achieving well. This is an improvement since the last inspection when standards were judged to be average and achievement was unsatisfactory.

121. The school places much emphasis on developing pupils' skills in research and discovery. Pupils in Years 1 and 2 are developing a sense of chronology through studying familiar surroundings and artefacts. For example, they have compared modern toys with toys from long ago and looked at different types of houses and how they have changed. Year 2 pupils have also studied

Guy Fawkes. By the end of Year 2 pupils use their early literacy skills to write descriptions, explain events, label drawings and pictures and compile simple lists that demonstrate their knowledge of how things change over time.

122. In Years 3 to 6, during the time of the inspection, pupils were studying the Victorian age. They learn about what life was like in the local community and identify how it has changed through visits, artefacts, documents, photographs and interviews with local people in a well-planned and structured programme of work. For example, in a very good lesson seen in one class, Years 4 and 5 pupils were enthusiastically identifying changes that had taken place in the history of the school since Victorian times. The teacher provided a very good range of learning resources, which the pupils skilfully researched as they made notes in preparation for informing others in the class and producing final written reports later in the term. In another lesson, pupils in Year 6 were seen analysing census forms to discover information about the employment of the local community during the Victorian era, making comparisons with modern day life. In both of these lessons, pupils took turns to interview members of the local community and learn from their knowledge and experiences in order to make comparisons. Very good use of computers was observed as pupils of all ages used them to find further information through the Internet, to produce word-processed reports and to enter data for the eventual production of graphs to show how things have changed in the local community.
123. It was not possible to observe teaching in Years 1 and 2 and therefore no judgement on the quality of teaching can be made. The quality of teaching in Years 3 to 6 is at least good, with examples of very good teaching observed. The lessons seen were well planned, had clear learning objectives and ensured that pupils of all abilities could participate, contribute and increase their knowledge at a pace and level appropriate to their needs. In these lessons, pupils had opportunities to use a range of resources to find out about the past. ICT was also used effectively to support teaching and learning. The marking of pupils' work is good. Comments of praise are given for good work and guidance is provided to help pupils improve.
124. The co-ordinator is enthusiastic and provides good leadership. The planning of the history curriculum is very good because it takes account of the mixed-age classes by establishing a four-year 'rolling programme', which ensures that all pupils have full access to the National Curriculum Programmes of Study. The co-ordinator does not have the opportunity to observe and support teaching, but monitors pupils' work on a regular basis and supports and monitors teachers in their planning in order to ensure full coverage of the curriculum and to maintain standards. A range of educational visits and visiting speakers enriches history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards are broadly average by the end of Year 2 and most pupils are achieving well from their prior attainment on entry to the school. By the end of Year 6, standards are above average and pupils are achieving well. The National Curriculum Programmes of Study are well planned and implemented and pupils have good opportunities to use ICT in supporting their learning in a range of subjects. Standards have improved since the last inspection, when they were judged to be average by the end of Year 2 and Year 6.
126. In Year 2, pupils use ICT to write stories. They create three or four sentences. They use the shift, spacebar and the enter/return key correctly. As part of their science work, Year 2 pupils use ICT to create a labelled diagram of an electric circuit. They produce a picture with a battery, bulb and wires. The diagram contains straight lines for the battery and curved lines for the wires. Pupils choose appropriate colours and use a 'fill' tool to colour the bulb yellow and the battery blue.



Pupils enter instructions to control a roamer, a programmable floor device. They predict the results of different instructions and program the roamer to move forward and turn.

127. In Year 4, pupils use the Internet to find information about their favourite authors, such as Michael Morpurgo and J K Rowling. They transfer the information to a page and add their own opinions about the author's work. In art and design, pupils in Year 4 access the Internet to find out about Aboriginal art. Other pupils use a 'paint' program to create Aboriginal style images. They produce impressive dotted images of fish or turtles in 'earthy' colours of black, brown, yellow and olive. In Year 5, pupils word process information about different gases of the air, including oxygen, helium and nitrogen. The work is well set out and imported illustrations enhance the text.
128. Pupils in Year 6 produce multimedia presentations. For example, a group produced a presentation on sport and included swimming, ice-skating and netball. They use text editing facilities and import sporting images from the computer's bank of illustrations. They link a series of six slides and add a range of effects. Pupils carried out a survey of favourite fruits in Year 6. This work was linked to the DT project. Favourite fruits within the class included pineapple, strawberry, mango, apple, banana, orange and kiwi. Pupils load and start a spreadsheet and input the results of the survey into a chart. They convert the chart into a pie chart, with different colours, and include a clear key. Pupils interpret the results using the chart and graph. They save and print the spreadsheet and the pie graph. Pupils in Year 6 also use a digital camera and computer program to produce creative repeated images. The results are impressive.
129. Although little direct teaching of ICT was seen during the inspection, it is clear from the wide range of pupils' work available and the standards that pupils attain that teaching is at least good throughout the school. Teachers are using ICT extremely well to support teaching and learning across the curriculum. The school has a teaching assistant with a clear role of providing support and tuition. She is knowledgeable and effective in her role and contributes considerably to pupils' learning.
130. The subject is very well led and managed. The co-ordinator is enthusiastic and knowledgeable. She has a clear knowledge and understanding of standards the pupils attain and the quality of the curriculum. The school has a very good portfolio of pupils' work. This includes annotated photographs and examples of pupils' work. This is used well to monitor standards and coverage of the National Curriculum Programmes of Study. The school, in partnership with another school, has used training grants well to increase teachers' knowledge and expertise and this is having a positive effective on standards. An enthusiastic and knowledgeable governor has been influential in the development of ICT.

## **MUSIC**

131. During the inspection, two music lessons were seen. Judgements about standards and provision are based on these lessons, school assemblies, discussions with staff and viewing teachers' planning. By the end of Year 6 standards are above average and pupils are achieving well. This is an improvement on the previous inspection when standards were judged to be below average and achievement was unsatisfactory.
132. Throughout the school, pupils are enthusiastic about the subject and enjoy it. This was evident in school assemblies when pupils of all ages sang well, in tune and with energy and pleasure. During the singing, "the Band of the Day", made up of all Year 6 pupils, accompanied the singing on tuned, un-tuned and keyboard instruments which resulted in a rich sound of tuneful music and singing with all pupils enthusiastically involved. Other examples of enthusiastic and tuneful singing were observed in lessons in Year 3 and Year 4. In these lessons, pupils listened carefully to the teacher and to each other. Pupils develop their musical skills through composition, performance and listening to 'live' and recorded music. It results in their ability to maintain a steady beat when playing instruments or clapping rhythms and to use correct musical terms.

They perform confidently and evaluate their own and other's performance accurately and sensitively and in a way that helps them to improve. For example, in a very good lesson seen in Year 4, pupils were experimenting with instruments to create sounds to fit a story. They listened carefully to each other, made good suggestions on how to create a variety of sounds and then evaluated each other's performance in a way that resulted in good improvement when they performed for a second time.

133. Overall, teaching is good and sometimes very good. It is best when taught by the specialist, whose very good subject knowledge and experience helps to ensure above average standards. All teachers plan their lessons carefully and include clear learning objectives so that pupils know what they have to learn. They use national guidelines as the basis of their curriculum. Lessons are well paced and challenge pupils of all abilities. Pupils' attitudes and behaviour in music is very good because teachers use good strategies to maintain control of necessarily noisy sessions.
134. Most music lessons have to be taught in the school hall and this limits the opportunity for use of ICT. The use of the computer software for composition was not seen during the inspection.
135. The subject is well led and managed. The co-ordinator is knowledgeable, enthusiastic and experienced and since her appointment has successfully developed a range of opportunities for ensemble and orchestral work in recorders and strings and developed the links with the County Music Service and neighbouring schools. She has enriched the pupils' learning by establishing links with the community, which involve pupils in entertaining local residents and participating in annual village events, for example, the "Churches Together" celebration and the switching on of the village Christmas Lights event. Orchestras and other music groups further enrich pupils' learning with visits to the school. The co-ordinator does not monitor teaching in the classes she does not teach, but is involved with all classes through her involvement in music for assemblies and school productions. Assessment systems are established, which ensure that pupils' progress is monitored regularly and used for planning future lessons. Music resources are adequate and include instruments from around the world to support pupils' studies of music from other countries.

## **PHYSICAL EDUCATION**

136. Standards are average by the end of Year 2 and pupils are achieving well. By the end of Year 6, pupils attain above average standards and achieve well. The teaching is good and a range of extra-curricular activities enriches the PE programme. Standards in Year 2 are similar to those reported during the last inspection. Standards have improved in Year 6, as they were judged to be average last time.
137. In dance, in Year 2, pupils explore a range of pushing and pulling movements in response to musical stimuli. They express and communicate their ideas and feelings. Most pupils demonstrate good co-ordination and control in movement. When working in pairs, pupils create, practise and refine a series of movements along the same theme as pushes and pulls. Higher-attaining pupils are beginning to appraise other pupils' work in a constructive way. In Year 3, pupils show co-ordination and control in sprinting and gathering a bean-bag. They practise relay activities with reasonable speed and precision. Numeracy skills are applied well as pupils measure distance and time accurately. After clear guidance and instruction by the teacher they show a clear understanding of hundredths of a second when timing sprints. Pupils in Year 4 hold a racket correctly when practising tennis skills. Most serve and return a ball over a net with accuracy and control. Pupils evaluate their performance and suggest how to improve. In Year 6, pupils in netball demonstrate above average standards in passing and receiving. They move into spaces and are developing appropriate tactical skills for team games.
138. The quality of teaching is good throughout the school and, as a result, pupils make good gains in acquiring and applying physical and creative skills. Lessons are well planned and structured. Teachers' instructions and demonstrations are clear and informative. Pupils listen and watch these attentively and show interest and enthusiasm for PE. Pupils are given good opportunities to

practise and refine a range of skills. In team games, such as tennis and relay running, pupils demonstrate good sporting attitudes. In some lessons, teachers use pupils to demonstrate skills as a model to others; however, this strategy is underused in some lessons. Pupils are given good opportunities to evaluate their own and others' work. This motivates pupils and helps them to improve their performance.

139. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. The planning of the curriculum is very good and is based appropriately on national guidance. The school is developing an effective system for recording pupils' attainment and experiences. The school's PE programme is enriched by a very good range of extra-curricular activities, including football, netball, swimming, Huff and Puff (physical exercises and activities). The school has a

good partnership with Penryn secondary school that organises inter-school tournaments and provides coaching in a range of areas. Learning resources and equipment for PE are of good quality and used well.

## **RELIGIOUS EDUCATION**

140. By the end of Year 2 and Year 6, standards exceed the expectations of the Locally Agreed Syllabus. This is a significant improvement since the previous inspection and is the result of much stronger teaching and a greater emphasis placed on the teaching of the subject. Achievement is good and pupils make clear gains in knowledge, skills and understanding as

they move up through the school. Pupils with special educational needs make good progress in their learning because they are included fully in lessons and receive good support from learning support assistants.

141. Pupils make good use of their literacy skills in the subject. In reading, they show good use of reading for information, including the use of the Internet. Writing skills are used effectively, for example, in writing key facts about similarities and differences between Christianity and Sikhism. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. For example, in a Year 3 lesson which involved a visit to the Methodist Church, there was a planned opportunity for pupils to sit quietly in the church and to reflect on their thoughts and feelings. In Year 2, pupils record in picture form how the World is beautiful in their eyes.
142. By the end of Year 2, pupils show good knowledge and understanding of the key Christian festivals, particularly Christmas and Easter. Their knowledge of the details surrounding the 'Christmas Story' is good. Pupils know some of the main characters from the Old Testament; for example, they retell and sequence in the correct order the story of Moses. Pupils show a good understanding of some of the key facts relating to Hinduism. They know the story of Rama and Sita and the importance of the Festival of Diwali to Hindus.
143. By the end of Year 6, pupils show a good understanding of Christianity, including the importance of Jesus and the impact of his life and work as a preacher, teacher and healer. They compare successfully the importance of Jesus to Christians with that of Guru Nanak to Sikhs. Pupils research and explain with confidence the 'rites of passage' for followers of both faiths. Research skills are particularly strong. Pupils enjoy their lessons and the opportunities for reflection on what it means to be a Christian or a Sikh.
144. Teaching is good and has a positive impact on the standards achieved. Detailed planning ensures that pupils cover the curriculum in sufficient depth, which is a significant improvement on the previous inspection. Pupils are encouraged to ask questions, as was evident in the visit to the Methodist Church by Year 3. Spiritual development was promoted successfully when pupils were shown a Bible from 1829 – this was a moment of real 'awe and wonder'. Teachers set high expectations that pupils should present their work carefully with the result that written work is of

high quality, including the application of literacy skills. ICT is used well to support teaching and learning.

145. The subject is led and managed effectively by a knowledgeable and enthusiastic co-ordinator and this has made a strong contribution to the improvement since the last inspection. There is a significant strength in that there are planned opportunities for pupils' spiritual development within the subject. Resources are good and used effectively to support pupils' learning, including displays of books and artefacts.