

INSPECTION REPORT

WEETH COMMUNITY PRIMARY SCHOOL

Camborne, Cornwall

LEA area: Cornwall

Unique reference number: 111852

Headteacher: Mr M Smith

Reporting inspector: Mr R W Wonnacott
2787

Dates of inspection: 24 – 27 March 2003

Inspection number: 247154

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Holman Avenue
Camborne
Cornwall

Postcode: TR14 7GA

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Appropriate authority: Governing Body

Name of chair of governors: Mr M Dooley

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2787	Mr R Wonnacott	Registered inspector	Science Design and technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11072	Ms S Elomari	Lay inspector	Educational inclusion	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?
30326	Mrs A Main	Team inspector	Foundation Stage Information and communication technology Art and design Religious education	
22309	Mrs M Lawrence	Team inspector	English History Music	How good are the curricular and other opportunities offered to pupils?
32102	Mrs S Peasgood	Team inspector	Special educational needs Mathematics Geography Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weeth Community Primary School is situated on the western edge of Camborne, a town in Cornwall. There are 170 full-time pupils on roll, 89 boys and 81 girls, between the age of four and eleven years. This makes it a small school compared with primary schools nationally. Pupils are taught in six classes. They come from families with a wide range of social and economic backgrounds. The percentage of pupils entitled to free school meals (17%) is broadly in line with the national average. The percentage of pupils with special needs (30%), including those with statements of educational need, is above the national average. Pupils have a range of special needs, the majority of these relate to learning difficulties. The great majority of pupils are of white British heritage. However, the percentage of pupils whose first language is not English (3.2%) is higher than in most schools. When children join the school as four-year-olds, their levels of attainment are varied, but overall they are lower than those found nationally for the age group.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory standard of education. There is evidence of improvement in a number of aspects of the school's work in the last two years. There is considerable scope for further improvement, particularly in raising standards in English.

Inspection evidence indicates that standards in mathematics and science have improved from the low levels attained in the 2002 assessments for eleven-year-olds. Standards in English remain at a low level.

Standards in the majority of other subjects are typical of those found nationally, except in physical education where they are higher than those typically seen in primary schools. Overall, the school meets the needs of all pupils satisfactorily. However, the highest attaining pupils are not consistently provided with work that challenges their thinking. All pupils are provided with equal access to the school's provision. Leadership is good and management is largely satisfactory. Management does not focus sufficiently on raising standards in key areas of pupils' learning.

The cost per pupil to run the school is close to the national average. Teaching in the school is at least satisfactory and often good. Pupils make satisfactory progress as they move through the school. Standards have improved in some subjects. When these factors are considered together, the school is judged to be providing satisfactory value for money.

What the school does well

- Standards attained by eleven-year-olds in mathematics and science are improving.
- Teaching in the Reception and in Year 1 and 2 classes is good. Teachers throughout the school are enthusiastic and keen to develop their teaching skills.
- Good provision is made for the social and moral development of pupils.
- In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good and bullying is very rare.
- Relationships in the school are very good. It is a caring school.
- There is a very good range of opportunities for pupils to be involved in activities outside the classroom.

What could be improved

- Standards in pupils English, particularly in writing, are too low.
- Work is not consistently matched to the needs of individual pupils, particularly the higher attainers.
- Teachers' marking does not provide pupils with enough information about how they could improve their work.
- The role of subject co-ordinators needs to be developed to include more systematic monitoring of standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Prior to the appointment of the present headteacher, the school experienced some leadership and management difficulties. As a result it had lost a sense of direction and there had been a decline in the standards attained by eleven-year-old pupils in national tests. A new headteacher was appointed in May 2001. Under his clear leadership, staff and governors are now making progress in raising the standards attained by the oldest pupils in the school. Overall, the quality of teaching has remained similar to that reported following the last inspection.

All five issues identified in the last inspection report have been considered and the following improvements have occurred:

- Information and communication technology (ICT) provision is much better with the introduction of new computers including laptop computers.
- The size of the carry-forward in the budget is now at an acceptable level.
- Subject co-ordinators now have a better understanding of their role within the school. However, they are not yet analysing data in such a way that it will help to raise pupils' standards.
- Limited progress has been made in raising the standards of the highest attaining pupils. The school is aware of the need to continue to develop this aspect of its work.
- A number of opportunities are provided so that pupils can experience and develop their knowledge of cultures not experienced in Camborne.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	E*
mathematics	E	E	E	E
science	E	D	E*	E*

Key

well above average A

above average B

average C

below average D

well below average E

the lowest 5% E*

Over the period of the last three years the school's results in national tests have been consistently low. Compared with similar schools, Weeth's results were well below the average in mathematics. In English and science the school's results were in the lowest 5%. Results in national tests for seven-year-olds for the last three years show that the school's performance in reading and writing has been below the national average, but there has been steady improvement. Performance in science had been well below the national average.

The school has used the range of data available to set sensible targets for pupils in national tests for eleven-year-olds in 2003. The evidence gathered during the inspection indicates that the school is on track to meet these targets in mathematics.

In work seen during the inspection, standards in Years 2 and 6 were typical of those seen nationally for mathematics and science. They were below in English, particularly in writing. Overall, pupils attain standards in ICT that are typical of those expected nationally. Standards in physical education are higher than those seen nationally. Inspection evidence indicates that standards in other subjects are in line with those typically seen nationally. Insufficient evidence was gathered to be able to make a secure judgement about standards in music and religious education.

Overall, there is little difference in the attainment of girls and boys, except in English where girls' attainment is higher than that of the boys. Pupils of average and below average attainment reach appropriate standards.

Children enter the reception class with standards that are lower than those found nationally. By the age of five, they are working at the level expected for this age group; they have made good progress. As they move through the school the majority of pupils make satisfactory progress. Higher attaining pupils do not consistently attain at the level that could be expected. They make slower than expected progress in learning.

(Inspection evidence was gathered by observing teaching and learning, holding discussions with pupils, staff and governors and through scrutinising a range of school documentation.)

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In lessons, the pupils' attitudes to work are very good. Pupils are keen to be involved in activities and they want to succeed. Pupils respond well to teachers' effective use of praise.
Behaviour, in and out of classrooms	Behaviour in the school is very good. In the playground, where, despite the space being limited, pupils play together well.
Personal development and relationships	The personal development of pupils is good. Relationships throughout the school are very good. The oldest pupils are prepared to help younger pupils with activities at break-times.
Attendance	Attendance levels are close to those found nationally for primary schools.

There are very good relationships between the teachers and pupils. This has a positive impact on the attitudes pupils show towards their work. Older pupils demonstrate mature attitudes when they help in the day-to-day running of the school. The school has good procedures in place to tackle pupils' absence.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching observed during the inspection was satisfactory. It was rather better in classes where younger pupils were being taught than in classes where older pupils were taught. Thirty-nine lessons were observed. In four lessons teaching was judged to be very good, good in 19, satisfactory in 13 and unsatisfactory in the remaining three. Inspection evidence indicates that the teaching observed during the inspection was typical of that found in the school at other times.

Where teaching was at its best it had a number of particular strengths. Lessons were well planned. Teachers used good questioning techniques that encouraged pupils to explain why they provided different answers to questions. Pupils responded well to this approach. Where teaching was unsatisfactory, the lessons did not proceed with sufficient pace and the work given to groups of pupils did not build on their past learning.

Teaching in English, where pupils were developing their literacy skills, was satisfactory. Some lessons went at a slow pace and pupils did not make enough progress, resulting in low standards. Teaching in mathematics, where pupils were developing their numeracy skills, was good.

Although teachers mark pupils' work regularly, the marking does not provide pupils with enough guidance about ways in which they could improve their work. Assessment data is not sufficiently used to plan the next stage of learning for groups of pupils. As a result, groups of pupils, particularly high attaining pupils, are not sufficiently challenged.

Pupils make at least satisfactory and at times good progress in their learning, as they move through the school. The best progress occurs in lessons where the work takes into account the pupils' previous learning and builds on their understandings. The good support provided by teaching assistants and other adults, enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. There are aspects of some subjects that are not being given sufficient attention and time. Co-ordinators are not sufficiently engaged in evaluating the provision for all subjects.
Provision for pupils with special educational needs	Overall, the provision is good. The newly appointed member of staff responsible for developing this aspect of the school's work is clear about the way provision can be further enhanced. Support in class for pupils is good. The very small number of pupils who do not have English as their first language are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' moral and social development. Satisfactory provision is made for the pupils' spiritual and cultural development.
How well the school cares for its pupils	The school has good procedures in place for ensuring pupils' welfare. Procedures for child protection are good. The school has clear guidance for promoting race equality.

The school recently recognised the need to spend more time teaching English, mathematics and science, and standards in mathematics and science show improvements over those of recent years. The same level of improvement is not evident in English. A better range of activities than is normally found in primary schools is provided for pupils outside of the normal teaching time. The school has a good working partnership with parents. They are very supportive of the school's work and relationships with parents are positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with good leadership. Staff are now clear about the school's strengths and weaknesses and are developing plans for raising standards to a higher level. Teaching and non-teaching staff provide the headteacher with good and effective support. The school's management is less well developed. Not enough attention has been given to focusing on a small number of priorities.
How well the governors fulfil their responsibilities	The work of the school governors is satisfactory. They are supportive, and carry out their responsibilities effectively. Systems to monitor the work of the school are in place. Data is not fully used to evaluate the school's performance.
The school's evaluation of its performance	Test results are analysed. The data collected is then used to decide on priorities for future years. Satisfactory procedures for setting overall school test targets are in place. Procedures for setting targets for individual pupils are not as well developed.
The strategic use of resources	Overall, the school uses the various specific grants provided to good effect. Good use has been made of money to support pupils with a range of learning difficulties; these pupils are making at least good progress in their learning.

The quiet and effective leadership of the headteacher is having a positive impact on the work of the school. In the two years he has been in post there is clear evidence of many important positive changes occurring. Members of staff who are responsible for managing different aspects of the school's work are very enthusiastic and are keen to see standards improve. The many changes now need to be consolidated and a small number of priorities identified. The headteacher has a good working relationship with the school governors. Together they have identified a set of appropriate priorities for the school's further development. The governors use the identified priorities effectively to plan spending. They understand and are beginning to use the principles of best value when making decisions regarding expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are keen to come to school and learn. They like school.• The school encourages pupils to work hard.• Teachers are very approachable and make time for parents.• The school encourages pupils to understand the difference between right and wrong. Behaviour is good.• Parents judge that the school is helping their children to mature.• The school is a caring place.	<ul style="list-style-type: none">• Parents do not feel well informed about how their children are getting on.• The school does not work closely with parents.

Parents returned 32 questionnaires. Eight parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by these parents. The evidence does not concur with the two negative views expressed by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 *Evidence from the 2002 national assessments for seven-year-olds indicates that pupils' standards in reading, writing and mathematics were below the national average. Evidence from the 2002 national assessments in English, mathematics and science for eleven-year-olds shows the school's results to be well below the national average for English and mathematics and in the bottom 5% for science. Children enter the school in the reception class with standards that are lower than those typical for their age group. Pupils make good progress as they move through the reception class and Key Stage 1 (Years 1 and 2 classes). This progress is not maintained as pupils move through the Key Stage 2 classes (Years 3 to 6 classes) and progress is only satisfactory in these year groups. Inspection evidence, in particular work in the books of Year 6 pupils, indicates that standards are improving, overall. Standards in pupils' writing are still too low.*
- 2 The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher-attaining pupils should reach Level 3. The target for eleven-year-olds is Level 4; higher-attaining pupils should reach Level 5.
- 3 The school's results in the 2002 tests for eleven-year-olds were very low. An analysis of the results of tests for seven-year-olds, for this same group of pupils, indicates even lower standards. In addition, over 40% of the pupils in this group of pupils were identified as having special educational needs. Using the results of the tests at age seven as a base, then pupils are judged to have made well above average progress in mathematics, average progress in English and below average progress in science, as they moved from Year 2 to Year 6. The school has acknowledged the low results and the school's development plan has raising standards as its main aim.
- 4 As well as comparing the school's results with the national picture, it is possible to make comparisons with schools that are 'in a similar context', that is, schools that have a similar proportion of pupils entitled to free school meals. When the school's results in the 2002 tests for seven-year-olds are compared with this group of schools, the results for reading and mathematics are well below the average for this group of schools. The school's results in writing are below the average for this group of schools.
- 5 When compared with similar schools, the 2002 assessments for eleven-year-olds, shows the school's results in English and science were in the lowest 5%. In mathematics the school's results were very low. When the results for the last three years are taken together, the girls' results have been better than the boys' results in English, but lower in mathematics. There has been no difference in the results in science.

- 6 In the 2002 tests for seven-year-olds the school's results in reading and writing were below the national average, in mathematics they were well below the national average. There are no tests for science at age seven. In this subject the class teachers make an assessment of pupils' attainment as they reach the end of Year 2. The 2002 assessments indicate that the percentage of pupils attaining the expected level was well below the national average. The seven-year-olds assessments for the last three years show no significant difference between the performance of boys and girls.
- 7 In both the tests for seven and eleven-year-olds the school's results have remained below, or well below, the national average for the last three years. Evidence from the pupils' books together with discussions with pupils indicate that the school is on track to produce better results in 2003.
- 8 Work from the pupils' books was scrutinised and used to make overall judgements about the standards currently being attained by pupils. The work in the present Year 6 pupils' books for English indicates an improvement in standards but they are still below those found nationally, especially in pupils' writing. Work in the mathematics books shows a clear improvement with evidence that more pupils than last year are on track to attain the nationally expected standard. A similar picture is provided from the science books where there is good coverage of the nationally prescribed programme of work. In these two subjects, standards are below average overall, but much better than previous test results indicate. Discussion with Year 6 pupils supports the judgement made by examining their work. The standard of presentation of work in the books is at least satisfactory and often good. Work in the books of the highest-attaining Year 6 pupils is of a very good quality.
- 9 The school has undertaken a detailed analysis of its recent test results. As well as being used to make predictions about the school's future assessment results, the school has made a start on using this data to help teachers set targets for individual pupils. This approach is not yet fully developed, and reflects a general weakness in how the school makes use of assessments in setting suitably challenging work for all pupils.
- 10 Inspection evidence indicates that in most other subjects pupils are attaining broadly average standards, except in physical education where standards are higher than those typically found in primary schools. During the inspection insufficient evidence was collected to make secure judgements about standards in music and religious education. However, an examination of teachers' planning records and a scrutiny of policy documents shows that all required aspects of these two subjects are being covered. The limited evidence indicates that standards are in line with those found nationally for music and close to those set out in the locally agreed syllabus for religious education. Pupils are provided with a good range of opportunities to develop skills outside the classroom. These are having a positive impact on many aspects of the pupils' development. For example, the annual residential visits help pupils to take initiative and develop their confidence.
- 11 ***In reading and writing the majority of pupils make satisfactory progress. Standards are generally lower than those typically found for pupils age eleven; but pupils have made steady progress from below average levels of attainment when***

they enter the school. Progress in mathematics is more secure. Children enter the school with below average skills in number work. By the age of eleven many pupils are on track to attain the nationally expected standard in mathematics.

- 12 Standards in the important skills of literacy and numeracy show variation. Standards in speaking and listening are in line with the national average. Standards in writing, and in some aspects of reading, are lower than those found nationally. Standards in numeracy skills are in line with those found nationally. The higher standards in numeracy reflect the higher standards of teaching observed in mathematics lessons than that in English lessons.
- 13 Inspection evidence indicates that the majority of children enter the school with standards that are lower than those typical for their age group. In reading and writing (literacy skills) pupils make satisfactory progress in the Year 1 and 2 classes to reach standards close to the nationally expected standard by age seven. Work in the English books of pupils in Years 3 to 6, together with discussion with pupils, indicates that overall the progress is maintained. In aspects of developing pupils' writing skills progress is less secure. In number work (numeracy skills) pupils make satisfactory progress. By the age of eleven many pupils are attaining the expected standard, with a small number working at higher levels. Pupils can do quite complex calculations quickly and accurately and can explain how they obtain the result. In most other aspects of mathematics the attainment of pupils is close to the nationally expected standard. For example, they have a good understanding of the different properties of two-dimensional shapes and they are able to interpret information from graphs very effectively. In science the standard attained by eleven-year-olds is in line with that typically found nationally. Pupils have secure scientific knowledge, they are clear about the function of different organs in the body; they have a good grasp of the way scientific investigations should be constructed.
- 14 The teachers are making satisfactory use of the national guidance for teaching reading, writing and number work. The approach is having a positive impact on the pupils' standards of attainment in mathematics. The impact is less obvious in English. English lessons do not consistently go with a swing, too often pupils are spending too much time listening to the teacher.
- 15 Pupils with special educational needs achieve standards appropriate to their age and ability. They make good progress in developing skills in reading and number work. Good provision is made for this group of pupils; they are well supported in lessons by teaching assistants who are clearly briefed and who understand pupils' needs and their learning targets. Teaching assistants are involved in planning lessons. This approach enables them to have a significant positive impact on learning. Their involvement in lessons is a strength of the school. On the other hand, higher attaining pupils are not always sufficiently challenged. This group of pupils is often expected to complete the same work as average attaining pupils before they are provided with 'harder' work. All pupils are fully involved in all aspects of the school's work.
- 16 Although the school is beginning to make use of a range of assessment data to set targets for improvement, the information is not yet being used in a consistent way to plan lessons that

builds on pupils' past learning. In addition, although pupils' work is regularly marked the teachers' comments do not provide pupils with guidance about ways in which their work could be improved.

- 17 Overall, these judgements are similar to those reported after the last inspection. Where standards have slipped it has been a result of the difficult period of leadership and management experienced by the school.

Pupils' attitudes, values and personal development

- 18 *In the lessons observed during the inspection, pupils' attitudes to learning were very good throughout the school. Behaviour in lessons and around the school was very good. The pupils know what is expected of them and respond positively to the encouragement and opportunities provided for them. Attendance levels are broadly similar to those seen in primary schools nationally.*
- 19 Pupils' attitudes to learning are very good. They enjoy coming to school and are keen to learn, even when the work they are asked to do lacks challenge. They are enthusiastic about the many opportunities that are offered to them, for example, the wide range of extra-curricular activities and the visits they make to places of interest. Pupils of all ages and abilities respond in a positive way to their teachers. They concentrate well and try hard to complete their work in the allotted time.
- 20 Reception class children have a good range of opportunities for personal, social and emotional development. The teacher and classroom assistants ensure that there is a wide range of activities to develop these aspects of the children's learning. As a result, the children are able to take a satisfactory level of responsibility for their actions. They listen to others and learn the importance of sharing and taking turns.
- 21 The school sets high expectations for pupils' behaviour and promotes very good behaviour well. Relationships throughout the school are very good and this has a significant positive influence on the high standards of behaviour. Each class has a system of rewards for good behaviour and effort. Pupils appreciate these and are also well motivated by the praise they receive. The system of sanctions operates in a consistent and positive way throughout the school. A notable feature is that, when unsatisfactory behaviour leads to detention, pupils spend that time reflecting on what they did wrong and how to improve their behaviour in the future. Overall, the behaviour observed in lessons was very good. No unsatisfactory behaviour was seen in lessons. Examples of very good behaviour were seen in lessons throughout the school. In a Year 1 physical education lesson on balancing skills, pupils responded very positively. They were excited by the activities, tried very hard to achieve high standards and made good progress. Teachers promote high standards of behaviour by managing pupils very well, correcting any unacceptable behaviour immediately. Teaching assistants also have a positive impact on pupils' behaviour, especially when they support those pupils with emotional and behavioural difficulties. In a very small number of lessons a small number of pupils did not listen sufficiently carefully to instructions so that they were not

clear about the task set and became frustrated in not completing the task. When this occurred, learning was interrupted and progress slowed.

- 22 Behaviour in and around the school is very good. Pupils are polite and friendly. They are willing to engage adults in conversation. Pupils play very well together at breaks and lunchtimes. A particular feature of the school is the very good supportive relationships that exist between older pupils and younger ones. This was evident when an older boy helped a younger one use the climbing wall successfully. This behaviour is particularly notable as the outside play area is small for the numbers of pupils using it. In the dining room pupils behave very well, talking sensibly with friends and helping to clear away. No evidence of sexist or racist behaviour was seen.
- 23 The personal development of pupils of all abilities is good. Pupils have opportunities to take responsibility, in class, during assemblies and around the school. They also have the opportunity to serve as class representatives on the school council. They are very clear about the nature of these duties and take the responsibility entailed seriously. Pupils take a pride in the achievements of the council and have a clear agenda for the future. When they are given the chance, pupils enjoy taking responsibility for their own learning. In particular, they enjoy working in pairs and small groups and do so sensibly. However, opportunities for them to research and to work collaboratively on tasks are limited. Overall pupils do not have sufficient experience of working independently. In particular, the higher attaining pupils in Years 3 to 6 are not provided with enough challenging work that would help them develop independent skills in their learning.
- 24 Levels of attendance are satisfactory, being similar to those typically found in primary schools nationally. Levels of unauthorised absence are slightly lower than those seen in similar schools. Almost all pupils are punctual, and sessions and lessons begin on time. Pupils and parents are aware of the school's requirements in this area.
- 25 These judgements are similar to those reported in the last report. However, behaviour was a cause for concern when the present headteacher took up the post two years ago. Since then the school has worked hard and very successfully to address this and has achieved a marked improvement in the pupils' behaviour.

HOW WELL ARE PUPILS TAUGHT?

- 26 ***Overall, the teaching observed during the inspection was of a satisfactory standard. A significant proportion was good. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school.***
- 27 There are six classes in the school. One class provides education for reception children, four-year-olds. There is a class for Year 1 pupils and a separate class for Year 2 pupils. These two classes make up the Key Stage 1 provision. In Key Stage 2 there are three classes: a class for Year 3 and 4 pupils, a class for Year 4 and 5 pupils and a class for Year 5 and 6 pupils. Teachers teach their own class for all subjects.

- 28 During the inspection, 39 lessons or part lessons were observed. In total this amounted to just over 31 hours of teaching and learning. Teaching was judged to be very good in four lessons, good in 19 lessons, satisfactory in 13 and unsatisfactory in the remaining three. This is a similar picture to that reported following the last inspection, except that no unsatisfactory teaching was observed during that inspection.
- 29 Common strengths where teaching was at its best were:
- the high quality of the teachers' planning;
 - the way teachers used questions to help pupils develop their ideas;
 - the time teachers provided for pupils to reflect on answers and discuss ideas;
 - the teachers' high expectations about the progress pupils would make in the lesson;
 - the teachers' understanding and knowledge of the subject.
- 30 These strengths played a major part in the good progress made by the pupils.
- 31 Where the teaching was unsatisfactory, and in some lessons where teaching was judged as overall satisfactory, there were common weaknesses.
- Time was not used to best effect, with pupils sitting and listening to the teacher for too long. As a result the progress made in learning was only satisfactory.
 - The work given to pupils did not take account of their past learning. This often meant that higher-attaining pupils were not sufficiently challenged, and lower-attaining pupils needed too much detailed guidance from teachers or teaching assistants.
- 32 The contrast in teaching approach was evident in two science lessons seen. For example, in a Year 6 lesson where pupils were developing their understanding about the need to make more than one measurement when completing an investigation, the teacher ensured that pupils were fully engaged in the activity. He encouraged pupils to think about the difficulty that occurred when only one measurement was made, by using the work from a previous lesson. There was very clear progress in the pupils' understanding during the lesson. In comparison, in a Year 5 lesson where pupils were developing their understanding of the way materials can be used to insulate objects, too much time was taken by the teacher explaining what pupils were going to learn. The lesson did not go with a swing and pupils were kept sitting and listening to the teacher for too long before they were able to move on with the task set. A small number of pupils became restless and this slowed the progress made by all the pupils. The work did not take enough account of pupils' past learning and the higher attaining pupils were not challenged.
- 33 Very good teaching was characterised by the high quality of teachers' planning; this ensured that lessons had a clear focus and ideas were developed quickly. For example, in a Year 1 physical education lesson where pupils were developing a simple dance sequence, the pupils were given the opportunity to build their sequence in a carefully structured way. The teacher's enthusiasm for the work was quickly matched by the way the pupils responded. They made very good progress. By the end of the lesson all the pupils could relate their dance to the music provided; it was a pleasure to watch.

- 34 The quality of the teachers' planning was at times of a good standard even in lessons when the teaching was overall unsatisfactory. However, the planning was not consistently used to such good effect. For example, in a lesson where Year 5 pupils were develop in their understanding of personal and social education, the lesson went at a slow pace and too much time was spent talking about what pupils were going to learn. The same slow progress in teaching was observed in a number of lessons where teaching was judged to be satisfactory. In these lessons pupils did not make enough progress in their learning in the time provided.
- 35 Provision for pupils with special educational needs is good. Teaching assistants, especially those working closely with the pupils with statements of educational need, are clear about what pupil should learn. They intervene in an appropriate way when pupils become restless. As a result these pupils make good progress in their learning. Throughout the inspection there were many examples of both teaching assistants supporting and encouraging pupils so that barriers to learning were removed.
- 36 Teachers' mark pupils' books regularly, often the marking is no more than a tick. There are few examples of teachers' comments that would help pupils understand how they could improve their work. Where comments do occur they are often about the untidy nature of the work and do not comment on the particular subject being marked. As a result, pupils are not provided with clear guidance about their understanding of the different subjects in the school's curriculum. Although subject leaders are starting to collect assessment data across the school, the information is not being analysed and then used sufficiently to help staff plan lessons that build on pupils' past learning. As a result pupils, in particular the highest attaining group, are not sufficiently challenged in lessons.
- 37 ***Teaching in the reception class was good.***
- 38 Six sessions were observed in the reception class. Teaching was judged to be very good in two sessions, good in two sessions and satisfactory in two sessions.
- 39 The planning for lessons was very detailed and provided a clear picture of the way children's learning would progress. In all the lessons the teacher and teaching assistant were very clear about their complementary roles and they supported each other very effectively. The teacher's questions enabled children to respond with their own suggestions. In all the sessions observed the teacher insisted that children listened with care to instructions. This approach is giving children the necessary disciplines that will enable them to cope with the more formal learning in the Year 1 class.
- 40 ***In the Year 1 and 2 classes teaching was good, overall.***
- 41 Fourteen lessons were observed in the two classes. Teaching was very good in one lesson, good in eleven lessons and satisfactory in the remaining two lessons. The very good teaching occurred in the Year 1 class. Good teaching was observed in both classes.
- 42 The very good teaching occurred in a physical education lesson where pupils were creating

a simple dance routine. Good teaching occurred in a range of subjects, including those where pupils were developing their skills in literacy and numeracy. In these lessons the teachers used very effective questioning techniques to help pupils develop their skills and understanding of the work set. For example, in a Year 2 history lesson where pupils were exploring the life of Florence Nightingale, the teacher's questions helped pupils understand the difficult Florence had in persuading her parents that she wanted to be a nurse. The teacher made effective use of simple role-play to illuminate the issue. By the end of the lesson the pupils had developed a good understanding of the work of nurses in difficult conditions.

- 43 The satisfactory teaching occurred in Year 2 English lessons where pupils were developing their literacy skills. The lessons did not provide enough opportunity for pupils of differing levels of attainment to make maximum progress. The progress made by pupils was satisfactory overall.
- 44 ***In the Years 3 to 6 classes teaching was satisfactory, overall.***
- 45 Nineteen lessons were observed in the three classes. Very good teaching was observed in one lesson, good teaching in six lessons, satisfactory teaching in nine lessons and unsatisfactory teaching in the remaining three lessons.
- 46 Very good teaching occurred in a lesson where Year 6 pupils were being taught science. In this lesson the teacher used every opportunity to help pupils evaluate and develop their own learning. For example, he used effective questions to ensure that pupils understood the need to keep certain aspects of their investigation constant. The pupils responded well to this approach and were clear about the way an investigation should be constructed.
- 47 Good teaching was observed in lessons where pupils were developing their skills and understanding in mathematics, ICT, physical education and history. Careful preparation of resources enabled pupils of all stages of development to be successfully challenged. Well focused questioning by the teacher reinforced the ideas that were being developed. For example, in a Year 6/5 mathematics lesson where pupils were exploring different strategies to add numbers, white boards were used to good effect to check that individual pupils were getting the correct answer. In addition, the teacher used a range of questions to make sure that pupils could see how the new learning related to past work. By the end of the lesson there were clear gains in the pupils' understanding of the different strategies for adding numbers.
- 48 In the three lessons where teaching was unsatisfactory the lesson did not go with the necessary swing. Too much of the time was taken by the teacher explaining what the pupils were going to learn. As a result, pupils were not provided with the necessary time to complete tasks. The same weakness in teaching was evidence in a number of lessons where teaching was judged to be satisfactory overall.
- 49 ***The teaching observed in English was satisfactory.***

- 50 Nine lessons were observed. Teaching was good in two lessons, satisfactory in six lessons and unsatisfactory in the remaining one lesson. The good teaching was characterised by the way teachers used the national guidance for literacy to provide a structure to the lesson, without being totally dogmatic about time slots. For example, Year 1 pupils were exploring the story of *'The Three Billy Goats Gruff'* to help them explore words that ended in *ff*. Time was well used and pupils were expected to work at a good pace. By the end of the lesson all pupils had completed the different tasks they had been set; they had made good progress. In the many lessons where teaching was satisfactory, the pace at which work was completed was slower than it might have been, and pupils made only satisfactory progress in learning.
- 51 ***The teaching observed in mathematics was good.***
- 52 Six lessons were observed. Teaching was good in five lessons and satisfactory in the remaining lesson. Good teaching was observed in both key stages. Lessons were well planned and made very effective use of the nationally provided advice and guidance given for numeracy. Teachers used good techniques to ensure that pupils could explain the way they had arrived at answers. As a result, an aspect of mathematics that can be relatively mundane was invigorated. Pupils learnt at a good rate.
- 53 ***Overall, in all the other subjects of the curriculum, the teaching observed was judged to be satisfactory. Teaching ranged from very good to unsatisfactory. Very good teaching was observed in a science and a physical education lesson. Unsatisfactory teaching was observed in a science lesson and a personal and social education lesson.***
- 54 Three science lessons were observed. Teaching was very good in one lesson, satisfactory in the second and unsatisfactory in the third. The important difference between the very good teaching and the unsatisfactory teaching was the speed at which the lesson developed.
- 55 Good teaching was observed in a number of other subjects including physical education, ICT, history and design and technology. In all these lessons the teachers' planning was detailed and the planning was used to good effect to enable the lesson to proceed at a swift pace. By the end of the lesson it was clear that pupils had made good progress in their learning.
- 56 An examination of pupils' books in the range of subjects showed that work was marked on a regular basis. Too often the work was just 'ticked', there was little or no evidence to show that pupils were being given constructive advice about their work so that they would know how to improve their next piece of work.
- 57 ***The progress made by pupils as they move through the school is at least satisfactory and at times good.***
- 58 Children make good progress in the reception class, so that they enter the Year 1 class with standards that are close to those found nationally for the age group. In the Year 1 and 2

classes the rate of progress is maintained. Inspection evidence indicates that many of the Year 2 pupils are on track to attain the nationally expected Level 2 in the national tests.

- 59 Progress in the Year 3 to 6 classes is satisfactory. The results from the 2002 national test for eleven-year-olds indicate that this group of pupils made better progress than could have been expected from low levels of attainment at age seven years.
- 60 The differing rates of progress made by pupils is largely a reflection of the varying quality of teaching in the different year groups, with the teaching for the younger pupils being generally of a higher quality than that for the older pupils. In 11 of the 13 lessons observed in the Year 1 and 2 classes pupils were judged to have made at least good progress. On the other hand, in only five of the 19 lessons observed in the Years 3 to 6 classes was progress judged to be good. It was satisfactory in 12 of the remaining lessons and unsatisfactory in two. Inspection evidence, in particular an examination of the pupils' books, indicates that over the longer period of time the progress made by pupils shows a similar pattern.
- 61 Pupils who have been identified as having special educational needs make good progress as they move through the school. Pupils are very well supported by enthusiastic and caring teaching assistants. In the best lessons, pupils are provided with structured opportunities that enable them to build on their past learning. Although higher attaining pupils make satisfactory progress in lessons, their progress is too often limited as they are expected to complete work that is too easy before they can move on to the more challenging tasks that extend their learning.
- 62 Overall, these judgements are similar to those reported following the last inspection. However, no unsatisfactory teaching was reported from that inspection.

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

- 63 *The curriculum provided by the school is satisfactory, overall. It is broad, balanced and relevant to the needs of the pupils. The work set for pupils is not always sufficiently matched to their abilities. There is a very good range of out-of-school clubs and activities, which support and enhance pupils' achievement. The school has appropriately prioritised the development of basic skills in literacy and numeracy. Provision for pupils with special educational needs is good. The time allocated to teaching is appropriate. All the statutory requirements for the curriculum are fulfilled.*
- 64 The curriculum for three to five-year-olds is satisfactory and meets the requirements of the national guidance for this age group. The school is providing the youngest children with a stimulating set of experiences. Work in this class is carefully planned and makes good use of the nationally set out programme of work for young children. The planning uses the guidance to provide learning in small but accessible steps. As a result, children make good progress and, by the end of the Foundation Stage, their attainment is in line with the expectations for their age.

- 65 The school has recognised the need to prioritise the teaching of basic skills in literacy and numeracy. For example, they have adjusted the timetable in order that pupils can concentrate on developing reading skills and numeracy skills. The skills are taught within regular, focused lessons. Approaches for teaching the basic skills in literacy are satisfactory, whilst those for teaching numeracy are good.
- 66 Overall, teachers' planning takes satisfactory account of the guidance offered in the National Literacy and Numeracy Strategies. In numeracy, throughout the school, and in literacy in the Year 1 and 2 classes, the planning makes a satisfactory impact on teaching and learning. In the Year 3 to 6 classes, planning in literacy is less effective because activities are not always well matched to the needs of the pupils. As a result, more able pupils are insufficiently challenged and the pace of some lessons is too slow.
- 67 The school has satisfactory policies that cover most subjects and aspects of the curriculum, including religious education, sex education, drug education, citizenship, race relations and personal, social and health education. This is an improvement since the last inspection, when many documents were not in place. A number of the new policies have yet to be ratified by governors. Some of the long-established policies need to be systematically reviewed and updated. In most subjects, the school has made suitable use of national guidance to write schemes of work. This has provided an appropriate interim framework for teaching and learning. However, the school has identified the need to evaluate this guidance to meet more fully the particular needs of pupils in Weeth primary school. Subject co-ordinators need to be more fully involved in this evaluation.
- 68 Teachers look for links across subjects and they are keen to develop pupils' language skills across the curriculum. Currently, pupils have individual target books that identify key literacy and numeracy skills that they should be aiming to use in their work. These act as a reminder when pupils are working in other subjects. For example, when pupils in Year 2 were recording their thoughts in history, they were aware of their literacy targets and were able to discuss how they would try and apply them to their work.
- 69 The school is effectively implementing the new Code of Practice for special educational needs. The provision for pupils who have special educational needs, including those with statements, is good. The newly appointed special educational needs co-ordinator provides good leadership and works in close partnership with outside agencies. Pupils have a broad range of needs within the school. This reflects the inclusive ethos of the school. The individual education plans for pupils with special educational needs are used well to plan, monitor and evaluate the progress pupils make.
- 70 Teachers plan individual tasks for pupils who have special educational needs and they provide briefing notes for the teaching assistants, who give good support. For example, teaching assistants were observed managing the challenging behaviour of individual pupils very effectively in lessons. This enabled these pupils to fully participate in all areas of the curriculum, alongside their classmates. Overall, pupils who have special educational needs make good progress. This reflects the findings of the previous inspection.

- 71 The school offers a very good range of out of school activities that have a very positive impact on pupils' development. The range has increased since the last inspection and this is a strength of the school. Activities include a French club, guitar, netball, football, art, computer and pottery clubs. In addition, there is tuition provided for the violin and the keyboard. There is a 'Breakfast Club' each morning, which enables those pupils who arrive at school early to relax with their friends before school. Pupils clearly gain from these experiences and examples of the work produced in some of the clubs are well displayed around the school. In the pottery club, a group of boys and girls were making pencil holders with great enthusiasm. Similarly, in country dancing, pupils enjoyed the music, showing lively positive attitudes and a good spirit. Pupils from the guitar club and those who have violin and keyboard tuition demonstrate their developing skills for the school. For example, they played for parents during the last Christmas concert.
- 72 Good use is made of the local environment to support learning. For example, a visit to Camborne Church was used to inspire painting in art. Children in the Foundation Stage made a visit to the fire station to extend their knowledge and understanding of the world. Residential visits are well used. They are built into the annual programme and make a significant contribution to both the intellectual and social development of pupils. Some older pupils have the opportunity to attend the Bishop's Forum centre where they take part in a range of physical activities such as canoeing and abseiling.
- 73 Satisfactory provision is made for pupils' personal, social and health education. The school raises the awareness of health issues and promotes healthy eating. Personal and social education, through 'circle time', is included regularly in the timetable across the school. However, as yet, there is no whole school scheme of work upon which teachers can base their planning. As a result, there is no real sense of systematic development in the pupils' awareness as pupils move through the school.
- 74 A good and effective school council has been established and is beginning to provide pupils with a real opportunity to contribute to the decision-making process in school. Council members take their role very seriously and are clear that they represent the views of their class. Elections were held in each class and pupils had to make a speech to their classmates. The impact of the council was seen recently through pupils' achievements in securing football goals and play equipment on the playground and the provision of drinks in cartons at the tuckshop. Council members feed back information to the whole school during assembly time and have plans to develop an internal 'radio station' in the future.
- 75 The local community makes a satisfactory contribution to pupils' learning. Pupils have developed links with senior citizens through their studies in history and have displayed their musical skills by performing a concert for them. There are various visitors who come to the school to support collective worship. The school has good links with the local 'beacon' school, which supports a smoother transition for Year 6 pupils as they move to secondary education. There have been other visitors who have supported curricular development, for example, a parent, who is a felt-maker, came in to make felt wall hanging with Foundation Stage children. For the youngest pupils, a small number of parents support learning in the

classroom. Where this was observed, they gave good support to individual pupils and small groups.

- 76 ***Provision for pupils' spiritual, moral, social and cultural development is satisfactory.***
- 77 The school provides a caring ethos that allows pupils to grow and which values individual strengths and differences. Evidence of this is seen in the way pupils with special educational needs are integrated into the life of the school and are enabled to take part in all its activities.
- 78 Pupils' spiritual development is satisfactory. Assemblies and acts of worship are appropriately planned and meet statutory requirements. Representatives from local churches and charitable organisations have come to the school to talk to pupils during collective worship. Where observed, they provide valuable opportunities for pupils to pray and reflect on personal thoughts and beliefs. The school is raising pupils' awareness of the world around them, and informally encouraging a sense of wonder at what they find. There are some good examples of observational drawings of driftwood and large stones. Pupils in Year 1 and 2 are growing broad beans and closely recording their growth in 'bean diaries'.
- 79 The school makes good provision for pupils' moral development. Pupils have a good sense of right and wrong. Older pupils are encouraged to develop their skills of debate. For example, when Years 5 and 6 pupils were asked to put the moral arguments for and against having animals in zoos, they showed clarity of thought which reflected the breadth of the issue from different viewpoints. Pupils are able to think through the consequences of their own and others' actions very well. As a result they are very considerate towards each other both in classrooms and in the playground. Older pupils feel strongly that they look after younger pupils.
- 80 There is good provision for the pupils' social development. The new school council provides good opportunities to develop pupils' sense of responsibility. Teachers expect pupils to get on well in group and class activities. As a result, the minority of pupils whose behaviour may be challenging are not allowed to disrupt the flow of the lesson. For example, in a group activity, one individual had difficulty settling down and kept trying to talk to other members of his group who were busy working. These pupils firmly ignored him until he decided to work. Relationships in lessons are very good. Pupils respond very positively to each other and to their teachers. This is strength of the provision. This leads to a very positive but purposeful working atmosphere.
- 81 Opportunities for cultural development are satisfactory. Within the curriculum, there are opportunities for pupils to learn about their own culture in a range of subjects. In geography, the youngest pupils learn about the immediate area, whilst older pupils develop their knowledge and understanding of the wider world. In history, they study the legacy of the Victorian era on the life and traditions in this country. In religious education, they explore Christianity and the values and beliefs of other cultures. The extra-curricular French club raises pupils' awareness of European culture. Through the multi-cultural 'Caribbean' week, there were good opportunities for pupils to listen to West Indian and African music

and play percussion instruments along to the drums. In addition, they sang along, echoing the phrasing of the leader. Pupils had the opportunity to sample, and evaluate, African food in one lesson. The use of multi-cultural texts and the provision of play equipment and artefacts are more limited. A good range of music is played in assembly, including classical and jazz music.

- 82 These judgements reflect the way the context of the school has changed since the last inspection. The school has assessed, evaluated and improved provision over the last two years and has sound plans for further improvement.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 83 *Overall the school provides a good level of care for its pupils. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessment are satisfactory, overall. Teachers do not, however, make sufficient use of the information gained from assessments when planning the next stage of learning for pupils.*

- 84 The arrangements for ensuring the welfare of pupils are good. The very good quality of relationships throughout the school helps to ensure that all members of staff know the pupils well. This promotes a high standard of care for every pupil. Appropriate policies are in place to promote race equality and to ensure that all pupils have equality of access to all the activities provided by the school. Activities occur in an atmosphere free from bullying and other forms of harassment. The governors are aware of the need to provide access for all pupils and are currently considering provision of wheelchair access to the Year 6 classroom.

- 85 The procedures for child protection are good. The deputy headteacher is the designated person responsible and she has received appropriate training; this is regularly updated. The school has a second teacher who is fully trained in child protection. The school's health and safety policy is thorough. Teachers pay good attention to health and safety issues in lessons and when pupils go on school visits. Regular checks relating to health and safety matters are carried out. Any concerns are acted upon quickly. There are regular fire drills when equipment is tested. Good procedures are in place for any pupil who becomes ill in school. There is a clear policy for the use of medicines in school. First aid is well organised. The school does have a separate medical room, and pupils who are unwell during the school day receive good care. There is a clear policy, and set of procedures, to protect pupils when using the Internet to gain information.

- 86 Throughout the school there is good support for pupils with special educational needs. Their needs are identified at an early stage and appropriate individual support provided. Individual education plans are clear and well focused so that pupils are able to make good progress. Teaching assistants, who are well deployed, provide sensitive help in the classroom for this group of pupils. The school makes good use of a wide range of outside agencies to meet the needs of individual pupils.

- 87 The school has good systems in place to encourage high quality behaviour from the pupils. It promotes a positive approach to behaviour, encouraging and rewarding success. The

result is that behaviour in and around the school and in lessons is very good. All staff use the system of sanctions in a consistent way. Teachers ensure that pupils of all ages understand what is expected of them and help them to take responsibility for their own behaviour. The recently revised policy and positive approach taken by the school over bullying have significantly reduced its incidence. There is no evidence to indicate that there is any sexism or racism in the school.

- 88 Good policies and procedures are in place to monitor and promote the pupils' personal development. However, the programme of personal, social and health education is not fully developed and formalised on paper, so that the school cannot ensure that all pupils have access to the full range of information intended. Pupils' experiences are enhanced by opportunities to take part in educational visits, including attending residential visits. Pupils have a range of opportunities to take responsibility around the school, especially those in Year 6 who take turns to staff the office during lunchtimes. The school council meets regularly with the headteacher to discuss matters that have been raised during discussions within classes. The council has achieved a number of improvements, such as the provision of play equipment for use at breaks and lunchtime. A range of improvements to the outside facilities and environment are currently under consideration.
- 89 The school's arrangements for recording and promoting attendance are successful. Registers are maintained efficiently and action taken promptly to follow up any unexplained absence. If necessary the education welfare service is involved to follow up any cases of concern. Parents are aware of the school requirements to report any absence and most comply. The school has levels of attendance that are broadly in line with the national average but levels of unauthorised absence are lower than typically found in primary schools.
- 90 The school has started to analyse the data from national assessment tests to set targets for pupils to improve particular aspects of their work. However, the data collected from marking pupils' work and from their test results is not being used in a consistent way, across the school, to plan teaching and learning. As a result, pupils are too often asked to complete work that does not build on their past learning. For example, in many of the mathematics lessons observed during the inspection all pupils were given the same problems to solve. When the higher attaining pupils completed these quickly they were given harder problems. There was no need for this group of pupils to be given the first set of problems. Although teachers mark work regularly, there are very few teacher comments that would help pupils understand how they could improve their work. A satisfactory start has been made in recording the individual results of pupils in a range of tests. However, all the available data is not being used, in a consistent way, to set targets for pupils' learning.
- 91 Overall, these judgements are similar to those reported following the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 92 *Arrangements for the induction of pupils are good, and parents are fully involved in this process. The prospectus provides parents with a wide range of useful information about the school and its organisation. It is clearly written and meets all the necessary statutory requirements. The annual governors' report to parents*

meets all the requirements and it is also well produced. Information is presented in an easily accessible way and provides a clear picture of the school's life and work. A good quality school newsletter is produced weekly. As well as routine administrative matters, it contains a wide range of information about forthcoming school events and celebrates pupils' achievements.

- 93 The quality of annual written reports to parents about their children's progress and attainment is good overall; they meet requirements. Reports in English, mathematics and science provide clear information about attainment, attitude and enjoyment as well as commenting on progress. In the other subjects, reports do not refer sufficiently to the progress made by pupils, but they are clear about attainment. Reports show that teachers know their pupils very well. Information about personal development and attendance is included. Parents have the opportunity to discuss their child's progress with his or her teacher in the autumn and spring terms and after the reports are issued in the summer. Those parents who do not attend the meetings are contacted by letter or telephone.
- 94 The parents who returned the questionnaire or attended the parents' meeting were supportive of the school. Parents are very clear that children enjoy life in school and that they are encouraged to work hard. They view teachers as being approachable and make time to talk to parents. Parents believe that the school helps their children to understand the difference between right and wrong and that it achieves good standards of behaviour. They have no concerns about bullying and are confident that their children are well cared for at school. Parents judge the headteacher to be a good leader.
- 95 Most parents consider staff to be approachable and many take the opportunity to discuss matters on an informal basis at the start and end of the school day. Parents of pupils with special educational needs are now involved in reviews of their children's progress. They are offered advice as to how their children can be supported to make further progress. Parents of pupils with statements of special educational needs are also fully involved in formal reviews of progress. A small number of parents feel that they are not well informed about the progress their child is making and a few state that the school does not work closely with them.
- 96 The school has recently produced a clear policy for homework; it is about to be presented to the governing body. Whilst parents are generally satisfied as to the amount of homework set for pupils, a small minority commented that it was not always set consistently. Reading records show that pupils in all years take books home regularly and parents also comment regularly. However, the reading records are more effectively used in Years 1 and 2 than in Years 3 to 6. Inspection evidence also shows that there is some inconsistency in the way homework is set and marked.
- 97 The school produces a leaflet about the curriculum for each class, every term, so that parents know what their child will be learning and are able to help, for example by providing resources for topic work.

- 98 The school receives good support from parents. A number of parents help in the classrooms in Year 1 and 2 classes. They are well supported and informed about the lessons so that they make a valuable contribution. Parents also support staff on educational visits and by providing resources for art and design and technology work. The home school agreement is being reviewed and revised to reflect the school's commitment to involving all parents in a closer partnership with the school.
- 99 This aspect of the school's work has seen a continuation of the standards noted in the previous inspection report. Inspection evidence does not support the view of the small number of parents who considered that the school did not keep them well informed about their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 100 ***Overall, the leadership and management of the school are satisfactory. The headteacher, staff and governors are working well together to develop the school following a difficult period in the school's overall management and leadership.***
- 101 In the period since the last inspection, the school has experienced a disrupted period in its management and leadership. The previous headteacher retired after illness, and there were three acting headteachers. This led to low staff morale and the school losing a sense of direction.
- 102 The present headteacher, who has been in post since May 2001, provides the school with good and effective leadership. He is well respected by staff and governors. Both groups consider that there has been a significant improvement in the life of the school since his appointment. In the two years he has been in post he has introduced a number of initiatives that have helped raise morale and provided staff with a sense of purpose. As a result the school now has a clear sense of direction and is well placed to improve, and to raise pupils' standards of attainment to higher levels. The headteacher is well supported by a hard working deputy headteacher and staff. Together they are clear about the school's main strengths and weaknesses. They understand the actions that need to be taken to further improve the educational provision. Several initiatives have been launched, and these have been managed satisfactorily. Although some thought has been given to ways in which the initiatives link together, not enough attention is given to prioritising initiatives so that they are focused on raising standards.
- 103 Subject co-ordinators provide satisfactory leadership and management of their subjects. They have a delegated role and are playing an increasingly important part in the management of the school. They take their responsibilities seriously. The National Literacy and Numeracy Strategies are firmly in place within the school curriculum. The successful delivery of these strategies is having a positive impact on pupils' attainment. The role of subject co-ordinators has been developed in the last two years, and although progress has been made in the way different subjects are now lead, the co-ordinators are not yet fully engaged in helping to raise standards in different subjects. For example, there is no regular clear analysis of work in the pupils' books that would enable staff to see how learning

develops as pupils move through the school. Although subject co-ordinators have a clearly delegated role, there is no clear structure that enables the headteacher to evaluate the work of the different members of staff.

- 104 There is a shared commitment to improvement within the school. The chairman of the governing body together with the governing body provides purposeful leadership. Some governors are linked to specific curriculum areas. Link governors visit school and consult closely with co-ordinators, reporting back to the governing body with their findings. Governors have the full range of committees that deal with grounds and buildings, health and safety, curriculum, finance and personnel. The committee structure is both efficient and effective.
- 105 The governing body has a satisfactory understanding of the school's main strengths and weaknesses. In partnership with the headteacher and staff, governors have recently completed a very clear and comprehensive plan for school improvement (School Development Plan or SDP). The plan was written as the result of governors and staff spending a day deciding on what needed to be done to raise standards in the school. Governors are aware of, and are beginning to use, the principles of best value to evaluate the work of the school.
- 106 The governing body complies fully with statutory requirements. For example, the school is implementing the required processes for performance management, and annual performance targets are set for the headteacher and teaching staff.
- 107 The school has made a satisfactory start in designing a self-evaluation programme. This includes analysis of test data, the scrutiny of pupils' books, teachers' planning records and lesson observations. Priority has been given to evaluating work in English, mathematics and science, and improvements have occurred in these subjects. At the time of the inspection, the data collected from the different monitoring exercises was not being evaluated in a systematic way. As a result, the impact of the monitoring on raising the standards attained by pupils is limited.
- 108 The co-ordinator for special educational needs, appointed to the school in September 2003, is providing good leadership. She works closely with staff to ensure that this group of pupils is safe, secure and progressing well. The area of special educational needs has a high profile in the school. The school has pupils with a wide range of special educational needs and the co-ordinator has worked hard to ensure that they are catered for as effectively as possible. Currently, much of the co-ordinator's work with pupils is undertaken away from the pupils' classrooms. It is not clear how this work relates closely to work in the classroom. More effective support would be provided if the co-ordinator worked alongside the class teacher. The co-ordinator is employed for the equivalent of one day a week. With the relatively large proportion of special educational needs pupils in the school, this is too little.
- 109 The new government requirements for pupils with special educational needs are being implemented. The governing body has agreed a whole-school approach to special

educational needs and to the Disability Act, and training and development of aspects of the curriculum are fully integrated into the school improvement plan.

- 110 Good use is made of income that is designated for a particular purpose. In particular, the money identified to support pupils with special educational needs is well targeted. Other specific grants have been used effectively, particularly those relating to staff professional development and the implementation of the national strategies for literacy and numeracy.
- 111 Good systems are in place for the administration and day-to-day management of the school's financial affairs. The school secretary is very effective and has access to an appropriate range of technology to support her work.
- 112 All statutory systems pertaining to the performance management of the headteacher and teachers are in place. Financial control of the budget by the governors is effective and the principles of best value are applied to financial decisions.
- 113 ***Teaching staff have a good range of qualifications and experience. The quality and size of the accommodation are satisfactory. Generally, learning resources are satisfactory in terms of their range and quality.***
- 114 Staff are hard working and generous with their time. They have good access to professional development opportunities, including support from the Local Education Authority's inspectors and advisory teachers.
- 115 The school accommodation is well maintained. Attractive displays of pupils' work enhance the school environment. Classrooms are generally of a good size. However, the temporary accommodation used by the Year 6 pupils is too small and restricts the activities that can be undertaken. The hall is used effectively; a good range of physical education equipment is a feature of the hall.
- 116 During the week of the inspection, the cleaners kept the building very clean and the site free from litter. The governors have been active in keeping the building well maintained. Governors have all aspects of health and safety procedures in place.
- 117 The school's learning resources are satisfactory across the curriculum. Resources are used well in lessons. The recently developed suite of laptop computers provides pupils with good opportunities to develop their computer skills. The school library does not provide pupils with sufficient opportunities to carry out their own research; it is limited in its impact on teaching and learning.
- 118 The last inspection judged the schools' leadership and management to be good. The difficulties the school has experienced since that inspection have meant that the leadership and management have not developed. However, under the careful guidance of the new headteacher there is evidence to indicate that improvements are now occurring.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

119 The school governors, in conjunction with the headteacher and staff, should take the following actions to raise standards in the school.

- (1) Raise standards in pupils' English, particular in writing, by:
 - reviewing the way the time given to developing the pupils' writing skills is being used;
 - ensuring that as skills are developed pupils are provided with opportunities to use the skills in different contexts;
 - providing staff with the opportunity to review the way that pupils' writing is developing so that further improvements become integrated into the process;
 - broadening the strategies used by pupils in developing all aspects of reading.
- (2) Provide work for individual pupils that is more consistently matched to their differing levels of attainment by:
 - using assessment data more effectively, to establish the present level of attainment of individual pupils;
 - designing learning opportunities that take pupils onto the next stage of learning from this established position;
 - ensuring that the work provided for the highest attaining pupils always provides them with the necessary level of challenge.
- (3) Develop a clear and consistent approach to marking pupils' work by:
 - reviewing the school's assessment and recording practices;
 - developing and agreeing a clear approach to marking pupils' work that is used in a consistent way in all classes;
 - ensuring that teachers' marking comments relate to the purpose of the lessons and identifies how work can be improved;
 - reviewing, on a regular basis, a sample of pupils' work to monitor and evaluate the use of the new procedures.
- (4) Further develop the role of subject co-ordinators by:
 - providing training that gives co-ordinators an enhanced understanding of their role;
 - developing the monitoring role of co-ordinators so that they use the data available to evaluate the school's overall performance in the different subjects of the curriculum.

The school has identified all the issues in its development plan.

(Further reference to the above issues can be found in paragraph numbers 1, 8, 9, 12, 13, 14, 15, 16, 23, 31, 32, 36, 43, 48, 50, 56, 61, 66, 67, 83, 90, 102, 103, 107, 155, 156, 161, 163, 164, 168, 171, 172, 176, 181, 183, 191, 193, 194, 197, 205, 216, 219, 220, 233, 242, 252, 254, 255, 261, 269, 278, 285, 308)

In addition the governors need to take the appropriate actions to address the following more minor issues:

- review the arrangements for the admission of part-time pupils to the foundation stage, so that these arrangements provide staff with the minimum amount of difficulty when planning the provision;
- ensure that lessons start promptly.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	19	13	3	0	0
Percentage	0	10	49	33	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	170
Number of full-time pupils known to be eligible for free school meals	n/a	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	9
Number of pupils on the school's special educational needs register	n/a	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	13

Attendance

Authorised absence

	%
School data	6.1
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.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	11	10	10
	Total	22	22	21
Percentage of pupils at NC level 2 or above	School	81 (87)	81 (83)	78 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	11
	Girls	11	11	8
	Total	23	24	19
Percentage of pupils at NC level 2 or above	School	85 (80)	89 (87)	70 (73)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	17	16
Percentage of pupils at NC level 4 or above	School	48 (61)	63 (48)	59 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	13	18
Percentage of pupils at NC level 4 or above	School	56 (70)	48 (70)	67 (91)
	National	73 (72)	74 (74)	82 (82)

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

* The results show that less than ten boys or ten girls achieved Level 4 at Key Stage 2. Therefore, because of this only the total number of pupils achieving Level 4 are shown in the tables.

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	164	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	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	3	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)	7.5
Number of pupils per qualified teacher	22.6
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	219

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	374735
Total expenditure	404666
Expenditure per pupil	2312
Balance brought forward from previous year	61571
Balance carried forward to next year	31640

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	1.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
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

175

Number of questionnaires returned

32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	6	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	41	38	16	3	3
My child gets the right amount of work to do at home.	22	59	19	0	0
The teaching is good.	50	47	0	3	0
I am kept well informed about how my child is getting on.	31	41	25	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	16	22	3	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	28	47	16	9	0
The school is well led and managed.	31	59	9	0	0
The school is helping my child become mature and responsible.	55	35	10	0	0
The school provides an interesting range of activities outside lessons.	31	53	12	0	3

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

- 120 *The provision made for children in the reception class (Foundation Stage) is good. Children are on course to achieve the expected levels for five-year-olds, in the six areas of learning identified in the national guidance. These judgements are similar to those made at the time of the last inspection.*
- 121 Children start as full-time members in the reception class in three groups with entry in September, January and April. Before attending full-time, they attend part-time for two terms, some in the morning and some in the afternoon. This arrangement, whilst beneficial to the children, does present some administrative and planning challenges for staff. At the time of the inspection there were twenty full-time and eleven part-time children in the class. Additional part-time children will join the group in the summer term. The close links being developed with the local nursery provision, attended by many of the children, enable them to settle well as part-time children. The school also has good links with parents; home visits are undertaken prior to children starting school.
- 122 Teaching in the Foundation Stage is good overall. The teacher's work with children is based on thorough and detailed plans, this good use of the national guidance for the age group. The teacher takes good account of the need to prepare the children for the expectations of the literacy and numeracy strategies, when they move into Year 1. At the same time, the teacher's planning takes full account of the very youngest children. This approach is most effective when children work in small groups. In session where the teaching was less successful, the teacher over-directed much of the work. Children were not given enough opportunity to take responsibility for their learning.
- 123 The children are assessed on entry to school as part-time children, using Cornwall's Baseline Assessment scheme. Assessment information is regularly updated. Parents are involved in these assessments. Results from these assessments show that overall, the children enter school with levels of attainment below those found nationally.
- 124 The support given by the teaching assistants is good and they contribute to the assessment of children's progress. The staff work effectively as a team and support one another.

Personal, social and emotional development

- 125 In this area of learning the teaching is very good. The adults foster the children's personal, social and emotional development at every opportunity. They interact and intervene in the learning; this approach has a positive impact. The routines of the classroom are well established. The adults working with the children have clear expectations of behaviour and children are aware of these. The children are given a lot of positive reinforcement and encouragement. They are treated with care and sensitivity so that they develop the confidence to seek help and support, as they need it. Children with special educational

needs are well supported both individually and in group situations. Teaching assistants give prompts and reminders that enable children to participate fully in the activity.

- 126 Inspection evidence shows that children are on track to achieve the expected standard, for children of this age, by the end of the Foundation Stage. During the inspection the children demonstrated very positive attitudes to learning. Relationships were very good. They are keen and eager to learn and enjoy their learning. Many initiate conversations with adults.
- 127 Many children demonstrate good levels of involvement in their activities. For example, when creating a collage of different textures. The older children co-operate well with the younger part-time children who attend in the afternoon.
- 128 The children 'sign in' for snack time. They are encouraged to make independent choices and talk to other children at the table. Most of the children dress and undress independently and show good levels of independence when using resources, for example, when using materials and tools for printing. Children are very good at clearing away after activities.

Communication, language and literacy

- 129 Teaching in this area of learning is good. The teacher provides a stimulating classroom environment that promotes language and literacy development. The teacher's careful planning ensures that all aspects of children's development in this area of learning are fostered. Basic skills are well taught through a range of activities. For example, the teacher used puppets to play a game that helped children identify the final sound in a word. The staff take every opportunity to develop the children's speaking and listening skills which are below average on entry to school. Children's contributions are valued and they quickly gain the confidence to speak out in a large group. The children who had attended Breakfast Club were keen to share their experiences with the whole class.
- 130 Children make good progress. They enjoy listening to stories in groups and individually. The older children are learning to recognise key words and many are able to build up simple three-letter words using their phonic knowledge. A lower-attaining child was able to read many simple common words in a reading book. Others are developing greater fluency in reading more demanding books. Many of the older children are able to identify the final sound in a word and find the letters to represent the sound, for example, finding *ck*, *ss*, *sh* and *ch* sounds in words. The children could sequence the story of the '*Fire Hunt*' which they had developed from the more familiar '*Bear Hunt*'; they were able to talk about what has happened in the story and to make predictions about the end of the story.
- 131 Children are beginning to write independently and are encouraged in their early attempts to write. The higher-attaining pupils are able to make good attempts at independent writing and spell words phonetically. In a shared writing session, higher-attaining children were able to discriminate between speech bubbles and thought bubbles. They were able to make suggestions about what the animals might say or be thinking. The lower-attaining children wrote animal noises in their speech bubbles. The teacher modelled writing well with the use of a storyboard and the children made positive contributions to the text being composed.

Resources are used well to support the development of good letter formation. Lower-attaining children, including some with special educational needs, used a table-top sand-tray to form letter shapes; others used white boards. They are all able to form large letter shapes in the air using big arm movements.

- 132 Activities are most effective in promoting learning when they are closely matched to the children's needs. The teaching assistants give good support to this area of children's development.

Mathematical development

- 133 Satisfactory teaching was observed in this area of children's development. The teacher used a wide range of opportunities to reinforce number skills, including counting children, shopping, games outside and rhymes and songs. The classroom has an appropriate range of resources to support mathematical development. Higher-attaining children were able to extend an activity, which was initially led by the teacher, by adding 'more seats to the bus' and matching the numbers up to 20. Many demonstrated their ability to count beyond 20 and some children were able to recognise numbers to 20. When six passengers were on the bus most children were able to say that one more was needed to make seven and some knew that two more were needed to make nine. This activity was too difficult for many of the youngest children; they would have benefited from an alternative, less demanding activity. The staff use mathematical language well and the purpose of the learning is always shared with the children.
- 134 Most children are on track to achieve the nationally expected standard by the end of the Foundation Stage. Children make at least satisfactory progress in relation to their mathematical attainment on entry to school.
- 135 Children have a good understanding of important mathematical language. For example, when using shape tiles a group of children were able to identify and name triangles, squares, rectangles, and 'half a circle'. Opportunities are created to make children aware of the use of mathematical ideas in everyday situations. For example, in the shop they had a purse of coins and a till which they used to make purchases.

Knowledge and understanding of the world

- 136 Teaching in this area of the children's development is satisfactory.
- 137 The majority of children are on course to attain the expected standard for this area of their development by the end of the Foundation Stage. Overall, they make satisfactory progress in relation to their attainment on entry.
- 138 Children are encouraged to explore the local area and can talk about their visit to the fire station. One child explained where the fire station is situated in relation to her home. The children took photographs to record their visit and they could describe what they had seen. The children are introduced to computers and use the class computer well, individually and

in pairs, to produce patterns, pictures and writing. They can identify the parts of the computer and use the mouse efficiently. The use of laptops with a group of children was less successful. Insufficient support was given for them to make satisfactory progress.

- 139 Children play confidently with a range of construction and modelling materials. In the outdoor area they grow plants and observe the effects of the wind on the windsock. One child was able to explain that *'it blew in different directions when the wind was different'*.
- 140 The teacher provides for a range of experiences that allows the children to explore different shapes and textures. The children made fruit salad, discussing the similarities and differences between the fruits. They handled ice cubes and talked about what the ice felt like. The teacher used a feely bag for children to identify objects by touch.

Physical development

- 141 The teaching in this area of the children's development is good.
- 142 Children achieve well and most are on track to attain the expected standard for their age group. The children have access to the hall, a secure courtyard and the school playground during playtime. These provides a good range of opportunities
- 143 Children move safely and with confidence in the outdoor areas and the hall. In the physical education lesson observed, the children followed clear instructions given by the teacher. They showed a good awareness of themselves and others as they moved around the hall using the space well. The children practised throwing and catching, many demonstrating good hand to eye co-ordination. The children were aware of their hearts beating faster after running.
- 144 There is good provision within the classroom for them to develop their finer movements, using scissors, felt pens, the mouse on the computer, threading and construction materials. They use large body movements to respond to songs and rhymes such as the dinosaur song and when playing parachute games.
- 145 In the small secure outdoor area, the children use hopscotch to practise counting skills. Children have regular access to this area and it is used well to support the development of the youngest children. The majority of children move confidently around the playground when joining the older pupils at playtime.

Creative development

- 146 Teaching in this area of the children's development is very good,
- 147 The children make good progress and have a wide range of experiences. The class is very well resourced for most aspects of creative development. However, role-play could well be enhanced by the introduction of items representing other cultures. Children are encouraged

to investigate and use a wide range of materials and techniques. They attain standards that are good for this age group and are well on course to achieve the standards expected for children at the end of the Foundation Stage.

- 148 The provision for creative development is very good. The children have access to a wide variety of experiences such as experimenting with colours and patterns on the light box, and smoothing the wool when making felt with a visiting felt-maker. They explore textures and colour and are given opportunities to develop their ideas. One group created textured paper with 'crimpers' and made a collage. They talked about the colours and what the papers felt like when textured.
- 149 The children enjoy participating in singing and in using instruments to explore sound.
- 150 The outdoor area has a 'weaving wall' where children can use materials to create patterns on the large netting. The children use the computer regularly to create patterns, pictures and illustrate stories. They are given many opportunities to develop their imagination, for example through stories, discussion and role-play. Sensitive intervention by the adults helps children to develop confidently.
- 151 The teacher has a good understanding of the children's needs in this area of development and is well supported by the teaching assistants.
- 152 These judgements are similar to those reported after the last inspection.

ENGLISH

- 153 ***In the 2002 tests for eleven-year-olds, the school's results in English were well below the national average and very low compared to levels of attainment in similar schools. In the tests for seven-year-olds the schools results were below the national average in reading and writing. Over the period of the last three years the school's results have been consistently below the national average. Pupils make at least satisfactory and often good progress in reading. Progress in writing is not as consistent, and in Years 3 to 6 it is often unsatisfactory. Teaching in English is satisfactory overall.***
- 154 National tests for seven-year-olds in 2002 show that pupils' results were below the national average for reading and well below average in writing. The pattern is the same when compared to similar schools for reading but, in writing, standards were well below the average. Most of the present Year 2 pupils are on track to attain the national expected standards for seven-year-olds in reading and writing.
- 155 Last year there was a decline in the school's test results for eleven-year-olds, including those attaining at the higher level. The overall lower standards in English are largely a result of low standards in writing at all levels, especially for boys.

- 156 Work in the books and folders of the present Year 6 pupils show standards that vary in quality, overall, they are lower than those typically seen for the age group. In particular the development of pupils' writing skills is unsatisfactory. There is little evidence to indicate that pupils are given enough opportunities to write in a number of different forms and styles. Pupils' progress in the lessons observed during the inspection was mainly satisfactory. The satisfactory progress was mainly due to lessons that lacked pace. Too often pupils spent great amounts of time just listening to the teacher. The slower than expected rate of progress is having a negative impact on the standards that pupils attain. Work in the books of Year 2 pupils, including those who have special educational needs, shows good progress since the start of the school year.
- 157 Throughout the school, pupils are confident speakers, showing levels of attainment that are often higher than that expected for their age. In English lessons, pupils listen attentively, sometimes for long periods of time. They speak clearly, with well-developed vocabulary and are confident to share their ideas and suggestions with others. In the most effective lessons, good use is made of 'talking partners' to rehearse ideas prior to suggesting them to the class. During the week of inspection there were some good examples of paired discussion and collaborative working. For example, in one whole-class writing activity in the Year 2 Class, pupils were keen to point out the 'errors' in punctuation that the teacher had made deliberately. Year 3 and 4 pupils were so enjoying the teacher's reading of the text '*Zagazoo*' that they joined in with gusto, at key points in the text. These pupils learned about the importance of a good narrator in assisting the audience's interpretation of the characters' actions. Pupils in Year 6 are able to discuss their work, with some clarity. They know which work and activities they enjoy and those that they don't and are able to give clear reasons for their preferences. Lower-attaining pupils, and those with special educational needs, benefit from the support offered by teaching assistants, who re-phrase questions and encouraged pupils' responses. In one class, this support helped to keep a pupil, whose behaviour was challenging, fully engaged in the whole class activity.
- 158 In the Year 1 and 2 classes, attainment in reading is in line with that found nationally. Higher-attaining pupils read with a good level of confidence, fluency and enjoyment. They articulate clearly and have a clear understanding of narrative. Pupils of average attainment are reasonably accurate and fluent and make a good attempt to read unfamiliar words, using phonic and contextual strategies. They can talk about the events in the book and predict what might happen next. One Year 2 pupil, who was reading '*Camping Adventure*' also enjoyed reading other books at home, her favourite being, '*The House*'. Lower-attaining pupils have a more limited range of strategies, using mainly phonic knowledge to help them overcome hesitancy. At this key stage, pupils know the difference between fiction and non-fiction books. They are able to choose appropriate books for their work and know how to find the contents page and index. In literacy lessons, pupils are particularly interested in non-fiction texts. For example, in Year 2, pupils were fascinated by text in the Big Book about '*Snakes*'. They learned the meaning of quite difficult words, such as '*digest*' and were able to describe the process, when asked.
- 159 In Year 6, higher attaining pupils are skilled, expressive and fluent readers, tackling books with a sophisticated range of meaning and vocabulary. One pupil was enjoying, '*The Lord*

of the Rings' and another was reading one of the Harry Potter books. Both were able to discuss the reasons for their choices with maturity. Average readers also make their own choices of books and their reading is mainly accurate, with a high level of self-correction. However, their knowledge of authors outside the most popular, such as Roald Dahl or JK Rowling is more limited. The reading of lower-attaining pupils is less fluent and has a high level of inaccuracy. They use phonic knowledge to read text, not always correctly, and they struggle with unfamiliar words. As a result, pupils often lose the thread of the text and have difficulty working out the word within its context.

- 160 Overall, resources for fiction are satisfactory although those for non-fiction are more limited. The school has recognised the need to enhance provision and has, over the last two years, systematically targeted funding towards the acquisition of more fiction and non-fiction books, including sets of books for guided reading. The school buys into the Schools Library Service and finds this a good way of enhancing the resources within the school. Pupils were observed using the small non-fiction library. There is a shortage of space in which to establish a larger library area. Research skills are soundly promoted within projects and pupils have individual 'Library Skills' booklets, which they complete and keep as a reference guide.
- 161 By Year 2, pupils attain standards in writing that are typical for the age group. Higher attaining pupils attain standards above those typically found for seven-year-olds. By Year 6, attainment is below that typically found for the age group. The majority of pupils are not on track to attain the national average at Level 4 by the end of the school year. Similarly, attainment for the higher attaining pupils, at Level 5, is below average. The attainment of boys in writing is particularly low and significantly lower than that of girls.
- 162 Throughout the school pupils write for a variety of purposes and audiences. This is a marked feature of work in English. In Year 2, pupils practise their spelling and punctuation skills through independent and guided writing. They make links with other curriculum areas, for example, as part of their work on *'Living Things'* they are keeping *'Bean Diaries'* and are recording the growth of their broad beans each week. There are some good quality poems on display, entitled, *'After Dark'*. These are word-processed, rich in adjectives and use repetition to give atmosphere. Pupils in Year 1, recount their favourite stories. A selection of these, from pupils of a range of abilities, are displayed under the headings, *'I liked the bit when...'* and, *'It was funny when...'*. These reflect the range of abilities, with some pupils using capital letters and full stops correctly in writing three lines of text.
- 163 Year 6, pupils have covered an appropriate range of writing activities. This includes non-chronological writing on *'Sharks'*, a biography of *'Winston Churchill'*, writing based on *'Macbeth'*, arguments for and against *'Should a bypass be built on the school field?'* and the re-writing of a legend, *'The Boy from Harlem'*. However, although there is good coverage, the activities are frequently the same for all pupils, regardless of their levels of attainment, and do not always sufficiently build upon what the pupils already know and can do. As a result, lower-attaining pupils struggle to complete the work and higher-attaining pupils are not sufficiently challenged. Although there is some evidence of re-drafting work in rough books, there are few example of extended writing. Spelling for the average and

- lower-attaining pupils can be inconsistent. The lack of a coherent and comprehensive approach for developing pupils' writing skills is a key factor in the lower than expected levels of attainment.
- 164 The school has recognised the need to improve writing. This is an important element of the School Development Plan. There is a handwriting policy that reinforces the key principles the school will follow. Handwriting has been given a high profile and pupils must apply for a 'pen licence'. In this scheme, pupils are allowed to apply for their licence when the quality of their work in pencil is of a suitable standard. They are presented with their licence and new fountain pen in assembly. Pupils must re-apply for their licence each year. This is a good strategy that promotes positive attitudes towards writing and encourages pupils to write with suitable equipment, for example, pens with nibs and ink. Letter formation and presentation show considerable improvement following the granting of the pen licence.
- 165 There is some use of ICT in this subject but examples of work are limited. No computers were observed being used in literacy lessons during the inspection.
- 166 ***Overall, teaching seen in English was satisfactory. In the Year 1 and 2 classes, the quality of teaching observed was good. In the Year 3 to 6 classes, it was satisfactory.***
- 167 In total, nine lessons were observed during the inspection. In two lessons, teaching was good. In six lessons it was satisfactory. In one lesson teaching was unsatisfactory.
- 168 In the best lessons, teachers used the literacy hour to good effect, placing the right emphasis on text, sentence and word level activities, linking them effectively with the subsequent group tasks and targets for improvement. These lessons were well balanced and had a good pace throughout. Teachers have good subject knowledge. They plan thoroughly, showing what pupils of all abilities are expected to learn. Planning records contain briefing notes for teaching assistants who, as a result, give good support to pupils with special educational needs; they make good progress. Higher-attaining pupils are not always suitable challenged.
- 169 Teachers use a range of strategies to engage and enthuse pupils. For example, pupils use individual whiteboards to try out their ideas before showing the teacher. Teachers' questioning is open and skilful in getting thoughtful responses. For example, 'Why did the Billy Goats Gruff want to cross the bridge?' Teachers use interesting resources, sometimes demonstrating reading and writing that they share with pupils. Teachers know and manage their pupils very well.
- 170 In the best lessons teachers use the last part of the session well. They make an assessment of what pupils have learnt, matched against the objectives for the lesson and the individual targets for improvement.
- 171 Overall teachers' marking of pupils' work is unsatisfactory. Where teachers' marking is most effective comments written in pupils' books are positive and include advice for improvement; this approach is very limited. There is little evidence of marking that provides

pupils with clear guidance about ways in which they could improve the quality of their writing.

- 172 When teaching was satisfactory, there were some common areas of weakness. In lessons, including the one that was unsatisfactory, the work planned was not sufficiently well matched to meet the needs of the pupils. As a result, the higher-attaining pupils were not sufficiently challenged. When worksheets are used, not all are named, filed, dated or marked. As a consequence, it is difficult for teachers to monitor, and assess, pupils' progress across the range of work undertaken.
- 173 Overall, the strategies for teaching literacy skills have undergone some development and are satisfactory. They contribute to pupils' very good attitudes to English. Pupils behave very well, get on well together and can also work on their own. They persevere with tasks and have positive attitudes to reading and writing activities.
- 174 ***The leadership of English in the school by the co-ordinator is satisfactory.***
- 175 The co-ordinator provides satisfactory leadership in the subject. There has been considerable support from the Local Education Authority in the development of literacy. The weaknesses in writing, spelling and low overall levels of attainment at the end of Key Stage 2 have been identified and there are appropriate plans to improve provision. For example, a structured programme has been introduced to support improvement in spelling and pupils are regularly tested. The most recent analyses of results show that pupils have made sound progress over the course of the academic year. The 'Target booklets' have been a helpful addition and raise the profile of individual targets for improvement. In addition, a self-marking grid has been introduced but this is not used consistently across the school.
- 176 The subject co-ordinator and headteacher have a cycle for monitoring the quality of teaching and learning in English. The information gained from these visits has not been sufficiently evaluated to help the school identify strength and weaknesses in English teaching, so that improvements can be made to teaching and the standards attained by pupils improved. Further analyses of standards in the school need to be undertaken especially where there are differences in attainment, for example, between boys and girls.
- 177 A common format for planning work in literacy has been introduced throughout the school. This helps to ensure consistency of approach, however, some teachers' planning is more detailed than others'. There are weaknesses in identifying the different levels of task for different groups and providing challenge for the higher-attaining pupils. There is a sufficient variety of resources to support teaching. The use of ICT to assist learning needs to be further developed.
- 178 Over the last two years the school has made sound progress in developing the provision of English. However, compared with the last inspection, there has not been the expected improvement in standards in English.

MATHEMATICS

- 179 *Inspection evidence indicates that throughout the school, standards in mathematics are improving. There are more Year 6 pupils on track to attain the level expected nationally for that age group than there were last year. In the 2002 tests for eleven-year-olds, the school's results were well below those obtained by schools nationally and well below those for similar schools. The results of tests for eleven-year-olds fell considerably in the year following the last inspection. They have improved steadily over the last three years. In the national tests for seven-year-olds the school's results have been below the national average. Pupils make good progress in mathematics as they move through the school. The quality of teaching is good overall. The management of the subject needs to be consolidated and strengthened. The provision for mathematics is generally good.*
- 180 Pupils' overall performance in mathematics has fluctuated since the last inspection in 1997. However, there has been a steady increase in the percentage of pupils reaching the nationally expected Level 4 over the last three years. Although the school's results in the 2002 national tests for eleven-year-olds were well below the national average, over forty percent of the pupils in that group had special needs. When the results of the same group of pupils in the 1998 tests for seven-year-olds are analysed, it is apparent that they made above average progress from very low levels of attainment. The current Year 6 pupils have also made significant progress since their national tests for seven-year-olds.
- 181 A scrutiny of the work in Year 2 and Year 6 mathematics books indicated that the work covered is broadly in line with that expected for their respective age groups. However, the evidence in books also indicated that pupils of differing abilities are often being set the same problems, rather than work being more appropriately matched to their needs. Lower-attaining pupils often complete the task with substantial support from teaching assistants. Higher-attaining pupils move on to more challenging problems, but only once they have finished the relatively easier work
- 182 In discussion, Year 6 pupils can explain the strategies they use to solve mathematical problems. Lower-attaining pupils have a good understanding of the way the position of the decimal point affects the value of a number; they can calculate percentages and are able to multiply two-digit numbers by a single-digit number. Average- and higher-attaining pupils are very secure in their mental processes and are eager to explain a range of strategies, for example, rounding numbers when multiplying a two-digit number by another two-digit number. They are able to apply mental and oral skills in a confident, logical way when solving mathematical problems; they used their skills to good effect in lessons on ratio and proportion. Discussions with pupils, and observations in lessons, confirmed that pupils of average and above average ability are on track to attain the nationally expected Level 4 by the end of the school year. A small number of pupils are on track to attain the higher Level 5.
- 183 Inspection evidence shows that pupils enter the school with varied levels of attainment, but overall they are lower than that found nationally. The evidence indicates that during their

time in the school, pupils' progress in mathematics is at least satisfactory and often good. Assessment procedures are in place to enable the school to track pupils' progress, from year to year. However, the assessments need to be evaluated in a more rigorous way to enable the school to further raise standards in mathematics. The work that teachers set for pupils does not take enough account of what assessments show about each pupil's mathematical strengths and weaknesses. There is, however, a strong commitment within the school to raise standards further and to enable every pupil to achieve the best they can.

- 184 With the introduction of the elements of the National Numeracy Strategy, pupils are making good progress in mental calculations. ICT was effectively used in a Year 3 lesson to further develop pupils' understanding of fractions and was successful in motivating and sustaining interest. Evidence from classroom displays indicates that pupils are using and applying their mathematical skills in practical and imaginative ways. For example, in the Years 4 and 5 class, pupils had planned a party, and in the Year 1 class pupils had made paper hat, clothes and belt to fit a member of the class posing as '*The Paper Bag Princess*'. Good use of measurement was also observed in a Year 2 science lesson when pupils were investigating the 'stretch' of elastic. All these experiences are helping pupils to view mathematics in its wider context.
- 185 Pupils who have been identified as having special educational needs make good progress. Teaching assistants provide them with valuable support by modelling strategies, providing clear explanations and the use of effective questioning. This method allows pupils to succeed with tasks in lessons. Their progress would be further enhanced if the pupils were provided with simpler problems that allowed them to move on to solving the problems independently of an adult.
- 186 ***Overall the quality of teaching and learning observed during the inspection was good. In one lesson teaching was judged to be satisfactory and in the other five it was judged to be good. There was no unsatisfactory teaching. The quality of teaching and learning has improved since the last inspection.***
- 187 Teachers throughout the school are implementing the National Numeracy Strategy effectively as each class has a daily mathematics lesson that focuses on developing the pupils' numeracy skills. There is consistency in the use of the recommended three sections for each lesson. Overall, the mental and oral elements in the introductions are good. In the main part of the lesson, learning is most effective when pupils are set tasks that are planned to match their varying abilities. The summing up period is used well to check gains in knowledge and understanding.
- 188 Lessons are well planned and pupils are clear about what they are going to learn. Teachers make effective use of questioning to develop pupils' ideas or to reinforce their earlier learning. Mental work is conducted at a good pace and effective use is made of individual whiteboards for pupils to record their answers, ensuring that all pupils are engaged and interacting in lessons. Resources are used well to support teaching and learning. For example, in a Year 2 lesson the teacher used a large 100 square and a paper cross of five

squares to cover adjacent numbers. This required pupils to count on and back in both ones and tens in order to identify the hidden numbers.

- 189 Pupils are well managed and teachers set a good pace to lessons. For example in a Year 1 class the pupils were told: *'I'm going to stop you in two minutes and you will need to be able to give me some answers'*. Lower-attaining pupils are kept involved through good support from teaching assistants. Good relationships throughout the school and appropriate use of support strategies such as 'talk partners' enable all pupils to be confident about volunteering answers and explaining their mental strategies. All pupils gain from this open exchange of problem solving. For example, during a Year 6 lesson on pie charts a higher-attaining pupil recognised that a particular portion of a pie chart was similar to a five-minute segment of the clock, and explained that this was one twelfth. Other pupils joined in the discussion pointing out that a quarter of the chart was like, *'fifteen minutes on the clock'*.
- 190 Teachers adapt their questioning during the lesson to match the pupils' level of understanding. For example, in a Year 6 lesson the teacher quickly realised that the majority of pupils could not make the leap from counting on in positive decimals to counting back in negative decimals, so she changed the problem to counting back in negative whole numbers. Once pupils were secure with this process she then progressed to counting back in negative decimals and they all succeeded.
- 191 When teaching was judged to be satisfactory rather than good, it provided a sound base to develop the pupils' knowledge and understanding of mathematics. However, the overall quality of learning would have improved if the activities undertaken by the pupils had been more challenging. For example, the most able pupil in a class Year 3 pupils finished very quickly and found the next problem *'easy again - I'm doing them in my brain'*. While the planning of the lesson was logical, the pace of the lesson was slow. Both the teacher and the teaching assistant provide sensitive support and all pupils were well behaved.
- 192 Throughout the school pupils showed good, and often very good, attitudes in mathematics lessons; they were well behaved. Pupils responded positively when challenged and were attentive and eager to contribute to lessons. They worked co-operatively when required and maintained their concentration. Individual pupils presented their work tidily and accurately.
- 193 Marking of pupils' books needs to be developed to ensure that teachers' comments relate to the purpose of the work and help pupils understand how they could improve their performance. For example, marking seen during the inspection appeared to be limited to comments about presentation or speed of work rather than the learning that had occurred or the strategies used by the pupil.
- 194 Although teachers' assessments are used to group pupils according to their prior understanding of the subject, evidence gathered during the inspection indicated that this approach was not being used in a consistent way to provide work that challenged all the pupils. Higher attaining pupils were often expected to complete relatively easy tasks before they could move on to do more challenging work. This approach slowed down their

progress in lessons. In addition, assessment is used to target extra support for pupils through nationally financed strategies.

- 195 ***Mathematics is managed by an enthusiastic co-ordinator who is relatively new to the role. He has made a good start in this role and is highly committed to improvement across the school. The school has a well thought out plan to improve standards in mathematics, the co-ordinator is responsible for leading and monitoring this process.***
- 196 The numeracy co-ordinator is well supported by the senior management team and all staff. He meets with the numeracy governor to review progress. The mathematics scheme of work is based on the National Numeracy Strategy and related unit plans. These have been successfully incorporated into the teachers' weekly plans. Teachers colour-code their medium term overview of pupils' learning to indicate whether pupils are secure in their understanding. This method serves to remind staff, when they come to plan the following term's work, which objectives need to be taught again, reinforced, or extended. This approach is effective.
- 197 A range of good strategies has been introduced to support and develop the teaching of mathematics. These include the co-ordinator's scrutiny of pupils' books, monitoring of lessons, analysis of data and the tracking of pupils' progress through the school. These strategies are not yet fully embedded in the work of the school. In particular, teachers still do not adequately ensure that work for individual pupils is consistently matched to their differing levels of attainment.
- 198 Resources for mathematics throughout the school are satisfactory. In lessons pupils have access to a range of appropriate materials to support and enhance their learning.
- 199 Evidence gathered during this inspection indicates that the school has made good progress in the provision for mathematics since the last inspection.

SCIENCE

- 200 ***In the 2002 national tests for eleven-year-olds, the school's results were well below the national average; they were in the bottom five percent. Over the period of the last three years, the school's results have been consistently below the national average. Inspection evidence indicates that in Year 2 and Year 6 standards in science are below those found nationally, for the respective age groups. However, the evidence indicates an improvement in standards over those of last year. Pupils experience a good range of activities based on the national programme of work for science.***
- 201 The school's results in the 2002 national test for eleven-years-olds were very low. A scrutiny of the results in the teachers' assessments for the same group of pupils when they were seven-year-olds indicates even lower standards. In addition, over 40% of the pupils were on the school's register of pupils with special educational needs. When these factors

are taken together, the pupils made satisfactory progress as they moved from Year 2 to Year 6.

- 202 In Year 2, the class teachers make assessments of seven-year-olds' science attainment. The 2002 assessments show that the percentage of pupils attaining at the expected Level 2 was below the national average.
- 203 When the school's results for 2002 are compared to those of similar schools, the results for both seven and eleven-year-olds were in the bottom 5%.
- 204 Although the girls did slightly better than the boys in the national test for eleven-year-olds, both groups of pupils attained standards that were much lower than those expected for the age group.
- 205 Staff have undertaken an analysis of the school's results in national tests. A start has been made in using the information gained to target areas of learning that are weakest. However, at the time of the inspection the evidence from assessments was not being used in a consistent way, to plan learning for groups of pupils with differing levels of attainment. Although the pupils' work was marked, there was little evidence to indicate that teachers' comments would help pupils understand how their work could be improved.
- 206 Despite these weaknesses in the work given to pupils, evidence gathered from examining the pupils' books, and through discussion with pupils, indicates a recent steady improvement in standards. The standard of much of this work was in line with that seen nationally. Discussion with pupils supported this judgement. Year 6 pupils have a good understanding of what constitutes a fair test. They can make predictions, experiment, observe and draw conclusions. Their scientific knowledge is secure across the majority of aspects of the subject. For example, they have good understanding of the way particles change when materials are in a solid, liquid or gaseous state. They are clear about important organs in the human body. When asked, they were less sure about the units used to measure a force.
- 207 The range of work planned by teachers and undertaken by pupils covers the national programme for science, in a balanced and progressive manner. Planning of the topics to be taught has been updated and, along with a science policy, is having an impact upon the quality of the provision for science.
- 208 The school has made good efforts to improve practical science. This whole-school target has been addressed very effectively. A science week provides all classes with the time to develop the pupils' understanding and use of scientific investigations. The pupils' work produced during the last science week is generally of a good quality.
- 209 Work in Year 6 books shows that a good range of scientific ideas have been covered. Most pupils revealed that they had a good understanding of the need to control variables when making a scientific investigation, for example, when measuring the time it took to dissolve sugar in water with different temperatures. The higher-attaining pupils were able to predict the time taken and could explain their thinking.

- 210 The newly purchased laptops are not yet being used sufficiently to enhance work in science.
- 211 Throughout the school, pupils have good attitudes to learning in science. They thoroughly enjoy practical investigations and show that they can work together in co-operative and sensible ways. Pupils of all levels of attainment make satisfactory progress as they move through the school. Pupils with statements of educational need make good progress. They are well supported by teaching assistants who have a clear role in lessons.
- 212 ***The quality of teaching in science lessons observed during the inspection varied from very good to unsatisfactory. Overall it was good.***
- 213 Four lessons were observed. Teaching was very good in one, good in one, satisfactory in one and unsatisfactory in the fourth.
- 214 In the lesson where teaching was very good the teacher showed a very good understanding of the subject. His confidence was transmitted to the Year 6 pupils so that they were able to undertake a challenging investigation in a mature way. At the beginning of the lesson the results from a previous experiment were examined. These results suggested that sugar dissolved quicker in warm water than in hot water. The pupils did not really believe this. With careful questioning, the teacher helped pupils to understand the need to take more than one reading when undertaking an investigation. Pupils worked in pairs, to produce six results for the different temperatures of water. When the sets of six results were examined a good discussion followed, which enabled pupils to understand the need to ignore results that were far removed from others. For example, one set of results clustered around 90 seconds, but one pair of pupils reported a time of 190 seconds. Pupils were quick to discard the last result. By the end of the lesson there were clear gains in the pupils' understanding of this aspect of scientific investigations. The lesson went with a swing and pupils had learnt a great deal.
- 215 On the other hand, in the lesson where teaching was judged to be unsatisfactory, Year 5 pupils made little progress in developing their understanding of the way materials can be used as insulators. Too much time was spent in telling pupils what they were going to do and learn. Although the planning for the lesson was for a period of an hour and a half, the content could have been covered in half this time. Although the behaviour and attitudes of pupils was good, the slow pace of the lesson meant that a small number of pupils became restless.
- 216 The school is starting to make effective use of a range of assessment data to set targets for pupils. However, at the time of the inspection the process was not firmly established in all classes, as a result work was not given to groups of pupils that built on their past learning and understanding in science. In addition, although teachers mark the pupils' books on a regular basis there is little evidence to indicate that the marking would enable a pupil to understand how they could improve their performance in science.

- 217 ***The subject is well led and managed.***
- 218 The co-ordinator has good subject knowledge and has a very clear view about the development of the subject. This is a strength of developments in science. Good support has been offered to staff especially within investigative science.
- 219 The school has used national guidance for the subject in a sensible way, and it is enhanced by the school's own policy. Procedures for assessment and recording are developing but as yet are only satisfactory.
- 220 Standards and progress in science are closely monitored by the co-ordinator. However, the monitoring is not being systematically used to evaluate what actions need to be undertaken to further raise standards. Teachers are open to ideas and the climate of monitoring has developed well across the school.
- 221 Overall improvements have taken place in science since the last inspection, although test results remain too low. In particular, there is a clearer understanding of why and how to monitor and evaluate all aspects of teaching and learning.

ART AND DESIGN

- 222 ***Inspection evidence indicates that in art and design, pupils age seven and eleven attain standards that are typical of those seen nationally for the age groups. Pupils make satisfactory progress as they move through the school. Throughout the school, pupils have positive attitudes to the subject. They have maintained the satisfactory standards achieved at the last inspection.***
- 223 No lessons were seen in the Year 1 and 2 classes but the inspection evidence indicates that pupils are making satisfactory progress and are on track to attain the standards typically seen for pupils age seven. Pupils engage in a good range of experiences demonstrating the use of a variety of techniques to communicate their ideas.
- 224 In Year 1, pupils have created a collage with different shapes and colours of their choice. Pupils have well developed cutting skills and they have explored different possibilities in their design. They evaluated their designs and can explain how they could improve them. Pupils are well supported by a teaching assistant who is an art specialist.
- 225 Pupils in Year 2 have made large models of two local churches using the work in religious education as a starting point. They have also worked effectively with a local felt maker to produce images of Pendennis Castle. They are able to choose and use colour imaginatively.
- 226 Photographic evidence, and the displays in the school, indicate that pupils are encouraged to explore many different ways of communicating ideas and work with a variety of media. Their work is often linked to themes or topics in other subjects. By the end of Year 2 they are producing line drawings, mixing paint well, creating and using different textures and are involved in three-dimensional work.

- 227 A range of work was seen from the Year 3 to 6 pupils indicating a satisfactory level of attainment. Batik work was linked to an African project; pupils worked with an artist to produce batik work that depicted African images. In Year 6 pupils used African masks as inspiration for developing patterns. The completed work demonstrates an ability to use colour and line well. Observational drawings, oil pastels, three-dimensional relief sculptures of 'people in action' made from paper, line drawings and pottery containers featured in displays. All this work indicates progress and a developing understanding of the use of different media. Sketchbooks have been introduced in the Year 3 to 6 classes; these are at an early stage of development. Pupils in these classes have examined different aspects of natural objects, represented these in charcoal and pastel and evaluated the finished pieces of work. The work is of a satisfactory standard.
- 228 Pupils with statements of special educational needs are well supported in lessons. They make good progress in developing their skills in art.
- 229 Although there is some evidence of pupils using computers to enhance work in art and design, systematic developments through the school are not yet in place.
- 230 ***The teaching in art and design observed during the inspection was satisfactory.***
- 231 One art lesson was observed during the inspection, and teaching was judged to be satisfactory. Other inspection evidence, in particular work produced by pupils, indicates that teaching over the longer period is at least of a satisfactory standard. In the lesson observed, the work was well planned and most pupils responded positively to the task. Pupils worked with clay to produce two joined figures, developing the technique for joining clay. They reflected on the previous week's experience and were able to recognise what they needed to do to be successful. The majority of pupils worked confidently and succeeded in creating two figures. By the end of the lesson most pupils had achieved their objectives and some were able to evaluate the techniques. An opportunity to discuss the visual aspects of the models was missed.
- 232 ***The leadership and management of art and design are satisfactory.***
- 233 The subject leader has a good knowledge of the subject. There is a new long-term curriculum plan for art and design giving good coverage of techniques to be developed in the six areas of experience for the subject. The monitoring and evaluation of the subject are at an early stage of development. The headteacher and the co-ordinator are aware that there are inconsistencies in standards and provision at the moment. The school has links with a Beacon school for art and design. This is having a positive impact on the school's work as the staff are gaining a better understanding of the way art and design can be used in the school.
- 234 In Key Stage 2 pupils' creative experiences are enhanced by an art club and a pottery club. During the inspection Key Stage 2 pupils were seen sketching out of doors as a basis for future painting.

- 235 Overall, these judgements represent an improvement on those reported after the last inspection

DESIGN AND TECHNOLOGY

- 236 *Inspection evidence indicates that Year 2 and Year 6 pupils are on track to attain the standards typically found nationally, for their respective age groups.*
- 237 Overall, standards in design and technology are in line with those typically found nationally. Pupils have planned and made a fruit salad using a good range of fruits. They have then evaluated the outcomes and discussed ways in which they could have improved these. Pupils in Year 2 are provided with a range of activities to help them understand and use different materials. They have made models of cars with wheels. Pupils in Year 6 have made models of shelters to use to keep off the sun. The models have been evaluated and pupils have commented on ways in which their designs could have been improved.
- 238 The overall coverage of the subject is satisfactory. As pupils move through the school they are provided with a range of opportunities that enable them to develop the necessary skills in all aspects of design and technology.
- 239 *During the inspection one design and technology lesson was observed. Teaching was good.*
- 240 The lesson seen was thoroughly planned with clear indications of what the pupils would learn. Year 1 pupils were designing simple patterns to go on leaves they were encouraged to think about their ideas and evaluate their work as they went along. Pupils answered questions with confidence, showing that they had understood the need to evaluate their work as they went along. They made good progress during the lesson. Pupils with special educational needs were well supported and they too made good progress.
- 241 *Management and leadership of the subject are satisfactory.*
- 242 During the inspection time was not available to discuss the subject with the co-ordinator. However, from an examination of other evidence, including the policy document and teachers' planning records, it is clear that the co-ordinator has a satisfactory understanding of the way in which the subject can be further developed. The co-ordinator has not had the opportunity to observe other teachers and there has not been a systematic evaluation of the school's work.
- 243 There is a range of satisfactory resources in the school, including equipment and materials to support activities in food and textile technology.
- 244 These judgements are similar to those reported following the last inspection.

GEOGRAPHY

- 245 ***Inspection evidence was limited to the current term's work but it indicates that Year 2 and Year 6 pupils are attaining standards that are typical of those found nationally in geography, for their respective age groups. Pupils make satisfactory progress in developing geographical skills as they move through the school.***
- 246 An examination of pupils' books indicates that the present Year 2 pupils are covering the work expected of seven-year-olds nationally. For example, work in the pupils' books shows they can use geographical vocabulary and identify geographical features such as houses, roads, shops, hills and rivers. They are able to use fieldwork skills such as recording information on a plan of the school playground, using symbols and a key, and can express their own views about people and places in their local environment. A display in the Year 2 class of photographs of the Holy Land indicated good links between geography and religious education.
- 247 Pupils make satisfactory progress as they move through the school. Pupils in Year 3 to Year 6 were engaged in a study of Africa. Scrutiny of Year 6 books indicates that the majority of pupils are producing work of the standard expected of pupils in that age group nationally. For example, they can draw maps and are able to label key features, they can describe what places are like in terms of advantages and disadvantages and are able to make comparisons between their own day and that of an African child. Attractive displays in all the Key Stage 2 classrooms showed good links with art. There was also evidence of pupils using computers to support their learning. Pupils had downloaded information about African countries from the Internet. A Year 3 pupil had drawn a map of Africa using a computer at home. Pupils in Years 4 and 5 had researched information about climate, lifestyle, homes and tribal people and used their personal notes to present written information for others to read. In Year 6 good links were made between geography and dance when pupils were asked to create a dance based on work in African villages. Pupils demonstrated their geographical knowledge when suggesting a range of movements that included fetching water, balancing baskets on their head, lifting heavy sacks of cocoa pods, cutting the crops by hand and mining for gold. They also displayed awareness of the climate and the demands of the lifestyle when they moved expressively to show how hot and tired they were feeling.
- 248 Discussions with the co-ordinator revealed there is a broad and balanced approach to the subject. Fieldwork and trips to local places of geographical interest help pupils learn about landscapes and settlements at first hand. Pupils apply their mapping skills during orienteering activities on residential trips. Every other year the school holds a multicultural day to support pupils' geographical knowledge and understanding, and to promote an awareness of other cultures.
- 249 Pupils with special educational needs are included in all the activities. The group attain standards that are appropriate for their varying stages of development; they make good progress in learning.
- 250 ***In the one lesson observed teaching was satisfactory.***

- 251 In the one lesson observed, Year 6 pupils were encouraged to use correct terminology, for example, *continent, ocean, capital city, region, and export*. The lesson was well planned and the setting of different tasks for different groups of pupils ensured satisfactory learning in this lesson. All pupils observed and reflected on photographs demonstrating the process of producing chocolate. Lower-attaining pupils were encouraged to describe the ripe cocoa pods and think about the conditions under which they were grown. The standard of work produced in the lesson and the attitude of pupils were satisfactory. At the end of the lesson, higher-attaining pupils demonstrated their ability to identify and discuss topical geographical issues such as Fair-trade. For example, one pupil passed comment on the fact that cocoa farmers only earn £50 a year yet we might easily spend £100 on chocolate each year. Pupils with special educational needs were well supported during the lesson by a teaching assistant.
- 252 Work in the pupils' book is marked. However, the teachers' marking does not provide the pupils with any suggestions as to how they might improve their levels of attainment in geography.
- 253 ***Leadership and management of geography are satisfactory.***
- 254 The co-ordinator is enthusiastic about the subject and has developed satisfactory plans for teachers, adapting them from national schemes of work. Individual teachers' plans are monitored by the co-ordinator to ensure coverage of the national programme. She carries out limited assessments of pupils' work by looking at books and asking pupils' questions. The co-ordinator has identified that the next step forward will be to monitor teaching and learning. Resources boxes have been built up to support different geographical topics. During the inspection a range of appropriate artefacts, information books and stories were on display in each of the Key Stage 2 classrooms to support the topic on Africa.
- 255 The role of the co-ordinator is underdeveloped. Not enough attention is given to ways in which monitoring and evaluating the school's work will enable standards in geography to be improved.
- 256 Overall there has been an improvement in provision for geography. Inspection, evidence gathered during this inspection shows that pupils are now being provided with a much broader set of experiences than that seen in 1997.

HISTORY

- 257 ***No history was observed in the Year 3 to 6 classes during the inspection. However, discussions with pupils and the evidence gathered during the inspection indicates that by the age of seven, and by eleven, pupils attain standards in history that are in line with those found nationally for their respective age groups.***
- 258 Pupils in Year 2 are able to identify people from the past who are famous. They can use books, photographs and a special display as sources of information. This enables them to

answer questions about the past beyond living memory. They recognise similarities and differences in aspects of past lives and their own. For example, when shown a picture of Florence Nightingale, they were able to infer that the photograph was from '*a long time ago*' because it was in black and white and the dress '*looked old-fashioned*'. Pupils are able to apply their previous knowledge of Mary Seacole to recognise the bravery of Florence Nightingale. All pupils, including those who have special educational needs, can make good comparisons between nurses' uniforms in the past and in the present and empathise how cumbersome the uniforms worn by Victorian nurses must have been.

- 259 Pupils in Year 1 are learning to compare household objects from the past and the present. Using artefacts such as a chamber pot, an old iron, a stone hot water bottle and an old wind-up clock, pupils are beginning to effectively identify the ways in which they are similar to modern appliances and the ways in which they are different. Attainment in this activity was higher than the typical expectation for their age groups, resulting from the pupils' ability to apply their existing knowledge to objects that most of them had never seen before.
- 260 Although no lessons were observed, in the Year 3 to 6 classes, work in the pupils' books shows that they have covered a range of history topics. Year 6 pupils are able to piece together evidence about the past to make inferences about key features of past societies. Pupils, including those who have special educational needs, are able to talk with interest, enthusiasm and confidence about their work. For example, the most bloodthirsty elements of the life of the Aztecs were particularly well remembered. They have also studied the Victorians, and can empathise with the life of the Victorian child and understand how different it was from their own. Their knowledge of World War Two, studied in previous years, is sound. They understand how the war started, the reasons why and who was involved. Higher attaining pupils have a good recollection of historical dates and chronology for key elements of their work.
- 261 The younger pupils have also studied World War Two, in Year 3 and 4. Pupils' work shows that they have compared their bedrooms with a bedroom during World War Two. Their stories about, '*Children in World War Two*,' and, '*How the War changed my life*', show a sound sense of empathy. However, pupils' written work varies in quality. The same tasks are set for pupils, regardless of ability. Lower attaining pupils appear to have found some of the written activities particularly challenging and they are unfinished.
- 262 Overall, pupils who have statements of special educational needs make satisfactory progress, as they move through the school, particularly when work is planned to meet their different needs. They are well supported by classroom assistants.
- 263 No evidence was gathered to show that the use of ICT is adding to the pupils' study of history.
- 264 ***In the Year 1 and 2 classes, the teaching in history is good.***
- 265 Three history lessons were observed. Teaching was good in all of these lessons. The lessons were characterised by very good planning, good preparation, good use of resources

and skilful questioning, which encouraged all pupils to think and discuss their ideas. The lessons had good pace and support assistants were effective in enhancing pupils' learning. Teachers used a good range of strategies to enthuse and interest pupils. Teachers showed good subject knowledge and expertise. In Year 2, the teacher used paired discussion between pupils to allow them to express, and reflect upon their thoughts. Pupils tried out their ideas by using individual whiteboards to write down their ideas. Artefacts were well used to develop pupils' knowledge and understanding of the past. For example in Year 1, artefacts and photographs of a bakelite telephone and old clocks were effectively supported the teacher's questioning, which was targeted towards individuals and specific groups.

- 266 Teachers go to some lengths to inspire pupils, using teaching assistants and differing activities to support all pupils in developing some understanding of past lives. Impressive and lively displays in classrooms and corridors incorporate artefacts, models, key words and pupils' own work.
- 267 Pupils are enthusiastic and attentive in lessons. They have very good attitudes to the subject and the thorough teaching brought about effective gains in learning in the lessons seen.
- 268 ***The management of history is satisfactory.***
- 269 The planning for history effectively identifies the topics to be covered within each year group. The school makes sound use of local history to enhance pupils' cross-curricular knowledge and understanding. For example, a visit to Camborne Church was used as focal point for art work. Elements of the nationally recommended scheme of work are sensibly included in the history programme. There is no consistent assessment or monitoring of individual pupils' progress within the subject. The co-ordinator has not used any assessment information available to evaluate ways in which standards in history can be raised. Resources are satisfactory in that there are sufficient reference books. Teachers supplement the range of historical artefacts for pupils to ensure that they gain 'hands on' experience.
- 270 Given the limited evidence available, the positive points outlined above represent the strengths in history reported in the last inspection with improvement being satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 271 ***By the ages of seven and eleven the pupils are attaining standards in information and communication technology (ICT) that are in line with those expected nationally for these age groups. Inspection evidence indicates that the provision and standards have improved since the last inspection.***
- 272 In Years 1 and 2 most pupils have an understanding of basic computer skills. Each pupil has a 'skills passport' that covers the main areas of ICT development. These indicate that pupils are making at least satisfactory progress in developing appropriate skills in most areas. However, that aspect of the subject that involves using computers to make pupils aware of sound is underdeveloped. Pupils' skills develop as they move through the school and by Year 6 many pupils can locate information, create a database and are beginning to

interrogate information. They use ICT to present information in different forms and have used word processing to produce leaflets about recycling, varying layout and font to give impact to the message. Pupils have used ICT to create graphs in science, created a database about protein in food and explored the information.

273 The work on display around the school shows that pupils have a range of experiences in using ICT. In Year 2, word-processing has been used to publish poems for display. Pupils use the 'colour magic' program on the laptops and are able to select and use basic graphic tools, select colours, save their work and change it. There is further evidence that shows that pupils have represented data graphically in relation to choosing favourite toys. In Year 6 pupils are linking different aspects of computer work. For example, they were animating their stories with objects that moved. One pair of pupils had written a story about butterflies. They had successfully added movement to the story by making butterflies move on the page.

274 ***The teaching observed during the inspection was good.***

275 In the one lesson observed in Year 6 the teaching was good. Pupils worked in pairs on the laptops using the 'animation' facility to animate illustrations of a nursery rhyme. Pupils were able to retrieve work from the server, save work and create movement in their illustrations. The higher-attaining pupils are making good progress. Many pupils were able to refine their animations by changing the speed and size of images and by increasing the level of complexity in the process. They used technical language well and worked co-operatively. A pupil with special educational needs was supported well by the teaching assistant; the pupil made good progress.

276 Other evidence indicates that in the Year 3 to 6 classes ICT is beginning to be used across the curriculum. In Year 3 pupils have used the Internet to gather information in relation to work on Kenya, making choices about what is appropriate. In Years 4 and 5 pupils have used spreadsheets as part of an investigation to test absorbency. However, in lessons observed during the inspection there was very little evidence of ICT being used in other subjects.

277 ***The leadership and management of the subject are satisfactory.***

278 The subject leader is new to the post and is well supported by the headteacher. A good start has been made on an ICT action plan, which clearly details further developments. Many intended actions relate to technical developments; this needs to be extended to include actions to improve teaching and learning. Monitoring and evaluation are at an early stage of development and the subject leader is not yet clear about the strengths and weaknesses in the subject throughout the school.

279 The recent acquisition of nine wireless networked laptop computers complements the existing classroom computers and enables whole-class ICT lessons to be taught. This is beginning to have an impact on the quality of work being done in ICT. There is some variation in levels of staff confidence and subject knowledge, but there are plans for all staff

to undertake further training in the summer. The scheme of work for ICT is due for completion in July. This will help to achieve consistency across the school.

- 280 These judgements represent a clear improvement on those reported following the last inspection. Thought now needs to be given to ways in which ICT can be used in all subjects.

MUSIC

- 281 ***Secure judgements regarding the standards attained by pupils in music are not possible, as only limited inspection evidence was available. However, singing standards are typical of those found in primary schools nationally.***

- 282 During the inspection no lessons in which music was being taught were observed. An examination of teachers' planning records, scrutiny of pupils' work and discussion with pupils indicates that all aspects of the national programme of work are covered.

- 283 Pupils are provided with opportunities to listen to, and evaluate, a range of music. The teachers' planning records show when pupils are to be given opportunities to compose their own simple music. An examination of the pupils' work indicates that this aspect of music is underdeveloped. In assemblies pupils sing with enthusiasm and they sing in tune. Evidence provided by the school, in the form of tape recordings, supports the judgement about singing. All pupils are included in all the musical activities.

- 284 ***There is satisfactory management of music.***

- 285 Although no formal interview was held with the co-ordinator, it is clear that she is aware of the need to develop all aspects of the subject. She is aware of the main weaknesses in music and has plans to develop the subject. At the time of the inspection, no systems were in place that would enable her to evaluate systematically the school's music provision.

- 286 Resources for music are unsatisfactory, overall. There is not the range or number of musical instruments that is typically found in primary schools nationally.

PHYSICAL EDUCATION

- 287 ***Pupils' standards in physical education are higher than those typically found for pupils in this age range. The curriculum is broad, varied and enriched through opportunities in after-school clubs.***

- 288 Inspection evidence indicates that most pupils in Years 2 and 6 are on track to attain above the standard typically seen nationally for the age groups. A whole-school plan for the subject identifies the units to be covered as outlined in national guidance, and this has been supplemented by advice from the local authority. Pupils are provided with opportunities to develop their skills across the full range of physical education. During the inspection, pupils in Year 1 were observed in a dance lesson. They showed standards that were higher than

those typically found for such young pupils. They demonstrated high levels of concentration and were fully involved in the activity.

289 Discussion with the co-ordinator indicates that all pupils are on track to reach the nationally expected standard in swimming for their age group.

290 Pupils of all levels of attainment make good progress in physical education, including those with special educational needs.

291 ***The teaching observed in the inspection was good overall.***

292 Five lessons were observed during the inspection. Teaching was very good in one lesson, good in three lessons and satisfactory in another. All lessons were planned carefully and ran efficiently, enabling pupils to practice and develop their movements in dance and gymnastics. Teachers throughout the school encouraged pupils to reflect on their performance and think about ways in which it could be improved. In the very good teaching, Year 1 pupils were totally absorbed throughout the lesson. Pupils of all abilities responded extremely well to the mood created by atmospheric music and the vivid imaginary scene set by the teacher. All pupils explored and refined a range of movements with control and precision to create their own sequences. They were totally absorbed as they performed their 'Mud Monster' dance with excellent expression. Good progress was made in a Year 6 lesson when pupils who lacked confidence at the outset became increasingly involved through effective use of working in pairs and the mood created by music. By the end of the lesson all pupils were engrossed in their creative dance and were eager to perform their work for others who showed appreciation. Good links were made in this lesson to the geography lesson earlier in the day, as pupils created a dance based on the work carried out by people living in African villages. Photographic evidence was available of Year 4 and 5 pupils engaged in a dance project that linked with their history project on World War Two. Dance is also used effectively throughout the school to promote self-discipline, self-confidence and co-operation. Pupils who have special education needs are fully integrated into physical education lessons; they make good progress.

293 Teachers pay due regard to pupils' health and safety. Pupils are dressed appropriately and all lessons begin with a warm-up. Pupils were aware of the necessity for this and the effect of exercise on their bodies. All lessons finished with an appropriate cool down which also allowed for pupils to reflect on their performance. During a good gymnastics lesson, pupils in Years 3 and 4 moved apparatus carefully and safely because of clear directions by the teacher and good supervision by teaching assistants.

294 ***Management and leadership in the subject are good. The curriculum is comprehensive and resources are good.***

295 The co-ordinator has a good understanding of the subject and has a clear idea of ways that standards can be further improved. There is a detailed scheme of work in place giving guidance to teachers on a broad range of activities. A very good range of clubs and activities, including Tag Rugby, Country Dance and Gymnastics is in place to support pupils'

physical development as well as their social skills. On residential visits, pupils in Key Stage 2 have the opportunity to take part in a variety of outdoor adventure activities such as canoeing, abseiling, surfing and orienteering. The latter includes developing pupils' mapping skills, to support the geography curriculum.

- 296 Resources are good and include a range of small and large apparatus. The school hall, hard surfaced play areas and the use of a field a short distance away accommodate a wide range of activities. There is also a climbing wall in the school playground that provides pupils with easy access to outdoor adventure opportunities under careful supervision. Pupils' use of the climbing wall was the subject of an observational art display by Year 3 and 4 pupils last term.
- 297 There has been good improvement in physical education provision since the time of the last inspection.

RELIGIOUS EDUCATION

- 298 *By the age of seven, pupils attain standards in religious education that meet those specified in the locally agreed syllabus. Limited inspection evidence makes it difficult to make a secure judgement about the standards attained by eleven-year-olds. Indications are that standards are lower than those set out in the locally agreed syllabus*
- 299 Pupils in Year 1 can identify why some people are special and reflect on the qualities that make them special. They can identify people who have done special work in the past and at present. They have learnt about the work done by individuals, for example, Mother Teresa, and also about people such as lifeboat-men and doctors.
- 300 The work seen on displays indicates that by the end of Year 2 pupils know about special places and buildings. They can identify parts of the church building and describe their purpose. Pupils in Year 2 have written about the altar, stained glass windows and the font and made models of local churches. They have learnt about Hinduism and are familiar with the story of Rama, Sita and Ravanna.
- 301 The pupils in Year 3 have learnt about religious signs and symbols and are able to describe the significance of these. In Years 4 and 5 pupils can explain what it means to be a Christian and they have some knowledge of Judaism and Sikhism. They have a satisfactory knowledge of a range of festivals related to the different faiths.
- 302 In discussion, Year 6 pupils demonstrated some understanding of different faiths and their related festivals. However, they were not clear about different religious stories and how they related to Judaism and Sikhism. The Year 6 pupils talked confidently about special books, the Torah and Guru Granth Sahib and are clear about the differences between the Old and New Testament. There is some variation in the quality and relevance of the work set for pupils in the Year 3 to 6 classes.

- 303 In the Year 1 and 2 classes, the pupils make satisfactory progress in developing an understanding of religious education. An examination of the books of pupils in Years 3 to 6, together with discussions with groups of pupils, indicates that the progress made in their learning slows.
- 304 ***There is insufficient evidence to make a judgement about the quality of teaching in religious education.***
- 305 No religious education lessons were observed during the inspection. The subject is taught as a block earlier in the term. The rationale for doing this is sound. The school judges that the approach is having a positive impact on the teaching and learning of religious education. Assessment of religious education is at an early stage of development. The subject leader has introduced the use of national guidance to help with assessment.
- 306 Collective worship makes a positive contribution to the provision for religious education. During the week of the inspection a visiting speaker engaged pupils well with a story of Jesus being visited by his four friends. The visitor used good visual aids, and gave pupils the opportunity to reflect on the story.
- 307 ***The subject is led and managed well.***
- 308 The subject leader has developed a good whole-school plan for the subject that meets the requirements of the agreed syllabus. There are good links with other subjects including work in art and design. The monitoring and evaluation of the subject are not yet underway but plans are in place to start this aspect of development. Resources for religious education are satisfactory, overall. However, there is a shortage of artefacts and videos to support teaching world faiths. The school has developed links with local churches and uses visiting speakers in assembly.
- 309 These judgements are similar to those reported after the last inspection.