

INSPECTION REPORT

GWINEAR COMMUNITY PRIMARY SCHOOL

Hayle

LEA area: Cornwall

Unique reference number: 111846

Headteacher: Mrs Helen Scholes

Reporting inspector: Derek G Watts
22092

Dates of inspection: 11th –13th November 2002

Inspection number: 247152

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

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: 40, Gwinear Lane
Gwinear
Hayle
Cornwall

Postcode: TR27 5LA

Telephone number: 01209 831303

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Joseph Brolly

Date of previous inspection: 21st October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	Foundation stage English Science Information and communication technology Design technology Physical education	What sort of school is it? The school's results and achievements. How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
18338	Graham Ellis	Lay inspector		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?
20230	Jennifer Clayphan	Team inspector	Mathematics Art and design Geography History Music Religious education Educational inclusion Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gwinear Community Primary is a small rural school situated a few miles east of Hayle in Cornwall. At the time of the inspection, there were 69 pupils on roll from Reception to Year 6. Most pupils are from a white British background and no pupils have English as an additional language. The percentage of pupils having special educational needs is in line with the national average. Three pupils have a Statement of Special Educational Needs and this is well above average. The nature of pupils' special educational needs includes moderate learning difficulties, emotional and behavioural and speech and communication difficulties. The number of pupils eligible for free school meals is broadly in line with the national average but unemployment in the area is high. Attainment on entry to the school is below average. Pupil mobility in the school is high. Last year 13 pupils joined the school outside of the normal starting point and 14 left outside of the normal leaving time. This represents a mobility rate of 36 per cent.

At the time of the inspection the school had three full-time teachers including the headteacher. Two of the teachers began in September and one is a newly qualified teacher. During the inspection, the headteacher had a full-time teaching commitment.

HOW GOOD THE SCHOOL IS

Gwinear is an effective school. Children start school with below average attainment and by the time they leave the school at the end of Year 6, standards are average overall. The quality of teaching is good and recent improvements in teaching and the curriculum place the school in a good position to raise standards and achievement further. The headteacher provides very good leadership and is well supported by governors and staff. The school provides good value for money.

What the school does well

- Standards are above average in science and dance by the end of Year 6 because the quality of teaching is very good in these subjects and there are good opportunities for practical activities in science.
- Teaching and learning are good overall.
- Provision for spiritual, moral, social and cultural development is very good. This leads to pupils having very good attitudes, behaviour and relationships.
- The school offers a good curriculum, which is enriched by very good extra-curricular activities and good contributions from the community.
- The partnership with the parents is very effective. Parents contribute very well to the school.
- The enthusiastic headteacher leads the school very well. Teamwork among the staff is strong and the school's agreed mission statement and aims are very well reflected in its work.

What could be improved

- Standards in science and design and technology (DT) are below average by the end of Year 2 because not all pupils are appropriately challenged and the range of activities provided is limited.
- Standards in information and communication technology (ICT) are below average by the end of Year 2 and Year 6 because pupils have insufficient opportunities to acquire and practise skills. ICT is not used sufficiently to support teaching and learning in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in October 1997. It has successfully addressed most of the issues for improvement made then. Teaching and the curriculum for children in Reception have improved, but further development is still required in this area. The school has effectively revised the planning of the curriculum in Years 1 to 6. The organisation of pupils has been revised to

improve curricular access for Year 2 pupils. An effective fire alarm system has been installed. School administration procedures have improved, particularly the monitoring of attendance. The governing body are more informed, involved and therefore more effective. There have been numerous improvements to accommodation including a better entrance, a refurbished classroom and décor. National Curriculum test results for Year 6 have improved in line with the national trend, with considerable improvements in science. Teaching was satisfactory overall during the last inspection and is now good due to recent effective monitoring and development. Cost effectiveness has improved, as value for money is now good rather than satisfactory.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 is omitted because there are less than ten pupils in the year group.

Attainment on entry to the Reception class is below average. Pupils are on course to meet the early learning goals in mathematical development, knowledge and understanding of the world, creative development and physical development. Only a few are likely to meet the early learning goals in communication, language and literacy and social, personal and emotional development because they start school with such poorly developed skills in these areas. Achievement in Reception is satisfactory overall.

Results in the National Curriculum tests for Year 2 in 2002 were average in reading, below average in mathematics and well below average in writing. These results are the same when compared with similar schools. Statutory teacher assessments for science in Year 2 indicate that all pupils attained the expected Level 2 but no pupils attained the higher Level 3. In the National Curriculum tests for Year 6 in 2002, results were above average in science, average in mathematics and below average in English. In English, all pupils attained the expected Level 4 but no one attained the higher Level 5. The school has a small number of pupils in each year group and the number of pupils with special educational needs will vary from year to year. Test results are likely to fluctuate and too much emphasis should not be placed on any one year's performance. Over the past three years, test results in Year 6 have improved in mathematics and science. The school has set appropriately challenging targets for English and mathematics and is on course to meet these.

The findings of the inspection are that standards are average by the end of Year 2 in speaking and listening, reading and writing, mathematics, art and design, history, geography, music, PE and RE. Standards are below average in science, DT and ICT. Pupils have too few opportunities to practise ICT skills, and in science and DT, work is not sufficiently well matched to the different ages and levels of attainment within the class. Pupils in Year 2 achieve well in English and satisfactorily overall. In the current Year 6 standards are above average in science and PE. Standards are average in all other subjects except ICT. Overall, pupils in Year 6 are achieving satisfactorily but with recent improvements to the curriculum and teaching, the school is well set to raise attainment and achievement further. Effective action has been taken recently to raise standards in writing across the school. Pupils with special educational needs make good progress overall but progress is better in Years 3 to 6 where the teaching is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils show enthusiasm, interest and involvement in the activities provided.
Behaviour, in and out of classrooms	Very good overall. Pupils behave very well in class and when they move around the school. There is very good behaviour at playtime and at lunchtime.
Personal development and	Good. Relationships between pupils and adults are very good. Pupils

relationships	collaborate well in group work. They demonstrate responsibility and independence.
Attendance	Unsatisfactory. Attendance is below average despite the school's good procedures for promoting and monitoring good attendance.

TEACHING AND LEARNING

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

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

The quality of teaching is judged to be good overall and this leads to pupils making good gains in their learning. The school has recently taken effective steps to develop teaching. This has been effective and forms a firm basis for raising standards further.

In the best lessons, teachers' instructions and explanations are lively and informative and this motivates and inspires the pupils and they make very good gains in new knowledge. Teachers' questioning is very good in challenging pupils' thinking and checking their understanding. Pupils are given very good opportunities to work in groups and this develops pupils' collaborative skills. Work is very well matched to the different levels of attainment within the class so all pupils are suitably challenged. The pace of the lesson is brisk and pupils are productive and their interest is maintained. Where teaching is satisfactory rather than good, lessons are less well paced and work is not so well matched to pupils' different levels of attainment. As a result, pupils make satisfactory rather than good gains in their learning. The teaching of science in Years 3 to 6 is very good with good opportunities for pupils to investigate. Pupils make very good gains in acquiring scientific skills. ICT is not sufficiently used to support teaching and learning across the curriculum.

Pupils in Year 2 have their English and mathematics lessons with Years 3 and 4 each morning. The teaching of English and literacy is satisfactory in Year 1. It is very good in Years 2 to 6. In mathematics and numeracy, teaching is satisfactory in Year 1, good in Years 2 to 4 and very good in Years 5 and 6. Pupils apply literacy and numeracy skills well to other subjects. Pupils with special educational needs receive good teaching overall and effective support from teaching assistants and so they make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Enriched by a very good range of extra-curricular activities and links with the local community. Opportunities to use ICT to support teaching and learning across the curriculum are insufficient.
Provision for pupils with special educational needs	Good overall and so most pupils make good progress towards the learning targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with spiritual, moral and social provision being very good. This results in pupils being calm and reflective, very well behaved, and relationships between pupils and adults are very well established. Cultural development is good with good links with art galleries and visiting artists.
How well the school cares	The school has good procedures to ensure the health and well-being of

for its pupils	pupils. Assessment procedures and the use of assessment to inform planning and teaching are good in English and mathematics and satisfactory overall.
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There is a very good partnership with parents. Parents contribute very well to the work of the school. They take school clubs and the 'Friends of Gwinear School' are successful in raising funds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The school is very well led by an enthusiastic headteacher. Teamwork among the staff and governors is strong. A shared mission and aims are very well reflected in the school's work.
How well the governors fulfil their responsibilities	Very well. They are effective, supportive and are well led by an enthusiastic chair. Governors have a good knowledge and understanding of the school's strengths and weaknesses and are involved appropriately in planning and decision-making. Governors make a significant contribution to activities and to the school's overall effectiveness.
The school's evaluation of its performance	Good. National test results are well analysed. Parents' views are sought. Teaching and the curriculum are monitored effectively.
The strategic use of resources	Good. Financial planning and control are good. The school applies the principles of best value well.

The accommodation is good. The grounds are attractive and spacious. Much of the internal décor has been improved recently. The school has an adequate number of teachers and support staff. Learning resources are satisfactory but some of the ICT equipment is old and this contributes to the below average standards in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable • Children are expected to work hard and do their best • The interesting range of activities offered outside of lessons • Pupils make good progress • Pupils like school • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • Information about how well children are getting on • The leadership and management

The parents hold positive views about the school and the inspection team agree with the strengths identified. In addition to these, pupils' behaviour is very good and teaching is good. The inspection team disagrees with the two concerns expressed by a small proportion of parents. Information to parents about pupils' progress is good and the school is well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the Reception class is below average, with language and social skills being well below average. Children are on course to meet the early learning goals by the end of Reception in mathematical development, knowledge and understanding of the world, creative development and physical development. However, fewer children are likely to attain the early learning goals in communication, language and literacy or social, personal and emotional development because they start school with such poorly developed skills in these areas. Children are achieving satisfactorily overall.
2. In the 2002 National Curriculum tests for pupils at the end of Year 2, the school's results were in line with the national average in reading, well below average in writing and below average in mathematics. These results are the same when the school is compared to similar schools. The findings of the inspection are that standards of the current pupils by the end of Year 2 are broadly average in speaking and listening, reading, writing and mathematics. Pupils, including those with special educational needs, are achieving satisfactorily in mathematics and well in English. Pupils in Year 2 receive good and very good teaching in these subjects. These standards are better than the 2002 test results because of the recent introduction of improved teaching arrangements for English and mathematics, and the school has developed effective strategies to improve writing. The school is now well placed to raise attainment and achievement further. Standards in science are below average by the end of Year 2 but pupils are achieving satisfactorily. The tasks provided in science are not always sufficiently well matched to the different ages and levels of attainment within a class of Reception children, Year 1 and Year 2 pupils.
3. In the 2002 National Curriculum tests for Year 6, the school's results were below the national average in English, average in mathematics and above average in science. When compared to similar schools, these results were below average in English, average in mathematics and well above average in science. In English, all pupils attained the nationally expected Level 4 but no pupils attained the higher Level 5.
4. The school has a small number of pupils in each year group and the number of pupils with special educational needs varies from year to year. Test results are likely to fluctuate and too much emphasis should not be placed on any one year's performance. In most classes, one pupil's test performance represents more than ten per cent of the school's results. The high mobility of pupils will also have a considerable impact on test results. Over the past three years, test results in Year 6 have improved in mathematics and science. English results have been similar but there are signs that these will improve. The school has set appropriately challenging targets for English and mathematics in Year 6 and is making good progress towards these.
5. The findings of the inspection are that standards in the current Year 6 are average in speaking and listening, reading and writing. Most pupils, including higher attainers and those with special educational needs, are achieving satisfactorily from their prior attainment in Year 2. The teaching of English in Years 3 to 6 is very good and a well-planned curriculum is provided. Standards in the current Year 6 are better than last year's test results. This is because the current year group has some pupils who are likely to attain Level 5 by the end of the year and the school has taken effective action to improve pupils' writing. Standards in the current Year 6 are average in mathematics and most pupils are achieving satisfactorily. The good and very good teaching provided in Years 3 to 6 in English and mathematics has placed the school in a good position to raise standards and achievement further. In science, standards in the current Year 6 are above average and pupils are achieving very well in this subject. This is due to the very good teaching they receive and a well-planned science curriculum with good opportunities for pupils to plan and investigate.

6. Pupils use and apply their literacy skills well in other subjects. They find and use information from a range of books in history, geography and science. Pupils produce clearly written reports of their findings in these subjects. Numeracy skills are effectively applied and further developed across the curriculum. In science, pupils measure time, temperature and force accurately and record their results. In Year 4, pupils produce line graphs to show the cooling of water and the melting of ice. In geography, pupils in Year 2, gather information about the transport used to come to school. This information is presented as a bar graph.
7. In information and communication technology (ICT), standards are below average by the end of Year 2 and Year 6 and pupils are not achieving as well as they should because there are too few opportunities provided for pupils to develop and practice the required range of skills. Furthermore, pupils do not consistently apply ICT skills to support their learning across the curriculum.
8. In design and technology (DT), standards are below average by the end of Year 2. Pupils are not achieving as well as they could because the range of tasks set is not sufficiently wide ranging to meet the needs of different ages and attainment in the class. Standards by the end of Year 6 are average. Pupils are achieving satisfactorily from their prior attainment in Year 2.
9. Standards are average by the end of Year 2 and Year 6 in art and design, geography, history and music. Pupils are achieving satisfactorily as they move through the school in these subjects. In RE, pupils are meeting the expected standards set out in the Cornwall Locally Agreed Syllabus by the end of Year 2 and Year 6. Achievement is satisfactory. In PE, standards are average by the end of Year 2 and pupils are achieving satisfactorily. By the end of Year 6, standards are above average in dance and pupils are achieving well. This is because of the good and very good teaching they receive.
10. Pupils with special educational needs make good progress overall. However, progress is better in Years 3 to 6 than in Years 1 and 2. The quality of teaching is better in Years 3 to 6 and work is more effectively matched to pupils' attainment and needs. Throughout the school, pupils receive effective support from teaching assistants.
11. Taking all subjects into account, pupils in Year 2 and Year 6 are achieving satisfactorily. However, the recent improvements in teaching and the curriculum form a good basis to raise pupils' attainment and achievement further.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school and their behaviour are both very good. Their personal development is good and they are well motivated towards their work. Pupils have very good relationships with their peers and adults in the school. Parents consider that the school is successful in promoting good standards of behaviour and helping their children become mature. However, attendance is unsatisfactory despite the school's efforts to monitor and promote good attendance.
13. Overall, pupils have very good attitudes to school even though attendance levels are below average. Pupils are very enthusiastic about school and show a keen interest in the activities provided. Involvement in lessons and extra-curricular activities is also very good. In a number of lessons seen, pupils displayed excellent attitudes to their work. In these lessons pupils listened with much interest and enthusiasm to their teachers. The teachers' lively and enthusiastic approach motivated and stimulated them. They were very keen to participate, express their views and answer teachers' questions. Occasionally attitudes and motivation fall to satisfactory levels and this is mainly among the younger members of the school in Reception, Year 1 and 2. This happens where teaching is satisfactory rather than good. The lessons are less well paced and tasks are not always well matched to different levels of attainment so pupils are less motivated and engaged in their work. The school has maintained the very positive attitudes reported during the last inspection. The school's very good provision for spiritual development and good cultural development contributes significantly to the very good attitudes of the pupils.

14. Overall, the behaviour of the pupils is very good in lessons, around the school and at play and lunch times. This is because the school has clear expectations and very good provision for moral development. The school's aims and golden rules are agreed and known and understood by all members of the school community. Adults are good role models for pupils and they consistently promote and apply the school's expectations. As a result, pupils are smart, friendly, courteous, responsible and considerate of others. They listen well to each other and are mindful of each other's needs. Behaviour in the classroom is generally very good, with examples of excellent behaviour in some lessons seen. Where teaching and the management of pupils is sound rather than good, behaviour occasionally falls to satisfactory levels and there are examples of pupils exhibiting silly behaviour and not applying sufficient effort and concentration to their work. This happens more with the children in Reception and Years 1 and 2. Pupils move around the school sensibly and lessons are able to start promptly, for example, on formal occasions such as assemblies. Standards of behaviour in the playground and at lunchtimes are very good with older pupils looking out for younger ones. Boys and girls play well together. No bullying or aggressive behaviour was observed during the inspection. The school had just one fixed term exclusion last year. Pupils are proud of their school and show due respect for school equipment and learning resources. Pupils are appreciative of the attractive learning environment created by the staff. They are proud of displays of their own and others' work. In class they willingly and politely share. Equipment is tidied up quickly with pupils undertaking class routines willingly.
15. Pupils have very good relationships with their peers, teachers and other adults working in the school. This is because the school values pupils as individuals and promotes the importance of teamwork and working together very well. The school's provision for social development is very good and the very good relationships are a significant strength of the school. Pupils relate and interact very well to each other. They work together harmoniously, assist each other in their activities and frequently provide general help to each other. Pupils' skills in collaborative work are very well developed by the end of Year 6. This is because teachers provide very good opportunities for pupils to work in groups in subjects such as science, DT and PE. For example, in science pupils plan and carry out investigations together, taking responsibilities for different tasks. In dance, group of pupils work co-operatively in devising, practising and refining a sequence of movements to music. Pupils in Years 3 to 6 evaluate others' work in a constructive and supportive way and therefore learn effectively from each other. Pupils are thoughtful and considerate because of the positive climate that has been established within the school. Pupils respect the feelings, values and beliefs of others and consider others who are much less fortunate. For example, in an assembly, pupils were introduced to a photograph of an African village school. Pupils recognised the lack of books and computers but identified the importance of a friendly smile from the teacher.
16. There are a number of opportunities for pupils to exercise responsibility and they respond well with confidence and maturity. All pupils willingly undertake duties in classes, demonstrating good capacities for responsibility and developing independence. Members of the school council take their responsibilities seriously in representing members of the school.
17. In the previous inspection report, attendance was below average and this continues to be the case although the amount of unauthorised absence has been significantly reduced and is now around the national average. Registers are completed promptly and well in accordance with regulations. Pupils are punctual in their attendance and lessons are able to start on time. The unsatisfactory level of attendance is primarily related to the number of pupils taking holidays during term time.
18. The attitudes, behaviour and personal development of pupils are major strengths, contributing to a positive learning environment and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, wholeheartedly support this view. However, the unsatisfactory level of attendance is likely to have a negative effect on the progress of pupils whose attendance is poor.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall and this leads to good learning in lessons. The recent developments in teaching are having a positive impact on learning and form a good basis to raise attainment and achievement further. During the inspection, 24 lessons or part lessons were seen from Reception to Year 6. Of these, approximately one third were satisfactory and two thirds were good or better. The quality of teaching has improved since the last inspection, when it was judged to be sound with good features. The school has reduced unsatisfactory teaching to zero and has considerably increased the proportion of very good or better teaching.
20. Teaching is satisfactory in Reception in all areas of learning. This was judged to be unsatisfactory during the last inspection. Lessons are well prepared and pupils know what they are to learn. Teachers' explanations and instructions are clear. Most children listen and follow instructions well. They make sound gains in new knowledge. The management of children is satisfactory but there are some incidents of silly behaviour and children lacking concentration and this can have an adverse effect on children's rate of learning.
21. Teaching and learning is satisfactory overall in Years 1 and 2 and this is similar to the findings of the previous inspection. Lessons are well prepared and pupils know what they are to learn. Teacher's instructions and explanations are clear and informative. Pupils listen well to these. Work is not always well matched to the different ages and levels of attainment within the class, particularly in science and DT. As a consequence, not all pupils are appropriately challenged, and particularly the higher attainers. Pupils make satisfactory, rather than good, gains in knowledge, understanding and skills.
22. The quality of teaching in English and literacy is satisfactory in Year 1, as it is in mathematics and numeracy. For English and mathematics, pupils in Year 2 join Years 3 and 4 in the mornings. The teaching of English and literacy is very good in Years 2 to 6. The quality of mathematics and numeracy teaching is good in Years 2 to 4 and very good in Years 5 and 6. Pupils are given good opportunities to apply and develop their literacy skills in subjects such as geography, history and RE. Good opportunities are also provided for pupils to apply their numeracy skills of measuring, recording and graphing in subjects such as geography and science.
23. In Years 1 and 2, the quality of teaching is satisfactory in science, art and design, geography, history, music, PE and RE. It is not possible to make a judgement about the teaching of DT and ICT as no lessons were seen. However, discussions with pupils and the study of pupils' work indicate that there are weaknesses in the teaching of these subjects. In ICT, pupils have insufficient opportunities to acquire and practise the required skills. ICT is not used effectively to support teaching and learning in other subjects. In DT, the tasks are not sufficiently well matched to the different ages and levels of attainment within a class. The range of materials, tools and techniques provided are limited. Therefore, pupils make insufficient progress in designing, making and evaluating skills and this has an adverse effect on attainment and achievement.
24. Teaching is good in Years 3 to 6, with examples of excellent and very good teaching seen in English and very good teaching seen in mathematics, science, DT and PE. Teaching has improved in these year groups since the last inspection, when it was judged to be satisfactory. Overall, in Years 3 to 6 teaching is very good in science and English and good in mathematics and PE. Teaching is judged to be satisfactory in all other subjects. It is not possible to make a judgement about the teaching in ICT as only one lesson was seen. However, the study of pupils' work indicate that pupils have too few opportunities to practise and develop the necessary skills and ICT is not consistently used to support teaching and learning across the curriculum.
25. In Years 3 to 6, lessons are well planned and clear learning objectives are identified. Learning objectives are shared effectively with the class so pupils know what they are to learn. The management of pupils is very good. There are high expectations of learning and behaviour and very good relationships between pupils and the teacher are established. As a result pupils are motivated and behave very well and a positive climate for learning is created. In most lessons,

work is well matched to the different levels of attainment within the class and this helps to ensure that all pupils are suitably challenged.

26. The teaching of science in Years 3 to 6 is strength of the school. It is consistently very good and this contributes to above average standards by the end of Year 6 and the pupils' very good achievement. Pupils have good opportunities to plan and carry out investigations. Teachers effectively present questions and problems that encourage pupils to think and work like scientists. As a result, pupils make very good gains in the skills of predicting, planning, observing, measuring and interpreting results. Pupils also have very good opportunities to work in groups to solve scientific problems and answer science questions. They respond well to this and collaborative working is very well developed and pupils take responsibility in sharing tasks. Clear guidance and a framework provided helps pupils to produce clearly written reports of their investigations. Good quality learning resources are made available for pupils to use in their investigations. Teaching assistants are well deployed and contribute well to pupils' learning. For example, they help pupils with special educational needs in measuring and recording their results.
27. An excellent English lesson was seen in a class of Year 2, 3 and 4 pupils. Pupils were exploring and finding out about calligrams, words or a poem where the letters are shaped to represent the theme of the poem or the meaning of a word. For example, a calligram of the word tall would have tall and slim letters. The teacher's introduction to the lesson was lively and enthusiastic and this motivated and inspired the class. The teacher skilfully recapped on the previous lesson's learning before moving them on to new work. Very clear explanations and illustrations on the board helped pupils to acquire a very good knowledge and understanding of calligrams. Pupils listened very well and with interest. Using their individual whiteboards and felt pens, pupils were asked to create calligrams of different words. This they did with concentration and enthusiasm. They were then asked to show their work to the teacher. Very good opportunities were provided for pupils to show their work and talk about it to the class. Participation was excellent and all pupils were engaged and included. The management of the class was excellent and an excellent climate for learning had been created by the teacher. Pupils behaved very well and the lesson had a clear sense of enjoyment.
28. The teaching of pupils with special educational needs is good overall. Pupils' attainment and needs are effectively assessed and work and tasks are appropriately matched to attainment and needs. Teaching assistants are well deployed and provide effective support. Pupils make good progress towards the learning targets in their individual educational plans. Occasionally pupils receive specialist teaching from the co-ordinator for intensive literacy teaching. This teaching is good and the work is well linked to the English planning.

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

29. Overall, the school provides a good quality curriculum and this is enriched by a very good range of extra-curricular activities and a good partnership with the community. The planning and quality of the curriculum have improved since the last inspection.
30. The school provides a satisfactory curriculum for children in Reception. Planning takes account of the six areas of learning. The children in Reception are in the same class as Year 1 in the morning and the full-time Reception children in the afternoon are with Years 1 and 2 pupils. While the provision is satisfactory, matching activities and tasks to the different ages, needs and levels of attainment is not always achieved. The Foundation Stage curriculum is developing but at present, activities are not always suitably matched to Reception children.
31. The school offers a broad and relevant curriculum for Years 1 to 6. All National Curriculum subjects plus RE are taught. The school is meeting statutory requirements for the National Curriculum, RE and collective acts of worship. Overall, the planning of the curriculum is good.
32. The planning for English and mathematics is firmly based on the National Literacy and Numeracy Strategies and the local education authority's schemes for mixed-age classes. The school has implemented these strategies well and the teaching of literacy and numeracy skills is good. Pupils

are given good opportunities to apply and develop literacy and numeracy skills in other subjects. The school has adopted the national schemes of work for most subjects and has modified these appropriately to suit the needs of the school, particularly in the mixed-age classes. The planning of the curriculum follows a two-year cycle for each class in order to cater for the two year groups. The planning helps to ensure that pupils acquire knowledge, understanding and skills in a systematic and progressive way as they move through the school. The planning forms a good basis from which teachers can plan their lessons.

33. In ICT pupils do not have enough opportunities to acquire and practise the necessary skills. Throughout the school, ICT is not used sufficiently to support teaching and learning across the curriculum. These weaknesses are having an adverse effect on the standards attained in by the end of Year 2 and Year 6. Similarly, learning activities in DT in Years 1 and 2 are limited in terms of materials, tools and techniques and this contributes to the below average standards by the end of Year 2.
34. The school offers a very good range of extra-curricular activities including choir, cricket, music, textile design, and football, recorders, computers, gardening and tag rugby. Teachers, parents and governors contribute very well to this area of the school. During the week of the inspection, parents took cricket and football and governors took chess and textile design. The very good provision for extra-curricular activities enriches the whole curriculum, strengthens the school's partnership with governors and parents and contributes significantly to pupils' social and cultural development.
35. The provision for pupils with special educational needs is good. They receive a balanced and appropriate curriculum and are usually well supported in class by teaching assistants. Pupils' individual education plans have targets that are not always as detailed and short-term as many found nationally because the co-ordinator has very limited time in school for administration. Plans are updated twice a year rather than termly. The co-ordinator withdraws pupils in small groups three mornings a week for lessons which follow the same literacy topics as the rest of their class, but at appropriate levels to meet their individual needs.
36. The provision for personal, social and health education is very good. There is a very well-planned programme throughout the school 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. Safety and health issues are promoted well in subjects such as DT, PE and science.
37. The school has effective links with its main partner secondary school. A specialist teacher from the school takes pupils in Year 5 and 6 for French. Recently, pupils attended a French production at the secondary school. Induction procedures for Year 6 pupils are sound. The school has a good partnership with a local pre-school that shares the school's accommodation for four mornings per week. Visiting speakers, artists, governors and the local church contribute well to the school curriculum.
38. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is very good and this is one of the school's many strengths. The headteacher, staff and governors place great importance to this aspect of the school and the school has built on the strengths identified during the last inspection.
39. Spiritual development is very good and pervades all areas of school life. The school accommodation is bright and attractive with many areas being recently decorated and refurbished. Attractive displays stimulate pupils' interest and plants and freshly cut flowers throughout the school are spiritually uplifting. The school grounds are attractive and very well maintained. A garden has recently been created with shrubs, a pond and willow domes. Pupils show considerable appreciation for the environment and the wonders of nature. There are good opportunities in assemblies for prayer, reflection and considering others who are less fortunate. The school prayer is successful in promoting peace, love and teamwork. The school aims to develop care and consideration and an awareness of the needs and feelings of others and this is

very well done. As a consequence, most pupils are calm, reflective and respect the feelings and views of others.

40. Provision for moral development is very good. The school's mission, aims and golden rules promote positive values such as respect for others, courtesy and consideration, knowing what is right and wrong and choosing the right things to do. These are communicated well in the prospectus and are prominently displayed around the school. Teachers and support staff are good role models and continually promote and reinforce the school's code of conduct and values. The very good moral development results in pupils being responsible and very well behaved.
41. The provision for pupils' social development is very good. The school's aims encourage teamwork and pupils are given plenty of opportunities to work collaboratively in lessons. Pupils plan and carry out scientific investigations in small groups. In DT pupils work effectively in pairs when designing a product and present their work to the whole class. In dance lessons, pupils devise and practise a sequence of movements to music. As a consequence, collaborative working is very well developed, particularly in Years 3 to 6. Pupils share and take responsibility for tasks and very good relationships contribute to good learning and a positive school climate. Pupils are given good opportunities to evaluate their own and others' work in subjects such as DT and PE and they do this well in a constructive and supportive way. The school council develops pupils' responsibility for the work of the school, their own self-esteem, self-expression and representing their peers.
42. The provision for pupils' cultural development is good. There are very good links with the Tate St Ives gallery and The Barbara Hepworth museum and local visiting artists. This enhances provision for art and design and pupils gain an appreciation of different artist work such as Bryan Wynter, a local Cornish artist. Pupils study Divali, the Hindu festival of light, and Asian culture by exploring Asian costumes and cooking Asian foods. Pupils are developing a good understanding of different religions and cultures and are reasonably well prepared for life in multicultural Britain. Pupils in Year 5 and 6 are effectively introduced to another language from a specialist teacher of French. Pupils not only learn another language but also acquire knowledge and understanding of an alternative European culture. The very good range of extra-curricular activities on offer contributes very well to pupils' social and cultural development.. The school supports a range of local, national and international charities including St Julia's hospice, Comic Relief and the 'Shoobox Christmas Appeal'. Pupils give generously and appreciate that there are many children in the world who are not so fortunate as them. Throughout the school pupils are introduced to a variety of music in assemblies and lessons. Music is used very well to create a calming and reflective atmosphere and so contributing to pupils' spiritual as well as cultural development. Music is used very well to stimulate pupils' imagination and creativity in dance lesson. Teachers do not always introduce the composer or the name of the piece of music and so some learning opportunities are missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a caring working environment that is effectively supervised and results in good welfare provision. The previous inspection report stated that the school had unsatisfactory procedures for monitoring attendance. These have considerably improved and they are now good. Procedures for monitoring and supporting pupils' personal development are very good and there is good educational and personal support and guidance. Procedures for monitoring and improving behaviour are good.
44. The personal support and guidance provided by the headteacher, class teachers and support staff is good and well matched to the needs of pupils. There is, therefore, good, comprehensive pastoral care provided by the staff who know all the pupils well. There are very good procedures for monitoring of pupils' personal development, the resulting gains to their maturity preparing them well for their next stage of education. Members of staff are good role models, providing good personal support, and work hard to promote pupils' independence, confidence and social skills. All pupils are given opportunities to describe their work and participate fully in lessons.

45. The school has a child protection policy of its own and there is a designated, experienced staff co-ordinator who has received the appropriate training. Class based staff are aware of the appropriate procedures. The policy and procedures for child protection are good.
46. The school uses the standard local education authority health and safety guidelines and internal responsibilities are appropriately defined. There are regular health and safety assessments by staff, monitoring by the headteacher and a member of the governing body and regular professional advice from the local education authority. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident records. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a safe and healthy environment.
47. There is a comprehensive behaviour policy and the school's approach to behaviour and discipline is conscientiously applied by all staff. The good procedures for monitoring and promoting good behaviour, the well-understood system of rewards and sanctions, the staff's good role models and the positive direction they provide successfully motivate pupils to act responsibly, which is demonstrated by the very good behaviour of pupils in and around the school. There are good procedures for dealing with bullying and aggressive behaviour. However, instances of such behaviour are very rare.
48. Pupils are provided with some opportunities to exercise responsibility. There are regular duties in each class while older pupils undertake particular duties, for example, assisting with assemblies. The school council provides an opportunity for pupils to engage in the practical running of the school. It meets regularly with representatives from each year group. Pupils conduct and record their own meetings under the supervision of a governor.
49. Attendance monitoring was unsatisfactory in the previous inspection report. Since then, procedures have considerably improved with regular and systematic monitoring by the headteacher, secretary and governor. The school follows up any unexplained absences on the first day. There is also effective partnership with the education welfare service. Much of the absence is because parents and pupils take holidays during term time but the school is taking appropriate action to discourage this.
50. Procedures for assessing pupils' attainment are sound overall. They are good in English and mathematics. Assessments of individuals' attainment are made and recorded and these are used to set appropriate learning target for pupils in English and mathematics. The results of the National Curriculum tests are carefully analysed and strengths and weakness in pupils' learning are identified. This information is effectively used to inform future planning and teaching in order to address the weaknesses. For example, the school has taken effective steps to improve writing and problem solving in mathematics. The school makes good use of non-statutory National Curriculum tests for Years 3, 4 and 5 and other standardised tests.
51. Assessment procedures in other subjects are satisfactory but less well developed than those in English and mathematics. In a number of subjects, pupils' skills are assessed at the end of a unit of work. Assessment information is not used consistently well to inform future planning and teaching. As a consequence, work is not always well matched to the different levels of attainment within the class, particularly for the higher-attaining pupils, and particularly in science and DT in Years 1 and 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school's overall links with parents are very good. Parents provide very good general and financial support to the school. They hold generally positive views about the school's provision and achievements. The school values its partnership with parents and has very good relationships with them. Overall, the quality of information provided to parents is good. The involvement of parents in the school is very good and their contribution to their children's learning is effective.

53. The previous inspection report praised the school's partnership with parents and their significant contribution to the work of the school. These positive aspects have been maintained. The school continues to have close links with parents and they are much involved in their children's learning. They also continue to have a very good impact on their children's learning. The school clearly has the confidence of the vast majority of its parents.
54. The school communicates frequently with parents and overall, the quality of information is very good. The governing body's annual report to parents and the prospectus are both attractively produced and informative. There are frequent general newsletters, written in an attractive style that ensures good communication links with parents. Each term, parents are provided with useful curriculum information from each class. The school has also carried out a parents' questionnaire and reported back to them on its response to their comments. There is regular, good quality informal contact with class teachers. Parents' information about their children is broadened by their discussions with staff throughout the year. Parents are supportive of the school's homework arrangements, which provide them with a valuable opportunity for involvement in their children's education.
55. There are three opportunities each year for formal consultation and these are well supported. One of these meetings coincides with the issuing of pupils' individual annual reports in the summer term. A minority of parents in the parents' questionnaire felt they were not sufficiently well informed about their children's progress. However, the inspection team's view is that the quality of information provided to parents is generally good. The annual reports are of a good standard, providing information on all subjects and including useful general comments. Although not routinely related to National Curriculum levels, they do provide full and informative comments with clear descriptions of what pupils know, understand and can do in all subjects. They also contain useful learning targets.
56. Parents' perceptions of the school are good and they are appreciative of the educational direction and support for pupils. Parents feel that the school is accessible, that they are welcomed and that the staff are approachable. They also feel that the school is responsive to their concerns, that parental support is welcomed and staff can be approached at any time. There is very good direct parental involvement in school with a number of parents helping with activities; for example, assisting with reading. A significant number of parents provide valuable support in the organisation of extra-curricular clubs for pupils. Parents give very good support to school activities and there is a very active and successful Friends' Association, providing valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher has a clear vision for the school and provides very good leadership and educational direction. She leads by example in her teaching and in the leadership and management of the school. She is hardworking, committed and enthusiastic. She has been particularly successful in building positive teamwork among the staff and governors. As a consequence the school has a very good commitment to continuous improvement and a capacity to succeed. Teaching and the planning of the curriculum have improved recently under the headteacher's leadership and these changes are beginning to have a positive impact on pupils' attainment and achievement.
58. The school has a clear statement of mission and aims. These are communicated very well through the prospectus, the school improvement plan and displays around the school. The school had a training day involving the staff, governors and LEA adviser to discuss and agree these. They include teamwork, providing a rich, varied and exciting curriculum, using the environment and local community, recognising and providing for different ways of learning and each child's needs, and valuing independent and critical thinking. The school places great importance on educational inclusion issues by valuing individuals, and has an appropriate policy statement on racial equality. The aims are central to the school's work and are very well reflected in its day-to-day life. They guide and shape the school's policies, planning and schemes of work for teaching and learning.

As a result, the school's ethos or climate for learning is positive and this forms a firm foundation on which to raise standards further.

59. With a small school of this type, there are only a few teachers to take on the subject responsibilities. The school currently has a newly-qualified teacher who is not permitted, under national guidelines, to co-ordinate subjects. However, the school is developing the teacher to lead ICT and PE in the future. Many subject responsibilities, therefore, lie with the headteacher and the other full-time teacher. Some subjects, such as history and DT, do not have co-ordinators as the subjects are not a focus in the school improvement plan. Special educational needs provision is effectively led and managed by a part-time teacher. The delegation of responsibilities is generally satisfactory. With a small school of this type, many of the bureaucratic demands are addressed by the headteacher and secretary. The headteacher is currently teaching full-time, leaving very little time for such duties.
60. The governors are extremely committed, supportive and well informed about the school. An enthusiastic chair effectively leads them. Governors have a good knowledge and understanding of the school's strengths and weaknesses and this enables them to contribute effectively to school development. The governors fulfil their statutory duties very well and are appropriately involved in policy, planning and decision-making. A particular strength of the governors is their involvement with the pupils. Governors take extra-curricular activities such as chess and textile design. In these areas the governors' enthusiasm and expertise is transmitted to the pupils. A governor accompanies pupils on an annual camp. Governors support pupils' reading and language development and a governor takes assembly on a regular basis. Governors are making a good contribution to pupils' learning and personal development.
61. The headteacher has placed much emphasis on the development of teaching and raising expectations of what pupils can achieve. The school aims to increase pupil motivation, improve learning and raise attainment, and is developing a teaching and learning handbook, which provides clear guidance for effective practice. The school places much importance on providing an attractive and positive environment for pupils to learn and the use of a variety of teaching and learning styles. The monitoring, development and evaluation of teaching is good and this is having a positive impact on the quality of teaching and learning in the classrooms. The recent improvements in teaching place the school well for further improvements in standards.
62. The school and teachers have a positive approach to performance management, where it is viewed as a means to individual and whole-school development. Performance management is well linked to individual and whole-school development. For example, the teaching of dance has improved, with positive effects on standards a result of performance management. Induction procedures for new staff are good and this enables new staff to settle into the school quickly. The newly qualified teacher is well supported with a planned programme of development activities including courses and visits to other schools. The positive and supportive culture within the school assists the process of induction well.
63. The school's procedures for monitoring and evaluating its performance are good. National Curriculum test results are effectively analysed and strengths and weaknesses in pupils' learning are identified. Future planning and teaching is modified in order to address the weaknesses. For example, the school has recently taken effective action to improve pupils' writing and the application and use of mathematics as they have acted on the findings of evaluation. Parents' views and unmet needs are sought through a questionnaire. The school has responded positively to findings.
64. There is a good school improvement plan. The school's long-term mission and aims are well communicated and are used effectively to guide and shape all planning. The plan for 2002 to 2003 is in a clear format identifying objectives, responsibilities, success criteria, and monitoring procedures to measure the progress and impact of the plan. Reporting procedures are also clearly identified. The plan has appropriate priorities and targets for improvement. These include developing pupils' reading and writing, developing planning of the Foundation Stage Curriculum and geography, and increasing ICT provision and use. The priorities for development are appropriate

and the school is taking effective and positive action to implement the plan and make improvements.

65. Good financial planning supports educational priorities. The day-to-day monitoring and control of spending is good and the school uses financial management systems appropriately. The school secretary is effective and efficient. ICT is also used appropriately for recording and tracking pupils' attainment in English and mathematics. Specific grants such as those for special educational needs, leisure activities and ICT are used satisfactorily. The school applies the principles of best value well. The school and governing body seek at least three quotations before major purchases are made. The impact of spending on standards and provision is effectively evaluated. The school has a higher than usual carry forward in the previous year's budget. However, there are clear plans to use this funding to make further improvements to the accommodation and learning resources, particularly in ICT. Pupils enter the school with below average attainment. Standards by the end of Year 6 are above average in science and PE. Standards are average in all other subjects except ICT. The school is well led and managed and teaching is good. Pupils' attitudes and behaviour are very good. Taking these factors into account, the school provides good value for money.
66. The accommodation is good and a number of improvements have been made since the last inspection. The fence, wall and gates at the entrance have been much improved. The classroom for Years 3 and 4 was refurbished in summer 2001 with attractive beech cabinets and benching for computers. The mobile classroom for Reception, Year 1 and 2 has been decorated, but this building does not have toilet facilities and there is no covered way to the main building. The library has been recently decorated. It is spacious and attractive facility that is well used. The main hall for assemblies, lunchtime and indoor PE is planned to be decorated in summer 2003. The hall is adequate for assemblies and lunch but is cramped for indoor PE. The playing fields are spacious and very well maintained. These are used well for extra-curricular activities and playtimes in dry weather. To the rear of the school is an attractive garden area with a pond, shrubs, palm trees and willow domes. Governors and parents contribute significantly to these features. The caretaker is conscientious and has been extremely effective in maintaining the site and carrying out repairs.
67. Learning resources are satisfactory overall. The school has a good range of books. Some of the computers are old and do not have the required software for the units of study. The ICT learning resources vary in quality and this is contributing to the below average standards in ICT by the end of Year 2 and Year 6. The school has a clear plan to address this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the school's strengths and raise standards further, the headteacher, staff and governors should:

- a. Raise standards in science and DT by the end of Year 2 by:
 - Ensuring that tasks are matched to the different levels of attainment within a class for each subject
 - Increasing the range of learning activities in DT so that pupils have opportunities to work with a variety of materials, tools, and techniques(paragraphs: 2, 8, 21, 33, 91, 95, 103-104, 108)

- b. *Raise standards in ICT by the end of Year 2 and Year 6 and increase the use of ICT to support teaching and learning in other subjects by:
 - Providing more opportunities for pupils to acquire and practise the required ICT skills
 - Developing the use of ICT to support teaching and learning across the curriculum
 - Improving the range of computers and the software so that they are consistently good throughout the school(paragraphs: 7, 23-24, 33, 67, 70, 74, 81, 89, 95, 102, 107, 112, 117, 120-121, 124, 137)

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

In addition to the above key issues, the school should consider the following areas for improvement in the action plan:

- Improve attendance by:
 - Sustaining the good systems for promoting good attendance.
 - Continuing to monitor pupils and advise parents where attendance is poor.(paragraphs: 17-18, 49)

- Review individual educational plans for pupils with special educational needs on a more regular basis in order to agree sharper learning targets
(paragraphs: 35)

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	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	9	8	0	0	0
Percentage	4	25	38	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one 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)	69.5
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	16
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	13
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0,5

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

N.B. The table showing the standards achieved by pupils at the end of Year 2 and 6 is omitted because there are less than ten pupils in the year group.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	62	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	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	0	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)	3.2
Number of pupils per qualified teacher	19.86
Average class size	23.17

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	90.5

Financial information

Financial year	2001/2002
	£
Total income	193 750
Total expenditure	195 038
Expenditure per pupil	2600
Balance brought forward from previous year	28 643
Balance carried forward to next year	27 355

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	58	0	0	0
My child is making good progress in school.	48	48	0	0	0
Behaviour in the school is good.	36	52	3	3	3
My child gets the right amount of work to do at home.	30	58	6	0	6
The teaching is good.	39	45	0	0	15
I am kept well informed about how my child is getting on.	39	42	12	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	58	39	0	0	3
The school works closely with parents.	39	45	3	0	6
The school is well led and managed.	39	39	9	3	3
The school is helping my child become mature and responsible.	42	52	3	0	3
The school provides an interesting range of activities outside lessons.	58	33	3	0	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children enter the Reception class at the beginning of the term following their fourth birthday. They attend in the mornings only until the term when their fifth birthday falls. At the time of the inspection there were six Reception children, two of whom were full time while the others were mornings only. Reception children share the same class as Year 1 in the morning. The full-time children share the same class with Years 1 and 2 in the afternoon.
69. Attainment on entry to the Reception class is below average, with social and language skills being well below average. Children are on course to meet the early learning goals by the end of Reception in mathematical development, knowledge and understanding of the world, creative development and physical development. However, few are likely to attain the early learning goals in communication, language and literacy or social, personal and emotional development because they start school with such poorly developed skills in these areas. Children are achieving satisfactorily overall.
70. The planning of the Foundation Stage curriculum is satisfactory. All areas of learning are given appropriate attention. The quality of teaching is sound in all these areas and this leads to satisfactory learning for the children. The teaching and planning of the curriculum have improved since the last inspection but further development is still needed in order to meet the needs of children's different levels of attainment. Lessons are generally well prepared and an appropriate range of activities is provided. The teacher's instructions and explanations are clear. Children listen carefully to these and make sound gains in new knowledge and understanding. Questioning is used well to check children's knowledge and understanding. Most children respond well questions and are keen to share their knowledge. The management of children is satisfactory. While children's behaviour is satisfactory there are some incidents of silly behaviour and lack of concentration and this can have an adverse impact on the rate of learning. ICT is underused to support children's learning and opportunities to develop children's literacy, numeracy and creative skills are missed.

Personal, social and emotional development

71. Most children display good levels of involvement in the activities provided. In the main, they show interest and excitement when new learning experiences are introduced. However, some of the children can become restless and occasionally exhibit silly behaviour. Children generally work well with the Year 1 pupils. In some activities concentration and participation declines and this has a negative effect on children's learning. Relationships between children are developing and are sound overall. Children are beginning to share and take turns when working on tasks but co-operative working is not yet fully developed.

Communication, language and literacy

72. In one lesson seen, the teacher read a big book to the class with enthusiasm and expression. This motivated the children and they listened well and showed interest and enjoyment. Children show considerable interest in the books read to them. They talk about the characters in the book but most are not confident speakers. Children hear and say letter sounds. Higher-attaining pupils give the sounds of the first and last letters in a word. In writing, most children hold the writing implement correctly and are beginning to form recognisable letters.

Mathematical development

73. Children recognise and name numbers to ten. Most children use terms such as 'more than' or 'less than' correctly. A higher-attaining child could add numbers to ten; for example, ten add eight equals eighteen. Children know the names of common two-dimensional shapes such as square, circle, triangle and rectangle. They create patterns using these shapes from sticky paper.

Knowledge and understanding of the world

74. Children use construction kits to build simple houses or vehicles. Children explore the school grounds and collect interesting items such as bird feathers, twigs, leaves and bones. Children are beginning to use a 'paint' program to produce simple images and patterns but children receive insufficient guidance and direct teaching in ICT and as a consequence, the development of knowledge and skills is unsatisfactory. In the main, ICT is underused to promote children's learning.

Physical development

75. During the inspection, there were only a few opportunities to observe physical development. In a dance lesson seen, the full time Reception children worked well in pairs. They moved with co-ordination and control in turning and stretching to music. The school has recently improved its equipment for outdoor play activities. Planning shows that children have opportunities to use the equipment in order to develop climbing and balancing skills.

Creative development

76. After looking at stories about 'Percy the Park Keeper', children painted pictures of squirrels and rabbits. Children explore with colours but the range provided is limited. Children are developing a repertoire of songs. They sing these with enthusiasm. Songs such as 'Ten Green Bottles' and 'Five Little Ducks' also help children's understanding of number. Children are provided with good opportunities to explore the sounds of different percussion instruments such as a tambourine, triangle, cymbals and a xylophone. Higher-attaining children play these in time, with loud and soft sounds from a piece of music played to them.

ENGLISH

77. Standards by the end of Year 2 are broadly average in speaking and listening, reading and writing. Pupils in Year 2 are achieving well from their below-average attainment on entry to the school. Standards by the end of Year 6 are average in all areas of English. Most pupils, including higher attainers and those with special educational needs, are achieving satisfactorily from their prior attainment in Year 2. Pupils are receiving good and very good teaching in English due to recent developments in teaching and the school has appropriately focused its attention on developing pupils' writing skills. These recent changes are beginning to have a positive effect on pupils' attainment and achievement, particularly in writing.
78. In speaking and listening, pupils in Year 2 listen well to their teachers and others. Although lower-attaining pupils are not confident speakers, most explain their ideas clearly. Speaking and listening are promoted well in a range of subjects. For example, in a Year 3 and 4 DT lesson, pupils were designing a light for a special purpose. In pairs, they were given the opportunity to present their design to the class. They used their design sketches and other visual aids to describe their designs and say whom it was for. In Year 6, most pupils speak confidently about their reading books. They describe the story, the characters, and explain clearly why they enjoy the book.
79. In Year 2, higher-attaining pupils read accurately and have good strategies for establishing the meaning of unfamiliar words. Other pupils read simple passages and demonstrate a sound understanding of the story and characters. Lower-attaining pupils read familiar words in simple reading matter and identify their favourite parts. Higher-attaining pupils in Year 2 extract useful information from text. For example, they highlight the main points from a passage about butterflies. In Year 6, higher-attaining pupils read with confidence, fluency and expression. Interesting and challenging books such as Richard Adam's 'Watership Down' are chosen. Pupils are given responsibility in keeping a detailed record of their reading and they respond to this very well. Most pupils in Year 6 use reference books competently to find information. For example, they use the dictionary to check their spellings of unusual foods and find out their place of origin. They

scan a passage of a book and use the contents to find the main dates and events in an autobiography.

80. In writing in Year 2, lower-attaining pupils are writing simple phrases to communicate meaning. Most pupils produce reports about the life cycle of a dragonfly. The work is structured into sentences and words such as 'colour, nymph' and 'straight' are used and spelt correctly. Higher-attaining pupils produce clear and detailed reports about the life cycle of a butterfly. The work is well structured into sentences with interesting words such as 'chrysalis,' 'disguised' and 'metamorphosis' used. Most pupils use capitals and full stops correctly when writing sentences. They are also beginning to use speech marks in sentences to show when someone is speaking. The presentation of written work is generally good. Most pupils' handwriting is clearly formed and joined as good opportunities to practise handwriting are provided. Not all letters are correctly formed by some of the lower-attaining pupils. In Year 6, pupils plan their writing well and this has been an area of improvement that the school has effectively worked on. Pupils plan effectively through 'brain storming' their ideas and producing web diagrams, taking notes and using bullet points of main themes and ideas. Written presentation of work is generally good. Pupils are productive and show care and pride in their work. Higher-attaining pupils produce clear reports that are structured into paragraphs. For example, one pupil wrote an interesting account on how to modify a mini car for stock car racing. The adding of body armour and replacing the windows with net were described. Safety modifications were given clear attention, including helmets and fire extinguisher. Higher-attaining pupils employ punctuation such as commas, question marks and inverted commas correctly.
81. Pupils apply their literacy skills well to other subjects. For example, in geography, they find out about different rivers of the world from a range of books and the internet. Their findings are reported clearly. In science, pupils use a framework to help them produce clear and structured reports of their scientific investigations. While there are a few good examples of pupils' word processing, in the main, ICT is underused to develop writing skills. In particular, word processing is insufficiently used for pupils to apply and develop drafting and editing skills.
82. The quality of teaching is good overall. In the lessons seen during the inspection, it ranged from satisfactory to excellent. Teaching is very good in Years 2 to 6. The good teaching leads to pupils making good gains in their learning. Lessons are well planned and structured. Clear learning objectives are identified and these are effectively shared with the class so that pupils know what they are expected to learn. Teachers' instructions and explanations are clear and informative. Pupils listen very well to these and gain new knowledge and vocabulary. Teachers read passages with expression and enthusiasm. This motivates the pupils and maintains their interest. Teaching assistants are effectively deployed and contribute significantly to pupils' learning, particularly for those with special educational needs. Teaching assistants help develop pupils' vocabulary, reading and writing skills. The marking of pupils' work is good. Comments and praise for good work are made and clear guidance is given to help pupils to improve. Teaching in English has improved since the last inspection.
83. English is very well led and managed by the headteacher and this has a positive effect on the quality of teaching and pupils' achievement. The planning of the English curriculum is good. The school uses the National Literacy Strategy and the local authority guidance for mixed-age classes well. The quality of teachers' planning is effectively monitored and samples of pupils' work are analysed to monitor standards and curricular coverage. The assessment and recording of pupils' attainment is good and assessment is used well to guide future planning and teaching. The school has improved the range of learning resources, particularly books. These are good and are used well.

MATHEMATICS

84. Standards are average by the end of Year 2 and the end of Year 6. Most pupils, including those with special educational needs, are achieving satisfactorily. The good teaching is placing the school in a good position to raise attainment and achievement further. The previous inspection judged that standards were average at the end of Year 2 and Year 6.

85. Pupils in Year 1 have a sound recognition of numbers to 20 and higher-attaining pupils are becoming confident to say which number comes before or after a given digit. This year, pupils in Year 2 share lessons with pupils in Years 3 and 4 and this arrangement is working well. They are developing mathematical skills well and nearly all are confident in their knowledge. About half the pupils have a secure understanding of numbers to 100 and beyond. Higher-attaining pupils apply this knowledge well by converting hundreds of pennies to pounds and pence correctly. They do similar work in changing mixed measurements of metres and centimetres to centimetres. All pupils understand and use simple bar graphs to display the information they have gathered on tally charts. Higher-attaining pupils use simple Carroll diagrams accurately. All pupils have a growing understanding of counting in groups of numbers. Higher-attaining pupils have worked out the four times table, while the low-attaining pupils have coloured every third number correctly on 100 squares. They are all becoming aware of specific mathematical language such as 'vertical and horizontal axes'.
86. Pupils in Year 3 do similar work to pupils in Year 2 but use larger numbers. They recognise right angles and understand the basic properties of two-dimensional shapes. By the time pupils reach Year 6 most of them are in line to attain at least average standards by the end of the year with some attaining beyond. For example, most pupils recognise negative numbers, and work confidently in all four quadrants translating shapes accurately. High-attaining pupils find equivalent fractions by cancelling. Low-attaining pupils understand simple fractions and use diagrams to understand equivalent fractions. Most pupils use written methods effectively when calculating addition, subtraction and multiplication. High-attaining pupils check for accuracy by using inverse operations.
87. Pupils with special educational needs have positive attitudes and try hard. This is because they are well supported by teaching assistants who give them extra information and ask them questions to check that they understand, and this enables full participation in the activities provided. Tasks are carefully chosen so that they learn at appropriate levels.
88. Pupils use and apply their numeracy skills well across the curriculum. Pupils in Years 3 and 4 measure and record time and temperature accurately during a science investigation. Pupils in Year 6 use their numeracy skills to good effect to measure the flow of a river during an expedition and draw a graph to show its depth. Older pupils use chronology in history to order events and measure the length of people's lives.
89. The quality of teaching is good overall. In the lessons observed during the inspection, it was satisfactory in Year 1, good in Years 2, 3 and 4 and very good in Years 5 and 6. The main strengths include teachers' high expectations of pupils' learning. Pupils respond well and have good attitudes to the subject. Teachers have good subject knowledge and teach skills very well using learning resources imaginatively as teaching aids so that pupils are intrigued and want to learn. Where the teaching is very good, tasks are very well matched to the different levels of attainment within the class. This helps to ensure that all pupils are suitably challenged. Pupils followed an initial demonstration on the overhead projector and then practised placing and moving two-dimensional shapes on empty grids. The grids were in the first quadrant for most pupils in Year 5 and in all four quadrants for pupils in Year 6. The practice ensured that pupils understood the concept of translation clearly at different levels before they used coordinates to draw shapes and move them. Teachers use questions well to check how clearly pupils understand. Skilful questions also stimulate pupils to think and reason independently. ICT is not used sufficiently to support teaching and learning in mathematics.
90. The subject is very well led and managed by the headteacher. The planning of the mathematics curriculum is good and the school effectively uses the National Numeracy Strategy and the local educational authority's guidance for mixed-age classes for this. The results of National Curriculum tests for pupils at the end of Year 2 and Year 6 are analysed for strengths, and plans are adapted to correct weaknesses. Detailed assessment is carried out regularly, which heightens teachers' awareness of their pupils' attainment and progress. Assessment information is used well to set learning targets for individuals and groups of pupils. Teaching is observed, and plans and pupils'

work are monitored regularly. Learning resources are satisfactory and are used well. Good improvements have been made since the last inspection.

SCIENCE

91. By the end of Year 2, standards are below average and pupils are achieving satisfactorily. By the end of Year 6, standards are above average and most pupils, including those with special educational needs, are achieving very well. The very good teaching in Years 3 to 6 and the good opportunities provided for practical investigations contribute to the above average standards and the very good achievement. Standards were judged to be average during the last inspection by the end of Year 2 and Year 6.
92. Pupils in Year 2, when studying health and growth, match illustrations of animals to their young. They arrange different foods into groups. Higher-attaining pupils identify changes to our bodies after exercise. In a lesson seen, pupils identified different sources of light and discovered that darkness is an absence of light. They identified which materials will allow light through but vocabulary such as opaque and transparent were not used.
93. Pupils in Year 4 construct electric circuits to make a light work and produce labelled drawings. They test which materials allow electricity to flow through them and which do not. They record results clearly and interpret these. Pupils measure the room temperature, melting ice and cooling hot water. Time and temperature are recorded accurately. The results are plotted as a line graph using red for the hot water, light blue for the ice and dark blue for the room temperature. In a lesson seen, pupils were investigating ways of keeping ice cubes cold. They made predictions before planning their tests. A range of materials and instruments were chosen. They wrapped ice cubes in different materials such as aluminium foil, bubble wrap, wool and paper. With assistance, pupils made their tests fair. Numeracy skills were applied well in the measurement of temperature and time.
94. In a lesson seen, Year 6 pupils were investigating the weight of objects in air and in water. Most pupils made suitable predictions about what would happen. They selected from a range of apparatus and instruments to carry out their tests. Pupils presented their observations and measurement in clear charts. Pupils applied numeracy skills well in selecting the most suitable forcemeter and measuring weight in newtons (N). Higher-attaining pupils described gravity as the force that pulls all objects to the centre of the Earth. Higher-attaining pupils repeated measurements when testing and explained any differences. Pupils worked very well in groups and took responsibility in sharing tasks. Most pupils interpreted their results accurately and discovered that objects weigh less in water than in air because of the force of 'upthrust'. Pupils produce clearly written and structured reports of their investigations. Writing skills are applied well in science.
95. The quality of teaching is good overall. It is consistently very good in Years 3 to 6 and this contributes to very good learning and the above average standards by the end of Year 6. Teachers' explanations are clear and informative. Pupils listen with a keen interest and acquire new knowledge. Very good questioning is used to check pupils' knowledge and understanding. In Years 3 to 6, pupils have good opportunities to plan and carry out investigations. Teachers effectively present questions and problems, which encourage pupils to think and work like scientists. As a result, pupils make very good gains in the skills of predicting, planning, observing, measuring and interpreting results. Pupils also have good opportunities to work in groups to solve scientific problems. They respond well to this. Collaborative working is very well developed and pupils take responsibility in sharing tasks. Good quality learning resources are made available for pupils to use in their investigations. Teaching assistants are well deployed and contribute well to pupils' learning. For example, they help pupils with special educational needs in measuring and recording their results. Teachers provide pupils with guidance to help them produce clear written reports of their work. The marking of pupils' written work is good. It provides praise and encouragement for good work and guidance on how to improve. Teachers provide numerous opportunities for pupils to apply literacy and numeracy skills. However, there is little evidence of ICT being used to support teaching and learning in science. In Years 1 and 2, work is not

sufficiently well matched to the different ages and levels of attainment within the class. As a consequence not all pupils, particularly the higher attainers, are appropriately challenged and, as a result, pupils make sound gains in their learning rather than good.

96. The school is currently without a science co-ordinator. However, the science curriculum is well developed and there is very good teaching of science in Years 3 to 6. The lack of a co-ordinator is not having any adverse effect on standards or teaching. The planning of the science curriculum is good. It is based on national recommended schemes that have been effectively adapted to suit the needs of mixed-age classes. Planning helps to ensure that pupils acquire knowledge, understanding and skills in a steady and systematic way as they move through the school. A strength of the science curriculum are the good opportunities for pupils plan and carry out scientific investigations. Learning resources are good and well used.

ART AND DESIGN

97. Art permeated and enriched the life of the school last year as it took part in an innovative project with Tate St Ives. Pupils had an unusual opportunity to study modern art, experiment with techniques used by living artists and gain an insight into the work of a museum. Younger pupils also learned about the life of Barbara Hepworth, a well-known sculptor. These activities enriched pupils' art experiences.
98. Standards are broadly average by end of Year 2 and by the end of Year 6. All pupils, including those with special educational needs, are achieving satisfactorily in the development of knowledge and skills. No lessons were observed during the inspection, so judgements about standards and provision are based on viewing pupils' previous work, examining teachers' planning and discussions with teachers and pupils. Standards are similar to those reported during the last inspection.
99. Pupils in Year 2 respond to a variety of ideas and make satisfactory progress in the first steps to developing their skills of observation. They have investigated the effect of framing part of a photograph as well as imagining what there is off the edge of the picture. Pupils work in a variety of media and, in connection with their geography project, have built a three-dimensional model of Gwinear village.
100. Pupils in Years 3 and 4 have developed their skills of observation further by studying themselves and then painting well defined self-portraits in watercolours. They start to delve into emotions and relationships by sketching two human forms in a variety of striking poses. Pupils also think about the relation of colour and pattern when making tessellations. By the time pupils reach Year 6 they have steadily developed a wide range of skills. Pupils capture movement effectively in stick-man chalk sketches, and use blocks of coloured materials in collages to give a vivid impression of sea-and-landscapes. They report that they discuss each other's work, and make variations and improvements. There was no evidence of three-dimensional work this term, but some simple and pleasing mobiles remain from last year.
101. No lessons were seen during the inspection, but the study of pupils' work and the quality of teachers' planning indicate that teaching is at least satisfactory.
102. The co-ordinator is new and is still developing in the role. The planning of the art and design curriculum is based on nationally recommended schemes of work. Teachers have adapted these effectively to suit the needs of mixed-age classes. Monitoring and evaluation procedures are underdeveloped at present. The school has not fully established a formal system for the assessment and recording of pupils' attainment. The teacher of pupils in Year 6 makes clear, helpful comments in sketchbooks, which enable pupils to make progress, and the pupils evaluate their own work so that they know exactly what they have been able to produce. Last year ICT was used to produce black outlines of birds, and to assemble presentations of photographs of pupils' work. There is no evidence of its use this term to enrich pupils' experience, however, similar work is planned for the summer term. Learning resources are satisfactory, and are used well. The school has made sound improvements since the last inspection.

DESIGN AND TECHNOLOGY

103. During the inspection, only one lesson was seen. Judgements about standards and the quality of provision are based on this lesson, the study of pupils' work, discussions with staff and viewing teachers' planning. By the end of Year 2, standards are below average and pupils are not achieving as well as they could. By the end of Year 6, standards are broadly average and pupils are achieving satisfactorily from their prior attainment in Year 2. Standards were judged to be average by the end of Year 2 and Year 6 during the last inspection.
104. In Year 2, pupils explore 'pop up' books. They design and make simple mechanisms of card to make a figure move. Children in Reception and pupils in Years 1 and 2 tackle the same work and the scope of this is not sufficient to meet the different levels of attainment and need. The range of materials, tools and techniques used is basic.
105. In a Year 3 and 4 lesson seen, pupils worked in pairs to design a light for a specific purpose. Pupils produced a range of ideas and designs. One pair designed a horse light, which was an illuminated stirrup so that cars could see the horse in the dark. The rider's foot operated the switch. Another pair designed a jogger's belt with lights so that the runner could be seen by traffic. Pupils produced labelled sketches to communicate their ideas. Higher-attaining pupils showed front and side views of their design. Pupils modified their design as it progressed. The designers of the jogger's belt realised that minimal batteries would be needed in order to reduce weight.
106. Pupils in Year 6 are acquiring knowledge and understanding of different shelters and their purpose. By using the Internet, they find information about different tents, their shape, style and the material they are made from. They develop a knowledge and understanding of structures. Photographic evidence shows that last year's Year 6 designed and made fruit salads from apples, oranges, bananas and pears. Appropriate techniques and utensils were used and the finished product was attractively presented. Teachers' planning and the study of previous work indicate that pupils have not worked on projects involving pneumatics or controllable vehicles.
107. Only one lesson was seen during the inspection. The study of pupils' work indicates that teaching overall is at least satisfactory. A very good lesson was seen in Years 3 and 4, where pupils were designing a light for a specific purpose. The teacher's introduction was clear and pupils were clear about their task. The teacher provided very good opportunities for pupils to suggest ideas. Pupils worked in pairs on their design. Co-operative working was very good and pupils applied much creative effort to their work. Pupils applied their knowledge of electric circuits gained in science well to this task. The teacher moved efficiently between pairs, discussing the designs and providing constructive feedback. This enabled pupils to modify and improve their designs as they advanced. The teaching assistant was effective in supporting pupils with special educational needs and so they had full access to the activity. At the end of the lesson pupils explained their designs to the class in turn. Very good questioning and explanation by the teacher helped pupils to review their learning and improve their designs. Throughout the lesson, pupils were very well organised and managed. Pupils behaved very well and their interest and enthusiasm was maintained. There is little evidence of ICT being used in Years 1 to 4 to support teaching in the subject.
108. The subject does not currently have a co-ordinator, as DT is not a focus for development. Learning resources are satisfactory but the range of tools and components are basic. Overall, improvements since the last inspection are sound.

GEOGRAPHY

109. Standards are average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. Standards by the end of Year 2 are similar to those reported during the last inspection. Since the last inspection, standards have improved by the end of Year 6 as they were judged to be below average last time.

110. In Year 2, pupils are establishing early geographical skills and knowledge through local studies. They read simple plans and maps and are able to identify where they live from aerial photographs. Looking at different buildings in the village has given them an early idea that constructions are designed to fulfil a purpose. Pupils apply and develop their numeracy skills well in geography. For example, they make a tally chart of the forms of transport they used to come to school and present the information as a block graph.
111. Pupils in Years 3 and 4 continue to develop sound geographical knowledge through studying water problems across the world, and pollution at a nearby beach. They are familiar with the world map and become aware of the problems associated with the rapid growth of population in many countries. By Year 6, pupils recognise how the location of a place affects its people. This term they have made a detailed study of the course of a local river and have applied their mathematical skills well to measure its flow and its depth at a certain point. Throughout the school pupils use their literacy skills well. For example, pupils in Years 3 and 4 wrote formal letters in connection with their water project and were delighted to receive replies. Pupils with special educational needs have similar knowledge to their classmates and join in fully with all activities. Throughout the school pupils are becoming increasingly aware of world events on the class noticeboards, where designated 'reporters' pin interesting extracts from newspapers.
112. Only one lesson was seen during the inspection and the quality of teaching was satisfactory. The teacher had sound knowledge and used questions well to maintain pupils' interest. The tasks were appropriate but pupils were expected to spend too long on them, which resulted in some loss of concentration and pace to the lesson. The study of pupils' work indicates that units of work are covered in sufficient depth and the quality of teaching is at least satisfactory. However, work is not always sufficiently well matched to the different ages and levels of attainment within a class and so pupils are not appropriately challenged. ICT is underused to support teaching and learning in geography.
113. The co-ordinator is newly appointed and has clear plans to develop the subject further. For example, observing and supporting teaching are planned for the near future. The planning of the geography curriculum is based on national schemes of work. These have been effectively modified for mixed-age classes. The assessment of pupils' attainment is developing. Teachers are building records of pupils' knowledge and skills acquired at the end of units of work. Learning resources are satisfactory and are used well. Overall the school has made good improvements since the last inspection.

HISTORY

114. During the inspection, no history lessons were seen. Judgements about standards and provision are based on the study of pupils' previous work, discussions with pupils and staff and the examination of teachers' planning. Standards are average by the end of Years 2 and 6. Standards are similar to those reported during the last inspection. Most pupils, including those with special educational needs, are achieving satisfactorily as they move through the school.
115. Pupils in Years 1 and 2 study well-known events in the past such as the Fire of London and begin to realise that the world was very different then to the one they know today. This term, pupils in Year 2 are learning about change by studying plans of the old school and identifying what is old and what is new. They also start to understand why changes happen, and they were fascinated during a walk round the village in connection with geography, to find an old milking shed that had been renovated and made into a home.
116. By the time pupils are in Year 6, they have continued to develop their historical skills satisfactorily. Their knowledge of the past has widened to include studies of ancient Greece and ancient Egypt. Through looking at the lives of people in the Victorian Age and local census returns, they start to understand changes in society. Pupils found the changes evident on local maps particularly interesting. There was evidence that pupils use dates and chronological terms with increasing accuracy.

117. No teaching was observed, but the amount and quality of pupils' work indicate that history is studied in sufficient depth and that pupils are knowledgeable about a wide range of topics. The quality of teaching is at least satisfactory. Pupils in Years 5 and 6 use their literacy skills well in the form of note-taking, accounts and factual reports. They use their mathematical skills to understand chronological order and important dates. There is little evidence of ICT being used to support teaching and learning in history.
118. There is no designated co-ordinator for the subject at present as history is not a focus for development in the school's improvement plan. The planning of the history curriculum is good and is based on the national recommended schemes of work. These have been adapted appropriately to suit the school's mixed aged classes. Assessment procedures are still developing. Pupils' knowledge and attitudes are assessed and recorded at the end of topics and the information is used satisfactorily to guide future planning and teaching. Learning resources are satisfactory. Overall, the school has made satisfactory improvements since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. During the inspection, very little direct teaching of ICT was seen. Judgements about standards and provision are based on the one lesson seen, discussions with pupils and teachers, viewing teachers' planning and the examination of pupils' previous work.
120. By the end of Year 2, and the end of Year 6, standards are below average and pupils are not achieving as well as they should because insufficient opportunities are provided for them to acquire and develop the required skills. Furthermore, pupils are not using ICT sufficiently to support their learning in other subjects, particularly in Years 1 to 4. Standards were judged to be average during the last inspection, but the national expectations of what pupils should be able to do now are higher.
121. During the inspection, very little ICT work in the current Year 2 was available for viewing. Discussions with Year 2 pupils indicate that they have too few opportunities to acquire and practise ICT skills. While pupils can describe how to enter instructions and control a roamer, a programmable device, there is no evidence of pupils using word processing to write stories or using 'paint' type programs to create pictures.
122. In a Year 6 lesson seen, pupils used the Internet to find out information about different tents, while studying shelters in DT. They found a given website and extracted useful information. In mathematics, some pupils gathered data from the class about different mobile telephones. They gathered information about the network, the make of phone and the colour. They loaded and started a spreadsheet and input the data. The data was converted into bar or pie charts. Last year's Year 6 produced the beginnings of a multimedia presentation on Gwinear: 'Our Local Area'. They produced four screens and some added voices to the presentation. They included information about St Gwinear and imported a map of the area and a photo of the school. The screens were linked together with simple animation. However, these works were not completed. In the current Year 6, there is little evidence of ICT being used effectively to support learning in subjects such as English, science, geography, history and RE. Last year, Year 5 and 6 used multimedia presentations to record the work of all classes and experiences during 'art week.' These included digital photographs with inserted text captions.
123. Only one lesson was seen during the inspection and this was of good quality. The purpose of the lesson was made clear from the start. The teacher provided effective instruction on how to access a website. The teacher used pupils well to demonstrate different skills. Pupils watched and listened with interest. The teacher used questioning well to check that pupils had understood the processes demonstrated. Pupils responded well and demonstrated a sound understanding of what they were to do. Pupils were then given the opportunity to acquire and practise using the Internet. Demonstrations to the whole class are less effective because the school does not have an interactive whiteboard or a projector and screen. Pupils' viewing is, therefore, restricted during demonstrations with the whole class around one computer. The study of pupils' work and discussions with them indicate that ICT is not sufficiently used to support teaching and learning in

a range of subjects, particularly in Years 1 to 4. The school has the development of writing as one of its priorities in the school improvement plan and is improving standards in this area. However, the school is not sufficiently using word processing to develop drafting and editing skills.

124. The school has recently been experiencing difficulties with the reliability of its computers and has suitable plans to remedy this. The range and quality of computers and software is inconsistent throughout the school because some computers are old and not all have the software required for the different units of study. The planning of the ICT curriculum is based on national recommended schemes. These have been adapted appropriately to meet the needs of the school's mixed-age classes. If implemented fully, they will cover all the requirements of the National Curriculum Programmes of Study. The school uses digital photography well to record pupils' learning activities in a range of subjects. While the school has made significant improvements in ICT provision, there is still much to be done in order to raise standards and to use ICT effectively to support teaching and learning across the curriculum.

MUSIC

125. Standards have been maintained since the last inspection and are average at the end of Year 2 and Year 6. Pupils throughout the school are achieving satisfactorily. Due to timetable arrangements only one music lesson was observed. Planning for each class shows a satisfactory coverage of the National Curriculum and that the pupils have a sufficiently wide range of musical experiences.
126. In Year 2, pupils start to think about making simple patterns of sounds as accompaniment and consider ways to write them down. Discussion with pupils in Year 6 revealed that pupils listen to a wide range of music from around the world and discuss the feelings that music gives them. Their development of skills is generally satisfactory. For example, they recognise common musical terms such as 'pitch' but are uncertain of some others. They describe composing songs and also using musical instruments to compose tunes. However, although pupils have recorded their compositions on tape, they have not written them down using either standard notation or symbols. Pupils reported that they have made computer-generated rhythms. In assemblies, pupils sing with good control and enunciate clearly. The choir is popular and welcomes pupils of all ages. Pupils concentrated hard during a rehearsal for a competition. They produced a sweet, rounded sound and had good voice control. The orchestra is also popular with a good range of tuned instruments. Pupils listened appreciatively to each other, and practised in small groups before coming together to perform with considerable skill and great enjoyment. These pupils read musical notation with ease. Both groups contain a large number of pupils compared to the size of the school.
127. The quality of teaching in the one lesson observed was satisfactory. Well-focused questions at the start of the lesson revealed that pupils remembered clearly what they had done previously and also prepared them for the present session. Pupils were given appropriate tasks for each age group, which helped to keep them interested, but the pace of the lesson then slowed so that some pupils lost their concentration and a little time was wasted. Pupils with special educational needs took full part in the activities.
128. There is no co-ordinator at present. Teachers' plans indicate that the requirements for the subject are covered satisfactorily. The school has not yet established a system for assessing and recording pupils' attainment. Learning resources are satisfactory. Improvements since the last inspection are satisfactory.

PHYSICAL EDUCATION

129. During the inspection only lessons in dance were seen. Discussions with staff and the viewing of teachers' planning indicate that the school is offering a broad and balanced PE curriculum.
130. By the end of Year 2, standards are average in dance and pupils are achieving satisfactorily. By the end of Year 6, standards are above average in dance and all pupils are achieving well in this area because of the good and very good teaching they receive.
131. In Year 2, pupils move imaginatively to music and alter their speed and direction. For example, they slowly coil into a ball and then ascend and stretch. When working in pairs, one pupil mirrors the movements of their partner. Pupils in Year 6 work in groups and devise, practise and refine a series of movements to music. Pupils evaluate their own and the work of others effectively and this helps to improve their performance. Most pupils demonstrate precision, control and fluency in the sequence of movements. Collaborative working and co-operation are very well developed.
132. The quality of teaching is good overall. Teaching is good and very good in Years 3 to 6 and satisfactory in Years 1 and 2. Lessons are well planned and have a clear purpose. Teachers' instructions and demonstrations are clear. Pupils listen to, and watch them, carefully. Pupils are given good opportunities to practise and refine movements. They apply physical and creative effort to the tasks set. Teachers also provide good opportunities for pupils to work collaboratively in groups. They respond well in producing a sequence of movements, which involves co-operative teamwork. As a consequence, by the end of Year 6, collaborative work is very well developed. In the good and very good lessons, pupils were given opportunities to evaluate their own and others' work. They do this in a supportive and constructive manner and this helps them to improve their performance. In the very good lessons, there are high levels of challenge and the lesson maintains a brisk pace. Pupils are highly motivated, respond very well to the challenges and they are fully engaged. Where teaching is satisfactory rather than good, the pace of the lesson is slower and there are insufficient opportunities for pupils to evaluate the work. Pupils make sound progress in the development of skills rather than good.
133. The planning of the PE curriculum is good. The school uses the nationally recommended schemes of work and these have been effectively modified to suit the mixed-age classes in the school. All areas of PE are given appropriate attention. A good range of extra-curricular sporting activities, including cricket, football and netball, supports the PE programme. Parents contribute very well to these clubs. The school has a spacious and well-maintained sports field and this is well used. The hall for indoor PE is rather cramped, particularly for large classes, but teachers make good use of the space available. Overall, good improvements have been made since the last inspection.

RELIGIOUS EDUCATION

134. By the end of Year 2 and Year 6, standards are in line with those set out in the Cornwall Locally Agreed Syllabus. Pupils are achieving satisfactorily throughout the school. Standards are similar to those reported during the last inspection in Year 2 but they have improved in Year 6.
135. Pupils in Year 2 are familiar with well-known bible stories and start to be aware of some Hindu stories and customs. In Year 3 and Year 4, pupils widen their studies to include Sikhism. They show intense interest in the idea of the 'Circle of Life' and the consequent attitude to death of Sikhs. This also heightens their awareness of memorials and how they would like people to remember them.
136. Pupils in Year 6 extend their knowledge to include comparisons between Judaism and Christianity and become highly aware of similarities and differences. They also study famous people from the two religions, including Martin Luther King and Rabbi Nachmann. In addition to comparing festivals celebrated by the two religions, pupils look at the Helston Floral Dance. Pupils with special educational needs took full part in the one lesson observed, and their books show that they make sound progress.

137. The quality of teaching in the one lesson observed was good. The teacher had planned carefully and had provided interesting activities to stimulate the class. She had high expectations of pupils' learning and behaviour and pupils responded well to these. Good opportunities were provided for pupils to discuss and asked questions about how different religions and cultures respond to people's death. Pupils also discussed how would like to be remembered. The study of pupils' work and teachers' planning indicates that teaching is at least satisfactory overall. Older pupils use their literacy skills well to write commentaries and accounts. However, there is no evidence that they use their ICT research skills to extend their knowledge.
138. There is no co-ordinator for the subject at present. Planning is based on the locally agreed syllabus. Each class follows a two-year cycle of topics in order to cater for the two age groups. The planning helps to ensure that pupils acquire knowledge and skills in a steady and systematic way as they move through the school. Appropriate areas of RE are covered. There is no formal assessment of pupils' attainment against set criteria, but teachers keep informal records of pupils' progress. Good improvements have been made since the last inspection.