

# INSPECTION REPORT

## **WHITEMOOR COMMUNITY PRIMARY SCHOOL**

St Austell

LEA area: Cornwall

Unique reference number: 111900

Headteacher: Mrs. J. V. Allen

Reporting inspector: Mrs Julia Coop  
31862

Dates of inspection: 16-18 September 2002

Inspection number: 247158

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:	Whitemoor St Austell Cornwall
Postcode:	PL26 7XQ
Telephone number:	01726 822274
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. D. D. Curnow
Date of previous inspection:	3 October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
31862	Julia Coop	Registered inspector	English Information and communication technology. Geography History Music Religious Education	The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
11564	Jean McKay	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16227	Jim Phillips	Team inspector	Mathematics Science Physical education Design and technology Art and design Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

Whitemoor Community Primary School is a small village school situated north of St Austell. The pupils come from the village of Whitemoor and the surrounding area. There are 74 pupils on roll including 7 children who attend the reception class part time. This number has risen since the last inspection, placing a further strain on accommodation. The school is part of a 'sure start' development area and hosts a part-time pre-school playgroup in its small hall. Assessment data shows that children have very varied attainment levels when they start school but that attainment is generally below average overall and well below average in communication, language and literacy skills. Approximately 30% of pupils in the school are identified as having special educational needs, whilst the percentage of pupils with a statement of special educational need is 5%, both well above the national average. Many of these pupils have complex learning difficulties. 7% of pupils claim free school meals, which is below the national average, but many more are eligible. In addition, the school has a high number of pupils that do not spend their full primary education at the school. No pupils have English as an additional language or come from ethnic minority backgrounds.

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

Whitemoor is an improving school with a number of strengths. The school offers a welcoming environment and provides a supportive inclusive community where pupils can develop in confidence. This leads to positive attitudes and good behaviour on the part of nearly all pupils. Teaching is very good in the reception class and, as a result, children receive a good start to their education. Although standards are still below average in English by the end of Year 6, pupils' achievements are good in relation to their very low attainment when they started. The school provides good value for money.

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

- Teaching is good and provides a positive climate for learning so that pupils make good progress.
- The head teacher, staff and governors work closely together. They bring very clear direction and purpose to the work of the school.
- Good provision for pupils' spiritual, moral and social development results in good behaviour, attitudes and relationships throughout the school.
- The school makes good provision for pupils with special educational needs.
- The youngest children receive a good start to school.
- There are strong links with the community and very good links with other schools in the area, which benefit the school greatly.

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

- Standards in English; in particular the planning and provision for the development of literacy skills, especially writing, through other curriculum subjects.
- Standards in art and design and music in Years 3 to 6.
- The assessment and monitoring of pupils' academic progress in subjects other than English and mathematics
- The evaluation by the governing body of the effects of major school initiatives on standards achieved and the school's longer-term development plan
- The quality of the accommodation, which affects learning

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory improvement since the last inspection in 2000. Leadership is now more effective. Monitoring by the head teacher has improved teaching and teachers are

increasingly self-critical. Assessments are used well in English and mathematics but limited progress has been made in other subjects. Standards in English remain below average overall and standards in other subjects are broadly similar to those seen at the last inspection. The school's development plan is more focused but requires further development. Provision in the reception class has been well developed despite the small size of the room. Provision for pupils with special educational needs is now good. The very clear commitment shown by the staff and governors to further improvement indicates that the school is very well placed to continue its cycle of development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	E	E	D	Well above average above average
Mathematics	C	E	D	C	average below average
Science	E	D	D	C	well below average

The significant proportion of pupils with special educational needs makes comparison with the national average unfavourable. The small number of pupils in each year group also means that an individual represents a high percentage. Data shows a trend of improvement in mathematics and science, not reflected in English, although results have improved at a rate similar to the national trend. Provisional results for the National Curriculum tests in 2002 indicate a similar picture. Inspection evidence shows that pupils make good progress during their time in the school and achieve well in relation to their ability when they started. Evidence indicates attainment in mathematics and science is at average levels, although attainment in English remains below average because pupils are still reluctant to write at length. The difference between inspectors' judgements and the provisional 2002 grades is because the inspectors have looked at this year's pupils and a wider range of work than that assessed in the national tests.

Pupils' performance in the 2001 national tests at the end of Year 2 was close to the national average for science, below the national average for mathematics and reading and well below average for writing. The provisional results for the 2002 tests indicate that standards in mathematics have risen sharply and are now at average levels. Pupils are more confident to use and practise their number skills. Inspection evidence indicates standards in science are now at average levels and near to average in reading but remain below average in writing and speaking. Standards in design and technology, geography, history, information and communication technology and religious education are at an average level. Standards in art and design and music, average at Year 2, are below average at the end of Year 6. Standards in physical education are above average at the end of Year 6 because of the wide range of additional activities planned.

When children start school, overall attainment levels are below average. Because of very good teaching, they make good and sometimes very good progress and can expect to reach most of the early learning goals by the end of the reception year. Pupils with special educational needs also achieve well. This is because of the good support they receive and the focused individual learning targets. Pupils identified as gifted and talented have additional learning opportunities and make good progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils demonstrate positive attitudes to lessons and respond well to the values that the school promotes.
Behaviour, in and out of classrooms	Good. The quality of most pupils' behaviour, including that of the youngest children, is good. Pupils are courteous and respectful towards each other and to adults.
Personal development and relationships	Good. Pupils help each other willingly. Very good relationships between pupils and between pupils and adults, contribute to the school's being an orderly community.
Attendance	Very good, well above the national average. School begins and ends promptly. However, some parents regularly do not get their children to school on time.

## TEACHING AND LEARNING

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

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

The overall quality of the teaching makes a significant contribution to the good progress made by pupils. There was no unsatisfactory teaching observed during the inspection and 81% of lessons were good or very good. Consistent strengths of the teaching across the school are clear questioning techniques, very good relationships between teachers and pupils and good class management. These ensure that pupils rise to the high expectations of teachers and always try their best. Teaching is very good overall, in the reception class and this makes a significant contribution to the progress that children of all abilities make. The teaching of English and mathematics is good in almost all lessons. Teachers have a good knowledge and understanding of the literacy and numeracy strategies and apply them well. However, literacy skills are not as well developed in other subjects. Teachers generally have secure subject knowledge but this varies in some subjects such as in art and design and music. In these subjects, they lack confidence to teach the basic skills and are not able to challenge pupils systematically to improve. Teachers have high expectations in terms of presentation of pupils' work. In English and mathematics, pupils' work is marked in a supportive and developmental manner, encouraging pupils to recognise where they need to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and relevant curriculum is provided for all pupils, enhanced by a good range of extracurricular activities which bring an added dimension to pupils' learning.
Provision for pupils with special educational needs	Good; sensitive support is given within class. The school continually strives to meet their needs even more effectively.
Provision for pupils' personal including spiritual, moral, social and cultural development	Good provision for pupils' spiritual, moral and social development results in good behaviour, attitudes and relationships. The provision for pupils' cultural development is satisfactory but more could be done to prepare pupils for life in a multi-cultural society.
How well the school cares for its pupils	Good. This is a caring and supportive school. Staff know individual pupils well, and pay good attention to their welfare, health and safety. Good procedures are in place to assess pupils' progress in English and mathematics, but these are not well developed in other subjects.

## HOW WELL IS THE SCHOOL LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher leads the school well and gives the school clear direction and purpose. She is well supported by her staff who work effectively as a team.
How well the governors fulfil their responsibilities	Good. They are supportive, well informed and are involved in decision-making. They carry out their responsibilities well. Their role in monitoring the curriculum and the work of the school is developing.
The school's evaluation of its performance	Good. The school has begun to analyse systematically its performance and its assessment data in order to move forward. The written development plan communicates initiatives in the short term, but the longer-term strategic vision is less clear.
The strategic use of resources	Good. Educational priorities are supported through good financial planning but less well developed is the analysis of the impact of financial decisions on standards achieved. The principles of best value are applied satisfactorily.

Limited accommodation prevents a more flexible approach to teaching.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good and teachers work hard.</li> <li>• Their children like school and make good progress.</li> <li>• The school has high expectations of children.</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents consider that:</li> <li>• the behaviour of some children is not good and the school does not deal with this appropriately;</li> <li>• they are not well informed of their children's progress and some feel uncomfortable approaching the school;</li> <li>• the school is not well led and managed;</li> <li>• there are not enough activities outside lessons.</li> </ul>

The inspection team supports the parents' positive views. Where parents expressed a negative view, there was a contrary positive view from other parents. The range of extracurricular activities is better than in most small schools. Inspectors consider the school to be working well with parents and that it is trying to improve the effectiveness of its links with them. The behaviour of the majority of pupils is good and the school works hard to support pupils with behavioural difficulties. The team was not able to become involved in individual parental complaints, however it acknowledges that a few parents remain dissatisfied with the manner in which their complaints are handled by the school.

## **PA RT B: COMMENTARY**

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

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

1. This is an improving school where standards are beginning to rise steadily in many subjects and pupils generally achieve well in relation to their ability. The school has moved a long way in a short time. There is a very good, shared commitment to improve, and the school is well placed to continue to improve the quality of education it provides.
2. At the time of the last HMI inspection in 2000, pupils' attainment at the end of Year 2 was reported to require improvement. Standards of attainment in mathematics and science were progressing at a faster rate than in English, which was the weakest subject, although some improvement was noted. Standards in all other subjects were average except in art and design, which was below average. Overall results in the standard attainment tests at the end of Year 2, in these subjects were below the national average. By the end of Year 6, there had been a steady improvement, and attainment in English and mathematics was just below average and above average in science. However, it was also deemed that despite this rise, attainment in English was lower than it should be, especially the quality of pupils' writing.
3. Since then, the number of pupils attending the school has increased and a number of pupils in each year group start at times other than in Year 1. In addition, in each year there are an above average number of pupils with special educational needs. There is also a well above average number of pupils with statements of special educational need. Many of these have complex learning and behavioural difficulties. Together with very small numbers of pupils in Years 2 and 6, this makes any year-on-year comparison of overall standards attained unreliable.
4. The head teacher and staff have worked hard to improve teaching. Teachers have developed rigorous assessment and monitoring systems in English and mathematics. In addition, there has been an intensive programme of support and development in these subjects. Teachers' planning, as a result, has recently become more focused and they are much clearer about what they want pupils to learn in lessons. The recent opening of the playgroup, funded through the 'sure start' initiative, is also helping to improve the overall attainment of children in the reception class. These initiatives are all beginning to have a beneficial effect on standards, and pupils are now making better progress. The overall standards attained by pupils in the school has generally improved year on year in line with the national trend but recently progress has been more rapid, although this is not yet reflected in overall standards
5. The attainment on entry to the reception class is wide and varied but overall assessment data shows that the majority of children's attainment is well below average in the key area of communication, language and literacy skills and below average in mathematical development. Children make consistently good and often very good progress in the reception class because teaching is varied and stimulating, tasks are challenging and relationships are positive. Despite this very good support, children's limited spoken skills prevent them attaining expected standards in communication language and literacy when

they start in Year 1. However, most children generally attain expected standards in the other areas of learning at the end of the reception year. Overall, the quality of the provision, within the limitations of the accommodation, is a strength of the school and provides an effective and positive start to the children's education.

6. In the two years since the last inspection, pupils attainment in the national curriculum tests at the end of year 6 have risen steadily in Mathematics' and Science but have remained static in English. Although the number of pupils gaining the higher level 5 in English had improved and was close to the national average in the 2001 national tests. At the end of Year 6 provisional results for 2002, indicate that English remains the weakest subject and average and more-able pupils do not attain as well as they do in the more practical subjects of mathematics and science. Inspection evidence confirms the school's analysis, highlighting pupils' limited ability to express themselves when writing is a key factor in the continuing low standards. The school has been resolute in its response. Recent additional advice and training is reflected in improved teaching and progress of pupils. Teachers now have more confidence to adapt the national literacy strategy to meet the needs of different groups of pupils. Basic skills, as a result, are taught in a more systematic and progressive manner. In addition, recently introduced 'writing toolkits' provide good quality support. It is too soon for these initiatives to have affected overall standards, but evidence in pupils' books indicates that pupils are now making rapid progress and as a result are now achieving well in relation to their abilities. However, there are still too few opportunities for pupils to write at length with this structured support and to practise their writing in other subjects in order to develop and refine their skills.
7. Careful analysis of pupils' test results in mathematics and the subsequent focus on the subject in the school in the past two years, together with the support from the specialist advisory service, have resulted in a rise in pupils' attainment in mathematics. Efforts to improve the provision are beginning to have a positive effect. Inspection evidence confirms that pupils achieve well in this subject and standards are now broadly average at the end of Year 6. There are weaknesses, however, in less-able pupils' understanding of basic number concepts that affect their ability to handle data and use and apply their number skills in problem-solving and investigative activities.
8. Science standards are also broadly average at the end of Year 6. Most pupils have a secure understanding of all aspects of the subject and have a satisfactory understanding of 'fair testing' which they apply in different practical contexts. Standards are not higher because pupils' written recording of this practical work is weak. More able pupils, for example, find it difficult to present written hypotheses and then to analyse their results in a written form.
9. The end of Year 2 National Curriculum tests in 2001 show that pupils' attainment is just below the national average in reading and mathematics and average in comparison to similar schools. Provisional results for 2002 indicate that, while standards in mathematics have continued to improve, standards in English remain below average overall. Inspection evidence confirms this pattern of result. Although, individual pupils make good progress it remains disappointing that, despite the school's concerted efforts to raise standards, more-able pupils do not attain the higher levels in writing
10. At the end of Year 2, standards in reading are at expected levels and this represents good progress from a low starting point for many pupils. As in the upper school, specific writing skills are also taught well. However, speaking standards are below average. Despite the effort of teachers, many pupils still have a limited vocabulary and find it difficult to express their thoughts, views and opinions when writing and speaking. The school is rightly emphasising the development of speaking and enriching the range of vocabulary used by pupils.

11. In mathematics, pupils have secure number skills and attain satisfactory standards in shape space and measures. Pupils are developing confidence in their mental strategies and are increasingly competent in examining different strategies to solve simple problems. In science, pupils attain a satisfactory level because they enjoy the practical activities, using a wide range of resources and, as a result, have satisfactory knowledge across all aspects of the subject. Most are able to plan and carry out simple investigations with support.
12. Overall pupils make good progress in information and communication technology. Improved resources and improved teachers' subject knowledge are beginning to have a significant impact on overall standards attained. The subject is used well to support other subjects. Consequently, pupils appreciate how this subject can help them to present work and to learn in all areas of their work and they are highly motivated. Some pupils, however, are more confident than others and this usually equates with the fact that they have computers at home.
13. Pupils' attainment in art and design and music is in line with expectations at the end of Year 2. Pupils have had a good start and this ensures that they have gained appropriate skills in these subjects at the end of year 2. Most teachers however, have limited subject knowledge and as a result, pupils are not taught all elements in sufficient depth. Consequently, progress slows and standards are unsatisfactory at the end of year 6. Standards in design and technology, religious education, geography and history are average overall. Pupils generally make secure progress over their time in the school, respond with enthusiasm in practical lessons and achieve well. Standards could be higher, however, if pupils were able to express themselves more clearly when writing. Currently pupils' writing in these subjects generally consists of short factual accounts, although many start positively, they often fail to maintain this standard. Attainment in physical education is average at the end of Year 2 and above average at the end of Year 6, especially swimming standards. The school makes the best use of outside accommodation and extracurricular activities to compensate for the limited size of the school hall.
14. Pupils with special educational needs are identified early. Because of thorough assessment, their learning needs are clearly stated and appropriate individual education plans are drawn up and followed. This results in appropriate support for their learning and most make good progress in basic literacy and numeracy. However, in other subjects, tasks set are often not sufficiently matched to their learning needs and they rely too heavily on adult support to complete the work.

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

15. Pupils have good attitudes towards school, as at the time of the last inspection. Pupils mainly play well at playtimes and lunchtimes and in after-school activities. They enjoy learning and are keen to tell visitors about their work, their school and their lives. Pupils enter into discussions with enthusiasm, for instance whilst discussing how the braking system of a car works, and why tractors have larger wheels than cars. They respect one another's feelings and appreciate ideas when debating issues, as was seen at a meeting of the School Council during the inspection. Pupils said they enjoyed being involved, which gave them opportunities to show more initiative through their involvement with teachers and fellow pupils. The quality of relationships between teachers, classroom assistants and pupils in this school are a real strength contributing effectively to children's attainment and progress.
16. The playgroup, which meets daily in the school hall, has had a significant effect on the attitudes of children when starting full-time education. Children are made to feel very comfortable from first entering the building, and reception class staff are welcoming and

supportive to their small visitors. From an early age, pupils are taught to maintain a tidy and clean classroom. They are keen to learn and show interest in their school and their local environment, which includes visits to the world-renowned Eden Project.

17. This is an inclusive school. Pupils with special educational needs have high self-esteem and display the same good attitudes to learning as their peers. These pupils are well integrated and valued by adults and pupils alike, which has a positive impact on their progress. The school employs a positive approach to discipline, using the house system as a basis for encouraging good behaviour, and most pupils are aware of the school's wider expectations, behaving well in and around the school.
18. Attendance figures are greatly improved and they are now higher than the national average. Pupils arrive mostly on time, although a small minority of pupils are often late to lessons. This has an adverse effect on standards achieved. The school regularly reminds parents in newsletters of the importance of arriving at school on time and the importance of informing the school by phone and in writing if their child is going to be absent.

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

19. The overall quality of the teaching in the school is good. It shows improvement from that noted in the last inspection. Of the 31 lessons observed during the inspection, no unsatisfactory lessons were observed, and 81% of lessons were good or very good. Evidence from teachers' planning, lesson observations and children's work shows that teaching is very good overall, in the reception class and this makes a significant contribution to the good and often very good progress that children of all abilities make there.
20. Teachers are now more critical of their own teaching and evaluate their lessons well. This together with the monitoring of teaching by the head teacher and visiting advisory staff has made a significant contribution to improving the overall quality of teaching in the school since the last inspection.
21. The quality of learning matches the quality of teaching, and pupils make the biggest gains when tasks are well matched to their ability, are interesting and at the same time challenging, especially when pupils are provided with opportunities to learn through investigating and problem-solving activities and are supported when asked to write.
22. The quality of teaching in the reception class is very good overall. Staff have a very good understanding of the needs of young children and consider carefully how they are going to move along the 'stepping stones' of learning. Very effectively planned activities that use a wide range of practical resources motivate young children and help them to learn very well. Relationships in particular are strong and the management of the children is exemplary, so that even immature children respect the simple class rules and respond to the routines with growing confidence.
23. The teaching of English (including literacy skills) and mathematics (including numeracy) is good and follows relevant advice about ways to adapt the national strategies for mixed age classes. The school has also adopted teaching by ability in these subjects. This is an especially appropriate strategy with the very wide age and ability evident in each class. Planning for all lessons is good with clearly defined learning goals, which are shared with pupils. Clear direct teaching is followed by tasks that are carefully matched to pupils' individual abilities and as a result pupils learn well in these lessons. Literacy skills taught well in English lessons, are not however, consistently planned for or consolidated in other subjects. Teachers do make reasonable efforts however, to reinforce and develop pupils' understanding and use of grammar and punctuation in other subjects. It is a weakness in

teachers' planning that they do not specifically identify where links to literacy can be made. Pupils' numeracy skills are, however, developed in other subjects such as science and design and technology. Information and communication skills (ICT) are also well used to support pupils' learning in other subjects and to reinforce pupils' ICT skills.

24. Teaching has many strengths but there are some areas that require further development. Teachers manage pupils well and their behaviour and interest in lessons are maintained because of the good relationships that have been established. Teachers use resources well and, when the school's resources are weak, borrow or bring in resources from home to supplement their teaching. As a result, pupils have a great deal of respect for the staff and try hard to please. Teaching assistants make an invaluable contribution to teaching and learning. They are well prepared and take responsibility for group or individual work with professionalism and pride. They are utilized particularly well in group work where they give valuable support to less-able pupils. However, even with this additional support, many struggle to complete work and are overly dependant on adult intervention. Further ways of helping less-able pupils to record their work independently need to be sought, such as through the use of simple word processing programs and subject word banks to use within writing frames.
25. Teachers generally have secure subject knowledge but this varies in some subjects. Where subject knowledge is strong, teachers are confident and provide a wide range of interesting experiences. When the teachers' knowledge is insecure, although supported by appropriate schemes of work, they lack confidence to teach the basic skills and are not able to challenge pupils systematically to improve. The school recognises where there are weaknesses in subject knowledge and provides relevant in-service training opportunities. The school's very effective links with partner schools is also used well to supplement the school's own expertise. Good examples of this are the sporting links and the very recent creation of a partnership to develop the creative arts curriculum. Within the small staff, there are some subject specialists, however more opportunities could be provided to share this expertise and support less confident colleagues to improve their skills.
26. Teachers provide good verbal support within lessons and handle any misconceptions with sensitivity and skill. They have high expectations in terms of presentation and there are some good examples of pupils' work being marked in a supportive and developmental manner, which leads to pupils recognising what they need to do to improve. Greater care needs to be taken however, to ensure that marking is consistent and supports learning in all subjects. Although many parents felt that not enough homework was set in the school, inspection findings show that homework is set regularly and by the time pupils leave school, the range and amount of tasks are better than is found in many schools; as a result, homework adds to the quality of pupils' learning.

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

27. The curriculum is satisfactory. It provides an appropriate range of learning opportunities and meets the requirements of the national curriculum. The implementation of the Cornwall Agreed Syllabus for religious education is good. The school has focused on the core subjects and has been successful in raising standards. However, this has resulted in slower development in the rest of the curriculum.
28. Subject co-ordinators monitor the curriculum plans of colleagues to ensure a balanced programme of study. The current structure of topic planning is however, constrained by the wide range of age groups in each class. Although statutory requirements are met, current planning does not always ensure that lessons build on skills previously acquired. While good assessment procedures are used to aid planning in English and mathematics, these



procedures have not been applied to other subjects. As a result, emphasis is placed on subject coverage rather than acquisition of specific subject skills. This impacts on overall standards. When aspects of learning in, for example, mathematics are revisited annually, pupils benefit by reinforcing previous learning and progress is good

29. Strategies for teaching literacy skills are good as a result of specific staff training on the implementation of the National Literacy Strategy. Some good opportunities are taken to extend pupils' literacy skills throughout the curriculum with key vocabulary such as 'on', 'in', 'under' and 'over' being applied in practical activities and, in particular, during physical education lessons. However, these opportunities are not sufficiently extended to all subject areas. The school has had recent 'Intensive School' status for the development of numeracy and staff have benefited from substantial training.
30. The foundation stage curriculum for the children in the reception year is good overall. For some elements such as communication, language and literacy and mathematical development, it is very good. However, the limited accommodation restricts the range of 'play' experiences and provision for physical development is barely satisfactory.
31. Good provision is made for pupils with special educational needs. The special needs co-ordinator is well placed to detect areas of concern when pupils enter the school, and good individual education plans are used to set appropriate learning targets; these are reviewed each half term. Teachers are very aware of their learning needs and support assistants are effectively involved in meeting them. All have equal opportunity and access to the curriculum and life of the school.
32. The school makes very good use of the small playing field to provide a range of sporting extracurricular opportunities. A small number of indoor clubs are provided after school and there is good extracurricular provision in relation to staff numbers. There are strong links with other small schools and there is a small schools 'club' which shares resources such as equipment and information. These links are also beneficial in relation to staff training, sporting links and competitions. Collaborative curriculum developments, such as the planned creative arts project, promises to be of particular value to the school. As pupils prepare for secondary school they have good opportunities to visit, meet teachers and be visited in their classroom. Opportunities for mixing socially are also very good and they attend events at the secondary school. The local community, especially the local clay industry, is very supportive of the school..
33. Since the last inspection there has been a good level of improvement. The balance of the curriculum has been strengthened at subject level. Personal and social education remains of good quality and is founded on the very good relationships between staff and pupils.

### **Provision for pupils' spiritual, moral, social and cultural development**

34. The provision for pupils' **spiritual** development is good. Daily assemblies are linked to themes such as being strong enough to stand up for your beliefs. Pupils feel valued by staff and become confident and self aware through the praise and encouragement they receive. Younger pupils, for example, wonder at the emerging picture sketched by their teacher and gain confidence to try to use the same techniques. As they progress through the school, pupils experience a real joy in learning and develop an increasing sense of achievement as they respond to challenges and overcome fears, for example during swimming sessions. They also become increasingly understanding and respect the feelings of others, through the good quality regular opportunities to discuss and reflect upon issues.
35. **Moral** development within the school is good. The school provides a clear consistent moral code. Mutual respect is a feature of the relationships in the school. Pupils

understand right and wrong and value their school, the equipment, resources and the opportunities provided. Photographs illustrating the school's rules, posted around the school, provide a constant, visual reminder of expected behaviour. Regular opportunities are also provided to discuss moral issues, which help pupils express how they would cope with a moral dilemma, such as being able to do the right thing when being tempted to do wrong. Teachers take opportunities to challenge pupils to think of both sides of issues. For example in a history lesson on the Second World War, a video illustrated the horrors of bombing during the blitz and pupils were asked to identify where a photograph of a bombed city was taken. They assumed London and were surprised that it was a German city that was destroyed.

36. **Social** development within the school is good. Pupils make good progress in working together in groups and learn to be effective members of a team. A strong family atmosphere is evident, particularly during the midday meal with pupils conversing easily in groups, showing personal independence, taking responsibility and helping others. All pupils take their turn to be class monitors and in Year 6 they take on small whole-school responsibilities such as operating the music-centre for assemblies. Good social behaviour is effectively promoted during break and lunchtimes through staff led traditional games such as hopscotch and tag. Pupils with difficulties in developing good social skills have benefited from the intervention of a support organisation which provides some after-school opportunities. As a result of this good provision, pupils interact confidently with visitors to the school.
37. **Cultural** development within the school is good in relation to the pupils' own culture. They learn about Cornish heritage through good contributions by visiting speakers who lead school assemblies. Good opportunities are also provided for pupils to experience the theatre such as 'Shakespeare for Kids' and travelling theatre groups. However pupils' experiences in art and music are limited due to a lack of teacher expertise in these areas of the curriculum. The school's location makes the provision of real and meaningful links with other faiths and cultures difficult but they seize on opportunities for development. The placement in the previous term, for example, of a Japanese student enabled the pupils to develop a good understanding of life in Japan and its cultural traditions and was a very positive experience. The school is also beginning to establish links with Uganda. Pupils' understanding and awareness of multi-cultural society remains underdeveloped. Currently resources such as the Internet, e-mail, and CD-ROMS are not fully utilised.

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

38. The school cares well for its pupils and effectively supports and monitors pupils' personal development. Issues of behavioural concern are reviewed regularly, and progress is recorded. Behaviour support programmes are effectively established between school and home, and these mostly have a positive impact. One class has a box into which pupils can place notes if they have worries about home or school and time is always found to resolve any issues. Accident and fire drill records are up to date and, when spoken to during the inspection, pupils were clear of exactly what to do in the event of a fire. Parents are informed in the case of illness or accidents and the school carefully follows local authority procedures for health and safety. Lunchtimes are well supervised, and effective child protection procedures are in place.
39. Since the last inspection, the school now monitors its attendance figures by placing them, weekly, on the computer. The school now has a higher than the national average rate of attendance, and most pupils come to school on time.
40. The quality of support and guidance for individual pupils with statements of special educational needs is good and there is good support from specialist teachers, educational

psychologists and family services who work well together to assess and advise. Parents, and where possible pupils, are fully involved in the process.

41. Since the last inspection, systems for assessment and monitoring of pupils' progress have improved. Good use is made of baseline assessments in the reception class to identify pupils' attainments to ensure that the learning targets planned in lessons are appropriate. Parents contribute to this by completing a profile of their child's abilities and needs when they start at the school. Throughout the school, teachers keep good ongoing records of pupils' attainment and note any particular problems or difficulties. They use this information well in English and mathematics for setting learning objectives for pupils of different abilities in their lesson planning. In other subjects, this process is not developed and the focus is on work done and not sufficiently on attainment. Good procedures in English and mathematics are in place for monitoring pupils' progress as they move through the age groups and regular tests used for tracking pupils' progress in the core skills. Good evaluation of each pupil's progress in reading informs planning and helps detect any difficulties. However, the good assessment data collected is not sufficiently analysed to detect strengths and weaknesses in provision which would give the school a clearer picture of how it could improve curriculum delivery and raise standards.
42. A Record of Achievement and portfolio of test results, reports and examples of pupils' work is maintained and from Year 3, pupils contribute with regular self-assessment sheets that increase awareness of how they may improve. Overall, the quality and use of assessment to promote pupils' progress is good but its use in whole-school improvement initiatives could be further developed.

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

43. Parents have mainly positive views of the school. Most parents responding to the questionnaire said they would feel comfortable about approaching the school, and that their children were helped to achieve their full potential although a minority of parents disagreed. The partnership with parents develops from the time that children enter the reception class. Staff are very welcoming and are always available to speak to them. Children attending the playgroup, were happily investigating what would be their eventual classroom, during the lunch hour. Parents believe that this friendly and positive approach enables children to settle well into their full-time education.
44. The school does not have a Parent Teacher Association. However, it greatly values the commitment of parents and it has worked hard to develop its links with them. Parents report that they appreciate the quality of information received from the school, the termly consultations about their children's progress and the two forum meetings held this year. These sessions were well attended and provided a good opportunity for the school to assist and inform parents. Parents of pupils with special educational needs spoke highly of the efforts of the school to improve educational, emotional and behavioural problems. Parents are particularly pleased that their children are included in all aspects of school life
45. Most parents are satisfied with the amount of homework given, and pupils who do not complete their allotted homework are urged to try again. Some parents thought that there was some inconsistency with homework set across the school; however, inspection findings conclude that most pupils have an appropriate amount of homework that supports their learning in lessons.

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

46. Good quality leadership and clear management by the head teacher are characteristics of the school. In the two years since the previous inspection, she has steered the school in a positive direction, standards are now rising, and she has successfully raised the profile of the school within the community. With the support of the governing body and staff, successful links have been established with the playgroup that meets in the school. Whilst this has placed a further strain on the limited school accommodation, the benefits outweigh the disadvantages. The development and motivation of staff is a key priority for the head teacher and governors,
47. Within this small school, staff carry many responsibilities and careful consideration has been given to the matching of responsibilities to expertise. More experienced staff provide invaluable support to the head teacher and newer members of staff, ensuring that the school continues to improve. In particular, the management of the special educational needs provision is effective. There is very regular contact between the special educational needs governor and the co-ordinator, and the governors are kept well informed about special educational needs.
48. The head teacher has helped raise teachers' expectations for attainment and progress. There are now good procedures for the monitoring of teaching and subject planning. Governors and the head teacher regularly monitor lessons and planning to ensure that there is a consistency of approach. The school has introduced suitable systems to monitor progress in English and mathematics. There are not yet appropriate systems in other subjects. The development of good teaching practice has been a key management priority, and staff development has improved since the previous inspection. Those areas where teaching was weakest have been addressed. The induction procedures for new staff are detailed and all staff share a very significant commitment to improvement.
49. The governing body fulfils its statutory duties and regularly appraises the performance of the head teacher. The school's careful financial planning has helped to support decisions such as the appointment of a newly qualified teacher instead of a part-time head teacher's support. The immediate benefit, of giving the head teacher time to monitor and develop the educational provision, has resulted in sound improvement in many aspects of the school in the short time since the last inspection. As a result, standards are continuing to rise in most subjects.
50. The governors work closely with the school, and are supportive of its work. The school development plan has improved since the last inspection. Specific and relevant targets for school development and improvement are set annually but a longer-term view, with prioritised targets has not been established. Currently, evaluations of these targets are based on 'the job done' rather than on the consequences in terms of standards and whether governors are truly getting 'best value'. This, together with a longer term view, is an aspect of governance that requires further development.
51. The overall staffing levels and range of teaching skills are satisfactory, within the limitations placed upon a small school. The number of teachers and support staff are sufficient for current pupil numbers but the restrictions of accommodation limits the deployment of more flexible teaching strategies. In the majority of the curriculum areas, the level of expertise and subject knowledge is appropriate. Teachers have well-written job descriptions and all members of staff are aware of their roles and responsibilities. Administrative and other staff have been well deployed and support the school effectively. The head teacher often covers staff absences to ensure continuity for the pupils.
52. The accommodation does not support current curricular demands and, overall, is not suitable for the wide range of pupils. Currently three classes are available to educate an increasing number of pupils from ages 4 to 11. The limited space results in mixed ages in all classes and mixed key stages in two of the classes. This has serious implications for

curriculum planning. Although the governors pertinently consider that an additional class would ensure a more cohesive curriculum for the pupils, current provisional plans put to the school for improving the accommodation have not considered the increasing pupil numbers. The accommodation is not adequate for indoor games and physical education, especially for older pupils. The school makes the best use of community facilities to ensure that pupils receive a relevant physical education curriculum.

53. The provision for outdoor play for children in the Foundation Stage and the small room shared with older pupils are too small. Although links with the playgroup that uses the small school hall have been positive in terms of improving standards, their use of the hall puts an additional strain on space. Plans to increase the size of the school hall to provide an additional classroom and dismantle the current outside classroom would not eradicate this problem. Youngest children would still not have regular access to a safe and secure outside play area equipped with a suitable range of equipment. The maintenance and cleanliness of the premises are good and staff have worked hard to provide a stimulating environment. They have made room for a small library and an additional office. However, there is no staff room and this is unsatisfactory.
54. Despite limited storage space, learning resources are satisfactory and appropriate to pupils' ages and needs. The school makes use of borrowing facilities to supplement its own resources. The resources currently do not sufficiently promote cultural diversity. There are sufficient books in the library to support the development of reading but only a limited range of books that would interest and support the learning of less-able pupils. There is good provision of information and communication technology resources and these are used well to support pupils' learning. The school makes good use of museums, galleries and field centres to enrich the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to build upon the many strengths of the school and further improve the standard of work and quality of the education provided, the governors, head teacher and staff should:

### 1) Improve the standards in English by:

- providing more planned opportunities for pupils to develop their writing skills through work undertaken in subjects other than in English; (paragraphs 6, 8, 13, 23, 29, 72, 80, 95, 100, 101, 121.)
- providing regular planned opportunities for pupils to develop their speaking skills through structured situations in all curriculum subjects; (paragraph 68)
- providing a range of reading materials to support less-able pupils.( paragraphs 54, 71)

**Improve standards in art and design and in music in Key Stage 2.** (paragraphs 13, 37, 85, 109, 111, 112)

**2) Extend assessment procedures in subjects other than English and mathematics and ensure that the information gained is used consistently to assist planning to meet the needs of pupils in the mixed-age classes.** (paragraphs 28, 41, 42, 48, 88, 93, 97, 98, 103, 108, 117, 122)

**4) Continue to seek ways to improve the quality of the accommodation which impacts negatively on learning** (paragraphs 30, 51, 52, 53, 56, 59, 64, 84)

**5) Ensure that the governing body takes an increased strategic role in the school by:**

- developing its role as a critical friend in scrutinising the work of the school and the standards achieved;(paragraph 50)
- preparing a school development plan with a prioritised longer-term view of school development. (paragraph 50)

In addition the school should consider the inclusion, in their action plan, of measures to provide more opportunities for pupils to learn about the diversity of cultures in Britain.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	20	6	0	0	0
Percentage	3	13	64	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		74
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		13

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	95.8

#### Unauthorised absence

	%
School data	0.3

National comparative data	93.9
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	6
	Girls	4	4	4
	Total	9	8	10
Percentage of pupils at NC level 2 or above	School	82%(40)	73%(40)	91%(70)
	National	84%(83)	86%(84)	91%(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	4	4	4
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	82%(40)	91%(70)	91%(70)
	National	85%(84)	89%(88)	89%(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	5
	Girls	4	3	5
	Total	6	6	10
Percentage of pupils at NC level 4 or above	School	46%(62)	46%(69)	77%(85)
	National	75%(75)	71%(72)	87%(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	4	3	4
	Total	6	6	7
Percentage of pupils at NC level 4 or above	School	46%(58)	46%(69)	54%(83)
	National	72%(70)	74%(72)	82%(79)

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

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	74	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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: Y R Y 6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18.5
Average class size	25

#### **Education support staff: YR – Y 6**

Total number of education support staff	4
Total aggregate hours worked per week	99

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0

### ***Financial information***

Financial year	01-02
	£
Total income	189857
Total expenditure	202617
Expenditure per pupil	2936
Balance brought forward from previous year	46478
Balance carried forward to next year	33718

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.6

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

*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	79
Number of questionnaires returned	34

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	24	7	0	6
My child is making good progress in school.	62	29	6	3	0
Behaviour in the school is good.	26	56	12	6	0
My child gets the right amount of work to do at home.	35	41	15	3	6
The teaching is good.	56	35	9	0	0
I am kept well informed about how my child is getting on.	41	32	18	6	3
I would feel comfortable about approaching the school with questions or a problem.	67	15	6	9	3
The school expects my child to work hard and achieve his or her best.	68	26	6	0	0
The school works closely with parents.	29	50	12	6	3
The school is well led and managed.	50	26	12	9	3
The school is helping my child become mature and responsible.	52	24	18	3	3

The school provides an interesting range of activities outside lessons.

37	24	15	18	6
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## **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**

56. The size of the accommodation continues to limit the ability of staff regularly to provide the full range of learning experiences for children in the reception class. However, the positive relationships between staff and children ensure that children receive an effective start to their education.
57. Children start in the reception class in September of the year in which they turn 5, younger children attending part time until January when they begin full time. Children's attainment on entry to the class is very varied each year but overall is generally below average in most areas of learning and well below in communication, language and literacy skills. It is generally average in personal and social development and physical development. By the time children enter Year 1, attainment is generally in line with expectations except for communication, language and literacy skills, which remain below average. All children, including those with special educational needs, achieve well in relation to their attainment on entry and make good and sometimes very good progress.
58. Children now benefit from access to a playgroup that shares the school's accommodation. Staff in the two settings work very closely together and, as a result, staff in the reception class know the new children well, and young children who have just started part time in the reception class are confident, feel secure and are ready to learn. Good records are kept about individual children's attainment and progress in all areas of learning and these are used well to inform planning of group work.
59. The provision is well managed and the quality of teaching is very good in all areas of learning. Staff have a very clear knowledge and understanding of the needs of young children coupled with high expectations. Staff work hard as a team, providing a rich and supportive learning environment in which children respond well to a variety of well planned experiences. Only the limited size of the room prevents greater progress being made.

### **Personal and social education**

60. Children start in the reception class with personal skills generally in line with expectations. Staff develop warm relationships with new children who respond well and make good progress. Children increasingly become responsible because of consistently good and often very good teaching, tidying away their toys and sharing their activities with their new friends. Older children who are now attending full time enjoy coming to school, can change for dance and follow the routines well, joining in activities enthusiastically. Staff are consistent in their approach, have high expectations in terms of behaviour and are encouraging and supportive. Children currently attending the class are in line to attain the early learning goals.

## **Communication, language and literacy**

61. Consistently very good teaching that uses every opportunity to extend children's language skills and develop a love of stories and books ensures that all children, including those with special educational needs, make very good progress. A wealth of activities is used to support this area of learning, and resources are used very effectively to encourage children to talk and develop confidence when speaking. During the inspection, children were encouraged to examine a wide range of exotic fruit and vegetables by smelling, touching and tasting them, and to describe their appearance. Language games that develop an awareness of rhyme and sounds, and regular opportunities to share books with adults, ensure that most children can relate simple imaginary stories, turning the pages of the books carefully, although less-able children's speech and use of vocabulary remains immature. More-able children however, can already form letters correctly and with support are beginning to write simple sentences. Some younger children still find it difficult to sustain their concentration, but with sensitive and encouraging support are increasingly able to listen and benefit from the experiences on offer.

## **Mathematical development**

62. High expectations and very good use of well-chosen resources effectively develop children's awareness and understanding of numbers to 10. Their recognition and sequencing of numbers are promoted very well by using large numerals on a 'washing line' and good use is made of computer programs to develop confidence in counting and number recognition. Good opportunities are taken to help children generalise their skills through real and meaningful activity, for example counting baby ducks with the teacher during water play. In this way children are enabled to make very good progress in understanding number by applying their counting skills. Most children count groups of objects correctly, know and recognise numerals to 10. Many can write the numbers 1 to 10 and arrange them in the correct order. More-able children can identify the number that is 'one more than' and find each number correctly in a 'hidden' number line on the computer. Significant attention is given to children's understanding of mathematical language through activities to find one more or one less and when naming shapes. By grouping older children to work with less-able Year 1 pupils, very good progress is made in developing their understanding of positional language.

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

63. Teaching in this area of learning is planned very thoughtfully to integrate children's learning within an underlying theme. Real objects, large photographs and a wide range of practical activities are used very effectively to develop children's knowledge of the world around them. For example, children learned about food from different countries, after examining and tasting them, while a collection of old and newer toys were used effectively for children to decide which were very old and which were new. Children are also confident users of computer programs and operate the mouse skilfully because of well-planned daily opportunities. As a result of a varied range of experiences, older children, who started in the class with well below average attainment have made very good progress and are in line to attain the early learning goal in this area of learning.

## **Physical development**

64. The quality of teaching is consistently very good. Well-planned and organised sessions with very good deployment of support staff, enable children to gain confidence in their use of a range of challenging apparatus for climbing and balancing. As a result, older children move on the floor and on apparatus in a variety of ways. They are developing co-ordination in movements of sliding, creeping and shuffling along a bench and link movements of walking, running, hopping and jumping as they move around the small hall space. Some

more able children, climb wall-bars and move confidently over equipment but others still need support for balancing and movement on apparatus. However, without appropriate outside play facilities; some children are unlikely to achieve confidence in their use of small and large equipment by the end of the Foundation Stage.

65. Opportunities are regularly provided to develop children's small hand movements in purposeful and challenging activities such as using the mouse to move items into position on the computer screen, to 'cut and paste' when editing or when positioning pieces of fabric to make a collage.

### **Creative development**

66. Children's creative development is promoted very effectively through a very wide range of well-planned art, music and role-play experiences. Very good knowledge of this area of learning ensures that activities are interesting, varied and well matched to the very wide abilities of children in the class. As a result, children are in line to attain the early learning goals in this area of learning when they enter Year 1. Children sing a wide range of simple songs tunefully and with enjoyment, they confidently play simple percussion instruments and most can respond to instruction well playing loudly or quietly when playing a 'game'. The role-play area although small is used well to develop imaginative play and staff always interact purposefully at these times to encourage and develop language and children's imagination.

### **ENGLISH**

67. As found at the time of the last inspection, only the most able pupils achieve standards close to the national average; overall standards remain below average at the end of Years 2 and 6. Inspection evidence however, confirms the school's own analysis that individual pupils, including those with special educational needs, generally achieve well in relation to their ability when they started in the school. Low standards are however particularly reflected in pupils' inability to sustain their ideas when writing. The school has recognised this and the very recent introduction of individual learning targets and structured writing support is already enabling pupils to make better progress.
68. When pupils start at the school, they have below average speaking skills and their vocabulary is especially limited. They make rapid progress when the teacher constantly engages them in conversation and uses a wide range of resources to enrich their vocabulary. By Year 2, more able pupils are attaining expected standards and are confident when speaking about their work, but less-able pupils, despite making good progress, continue to use a limited range of vocabulary when speaking and find it difficult to express themselves clearly. This affects their ability to use a more interesting written vocabulary. By Year 6, some pupils are still using a restricted vocabulary and overall standards are just below average. In response, the school now rightly plans opportunities within literacy lessons to develop pupils' speaking and listening skills but opportunities are not generally planned in other subjects for pupils to speak in a range of situations and at length.
69. Pupils' listening skills are often good across the school. Pupils are attentive in lessons because there is a calm and purposeful working atmosphere ensuring that they remain focused on the tasks. Pupils with special educational needs who might have difficulty concentrating are well supported by both teachers and teaching assistants, ensuring that they also make good progress.

70. Progress in reading is generally good across the school. Teaching is lively and additional sessions that focus on specific skills are purposeful. Pupils have daily opportunities to listen to a variety of texts and begin to take pleasure in stories that they want to read for themselves, making a strong contribution to their cultural development. Whilst pupils that are more able read fluently and are developing skills of inference and interpretation, they do not always check the meaning of words. Consequently, they are missing an opportunity to extend the range of vocabulary they use.
71. The range of books to support less-able, older pupils is limited. Less able older pupils often struggle with reading texts that do not motivate them and are too difficult for them to read with confidence. They, therefore, approach reading with a lack of enthusiasm and have a limited range of strategies for reading unfamiliar texts.
72. In response to the low standards in writing, the school has prioritised this aspect of the curriculum. Despite the support of good teaching, in specific lessons, essential skills are not regularly consolidated or developed through work produced for other subjects. Current curriculum planning is based on developing specific writing 'sub-skills', such as using similes and metaphors, whilst this is appropriate, the development of these skills in extended pieces of writing tend to be overlooked. Consequently, pupils do not always 'see the purpose' of using a range of writing skills and do not gain confidence to use them. The very recent introduction of writing 'toolkits' to support different writing activities is beginning to have a beneficial effect on pupils' confidence to write in a range of formats. An analysis of pupils' past work, however, indicates that there are limited opportunities planned for pupils to plan, edit and draft their work or to write at length in a given time.
73. Recent intensive training and advice has resulted in an improvement in the teaching of English. Support staff are used very effectively and teachers plan lessons well and to meet the wide age range in each class. Lesson objectives are shared with pupils; lessons are closely structured and briskly paced. Consequently, pupils recognise what they need to do, respond well to the routines and enjoy sharing their work during the concluding part of the lesson and are now making rapid progress in lessons. A variety of interesting tasks such as using individual boards for pupils to share writing, work planned and developed on the classroom computers, and educational games motivates and supports pupils learning well. Marking is strength; the recent introduction of pupil and teachers' joint marking, effectively develops pupils' own awareness of their progress. Increasingly teachers make use of information and communication technology to support work in English. This motivates pupils and in particular supports less-able pupils who are often reluctant to 'put words down on paper.'
74. Several initiatives are having a small but growing impact across the school. There are good procedures for assessing pupils' attainment and progress that have been well developed by the coordinator since the last inspection. Monitoring of teaching and learning identified areas for staff development, which helped improve teachers' skills and confidence. The school has created a small library and resources have been reorganised to focus pupils' awareness. The school is well placed to further improve standards in the subject.

## **MATHEMATICS**

75. Overall, there has been good improvement in standards since the last inspection and they are now in line with those for similar schools. All pupils make good progress and achieve well.
76. By the end of Year 2, more able pupils have a good understanding of place value to 1000 and add and subtract accurately. They can apply their knowledge of multiplication tables to

simple multiplication and division problems, multiply by 10 and 100 and have a good understanding of simple fractions. They recognise and name two and three-dimensional shapes and can describe correctly a combined shape as a pyramid or a cuboid. Number skills are applied effectively when measuring and recording data in simple bar graphs. Less able pupils are generally insecure with place value and have difficulty with subtraction, especially involving hundreds or tens. They have a reasonable grasp of the 2, 5 and 10 times tables, being able to count on in these amounts. Some pupils are confused between using addition or multiplication, subtraction or division when solving simple problems.

77. In years 3 to 6, pupils make steady progress in understanding place value. Most pupils develop good skills in calculating, including the use of multiplication and division, but their skills of estimation of length and weight are weak, indicating a lack of practical experience with the use of measures. More able pupils begin to apply their knowledge of multiplication tables and develop a good understanding of basic fractions, geometric shapes and lines of symmetry. Pupils make good progress during Year 5 and by the end of Year 6; more able pupils become confident in their use of number and can explain logically their strategies for solving numerical problems. They are also skilful in the use of long multiplication and division and have a sound understanding of equivalent fractions and their relationship to decimals and percentages. Knowledge of symmetry and rotations is secure and most pupils use co-ordinates and interpret data represented graphically. A significant minority of pupils achieve above average standards. However, some less able pupils continue to make errors in subtraction and lack confidence in choosing the correct number operation to solve a problem; particularly deciding whether to multiply or divide.
78. The quality of teaching of mathematics is good. Teachers have a good knowledge and understanding of the subject and, lessons are well planned and structured to meet the range of pupils' needs. Learning assistants are effectively deployed. Pupils enjoying learning and develop confidence. Good teamwork is evident in all classes. Very good attention is paid to the development of pupils' understanding of mathematical language and pupils are made aware of their learning objectives by initial discussion and check their learning at the end of the lesson. Teachers maintain good, ongoing assessments of pupils' attainments and these are used well in lesson planning. Very good interesting strategies are used in the youngest class and good strategies are also used with older pupils to maintain the pace of lessons. Good use is made of questioning to ensure that pupils of all ages and abilities are effectively involved and challenged. Pupils with special educational needs are well supported in their learning. Teaching assistants ensure that they are fully included in all lessons.
79. The co-ordinator manages the subject well and effectively monitors teachers' planning and the quality of teaching. Good use is made of data from assessments to monitor pupils' progress and to set targets to improve standards. Overall, teachers make good use of opportunities to help pupils practise and develop their numeracy skills in other subjects across the curriculum: for example during physical education and science lessons. This aspect could be developed further.

## **SCIENCE**

80. Learning in science is based on a very practical approach and, as a result, pupils make good progress and achieve satisfactory standards in all the attainment targets of the National Curriculum. Since the last inspection, good progress has been made in provision for science. Standards would improve if pupils reported their findings through detailed written accounts.



81. Younger pupils in year 1 have a sound knowledge of different materials, their properties and their uses, such as 'glass is good for widows because you can see through it'. From growing and experimenting with cress, they know that plants need sunlight and water, and can name the main parts of a plant. They have a good basic understanding of living things, how they grow and change, through their study of tadpoles. They also have a good knowledge of the human body because of well-planned interesting activities using a variety of resources. Older pupils begin to understand the process of investigation and think about how they can find out why things happen. They learn to plan investigations and record their work by drawing and writing in simple terms about what they do. They are learning to interpret what they observe more scientifically: for example, when studying the forces of 'push and pull', a pupil stated that 'the wind made it go faster', recognising that the force of the wind is a push.
82. In years 3 to 6, pupils understand the force of gravity and use Newton Metres to measure different pushes and pulls within the classroom, such as lifting different books or pulling items of equipment. Older pupils use scales to record the pull of gravity and plot their results on a line graph. By the end of Year 6, more able pupils have a sound knowledge of heat and light and understand the main scientific facts and relationships. For example, they know about melting points and insulation, and understand from their investigations that hotter things cool more quickly and that increased surface area speeds up melting. Through practical experiments, they begin to recognise the different properties of materials and ways of separating mixtures such as sand, sugar, how to make an electric circuit, and can accurately draw a diagram of a series circuit. They have a good understanding of living things, life cycles, food chains, the structure and function of plants and animals and how the systems of the human body work. More able pupils thoughtfully plan and carry out experiments, such as to find if the length of an elastic band is proportional to the amount of weight being lifted. Overall, however, pupils' skills in recording of their investigative and experimental work are insufficiently developed. Written statements are often too brief and imprecise when recording 'what we will do' and reporting the detail of 'what happened' this prevents pupils from attaining higher standards.
83. Overall the quality of teaching is good. Very good use is made with younger pupils of resources so that meaningful comparisons are made to everyday experiences, enabling pupils to understand, for example, how their bodies work. A good practical approach with older pupils effectively challenges them to think about causes and effects and to discover scientific facts, for example using balls and hoops to understand the effects of push and pull forces. A good systematic approach is effective in helping pupils to understand and use logical procedures in their investigations. In years 3 to 6, good planning and organisation provide a range of tasks enabling pupils to learn in ways appropriate to their age and attainment levels. A good practical approach continues to challenge pupils to think, predict and test their ideas in a logical way. Lessons are well structured to introduce ideas, motivate pupils and develop a scientific approach to their investigations. They respond well to this and discuss their ideas with interest and purpose. Good attention is given to developing skills of choosing and using appropriate measures to collect data: for example, when investigating the force of gravity. Learning support assistants are very effective in the way they encourage less able pupils, discuss their work with them and enable them to grasp the main scientific ideas involved. An appropriate, structured format has recently been introduced with suitable headings to support the development of pupils' recording of their work but this has not been in place long enough to improve standards,
84. Provision for science is well planned and organised. Resources are sufficient but the classroom for the oldest pupils is too cramped for pupils to conduct the necessary range of practical tasks to best effect. This causes difficulties and restrictions and sometimes results in important work being rushed or incomplete. The co-ordinator monitors teachers' plans and pupils' work and collaborates well with colleagues in developing provision but has not directly monitored the quality of teaching and learning in all classes.

## **ART AND DESIGN**

85. Standards in art and design are satisfactory at the end of year 2. Pupils have a narrow range of experience as they move through the school and have restricted knowledge and skills in the use of a wide range of media, materials and techniques. Little progress has been made in the provision for art and design since the last inspection and, overall, standards continue to be unsatisfactory at the end of year 6.
86. Standards in Year 1 are good and pupils make very good progress in a good range of artwork including sketching and drawing, painting, collage and shaping and moulding activities. They develop their practical skills with marking, cutting and pasting and make three-dimensional constructions such as houses from a variety of materials. They respond keenly to the challenges and guidance from the skilled teacher and begin to use effective techniques such as sketching and rubbing or smudging charcoal to create fluffy textured pictures. They include good detail in their drawings. During Year 2 pupils, continue to make good progress in their drawing skills with improving line, form and detail. However, their range of artwork is restricted to this area of development and by the end of Year 2 standards overall are only satisfactory.
87. Artwork in years 3 to 6, includes some good development in techniques with paint such as colour-wash and some sketches with good line, tone and perspective. Although, effective three-dimensional work using clay to make tiles and the making of scale models of themselves with wooden limbs and clothes from a range of fabrics has been undertaken, in general the focus of art remains too narrow and standards by the end of Year 6 are unsatisfactory.
88. The co-ordinator for art and design has a good level of expertise and experience and a suitable policy has been established along with an appropriate programme of topics for artwork. Insufficient opportunity has been provided for the co-ordinator to share good skills with colleagues. Assessment, recording and reporting of pupils' attainments is weak and need to be a focus for development. The forthcoming creative arts project to be carried out with partner schools is likely to have a positive effect on broadening pupils' experience, raising standards and improving staff expertise.

## **DESIGN AND TECHNOLOGY**

89. Good progress has been made in provision for design and technology since the last inspection and the standards attained by the pupils throughout the school are in line with National Curriculum expectations. All pupils achieve well.
90. Pupils in Year 1 make good progress and reach expected standards. For example, they examine a range of vegetables thoughtfully, using their senses, learn their names and how they are prepared before cooking. They choose sensibly the ones they will use to make soup 'for Teddy'. In Year 2 when investigating vehicles, pupils describe the parts of bicycles and cars and understand their purpose, including brakes and suspension, and talk about the advantage of bigger wheels on muddy ground. By the end of Year 2, pupils have investigated and used a wide range of materials and demonstrate their developing skills in marking out, cutting and fixing to assemble and make a wide variety of artefacts such as slippers.
91. An examination of the work of Year 3 and Year 4 pupils showed good 'design and make' skills. They designed and made Christmas items such as trees, stars, snowmen or stockings after investigating decorations and choosing their product. They chose suitable

materials, assembled them effectively, and thoughtfully evaluated the results of their efforts, making realistic suggestions as to what they would change to improve the finished items. Older pupils continue to develop their skills appropriately, becoming competent with the use of tools, are able to research their products and choose materials suited to their purpose when making such items as musical instruments using junk materials, and an animal from fabric. By the end of Year 6, pupils have a good understanding of the 'research, design, make and evaluate' processes and some more able talented pupils represented the school successfully in the regional final of the Junior Engineers for Britain competition.

92. The quality of teaching is consistently good with teachers having a good knowledge and understanding of the subject. High expectations and good subject knowledge are used well to motivate and develop younger pupils' knowledge. Good strategies are used to capture older pupils' interest, and praise, and encouragement is used effectively to maintain their efforts. Good references to pupils' own experiences develop their understanding of the way the mechanisms work and good links are made to related work in mathematics and science by comparisons of size and force. The very good relationships in the classroom, invariably lead to pupils' being suitably challenged and supported. Pupils behave very well, work with interest, and develop good social skills of collaboration and sharing tools and resources.
93. Overall provision for design and technology is good. There is an appropriate scheme of work in place to provide progressive practical experiences for pupils as they move from year to year. The co-ordinator maintains resources effectively and monitors planning and pupils' work. The quality of teaching and learning in the classes is not monitored and the quality of assessment and monitoring of pupils' progress in relation to National Curriculum levels of attainment is weak. These elements need to be further developed in order to further raise standards,

## **GEOGRAPHY**

94. No geography lessons were observed. However, the subject was assessed from books, and by talking to pupils. Standards are broadly in line with expectations at the end of Year 2 and Year 6 and have been maintained since the last inspection. Pupils of all abilities including those with special educational needs make satisfactory progress
95. By the end of Year 2, pupils have developed a satisfactory knowledge of the local area. More-able pupils can describe some physical and human geographical features and know about the different kinds of buildings in the area. Map skills have been appropriately developed and most pupils, with support, are able to produce a land use map using a colour-coded key. However, they only have a rudimentary ability to identify and comment on a contrasting area for geographical study and their limited writing skills affect pupils' ability to record their ideas.
96. By the end of Year 6 pupils' knowledge and understanding has been satisfactorily developed. In particular, when links have been made to other subjects such as history, pupils have developed a clear understanding of how settlements developed and more-able pupils are able to identify patterns of influence and recognise how settlements change over time. Map skills have been extended and most pupils are able to use atlases to locate places. Good use was made of a Japanese visitor to develop pupils' understanding of similarities and differences between the local area and Japan. This work was extended well to develop a greater understanding of the local area and the need to solve problems when planning future developments, such as leisure centres. It was notable that this work was well linked to work in literacy when more-able pupils used well-planned ideas to write a forceful argument either for or against the proposals.

97. The survey of evidence suggests that teaching over time is satisfactory. Teachers display sound subject knowledge and use the local area and other resources well to enrich pupils' learning and create interest. Marking is however varied and does not always support and help develop pupils to improve their geographical skills. Difficulties arise when planning for mixed key stage classes. The school has addressed this through a rolling programme of topics but, in general, teachers do not match work sufficiently to the very wide age and abilities in the classes. Consequently, less-able and some average attaining pupils struggle to complete written work.
98. Leadership is satisfactory. The co-ordinator has a good subject expertise but, with the schools' emphasis on literacy, has not yet had time to monitor and develop other teachers' subject knowledge. Strengths lie in the way in which good use is made of visitors and of the local area to interest pupils. The scheme of work has been developed since the last inspection. However, because there are inadequate assessment procedures and monitoring of individual pupil progress, standards are affected. Resources are satisfactory but more use could be made of information and communication technology.

## HISTORY

99. Attainment in history is in line with expectations at the end of Year 2 and Year 6 and standards have been maintained since the last inspection. All pupils make good progress in developing an understanding of key historical facts. However, as indicated in the last inspection, more-able pupils could attain higher standards if their skills of interpretation and analysis of sources of evidence were developed.
100. Pupils in Year 1 make good progress because teaching is carefully matched to their level of understanding, and resources such as old toys, visits and visitors are used to create a real interest in the subject. Pupils recognise that life in the past was different, and understand for example, that old toys do not use batteries and houses in the past did not use electricity. This level of knowledge and understanding is further developed in Year 2 when pupils are able to recall some facts about the famous people they have studied. However, past work in books indicates that not all topics studied were developed in sufficient depth to fully extend pupils' knowledge and understanding. During the inspection, pupils in Year 2 and 3 were beginning a topic on World War 2. Teaching that used pictures, videos and discussions motivated pupils and, although pupils in Year 2 struggled with the concept of War, because they were well supported, they began to use secondary evidence to develop an understanding of this period in history. Nevertheless, they struggled to record their ideas and did not have the appropriate subject vocabulary to support them.
101. By the end of Year 6, most pupils have developed their understandings of the topics covered. Most are able to explain their ideas in a satisfactory manner. Pupils still need a degree of prompting to recall their work but are clearly interested in the subject and could relate details of the Celtic way of life and the importance of the Romans. During the inspection, pupils began a study of the Egyptians. Clearly interested by the very good use of a CD-ROM that took pupils on a 'journey', into a Pyramid, most pupils were able to imagine themselves in this era, with more-able and older pupils beginning to have some feeling for how people lived at that time.. However, most pupils found it difficult to write about what they saw or felt and this clearly affected the overall standard attained in the lesson. In addition, more-able pupils, whilst understanding key facts about topics studied, found it difficult to understand that events in history might be portrayed differently depending on your point of view. This development of higher order skills, especially skills of interpretation and of cause and effect prevents pupils from attaining higher standards.

102. The quality of teaching observed during the inspection was good overall. Most, but not all teachers, have a good subject knowledge which they use effectively to motivate pupils. Teaching assistants are deployed effectively to support less-able pupils, and resources that are supplemented carefully from other sources, are used well in lessons to support learning. Teaching is best when pupils are asked to carry out historical research, find things out for themselves or explain why things happened in the past as they did. Although there were some good examples of pupils' work being marked in a way that clearly outlines what is needed to improve, this is not as consistent as it could be. More able pupils are not challenged by opportunities to probe more deeply into the subject.
103. The co-ordinator has good subject knowledge and is aware that resources are weak in some areas. She has had little time to monitor teaching and learning in the classroom or to support colleagues who are less confident. There are some broad assessment procedures laid down but they are not specifically related to history skills and so teachers cannot be sure that their lessons are always well directed towards the very wide age range and learning needs of their pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. There has been a good improvement in both resources and teachers' subject knowledge since the last inspection. As a result, pupils throughout the school are now taught a much wider range of skills and consequently are making good progress in their learning. At present pupils achieve the nationally expected standards at the end of Years 2 and 6, but standards are improving rapidly. Pupils now have a more solid basis of skills on which to build their future learning.
105. By the end of Year 2, most pupils can confidently use computers to search for information using 'key words' and more-able pupils are able to access indexes and 'hyperlinks' in order to locate information. Most pupils can input simple data to produce charts of their favourite cakes, for example, and more-able pupils are able to interpret their own results. When using a graphic program, pupils have a good understanding of which tools to use and some understanding of how to choose different options from within the same tool. Pupils master important basic skills from an early age. They know how to log on to the computer and print their work. More-able pupils use e-mail confidently but less-able pupils still require support.
106. By the end of Year 6, the majority of pupils are confident in accessing the Internet or CD-ROMs as a source of information. They have developed a range of skills that allows them to identify, evaluate and retrieve information and are gaining confidence in the use of spreadsheets to record information. More able and older pupils are beginning to recognise how to combine different sources to develop a multimedia presentation. During the inspection, pupils were developing their editing skills to create wallpaper, using different icons to rotate and repeat patterns and work of a good standard was evident.
107. Increasingly the subject is used to support work in other subjects. The location of a bank of computers in each classroom is particularly beneficial and their use was observed in each class during the inspection, supporting learning very effectively. Only one specific ICT lesson was observed during the inspection. In this lesson, younger pupils, because of very good demonstration by the class teacher, were developing confidence to use a paint program. Pupils co-operate well when the computers are in use in lessons, because teachers promote an atmosphere in which pupils work well together, share willingly and are conscious of the need to take turns. Most staff, including teaching assistants, are confident in their knowledge and understanding of the subject and give clear instruction to the pupils. As a result, pupils quickly learn new skills and staff are able to help pupils when difficulties arise.

108. The co-ordinator has worked hard to access additional funds that have been used effectively to provide a good ratio of computers for the pupil numbers. Additional resources ensure that the subject has a high profile in the curriculum. However, assessment and record keeping is underdeveloped. Consequently, teachers rely too much on their own knowledge of pupils' abilities and broad success criteria. They have insufficient recourse to relevant information to more accurately track progress in the subject's 'key skills'. This requires more development if standards are to improve further.

## **MUSIC**

109. No judgment was made concerning standards in music in the last inspection report. The limited current inspection evidence available indicates that attainment in music is in line with national expectations at the end of Year 2, but below at the end of Year 6. This is mainly due to the fact that there is no member of the current staff with adequate skills to teach this specialist subject.
110. By the end of Year 2, pupils sing in tune a range of songs and hymns that they know by heart. They are able to play a range of tuned and untuned percussion instruments and perform simple rhythmic patterns, paying attention to the dynamics. In addition, pupils have used computer-generated sound effects to create their own music and have successfully developed 'atmosphere'. However, there is little evidence of pupils evaluating these performances and then improving and developing them further.
111. By the end of Year 6, pupils' skills have not progressed sufficiently. They have had insufficient experience of composing, singing and listening to a range of music to reach the expected standards. Although teachers are now following a scheme of work, they lack confidence and subject knowledge to fully develop pupils' skills. Evidence from recordings of pupils work, show clearly that skills have not progressed sufficiently from the standards attained in Year 2.
112. In the lower school, the quality of teaching is good. Lessons are well structured to motivate and support the development of pupils' early musical skills. As a result, pupils are confident, they listen carefully and respond well to instruction. However, the quality of teaching in the rest of the school is unsatisfactory. Teachers plan lessons carefully but their expectations are too low and pupils, especially more-able pupils, are not sufficiently challenged. Some elements of the subject, such as appraisal, are taught successfully, but not all basic skills are addressed adequately so there are gaps in pupils' learning.
113. The school is aware of the weaknesses in the subject and the very recent implementation of a 'creative partnership' with other local schools is an exciting development that should go some way to improving this area and help raise standards.

## **PHYSICAL EDUCATION**

114. The school has effectively compensated for the lack of suitable accommodation for teaching physical education by making very good use of a local leisure centre. This enables a good range of activity to be provided and pupils achieve good standards.
115. In dance lessons, pupils in Years 1 and 2, respond enthusiastically. They move imaginatively to the music and develop good movement sequences when creating a 'rain dance'. They work well together to form a 'rainbow'. During games activities they are achieving good catching and throwing skills using a large ball, and in gymnastic activity they run, hop, skip and jump skilfully and combine these movements well as they move

confidently into spaces and avoid collisions. They develop good balance skills as they use apparatus. In Years 3 to 6, pupils make good progress in a range of passing, throwing, stopping and catching skills and show increasing control and accuracy in shooting skills in netball and basketball. By the end of Year 6 they know the rules and scoring for a range of games and develop good games skills such as passing, receiving and shooting. During Uni-hoc they demonstrated good progress in playing as a team, attacking and defending, and in positional play. In trampolining, they make good progress in body control and co-ordination as they perform tuck and star jumps and seat-drops. Many pupils achieve very good standards in swimming. Beginners respond quickly to skilled teaching and support and soon begin to swim a few metres. 'Improvers' swim confidently and develop good front crawl and back-strokes. They use legs-kicks effectively for propulsion as they achieve very good gliding positions with the use of a float. Older, more-advanced swimmers achieve very good standards and technique in the range of strokes and good stamina in swimming extended distances. They are also making very good progress in personal survival and life-saving skills.

116. Pupils in Year 1 and Year 2 have combined lessons for physical education. Teaching is good. Lessons are well planned and good use is made of the limited accommodation for dance and gymnastic activity. Good subject knowledge is used to extend pupils' ideas and, and praise is used well to develop a sense of achievement and often pupils do not want the lessons to end. Good planning and organisation ensure that older pupils enjoy a good range of physical activities in sessions taught in the sports centre. The skills for hockey are taught well through good pair and group-work before extending to a full game situation. Pupils' gymnastic skills are extended through closely coached sessions on the trampoline which are safely conducted with the help of a qualified instructor. The teaching of swimming is excellent. Pupils' are sufficiently challenged to ensure that they rapidly gain confidence. Skilful teaching with clear instruction enables beginners to learn to swim and advanced swimmers to achieve high standards. In response to consistently good teaching, pupils are keen to take part and enjoy their lessons. They respect rules and develop good attitudes of sportsmanship.
117. Provision is well managed and there is a good range and balance of activities Pupils' physical education is enhanced by good use of the small playing field for games and athletics, and school teams compete with other schools in football and netball which effectively promote pupils social skills. Additionally, after-school sports clubs provide further good opportunities for pupils to extend their physical and social skills. Some good use is made of awards such as for achievement in swimming but there is insufficient use of planned assessment in promoting pupils' progress and skill development.

## **RELIGIOUS EDUCATION**

118. Only one lesson was observed during the inspection and judgments are based on an analysis of pupils' books, teachers' planning and discussions with pupils. Attainment is judged to be in line with the expectations of the Cornwall Agreed Syllabus at the end of Year 2 and Year 6. Most pupils make satisfactory progress from having little knowledge and experience of personal faith to being able to demonstrate an awareness of the key principles of some of the main religions studied. This represents good achievement.
119. At the end of Year 2, most pupils can relate basic information about the stories they have heard. They show awareness that there are different religions, different ways to worship and that each faith group has different symbols that are important to it. They are taught to respect other people, to be considerate of feelings and to be tolerant of different beliefs. Through celebrating different festivals, they are increasingly aware of the Christian faith and the importance of Jesus, one boy with special educational needs informing an inspector eagerly "Jesus was the 'Son of God' and died on a cross".

120. As pupils move through the school they show increasing respect for the different religions studied and begin to consider what influences their own lives, and what their life experiences mean to them. Moral issues feature strongly in their work and this ensures that all pupils have a strong sense of 'right and wrong' and respect for others. This is evident in the inclusivity of the school. However, although pupils develop a sound awareness of other faiths, they are less sure about what it really means to belong to a faith community other than their own. For example, most pupils can relate facts about the Sikh faith, but are less clear about how being a Sikh affect this community's daily life.
121. Overall, teaching is satisfactory. Teachers plan lessons carefully to ensure that all the requirements of the locally agreed syllabus are met. Evidence from books and teachers' planning indicates that, whilst teacher-led discussions are planned to support pupils' awareness, opportunities to write in a range of styles is not fully developed. In addition, opportunities for independent learning through research, presentation and debate, are also underdeveloped. Often, work is the same for all pupils and not matched to the wide range of pupils' abilities in each class.
122. The co-ordinator has not had an opportunity to monitor teaching and learning. Assessment procedures have not been developed to support the gradual progression of pupils' skills. In an isolated rural community, links with other faith groups are difficult to establish and, as a result, pupils have only a basic awareness of other faith groups.