

INSPECTION REPORT

LANIVET COMMUNITY PRIMARY SCHOOL

Lanivet, Bodmin

LEA area: Cornwall

Unique reference number: 111913

Headteacher: Mr Michael Jelbert

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 13-15 January 2003

Inspection number: 247159

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: 4-11

Gender of pupils: Mixed

School address: Rectory Road
Lanivet
Bodmin
Cornwall

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Telephone number: 01208-831417

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Appropriate authority: Governing body

Name of chair of governors: Mrs D Trevains

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25217	Paul Baxter	Registered inspector	Mathematics Information and communication technology Physical education	The school's results and achievements How well is the school led and managed?
22651	Gill Anderson	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?
3855	David Langton	Team inspector	Educational inclusion English Science Geography Music	How good are the curricular and other opportunities offered to pupils?
19639	Pat Wootten	Team inspector	Areas of Learning for children in the Foundation Stage Special educational needs Art and design Design and technology History Religious education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lanivet Community Primary School is smaller than average and has 97 full-time pupils on roll. Of these, 53 are girls and 44 are boys and additionally six children attend part time. The school serves the village and surrounding rural areas. The school roll is constantly changing with varying and occasionally significant numbers of pupils in the different year groups either entering or leaving the school other than at normal times of admission and transfer. Ten per cent of pupils come from ethnic minorities, including travellers. No pupils have English as an additional language. Nine pupils are known to be eligible for free school meals, which is well below average. Approximately 23 per cent, an average proportion, have special educational needs, covering emotional and behavioural, speech and communication and physical needs. One pupil has a statement of Special Educational Needs, this is average for a school of this size. Children enter the Foundation Stage in the reception class with broadly average levels of attainment, but this varies considerably from year to year.

HOW GOOD THE SCHOOL IS

Lanivet provides a satisfactory standard of education and after a time of limited improvement, followed by a particularly disruptive period of re-building, it is beginning to address areas of weakness and to re-establish more effective provision through the school. Strengths, such as the very good range of extra-curricular activities and positive relationships, have been retained and other areas of provision are being improved. Standards are broadly average, particularly in English, mathematics and science, however, weaknesses in the teaching for pupils in Years 5 and 6 and inconsistencies in provision, including elements of leadership, reduce the overall effectiveness of the school. The school provides satisfactory value for money.

What the school does well

- Standards are generally above average in reading, and speaking and listening, and the improved and now good provision in physical education is raising the pupils' skills and is promoting the good relationships that are supporting learning.
- Very good links with the community and other schools add continuity to pupils' learning.
- The school provides a very good range of extra-curricular activities and these widen and enrich the pupils' skills and understanding.
- Provision for the pupils' moral and social development is good and contributes to the generally positive atmosphere for learning.
- Teaching is good in Years 1 to 4 and it is helping to raise standards.

What could be improved

- Unsatisfactory teaching in Years 5 and 6 has a detrimental effect on pupils' achievements and attitudes to learning.
- Pupils' attainment in information and communication technology (ICT) is below average by the end of Year 6 and ICT is not used sufficiently to enrich learning across the curriculum.
- Provision does not improve the pupils' skills and understanding in art and design, history, music and religious education as they grow older, restricting standards by the end of Year 6.
- Management strategies occasionally lack the robust leadership and consistent action necessary to rectify weaknesses and this restricts improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Although improving now, overall improvement since the last inspection in March 1998 has been unsatisfactory. Instability stemming from changes to key personnel and disruption caused by building improvements, reduced the effectiveness of provision and pupils' academic and personal achievement for some time. Ongoing weaknesses in the quality of teaching and in subject leadership have a detrimental effect on the pupils' learning. Most key issues, except leadership of a few subjects, identified in the last report have been rectified satisfactorily, especially over the past two years. Improved support and training in recent terms, have led to improved teaching and learning in mathematics, science and English. Completed improvements to the school's accommodation and facilities are having a beneficial impact on pupils' learning in reading, physical education and ICT. Management is becoming more effective in identifying areas for improvement but elements of leadership lack rigour and weaknesses in teaching and provision have not been rectified and restrict improvement. The school has a satisfactory capacity to improve.

STANDARDS

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

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

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

The number of pupils and their prior attainments vary considerably from year to year; and a high proportion of pupils leave or enter the school at times other than the norm. These make statistical comparisons of pupils' performance in national tests with other schools unreliable if based only on one year. In general, the pupils' performance in the National Curriculum tests and teachers' assessments at the end of Year 2 and Year 6 in English, mathematics and science in recent years has risen. At the end of Year 6 it has risen in line with the trend found nationally and even higher in the last two years. Inspection now shows that standards at the end of Year 6 are broadly average and most pupils, including pupils with special educational needs, achieve satisfactorily by the time they leave the school. In response to improved provision, the challenging targets set in English and mathematics are increasingly within reach, but largely due to unsatisfactory teaching in Years 5 and 6, pupils' achievement, especially of potentially higher-attaining pupils, is still restricted. Standards have declined since the last inspection in subjects, such as art and design, history and religious education, due to the significant disruption caused by the re-building programme and by the ongoing weaknesses in teaching and planning of the curriculum.

Children's attainment on entry to school is broadly average, except in mathematics where their attainment is below average. By the end of the reception year, pupils are achieving satisfactorily. They reach the nationally recommended goals in most areas of learning except in personal, social and emotional development where standards are above expectation, and in mathematics where their skills are below average. Pupils achieve satisfactorily in Years 1 and 2 and most are on course to attain standards that are average overall by the end of the school year. Standards are below average in mathematics reflecting the pupils' previously lower attainment. Standards are broadly average in English and in all other subjects. The pupils achieve satisfactorily overall through Years 3 and 4 but a significant element of unsatisfactory teaching in Years 5 and 6 is hindering pupils from increasing their rate of achievement. Pupils achieve satisfactorily in literacy and numeracy but are not yet applying their skills to best effect in other subjects. By the end of Year 6, attainment is average overall, including English, mathematics and science, and in physical education where new facilities are helping to raise the pupils'

skills. Attainment is above average in reading but it is below average in art and design, history and religious education due to inconsistent provision and the weaknesses in teaching. Attainment in ICT is also below average, but it is rising as the school makes good use of the new ICT suite. There was insufficient evidence to judge pupils' attainment in music. Improving teaching and curricular planning are having a positive effect on standards from reception to Year 4 but improvement is constrained by the unsatisfactory teaching in Years 5 and 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are satisfactory overall, but a minority of mainly older boys do not apply themselves diligently to their work.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is satisfactory.
Personal development and relationships	Relationships are good. Pupils respond well when given roles or tasks but not all opportunities to show responsibility in their learning are taken.
Attendance	Attendance is well below average but punctuality is improving.

Inconsistent expectations of staff are not helpful in sustaining more positive attitudes to learning from a few older boys and have an adverse effect on their achievements.

TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory overall. It ranged from unsatisfactory to excellent, with teaching in almost half the lessons seen being good or better. Teaching is good in Years 3 and 4 but a high proportion of unsatisfactory teaching in Years 5 and 6 has an adverse effect on pupils' learning. Teaching generally meets the needs of all pupils and promotes their satisfactory achievement, except in Years 5 and 6, where the level of challenge is often insufficient, especially for potentially higher-attaining pupils, limiting their learning. The teaching of English and literacy and mathematics and numeracy is mostly satisfactory and is raising pupils' achievement in these aspects across the school. Teaching also promotes the pupils' good relationships. Due to the timing of the inspection in relation to the school's cycle of planning, it was not possible to judge the quality of teaching in art and design, design and technology, geography, music and religious education. Teaching and learning are good in physical education, including swimming, and in English in Years 1 and 2. Teaching is unsatisfactory in history in Years 5 and 6 and it is satisfactory in all the remaining subjects where judgements are made. Most teachers are improving their teaching and promoting learning by improving their planning and by using discussion to extend the pupils' understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, in reception and in Years 1 to 6. Meets statutory requirements but weaknesses in art and design, history, music and religious education limit pupils' skills. Very good extra-curricular clubs and links with the community and other schools enrich learning.

Provision for pupils with special educational needs	Satisfactory overall, matching the needs of individual pupils and good for children in their reception year.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and for the pupils' moral, social and personal development. Pupils from a wide range of backgrounds are included well. Spiritual and cultural development are promoted soundly and pupils are prepared appropriately for life in Britain's multicultural community.
How well the school cares for its pupils	Satisfactory overall. Strengths in monitoring academic and personal progress. Improved use of assessments of pupils' learning in English and mathematics is helping to raise standards but assessment is less effective in other subjects.

The school has effective links with parents and most parents have positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed satisfactorily by the headteacher. His management is beginning to make a more effective contribution to pupils' achievements. Leadership is not always successful in rectifying weaknesses. Subject leadership has developed, but it is still ineffective in several subjects.
How well the governors fulfil their responsibilities	Governors are more informed now, are more effective in shaping the school's direction and meet their responsibilities satisfactorily.
The school's evaluation of its performance	Performance is monitored soundly but weaknesses are not always rectified with sufficient rigour.
The strategic use of resources	Resources for learning, accommodation and specific grants are used satisfactorily but teaching staff are not deployed to best effect in promoting pupils' learning across the curriculum.

Taken together, staffing, accommodation and resources are satisfactory, but weaknesses in teaching limit the pupils' learning. Informed decisions, although still occasionally hindered by indecisive leadership, are now based soundly on the principles of best value, and improvement is planned more effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They appreciate their relationships with the school and feel comfortable about approaching the school with questions or problems. • Their children like coming to school. • Parents consider that teaching is good and helps their children to make good progress. • The help given to children so that they mature, gain responsibility and behave well. 	<ul style="list-style-type: none"> • The amount of homework received. • The range of activities provided outside lessons. • Information about how children are getting on. • The leadership and management of the school.

The inspection team endorses most of the parents' positive views but judges the pupils' behaviour and progress, and the quality of teaching to be satisfactory. Inspection identifies weaknesses in aspects of the leadership of the school. Provision for homework is satisfactory and parents are given good

information. The school provides a very good range of extra-curricular activities that enriches the pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to school is broadly average but it can vary from year to year as children come from a range of different backgrounds and with differing levels of prior attainment. The children's reading skills are usually those that are more fully developed with mathematical skills being the least developed. The children receive good support, initially on a part-time basis, as they begin school. Most learn well, and achieve well, particularly in their personal, social and emotional development during this induction period. In response to satisfactory provision, achievement is satisfactory overall in reception. Children enjoy books and reading skills are well developed. Most can form letters correctly and write recognisable words. They are less confident with number but several can count up to ten and a few beyond this number. By the end of the reception year the pupils reach the nationally recommended goals in most areas of learning except in personal, social and emotional development, where standards are above expectation in response to the teacher's and learning assistant's good support, and in mathematics where, due to their lower starting points on entry to school, the pupils' skills are below average.
2. With a small number of pupils in each year group and varying levels of prior attainments from one year to the next and with a high proportion of pupils leaving or entering the school at times other than the norm, statistical comparisons of pupils' performance in national tests with other schools need to be considered with care.
3. The pupils' performance in national assessment tasks at the end of Year 2 in recent years shows a trend of rising standards especially in reading and mathematics. National assessment tasks in 2002, both in relation to schools found nationally and compared with similar schools, the pupils' attainment in reading was above average representing a significant improvement over previous years but it was well below this in writing and mathematics. The pupils' performance in the teachers' assessments in science in 2002 was well above average, placing the school in the top five per cent found nationally for the proportion of pupils attaining the expected level 2 standard, but the proportion of pupils attaining the above average level 3 standard was below average. When taken together, the pupils' performance in the national assessment tasks shows a slightly increasing trend in response to improved teaching and planning of the curriculum.
4. In the current Year 2, evidence gathered during the inspection shows average attainment in most subjects, including English and science, and below average attainment in mathematics. Generally most pupils, including those from a range of backgrounds, pupils with special educational needs and potentially higher-attaining pupils, achieve satisfactorily overall, except in mathematics where a few higher attainers could attain more if fully challenged. The pupils enjoy reading and read confidently and with expression. They speak clearly and communicate confidently. Writing skills are less developed and are below average and several pupils have difficulty writing simple sentences or using basic punctuation. Pupils can work out the solutions to simple problems in mathematics but have difficulty with intermediate problems due to their insecure basic knowledge of number. In science, they use specific terms with appropriate understanding and show average skills during investigative work. These standards represent satisfactory improvement since the last inspection and stem from the systematic improvement of teaching, planning and assessment. Observations of lessons show that an increasing number of pupils are learning well in most lessons now in response to good teaching and standards are rising with the increasing use of ICT.
5. Results in the National Curriculum tests and teachers' assessments for pupils in Year 6 in recent years show that, despite variations stemming from the factors mentioned earlier, standards have risen at a rate that matches the rate found nationally, in the last two years the rate of improvement has been even higher. This positive improvement has been accomplished by an increasingly effective shared commitment to implementing the National Literacy and Numeracy Strategies and investigative approaches to learning in science. In the 2002 National Curriculum tests at the end of Year 6, the pupils' attainment in English was average and attainment in mathematics and science

was below average in comparison to other schools nationwide. Comparisons with the performance of pupils in similar schools showed standards that were above average in English, below average in science and well below average in mathematics. The school has undertaken a close analysis, based on these national test results, of the performance of those pupils who have remained in the school and has compared the attainment of the 2002 pupils at the end of Year 6 with the standards they achieved at the end of Year 2. This shows that most achieved at least satisfactorily over time.

6. Inspection evidence shows that standards are average in the current Year 6 in English, mathematics and science. This shows that standards in mathematics and science have improved compared to last year's National Curriculum test results as a consequence of improved and more consistent curricular planning and teaching. Most pupils are achieving satisfactorily, including pupils from travelling families and those who have special educational needs. Not all potentially higher attainers are fully challenged, however, and inconsistent and often unsatisfactory teaching in Years 5 and 6 restricts their achievement. Most pupils form good working relationships and respect the achievements of others. Pupils read very well and talk with clarity and evident interest and enjoyment about books. The provision and standards in reading are strengths of the school. The pupils' writing skills are below average, whilst most use paragraphs correctly and show good awareness of punctuation, they have insufficient opportunities to write expressively or at length and a lack of challenge and expectation limits their attainment. Most pupils in Year 6 demonstrate expected number skills and use mathematical vocabulary with understanding when explaining their strategies for solving problems. Standards in mathematics are rising well in response to improved planning that enables the teachers to build on the pupils' previous knowledge. Skills in carrying out scientific enquiries are average and are developing well as pupils learn the importance of careful observation and accurate recording.
7. By the end of Year 6, attainment is average and pupils achieve satisfactorily in design and technology, geography and physical education. Standards are below average in ICT but they are improving rapidly as pupils catch up in the development of their skills by using the new ICT suite. Weaknesses and inconsistencies in the quality of teaching, especially in Years 5 and 6, and in the planning and resourcing of the curriculum and in setting high enough expectations, are having a detrimental effect on the pupils' attainment and achievement in art and design, history and religious education. In these subjects, pupils' skills and understanding develop unevenly with some aspects developing well, while others build less systematically. This is because planning does not identify the most suitable opportunities to develop the full range of skills and understanding as the pupils advance through the school. As a consequence, the pupils' attainment is below average in these subjects. There was insufficient evidence to judge standards in music but provision is unsatisfactory and has a detrimental impact on the pupils' musical skills.
8. Inspection shows improving and satisfactory achievement for most pupils in response to increasingly effective and more consistent teaching and learning in Years 1 to 4. Pupils currently in Years 5 and 6 experience too much unsatisfactory teaching, however, and could realistically be achieving more in several subjects.
9. The pupils with special educational needs have a wide range of needs and benefit from the specific help they receive, particularly in English and mathematics. Throughout the school, these pupils achieve satisfactorily. Although the school is successful in socially including pupils from a range of backgrounds, it is less successful in presenting appropriate challenges to potentially higher-attaining pupils in Years 5 and 6. The headteacher monitors the performance of the boys and the girls carefully, but the unsatisfactory attitudes to learning demonstrated by a small minority of older boys, has not been fully rectified and continues to weaken their achievement.
10. The pupils' developing numeracy skills are used and extended further in other subjects, for example, in physical education and science when measuring pulse rates. The pupils' literacy skills lack consistent emphasis across the range of subjects although subject-specific language is identified to good effect in mathematics and science lessons. Opportunities to enrich the pupils' learning across the breadth of subjects by using information and communication technology (ICT)

are improving as the new ICT suite is fully utilised but they are not always used sufficiently to enrich learning in other subjects.

Pupils' attitudes, values and personal development

11. Overall, pupils show a satisfactory attitude to school, and their behaviour is satisfactory. This is not as good as at the time of the last inspection when the behaviour and attitudes of pupils were judged to be a strength. The good personal development and relationships of pupils have been maintained since the last inspection. Whilst nearly all parents responding to the questionnaire were happy with the behaviour of pupils, a few of those attending the meeting expressed some concerns. This is generally reflected in the inspection findings because whilst behaviour is generally at least satisfactory and can be good, a small number of pupils, mostly boys, do not always behave sufficiently well. Nearly all pupils respond positively to the good moral and social ethos of the school.
12. Young children in the reception class behave well and enjoy very good relationships. The staff provide a very secure supportive environment and, as a result, the children feel able to express their views and feelings and attempt new work. Almost all the children respond well to instructions and praise. These positive attitudes were clearly evident and enriched the children's learning in a physical education lesson in the new school hall where the children shrieked with excitement as they sped around in their bubble cars and played happily either as individuals or with others.
13. The quality of the management of pupils is satisfactory but it varies with each year group. It is not always satisfactory and often it can be good, in general it has a supportive impact on the pupils' behaviour in class. Pupils in Years 1 and 2 in mathematics behaved well in spite of being tightly grouped when sitting on the mat. In an English lesson in Years 3 and 4 the body language of a few pupils, mostly boys, was too casual when the teacher was not looking. In Years 5 and 6 in a history lesson, most pupils were interested but a few made silly noises. The enthusiasm that pupils have for school is satisfactory, and this is reflected in their variable levels of interest and involvement in their activities. Too much fidgeting weakened a plenary, (end of lesson discussion) in a Year 1 and 2 mathematics lesson. In a physical education lesson, the pupils' attitudes were positive because of the teacher's high expectations and this enriched their learning. Physical education is making an important contribution to the pupils' attitudes towards learning. Pupils understand the systems to encourage good behaviour, and whether they find themselves judged a 'sun' or a 'cloud' in accordance with the terms of the school's behaviour policy, feel that they are encouraged to behave better as a result of the 'circle time' whole-class discussions. The absence of oppressive behaviour and bullying is satisfactory because pupils are confident with the way it is handled and do not perceive it to be an issue. The improvement in facilities in the playground has had a very positive impact on the standard of behaviour and pupils have noticed this, are pleased and are responding positively. There are no exclusions.
14. The pupils' personal development and relationships are good, and are supported by the good emphasis the school places on encouraging their social and moral development through assemblies and the effective use of 'circle time'. Pupils are welcoming and give spontaneous applause when appropriate to their fellow pupils. They understand the impact of their actions on others well, for example, the initiatives of the School Council, which has been successful in influencing playground improvements. Other pupils value this because they have made break-times a good experience for all pupils. Older pupils are aware of the needs of younger pupils, which is reflected in the view of nearly all parents who feel that the school is helping their child to become mature and responsible. Pupils show satisfactory respect for the feelings, values and beliefs of others, and show satisfactory levels of initiative and personal responsibility outside of lessons, although many pupils tend to be passive. Relationships are good because pupils feel valued by their teachers and other adult helpers who show warmth to them and because they give careful consideration to their moral and social development.
15. Attendance is unsatisfactory as it is well below the national average. Unauthorised absence is below the national average. The school recognises that attendance has deteriorated in recent years and attributes it to a few families with social and economic problems who are now receiving

good support from the appropriate agencies. Punctuality has been unsatisfactory but the introduction very recently of security measures to the entrance is having a very positive effect and the school is already seeing a good improvement in punctuality. This is also beginning to have a supportive impact on the pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and subsequent learning is satisfactory overall. However, the quality of teaching varies across the school from satisfactory in reception with some very good features and some areas for improvement followed by mainly good teaching in Years 1 and 2 with excellent teaching in art and mainly good and sometimes very good teaching, in Years 3 and 4. There is too much variation in the quality of teaching in Years 5 and 6 where almost a third of the lessons were unsatisfactory making the teaching in Years 3 to 6 unsatisfactory when taken together. In the last inspection, the quality of teaching was judged to be good and there was no unsatisfactory teaching.
17. Almost nine out of ten of the lessons seen were satisfactory or better and close to half were good or better and had a positive impact on pupils' learning, for example, by stimulating their interest and aiding their sustained concentration. Just under one in ten lessons were very good or excellent and in these lessons the pupils were highly motivated and enthusiastic about their work and learning was very successful. In the reception class, all lessons were at least satisfactory and some were good or very good. Three unsatisfactory lessons in Year 5 and 6 were observed and had a detrimental effect on the pupils' learning.
18. Excellent teaching was seen in an art lesson in Years 1 and 2 where the class teacher, who is also the subject leader for art, created a very positive learning environment, developed new vocabulary needed to discuss texture and weaving and used excellent resources to show that the process could be used to make a variety of useful objects, such as hats and a log basket. Resources were very well planned and organised. Pupils were encouraged to explore a treasure trove of brightly coloured man-made and natural materials, selecting for colour and texture and testing their suitability for weaving on a range of looms including refrigerator shelves. Teaching assistants interacted very well with pupils to extend their learning and the classroom buzzed with excitement as pupils became totally absorbed in their work. Very good teaching was seen in a science lesson in the Year 3 and 4 class when children were learning about the causes of tooth decay and the reasons why we clean our teeth. In this lesson, the learning objectives were very clear and the teacher made very effective use of questioning techniques, specific vocabulary was emphasised well and insistence on concentration and effort made sure that all pupils, including those identified as having special needs, were learning well. The lesson proceeded at a brisk pace and resources, such as mirrors and disclosing tablets, created lively interest. Ongoing assessment of the pupils' work was good and pupils lived up to the school motto of 'working hard and having fun'.
19. Where teaching is satisfactory rather than good, lessons occasionally lack pace and methods and strategies do not always engage the pupils' interest sufficiently so that they are not keen to learn. Where teaching is unsatisfactory, the learning objectives are not clearly identified in planning and shared with the pupils; as a result, they are unclear about the purpose of the activities. Work is not matched well enough to the needs of the pupils. This results in higher attainers not achieving as well as they should and sometimes lower-ability pupils struggling with work, which is too hard for them.
20. Most teachers manage the pupils' behaviour effectively, but expectations of achievement, behaviour and concentration are not high enough in Years 5 and 6 and the pace of working and levels of concentration are not good enough. As a result, not all pupils achieve as well as they should when teaching is unsatisfactory and they attain standards below their capability.
21. Teachers have effectively implemented the literacy and numeracy strategies and this is contributing to raising standards. The key issues, identified in the last inspection relating to promoting skills in literacy and numeracy, have been appropriately rectified. The key issue relating

to monitoring has also been satisfactorily addressed in English, mathematics and science but the impact of monitoring has yet to be seen to best effect. Monitoring in subjects, such as ICT, history, religious education, music and art, is still unsatisfactory. Specific weaknesses in the teaching of reading and mental mathematics were identified in the last inspection. These weaknesses have been dealt with very effectively; mental mathematics has improved and reading is now above average throughout the school.

22. Teaching in physical education is good and standards have been maintained well since the last inspection. Teachers have secure subject knowledge and enthusiasm, which is infectious. High expectations of effort and behaviour supported by good strategies for managing pupils, enable all pupils to achieve well. Teaching in English, mathematics, science and ICT is sound overall and this is reflected in sound progress and appropriate levels of achievement for most pupils. This is similar to the last inspection although teaching in science was then judged to be good. Teaching in history is unsatisfactory overall although some satisfactory teaching was observed. There is no comparable judgement in the last inspection. Currently, teaching in this subject does not place enough emphasis on enquiry skills and cause and effect, particularly at the top of the school, and this restricts the pupils' understanding. Teachers are making increasingly effective use of the new ICT suite and are enriching the pupils' learning in subjects, such as mathematics and geography, to good effect. ICT is not used to full benefit, however, in the range of other subjects across the curriculum and represents a lost opportunity to enrich the pupils' learning.
23. There is insufficient evidence on which to form a secure judgement about the quality of teaching in religious education, design and technology, art and design, music and geography. Unsatisfactory standards of attainment in Year 6 in religious education and art indicate weakness in the teaching. These include low expectations of attainment seen in the lack of challenge for higher-attaining pupils. Expectations of pupils' effort and concentration are also low and these are linked to ineffective management of pupils, which is too accepting of casual body language, and the inappropriate comments and behaviour of a few pupils, particularly boys in Years 5 and 6. In some lessons, the tasks do not build appropriately on what the pupils already know and can do and progress is restricted.
24. In the lessons observed, teachers showed mostly sound and often good subject knowledge and used this effectively through focused questioning that extended the pupils' learning. Basic skills are taught well with the exception of some lessons with the oldest pupils. Planning overall is unsatisfactory in that it does not always identify learning objectives or match work appropriately to pupils' needs. As a result, the pupils' learning is fragmented and restricted. This directly relates to not all teachers having high enough expectations of the pupils' achievement. This is especially the case in a few lessons in Years 5 and 6 where the achievement of potentially higher-attaining pupils is limited in a few subjects. Teaching methods are generally sound and teachers ask good questions, encouraging the pupils to think about what they know. Staff know the pupils and their families well and very good relationships are a strong feature of the school, however, management of pupils is not always effective and results in some over familiarity and casual attitudes to learning from some of the older pupils. Time and resources, including support staff, are used well, although the pace in some lessons could be improved. The deployment and use of teaching assistants has a very positive impact on pupils' learning. Staff use praise and encouragement well and value contributions from all pupils which means they are prepared to 'have a go' at most things. The quality and use of assessment varies across the school. It is often good but the lack of consistency across subjects and classes impacts negatively on learning, particularly in Years 5 and 6. Target setting and tracking has yet to fully embed and impact on pupils' achievement. Teachers make appropriate provision for homework although some of the tasks are not sufficiently matched to pupils' attainment, limiting the benefit to pupils' learning.
25. Generally, teaching addresses the learning of children with special educational needs effectively and includes them well. In class, support for pupils with special educational needs when teaching assistants are working with a group, is also good and sometimes very good. They make a significant contribution to pupils' learning. Support provided for any pupils requiring a statement of special educational need is very good and classroom assistants and class teachers work very well together to cater for academic and social needs and sustain good achievement. Individual

educational plans reflect appropriate targets and these are reviewed regularly with parents. Teachers are supportive of each other and staff and teaching assistants work very well together for the benefit of the pupils.

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

26. The curriculum provided by the school meets all statutory requirements, including those relating to the National Curriculum, religious education and collective worship. It has improved since the previous inspection. This is especially the case in physical education which is now a strength, and in pupils' personal, social and health education, and in library provision, following an extensive building programme. The provision for information and communication technology (ICT) is also improved with the creation of the new ICT suite, and although not yet fully utilised to best effect in all subjects, its use is improving rapidly within the taught curriculum and is enriching pupils' learning. All key issues relating to the curriculum arising from the previous inspection have been successfully addressed. It is appropriate for the ages of all pupils, inclusive, and, following a recent audit of subject time allocation, appropriately broad and balanced. Since the previous inspection the literacy and numeracy hour strategies and new schemes of work based on the latest national guidance have been implemented, and a carefully considered two-year cycle of plans introduced to ensure the progressive learning of skills across all classes containing pupils of two different year groups. These initiatives are helping to raise standards but are not adhered to sufficiently in all classes leading to a lack of progression in subjects, such as art and design and history, especially in Years 3 to 6. There are schemes of work for all subjects, but not all subjects have up to date policies.
27. The curriculum for children in the Foundation Stage (in the reception class) is securely based on the recommended areas of learning. It is planned around topics and a sound range of appropriate learning opportunities is provided. The recent classroom extension has provided room for a range of activities but the role-play area is not sufficiently structured or resourced to provide satisfactory learning opportunities for imaginative play. The use of ride-on wheeled vehicles in the new school hall has enhanced provision for physical development, which was unsatisfactory in the last inspection. The curriculum still lacks the outdoor independent experiences that a secure outdoor play area would support.
28. Following a recent review of policy and strategy, the provision for sex education and for drugs awareness is satisfactory. The school's overall provision for pupils' personal, social, health and citizenship education is good, and well considered within the curriculum, with appropriate planning in place. It is taught through science lessons - for example, a good, imaginative lesson in Years 3 and 4 was observed on dental care, and through 'circle time', though it was not possible to observe the latter during the inspection week. The curriculum is enhanced through a weekly topic each term dealing with road, fire, and beach safety, well supported by visits from the local emergency services. The newly formed school council, with representatives from each class, enables pupils to make suggestions for school improvements and become responsible members of society. Older pupils work unsupervised in the library. All have various class and whole-school responsibilities, such as organising the CD player for music in assembly. The school is currently seeking 'Healthy School' status, and there is good awareness of health issues in displays round the school, and in science and physical education lessons.
29. The curriculum for pupils with special educational needs is good for children in the reception class and satisfactory overall. Improvements since the previous inspection include the appointment of a part-time special educational needs co-ordinator, and this has helped to increase the inclusive provision for pupils within the classroom. Generally, pupils are supported well and are achieving satisfactorily. However, there are occasions where the teacher's planning does not sufficiently take account of these pupils and they become disheartened and lose interest as was seen in a Year 6 history lesson. The contribution made to pupils' learning by teaching assistants working with groups for additional English and mathematics support is good, they are well informed, and deliver the material authoritatively.

30. The school has satisfactory strategies for teaching the basic skills of literacy and numeracy, which are helping to raise standards. For example, in science, numeracy skills are developed through work involving graphs, and recording of data. Literacy skills are promoted through planned cross-curricular links with other subjects, such as history and geography, to develop pupils' writing. Teachers show a good awareness of introducing and emphasising specific vocabulary, for example, in science and geography lessons.
31. The school's provision for extra-curricular activities is very good overall, and has improved since the previous inspection. For a small school, the number of clubs offered is exceptional and teachers give very generously of their time, both during the lunch hour and after school. Provision for the younger children is above average. An extensive programme of visits and visitors is arranged, and two well-attended residential camps are organised for pupils in Years 3 and 4 at Delaware, and Years 5 and 6 in the Scilly Isles, shared with other schools. Such experiences enhance pupils' learning and their social and personal development. Listed visits include the Eden project, Lanhydrock House, Newquay Zoo, the Flashpoint centre, as well as field study trips to places, such as Helman Tor. Cultural awareness is enhanced effectively through visits from aboriginal players, a teacher of Indian dance, and more locally by attending and performing at the Bodmin Heritage Day. A small number of pupils receive tuition in instruments, such as the guitar and clarinet, through the County Music Service. A wide range of activities is offered throughout the year. During the inspection week clubs on offer were chess, netball, art, country dancing, homework, rugby, and soccer for two separate age groups. Those observed were well attended and provided a positive learning experience. Almost nine out of ten parents think that the school provides an interesting range of activities outside of lessons.
32. The school has very good links with the local community, which contribute positively to the pupils' learning. The school, church and chapel work together to organise the village fete, to which pupils contribute singing and dancing. Representatives of the local religious groups are invited to take collective worship. Grandparents support the school in reading and contributing to history lessons, a local resident runs the Country dancing club, a local business supports the school soccer team, a local band practises in the hall. Parents and children together, and adults from outside the school, attend courses run in the new ICT suite. Pupils raise money through mufti days to fund tea parties for old age pensioners, and visit the old peoples' home to sing carols at Christmas. Year 5 and 6 pupils, in their geography work are currently considering the likely impact on their local environment resulting from the proposal to construct a new sports centre in the village, and the likely viewpoints of a wide variety of individuals.
33. There are very good links and relationships with other schools. Within the local 'Wheal Prosper Cluster' of primary schools to which the school belongs, joint sports days and other festivals are held. This term the school is hosting a visit from a theatre group to which other primary schools are invited. Other schools join with Lanivet for residential visits, playground equipment has been provided through cluster membership, a joint Teddy Bears picnic day was held for pupils in Years 1 and 2. Contacts with the two senior schools to which pupils transfer are very close, enabling a smooth transfer for pupils, who continue to do well. Senior school staff, for example, the literacy and science co-ordinators, visit pupils, and pupils visit their new schools in advance. Students from secondary schools help to coach games. An Open Day and two evenings are made available for pupils to visit their new schools in advance. A staff member from one local senior school, interviewed during the inspection, spoke very highly of Lanivet pupils in terms of their personal confidence and physical abilities. Another school makes its science laboratories available to Lanivet pupils. Close contact with the local playgroup enables the school to quickly recognise the abilities of pupils new to the school and this helps pupils to settle quickly and securely into school routines.
34. The school has given much consideration to inclusion and provision in this area and has many strengths, particularly the warm integration of traveller children, but overall is satisfactory. An effective new inclusion policy incorporating 'Race Equality' is now in place. Insufficient consideration is given by teachers to the needs of pupils of different attainment levels, especially higher-attaining pupils, and those lower-attaining pupils who do not have special educational needs. The inclusion of pupils with special educational needs within the classroom situation is an

improvement, and the school works hard to ensure its declared statement that *“Lanivet CP school is an inclusive school where every pupil is valued as an individual who contributes to the whole”*. Playground rotas ensure that all have a fair share of the football area. Teachers’ planning, however, does not always provide sufficiently for pupils from both age groups, or all levels of attainment, and this is not helpful in promoting their achievement. All pupils of whatever colour, creed or gender, have access to the full curriculum. Boys play in netball teams, girls in soccer teams. Boys and girls work and play well together. Teachers show good awareness of inclusion in other ways, for example, in a music lesson the teacher ensured that every pupil and every group had the opportunity to play their instrument and perform before the rest of the class.

35. The provision for the pupils’ spiritual, moral, social and cultural development is good overall and this represents a satisfactory improvement since the last inspection, especially in terms of offering wider cultural experiences to the pupils. This area of provision is particularly successful in promoting the warm relationships that support the pupils’ learning.
36. The provision for spiritual development is satisfactory. Staff value the pupils and their efforts and good opportunities are provided in events, such as the ‘Bodmin Heritage Day’ celebrations, and several examples of good provision were also provided in the best lessons seen. For example, in art and design in Years 1 and 2, where the pupils’ excitement at choosing and exploring different materials enriched their weaving skills and in mathematics lessons in Years 3 and 4 when the teachers and assistants gave the pupils time to reflect about their work and devise their own strategies to solve multiplication and subtraction problems strengthening their learning. Similar beneficial opportunities for reflection were also provided in most physical education lessons where the pupils’ self-evaluation of their own and each other’s contributions raised their self-esteem and aided their understanding. However, many opportunities in other lessons and in collective worship are missed. Pupils are not given enough time to explore their feelings or to reflect about what they hear and see. Assemblies include meaningful stories and include a short prayer thereby complying with the statutory requirements as an act of collective worship but they lack appropriate opportunities for pupils to pause and think about what is being said. Similar weakness applies to the teaching of religious education where artefacts are not used to best effect in promoting the pupils’ personal feelings. In general, the pupils’ spiritual development is not identified sufficiently in the planned and taught curriculum and, as a consequence, opportunities to wonder and reflect about the natural and man-made world are occasionally lost, restricting the pupils’ understanding.
37. Provision for moral development is good. Staff present good role models and pupils are taught right from wrong and generally respond positively to the school and classroom rules. Pupils understand the code of behaviour that is promoted by the school, but there are inconsistencies in the application of the behaviour policy and not all teachers sustain the same high expectations of good behaviour and learning is occasionally disrupted. Staff provide good role models, and effectively use praise and encouragement to support good pupil behaviour and effort. Beneficial opportunities are provided through the discussions in class known as ‘circle time’, and through involvement in the School Council, where representatives of the classes meet to share their views and opinions. Daily assemblies often contain stories with a strong moral theme and these underpin the pupils’ satisfactory behaviour and the caring ethos of the school.
38. The school promotes the pupils’ social development well. Good relationships between adults and pupils and between the pupils themselves support pupils’ learning in this area. All teachers are diligent in respecting the pupils as individuals and balance whole-class, group and individual learning opportunities to good effect in most lessons. From an early age children in the Reception class are encouraged to co-operate with others in their practical work and play activities and this emphasis is developed through the school. It is clearly seen to good effect when the pupils work in the newly opened ICT suite where they enthusiastically and willingly share computer consoles and work happily together. These good relationships are also evident in all physical education activities including the very good range of after-school clubs and participation in team sports, such as ‘Tag Rugby’, promote their social skills that strongly benefit their learning.
39. Pupils are given appropriate opportunities to undertake small responsibilities throughout the school, for example, taking charge of the audio equipment during assemblies. The positive

involvement of the members of the School Council also illustrates this productive willingness to accept responsibility. The 'Healthy School's Initiative' is providing good opportunities for the pupils to exercise responsibility, for example, as 'Huff and Puff' playground monitors where older pupils help younger pupils select and use play equipment during playtimes.

40. Not all pupils have such positive attitudes, however, and a few older boys offer too little personal responsibility towards their learning and this is restricting their achievement. In general, with the completion of the school's new library and ICT facilities there is now scope to increase the opportunities offered to the pupils to show independence in their learning and to enrich their work in the range of subjects across the curriculum.
41. Provision for pupils' cultural development is satisfactory overall. The pupils' understanding of their own cultural heritage is well provided for through local studies and visits to places of interest, such as Lanhydrock House and Helman Tor. Visits to centres, such as the Eden Project, provide meaningful opportunities for the pupils to link local environmental issues with other regions of the world. Visiting speakers and performers and participation in local events also bridge the gap between the pupils' local background and the wider community. For example, the work with Aboriginal artist within the 'Bodmin Heritage Day' extended the pupils' cultural awareness effectively. Across the curriculum, opportunities for pupils to appreciate their own and other cultures through art and music are not well developed. Physical education is the only subject where the pupils' learning is enriched through the use of music. The curriculum in religious education and assembly themes include an appropriate reference to world faiths and other cultures and these offer sufficient opportunities for pupils to understand the multicultural society in which we live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Overall the school's procedures for child protection and for ensuring pupils' welfare are satisfactory and generally have a beneficial impact on pupils' achievement. The staff know pupils well and are effective on a day-to-day basis in using their knowledge to meet pupils' needs effectively. Several of the staff, including non-teaching staff, have received some training in child protection, but the member of staff with specific responsibility is still waiting to update his skills and this is unsatisfactory. Health and safety procedures are satisfactory and there are no outstanding issues.
43. The monitoring of pupils' academic and personal development is satisfactory. Attendance is monitored satisfactorily with good support from the local education authority's 'Traveller Education Support Service' and the education welfare officer to promote good attendance. Overall, levels of attendance are below the national average, however, and provision is not effective enough in ensuring that the pupils' achievement is not unduly restricted.
44. The procedures for monitoring and promoting positive behaviour are good. Pupils know and value the policy and feel encouraged and rewarded. Whether pupils find themselves judged a 'sun' or a 'cloud' (categories within the school's behaviour policy) they feel they are encouraged to behave better by 'circle time'. The focus on playtime last year has had a noticeably positive impact, which is appreciated by the pupils. Both the pupils and the parents see the management and outcomes of the behaviour policy positively.
45. Procedures for monitoring and eliminating oppressive behaviour are satisfactory as it is not an issue with pupils and they are clear how to handle incidents should they arise.
46. The school takes inclusion very seriously and is committed to the school being an inclusive community where everyone is respected and valued. The traveller children are fully integrated into the school and despite often late entry into full-time education, they are making satisfactory progress and achieving appropriately. Inclusion is less successful in providing challenge for higher-attaining pupils, particularly in Years 5 and 6.
47. The educational and personal support for pupils is good due to a good system of setting targets and tracking pupils (recording their progress through the school) and the good knowledge of staff

about individual pupils and their supportive action. This is supported by the effective use of 'circle time', which pupils acknowledge works and the focus for the week in assembly, which highlights good behaviour. School reports and meetings with parents contribute well. There are individual files for each pupil where personal issues are recorded and support the tracking process well.

48. Care was found to be good at the time of the last inspection but due to the disruption caused by re-building it has fallen back to a more satisfactory level of provision but showing strength in the educational and personal support for pupils.
49. The previous inspection judged that sound systems of assessment were in place. The school, and especially the new headteacher, have worked hard to improve on this, and now assessment in English and mathematics is good. In several other subjects it is satisfactory, except in music, religious education, design and technology, and art and design, where it is unsatisfactory. There has been much good analysis of national standardised test results. Additional testing is used to establish levels of reading, spelling and numeracy. Pupils' self-assessment is still at an early stage of development, but they do consider how they can improve their work, for example, in science and this is having a positive impact on their learning. Information gleaned from the school's assessment procedures is used satisfactorily overall, and especially productively in English and mathematics, to strengthen teaching and learning. Its effective use is variable in other subjects.
50. Assessment is well used in some areas, for example, in mathematics to identify specific weaknesses in problem solving, and in English and science, but in other subjects, formal assessment procedures are still underdeveloped. Pupils' work is collected, considered against National Curriculum content and used to set targets, but only in geography has any specific levelling of pupils' work been attempted, and this is an area to develop. Data of National Curriculum test results since 1997 shows that overall the school is making steady improvement over time. Identified weaknesses in reading have been successfully rectified through strategies, such as re-launching the home/school reading diaries, focusing on daily guided reading sessions, emphasis on phonics, and involving more parental support, resulting in a dramatic improvement in standards. In one year, reading standards at the end of Year 2, attained in the national standardised tests, including the proportion of higher-attaining readers, have moved from very low to well above the national average – a significant improvement.
51. Procedures for monitoring and supporting pupils' academic progress are satisfactory overall. There has been good monitoring of English and mathematics. It is planned to monitor science this term. Pupils are tracked (whereby their work and progress is evaluated and recorded) over a four-year period to enable weaknesses to be supported and predictions for future years to be made. Pupils are now tracked from entry and a comprehensive database of pupils' achievement is developing. The school has evidence to show that pupils who have received all their education at the school have achieved well over time. The school is in the process of introducing four different layers of target setting. In English, two lessons are monitored in each class each year. In English, mathematics and science, targets are set by teachers, they are monitored and updated, once they are achieved. Systems are developing to identify existing levels of attainment, set targets to see that improvement is made across each year, and monitor to see whether pupils are on line to achieve those targets. Overall, these strategies are helping to increase pupils' achievement. Co-ordinators have been enabled to monitor teaching and learning in lessons in English, mathematics and science and this has supported pupils' achievement. This effective management is not evident in support of learning in other subjects and is a weakness there.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The view of parents and carers is that this is a good school. Inspectors do not agree and on the evidence gathered judge the school to be satisfactory. Just over a third of parents responded to the survey and in all areas, except homework, they were very positive. These views were generally reflected in the meeting, which only a tenth of parents attended. A fifth of parents responding to the questionnaire disagreed with the statement 'my child gets the right amount of homework', but the inspection judged this to be satisfactory. A problem for the school is that the support by

parents is so variable. The strongest positives were that children liked school, children are making good progress, teaching is good, and that they feel comfortable approaching the school, that the school has high expectations and is helping their child to become mature and responsible.

53. The school's links with parents and carers are satisfactory. Although the quality of information provided for parents, particularly about pupils' progress is good, a significant minority of parents are not sufficiently responsive to supporting their child's learning at school and at home. Parents recognise that the information they receive about progress is good. Annual reports are generally of good quality and valued by parents because they say what a child can do, knows and understands, and needs to do to improve. Parents like the overall comments on social skills and attitudes, which shows that teachers know their pupils well and value them. Weekly newsletters keep parents well informed and at the beginning of each term there are curricular newsletters.
54. Parents of pupils with special educational needs are kept fully informed of their child's progress and the pupils' targets within their individual educational plan are reviewed regularly. There are good relationships with other agencies, including speech therapy, and these help to sustain the pupils' achievement.
55. Parents make a satisfactory contribution to the work of the school, although a minority of parents are not sufficiently committed to the importance of their child's learning and this can have a negative impact, for example, on attendance. The majority of parents have signed the home/school agreement. The school has the confidence of all its communities.
56. There has been good improvement since the last inspection when there were some concerns about the handling of complaints, what was taught and the amount of information given to parents. There are no longer issues in these areas and the information for parents is now judged to be good.
57. The parent association provides strong support from a small nucleus of parents. It has made a good financial contribution to the school's provision for information and communication technology and other areas of the school's work, which has had a positive impact on the opportunities for learning. Staff, governors, parents and members of the local community communicate well and value the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are satisfactory overall. The headteacher has worked hard and with some success, during a difficult period since he has been at the school, in establishing secure management strategies to plot the future direction and improvement of the school. His personal commitment, supported by the senior teacher and chair of governors helps to maintain the positive ethos of care and consideration. The school's values and practice are supported strongly by very good links with the local community and with local schools but stated aims in terms of achieving high standards are not yet accomplished. In a climate of rapid change and disruption due to re-building, leadership has not been as successful in ensuring that policies and procedures have always been adopted and followed quickly enough to anticipate and prevent problems. As is found, for example, in the inconsistent implementation of the school's agreed behaviour policy and in the degree to which staff consistently promote the pupils' attitudes to learning. This has restricted improvement in these aspects.
59. The headteacher's management of the school is effective. Under his direction the school plans appropriately for improvement. Clear and relevant priorities for the school's future development are set out in the school development plan. This is a detailed and comprehensive document that involves thorough consultation with staff and governors. The plan is an important working document, which guides the headteacher and his staff in improving the school. This represents a significantly stronger approach to development planning than at the time of the last inspection. It deals with longer-term goals, as well as the present year's targets, and is a positive instrument for improvement. Planning reflects educational priorities, apportioning finances according to costs that have been carefully established. Specific grants to promote literacy and numeracy, for example,

and to support pupils with special educational needs are used effectively, so that all pupils achieve appropriately. As a consequence, standards are moving in a positive direction, but not all pupils achieve as much as they should. This has been due in part to the significant disruption caused by the school's re-building programme but also by weaknesses in leadership in ensuring consistent provision and that agreed improvements are achieved.

60. The headteacher makes effective use of a good range of assessment information. As a result, he has a good awareness of the standards attained by the pupils and whether these are good enough. Spreadsheet software is used to store and handle data and the headteacher is using these with increasing success in raising expectations of what pupils should and can attain and this is helping to raise standards in mathematics and in aspects of English and science.
61. The headteacher monitors the quality of teaching and learning and the planning of the curriculum and involves staff, colleagues and local authority advisers to good effect in identifying strengths and areas for development. These management strategies have been successful in promoting higher standards in mathematics and in aspects of English and science. However, they have lacked the rigorous leadership input necessary to ensure that other areas of weakness, mainly unsatisfactory teaching in Years 5 and 6 and inconsistent provision and underachievement in art and design, history, music and religious education in Years 3 to 6, are rectified. The headteacher has been successful in delegating responsibility and in promoting improved co-ordination of areas, such as early years, special educational needs, English and science. He personally leads and manages mathematics, ICT and physical education well. His leadership in ensuring that co-ordinators of other subjects, for example, religious education, monitor and promote higher standards is not effective and co-ordination in several subjects is unsatisfactory restricting pupils' attainment.
62. The school has improved its ability to meet the needs of pupils from different backgrounds, particularly pupils from travelling families, and provides a good level of social inclusion. The school strives with some success to promote racial harmony through work on different cultures in various subjects, such as geography, and the required race equality policy is implemented appropriately. These help to sustain good relationships. The co-ordinator for special educational needs is supported fully by the designated governor and together they provide satisfactory provision for pupils with special educational needs.
63. The particularly effective help for children with special educational needs in the reception class indicates the improving quality of this provision. The co-ordinator for the Foundation Stage of learning (for children in their reception year) provides good leadership and has developed a part-time induction process that helps children to settle smoothly into school life. The school is less successful in meeting the needs of potentially higher-attaining pupils and older pupils in particular are not always challenged sufficiently and their achievement in subjects, such as art and design, history and religious education, could be greater.
64. The governing body, especially the chair, has worked hard in recent years to support staff through the difficult period. Its role in leading and managing the school has generally been sound, but it has not been sufficiently informed or involved, until relatively recently, in plotting the future direction of the school and this has led to the inconsistencies in the provision across the school. The governors now fulfil their statutory responsibilities satisfactorily. Governors visit the school regularly and spend time in classrooms and observations are systematically reported to the whole governing body. Governors receive detailed reports from the headteacher, including updates on progress within the school development plan. Improvement, for example, of the facilities for physical education and ICT are reported and discussed accurately but not enough focus is given, however, to the actual impact of development on pupils' attainment. The headteacher's evaluations lack a rigorous appraisal of the degree to which weaknesses, for example, in the quality of teaching and learning, are actually rectified. As a result, they continue to restrict pupils' achievement. Improvement has occurred though and, in relation to the recent past, the governors now have an improved and satisfactory knowledge of the school.

65. Financial control and management are satisfactory. The headteacher, administrative assistant and chair of the governors' finance committee ensure effective day-to-day management of funds and the school's use and management of new information systems is satisfactory. The significant funds carried forward from 2001/2002 contained grants for the purchase of new ICT equipment and these have now been used to resource the new ICT suite. The headteacher is delegating more responsibility to colleagues, especially the senior teacher, and this is improving his ability to respond to the increasing bureaucratic demands placed on managers, for example, establishing the statutory curriculum of ICT and requiring individual performance targets for staff. The management of the school during a disruptive period of refurbishment has consumed too much of the headteacher's time, as a consequence, his leadership has suffered and so has his ability to ensure that agreed performance management targets for teachers are met. This has delayed improvement and has weakened the pupils' achievement in several subjects.
66. However, as a result of sharing more information with the governors and senior managers, decisions are increasingly based upon a stronger understanding of the school's strengths and weaknesses. Governors have a clear understanding of how to obtain 'best value' and this is supporting the school's secure financial position. The principles of best value are now applied satisfactorily by the school. Close comparisons are made with standards achieved in similar schools in the local education authority and beyond and the school is increasingly examining the range of opportunities provided for the pupils. The significantly strengthened provision for ICT, physical education, reading, mathematics and science and the very good range of extra-curricular activities, show that when the school identifies and shares a consistent commitment then improvement is achieved and standards begin to rise. However, such a consistent approach is still lacking in several areas, for example, in the quality of teaching, in promoting more positive attitudes with older pupils and in the provision for music and this is restricting improvement.
67. The school has an appropriate number of staff but not all teachers possess sufficient skill to teach all areas of the curriculum satisfactorily and this is a weakness that is restricting the pupils' learning in subjects, such as religious education, for example. The school does not make best use of the available skills of staff to address individual deficiencies, for example, to enrich the teaching of history in Years 5 and 6. Learning support assistants and other non-teaching staff make a positive contribution to pupils' learning and the smooth running of the school.
68. Accommodation is satisfactory and has been considerably improved since the last inspection with the opening of a new ICT suite, library and hall last September. Weaknesses still include the need for children in reception and pupils in Years 5 and 6 to access ICT and library facilities by going outside before re-entering the building. This restricts opportunities for the pupils to use these facilities more independently. Educational resources are satisfactory overall. A good range of good quality resources now enriches work in ICT, physical education and in promoting reading and these are instrumental in raising standards in these subjects. Resources for music and religious education are unsatisfactory, however, restricting the range of learning opportunities provided for pupils in these subjects.
69. Overall, the school provides an appropriate and improving quality of education and most pupils achieve satisfactorily in relation to their prior attainment. Consequently, the school provides sound value for money. Weaknesses in the provision for pupils in Years 5 and 6 are restricting aspects of their achievement but a beneficial proportion of good teaching and learning in lessons from reception to Year 4 is beginning to promote higher expectations and standards and inspectors judge that the school is capable of continuing improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to continue the development of the school and to bring all aspects of provision to a high standard, the governors headteacher and staff should:

Improve the quality of teaching and learning in Years 5 and 6 by ensuring that teaching;

- sets consistently high expectations of pupils in their commitment and effort and attitudes to learning;
- ensures that pupils are enthused by appropriately challenging and interesting work;
- is strengthened by making better use of the expertise of other members of staff;
- is supported by appropriate training and is more rigorously checked to ensure that agreed outcomes are achieved. (see paras;16, 17,19, 20, 23, 24, 25)

***Raise standards in information and communication technology (ICT) by the end of Year 6 and increase its use to support learning in other subjects by:**

- planning fully the integration and use of ICT into lessons and learning across the curriculum;
- making full use of the recently opened ICT suite to ensure that pupils have sufficient opportunities to develop their skills systematically as they move through the school;
- using assessment procedures for ICT, so that teachers know what individuals and groups of pupils are capable of achieving and can move them quickly on. (see paras; 121–129)

Raise standards in *art and design, history, music and religious education in Years 3 to 6 by:

- improving the breadth and balance of the planned and taught curriculum in these subjects;
- ensuring that pupils have appropriate opportunities to learn through research and investigation;
- enabling pupils to acquire the necessary skills progressively as they move through the school.
- (P)developing and improving the role of subject leaders so that they are better equipped to support colleagues and promote improvement. (see paras; 102–107, 116–120, 130–134, 140–145)

Improve the quality of leadership provided by the headteacher and key staff to ensure that management strategies, such as monitoring and evaluation, are used more effectively to rectify weak provision by:

- identifying outcomes that are more specifically focused on raising levels of pupils' academic and personal achievement;
- more rigorously checking and ensuring that agreed actions are implemented within the agreed timescales;
- *empowering subject leaders in taking the necessary action to effect improvement. (see paras; 58–69)

The following minor weaknesses should also be considered for inclusion in the governors' action plan:

*Strengthen the current focus on raising the quality of pupils' writing. (see paras; 80–89)

*Promote the importance of pupils attending school regularly and punctually and continue to seek ways of improving attendance. (see paragraph 15)

*Improve the attitudes to learning exhibited by a minority of older boys. (see paras; 11–14)

*Areas already identified for improvement within the school development plan.

(P)- Issues for improvement raised in the previous inspection report.

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	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	12	13	3	0	0
Percentage	3	7	39	42	9	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	100
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	22

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	17
Percentage of pupils at NC level 2 or above	School	78 (67)	78 (73)	94 (80)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	17	18
Percentage of pupils at NC level 2 or above	School	78 (67)	94 (80)	100 (93)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Note: figures removed because there are fewer than 11 girls or 11 boys in each year group tested.

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
	2002	8	4	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	7	10
Percentage of pupils at NC level 4 or above	School	75 (77)	58 (62)	83 (69)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	75 (77)	67 (85)	83 (85)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Note: figures removed because there are fewer than 11 girls or 11 boys in each year group tested.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	87	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	123

Financial information

Financial year	2001/02
	£
Total income	248,537
Total expenditure	233,764
Expenditure per pupil	2,292
Balance brought forward from previous year	19,629
Balance carried forward to next year	34,402

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	103
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	5	0	0
My child is making good progress in school.	51	44	5	0	0
Behaviour in the school is good.	38	54	5	0	3
My child gets the right amount of work to do at home.	26	44	18	3	9
The teaching is good.	62	28	5	0	5
I am kept well informed about how my child is getting on.	44	48	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	0	3	0
The school expects my child to work hard and achieve his or her best.	54	41	5	0	0
The school works closely with parents.	41	54	3	2	0
The school is well led and managed.	46	42	5	3	4
The school is helping my child become mature and responsible.	51	41	5	0	3
The school provides an interesting range of activities outside lessons.	41	46	10	0	3

Other issues raised by parents

Several parents expressed the view that whilst the school was improving, it had suffered disruption during the re-building process, and it needed more time to use the new facilities in order to reach optimum standards.

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

71. Children usually start full time in the reception class at the start of the term in which they become five. This means that some children who are not five until the summer term have only one term of full-time education in the Reception class and do not achieve as much as they would have done if they had more time in school. Currently, the youngest of the Year 1 pupils complete a further term in Reception and continue working in the foundation stage curriculum. They achieve well during this time. A few parents choose not to send their children to school until they become five and the school works hard to help these children settle into school. One advantage of the long period of part-time education for the youngest pupils is that transition to school is accomplished without undue pressure or stress. Parents value the daily access they have to the reception teacher and teaching assistant, as they are welcomed into the classroom at the start of the day. Home/school partnerships get off to a very good start.
72. The level of attainment on entry to school is broadly average although this varies considerably from year to year. This is similar to the findings of the last inspection. Children's mathematical development is generally below average but some of the older children have got off to a flying start with reading. Overall, most children learn and achieve appropriately.
73. The curriculum includes a sound range of appropriate learning opportunities. The recent classroom extension has provided room for a range of activities but the role-play area is not sufficiently structured or resourced to provide satisfactory learning opportunities for imaginative play. The purchase of wheeled vehicles and the use of the new school hall have significantly enhanced provision for physical development, which was unsatisfactory in the last inspection. However, the school still lacks a secure outdoor play area and this limits the opportunities to learn independently through outdoor play. Teaching across the curriculum is satisfactory overall with some lessons being good or very good; in physical development, teaching is very good. This shows a slight change from the last inspection when teaching was judged as good. The teaching assistants working in the reception class make a very good contribution to children's personal and social development and other areas of learning.

Personal, social and emotional development

74. Children achieve well in their personal social and emotional development and most will exceed the expectations for five-year-olds by the end of the year. A parent of a younger child commented that she was delighted with her son's progress since starting in reception. Relationships are very good and the staff provide a very secure supportive environment with the result that children feel able to express their views and feelings and attempt new work. Almost all the children understand what the staff expect of them and respond well to instructions and praise. They play well together or alongside each other and share equipment amicably. The children understand the special needs of one child and are supportive and caring of her needs. They take turns on wheeled vehicles and most cope well with the school routines, such as going into assembly. The level of independence in dressing and undressing is variable – some are very independent and others need quite a lot of help. Most are able to talk about things which make them happy and sad and are developing an understanding of their own and other people's feelings. They concentrate well for short periods and take a positive interest in classroom activities, such as looking at books and playing maths games.

Communication, Language and Literacy

75. On entry to school children's attainment is broadly average, although within that, there are wide variations. All pupils are achieving well and making good progress. Most will meet the expectations for five-year-olds by the end of Reception year and a few have already exceeded expectations in reading. The use of a new phonic scheme which links actions with sounds is having a very positive impact on the children's recognition of initial sounds and word endings. Start

of the day activities, which include looking at books and free writing, create a very positive climate for reading and writing and pupils are excited by books and by their own achievement in letter formation and attempts at writing simple words and phrases. One boy was very keen to show his mother that he could now write the word 'to'. Teaching of basic skills is consistently good. The teacher uses a good range of strategies to engage the children's interest, such as role-play when reading 'The Bear Hunt'. The teacher and the teaching assistants act as good role models and much excitement is generated as they take part in the hunt and the children repeat the text, which some of them know by heart. Higher-attaining children are already reading simple text and able to write recognisable words and phrases about things which interest them. Generally, the children listen well and are keen to talk; but some have difficulty in forming whole sentences. Praise and encouragement are used well and the children are keen to take part in all learning activities. Good planning provides generally appropriate levels of work and children with special needs are given appropriate tasks and additional support, which enables them to achieve well depending on their capability to do so. There is scope to raise the challenge offered to higher attainers to enable them to achieve even higher standards.

Mathematical development

76. Assessment on entry shows that attainment is below average although there is wide variation and a few children are well above average, some are well below. Most children achieve effectively by the end of reception, but evidence shows that in most years a significant proportion does not attain expected standards. A higher-attaining child can count and match, one to one, up to 25 and count on from a given number to reach a total below 20. Other children are struggling with counting accurately to five and matching, one to one, up to that number. Many children have difficulty with correct number formation and write the numbers either backwards or start from the bottom up. Most can recognise simple shapes, such as circles and squares, but some know very few mathematical words. All struggle with 'before' and 'after' and 'more than' and 'less than,' in a number sequence. Most children enjoy activities, such as the 'grab game', but some quickly lose interest when not working with an adult or the activity lasts too long. Teaching is sound overall but the activities are sometimes not sufficiently well matched to the children's prior attainment. The teacher makes sound use of mathematical opportunities in registration, for example, by listing the names of boys and girls then counting and comparing the numbers present. However, she could involve the children more actively and make the questioning more challenging for the potentially higher-attaining children.

Knowledge and understanding of the world

77. Some children, particularly boys, start school with a good knowledge and understanding of the world in which they live; others have very little awareness or understanding of things outside their own daily experiences. Most children are achieving at least satisfactorily in this area of learning. Teaching is sound overall and the teacher provides a satisfactory range of activities across the areas of learning to extend the children's horizons, however, she could provide more challenges for higher-attaining children who could achieve more if expectations were higher. Science was not observed during the week and there is insufficient evidence on which to form a judgement about provision or learning. In religious education, children learn about their own cultures and beliefs and think about what makes people feel sad – this was linked to the festivals of Christmas and Easter. In geography, good links are made with literacy, for example, when children painted maps to guide them on the Bear Hunt. This helped them to think about geographical features, such as 'the muddy patch', which they could use as landmarks on their map. In history, children know that some toys are old and some are new and are beginning to understand how things change over time. In design and technology integrated into an activity session, they make walls for Humpty Dumpty of different heights and widths out of large bricks and play with construction toys. Children enjoy working in the ICT suite and can create simple patterns and pictures by choosing colour and dragging it using the mouse. Most children will meet or exceed the expectations by the end of the Reception year.

Creative Development

78. Attainment in creative development varies considerably on entry to school. Most children have had some pre-school experience but others have not had the opportunity to explore colour and texture of materials or use their imagination to take part in roleplay, create pictures or express their feeling through dance and music. Overall, attainment is broadly average and children are achieving satisfactorily based on their pre-school varying experiences. Planning for this area of the curriculum is sound overall although more emphasis needs to be given to music and music making. Teaching is satisfactory overall but some activities, such as 'colouring in' large outlines do not excite or interest the children enough to sustain concentration. Some good learning opportunities are provided for children to explore the use of paint to create maps and paint patterns and pictures from their imagination of a satisfactory standard. A good lesson in literacy involved role-play, and good teaching in a dance lesson enabled all children to respond and achieve well. In response to the question "What did she like about the dance?"; one very young child, who has only been in school a few weeks, replied by standing up and dancing to show her delight in the lesson. The majority of children will meet the standards expected in most of the aspects covered by this area of learning, provided they are given a wide enough range of experiences and opportunities to do so.

Physical development

79. When children start school attainment is broadly average although some children do not show the expected control over their body movements. Very good teaching in this area of learning makes good use of the new hall to provide opportunities for children to explore the newly acquired large wheeled vehicles and other large play equipment. The teacher and teaching assistants interact very well with the children to incorporate imaginative role play so that, 'taxi drivers' and 'motor bike riders' pull up at the petrol station to fill up their 'tanks'. Staff ask very good questions and very good links are made with literacy and numeracy. Children are encouraged to try out different toys. They shriek with excitement as they pedal bubble cars and try to speed around the hall on tricycles. They show good awareness of space and take avoiding action when necessary. Children willingly include other children from differing backgrounds or with special educational needs in their play, supporting their equal achievement. In the classroom, children can stack bricks, make puzzles, fill containers with sand and roll play dough into a flat shape for the bears' cave. Many are able to colour inside a given shape. One boy very proudly explained that he couldn't do that when he came to school but he can now! Children are achieving well in this area of learning and most will meet expectations by the end of the Reception year.

ENGLISH

80. Standards of attainment at the end of Year 2 are broadly in line with the national average. Speaking and listening skills, spelling and handwriting are average. Reading is above average, and well above average for the number of higher-attaining pupils. In the last year, standards in reading attained in the national tests have improved from being very poor to well above average. This represents very good improvement. Writing is well below average, however, and has been so for the last four years. Small cohorts of pupils, and above average number of pupils entering or leaving at times other than the norm, with late incomers of low prior attainment, impact negatively on standards.
81. By the end of Year 6, standards are similarly average overall, but have risen to above average in speaking and listening. Reading continues to be above, and writing below average; a good improvement since the previous year. In the latest national standardised tests, pupils' attainment was in line with the national average, and above average when compared with similar schools. This represents satisfactory improvement overall since the previous inspection, with good improvement in reading, and unsatisfactory improvement in writing, though writing standards are rising. Girls perform significantly better than boys. Over the last three years girls have performed above the national average, and boys below. Teachers are aware of this but are not always successful in raising the attitudes to learning of older boys, an important pre-requisite to academic learning. Except in writing, and in Year 5 and 6 where teaching is less effective, pupils achieve satisfactorily

across the school. They achieve well in reading. Pupils with special educational needs achieve similarly. Following the previous inspection, improvement was unsatisfactory, but with the arrival of a new headteacher standards are beginning to rise. Targeted provision for teaching small groups of pupils across the school is helping to raise standards. It is also effective in including pupils from a range of backgrounds and, for example, the individual provision for pupils from travelling families supports their satisfactory achievement. Inspection findings show an improving trend.

82. The school has sound strategies for teaching literacy. Teachers are aware of the need to seize opportunities to develop literacy skills. Some good examples were seen in science and geography with pupils selecting appropriate, specific vocabulary, but insufficient emphasis is placed on developing their writing skills. There is scope for higher-attaining pupils to do better. Literacy boards feature prominently in all classrooms, assisting learning and reinforcing pupils' work.
83. Speaking and listening skills improve as pupils move through the school, and are above average by the time they leave. Year 6 pupils are articulate and expressive speakers, engaging adults and visitors in conversation with ease and confidence. Pupils' listening skills are less good in the Year 5 and 6 class, where some pupils are allowed to be too chatty, and sometimes a few pupils are over-familiar. Teachers use effective open-ended questions to stimulate well-considered answers in full sentences, and make good use of opportunities for pupils to perform before a wider audience, such as in assemblies, and by use of drama, as seen in a Year 5 and 6 geography lesson, where pupils adopted the roles of radio interviewer and spoke to various members of the general public to discuss the implications of the proposed new sports centre for the village.
84. Reading has been a major focus recently in the school improvement plan, and since the previous inspection, many new initiatives have contributed to a significant improvement in standards, especially in the number of higher-attaining pupils, which are well above the national average – reversing a criticism of the earlier inspection. New initiatives include the re-launching of the home/school reading diary, and increasing parental involvement in pupils' reading through a 'Reading at Home' programme. Time-tabled sessions for guided reading, in addition to reading sessions within the literacy hour, the encouragement of adults to hear reading in school, a whole-school approach, and much good emphasis on the teaching of phonics, through daily use of the 'Jolly Phonics' scheme, have contributed very positively to the raising of standards in reading. Pupils read regularly to teachers and other adults, from a variety of graded reading material. Reading standards are now above average, as shown by the readers heard from Years 2 and 6. Year 2 pupils read unfamiliar text unaided, understand that a dictionary and index are in alphabetical order, and can use a contents list with confidence.
85. The Year 6 pupils all read fluently and expressively, able to break down new words, such as *imminent*, *Casablanca*, *obligatory* into syllables. All self-correct and show good reading comprehension skills. All understand the difference between fiction and non-fiction. The new library – well organised and welcoming - is an improvement since the previous inspection and is helping to raise standards. Older pupils may work there together in pairs and this is helping to promote their personal development. A weekly library session is time-tabled for all pupils, and those questioned were all able to access information, but the use made of this time to develop library skills is inconsistent. The graded reading diaries are well used as a record and means of communication but do not evaluate or offer parents ways to help improve standards. Money has recently been spent to purchase books specifically to capture boys' interest. A key issue from the previous inspection was to improve stocks of fiction and non-fiction books. Following an audit by the County library service, this has been completed satisfactorily, and is a further improvement.
86. Standards of writing are below average across the school, and are hindering progress in all areas of the curriculum. Achievement over time is unsatisfactory. In general, pupils have insufficient opportunities to write at length, especially in the range of subjects across the curriculum. In addition, expectations and the challenge presented to the pupils are too low and are inconsistent across the school.
87. Collectively, they restrict the development of pupils' writing skills. Year 2 pupils retell the story of Goldilocks using selected vocabulary, such as *cuddly*, *fluffy*. They can punctuate a sentence

correctly but do not yet use speech marks. They compose a letter to Santa, correctly placing their address and signing off appropriately. A wide variety of writing genres are taught, including instructional writing “How to get dressed” using good connectives, such as *first, then, next*. In a Year 1 and 2 lesson, using their ‘tool box’ pupils learned to construct their own sentences, such as “He saved the baby eagles”, and know not to begin a sentence with the word ‘and’. It was significant that in this otherwise good lesson, insufficient time was allowed for writing. Pupils in a Year 3 and 4 class select powerful adjectives to describe a village – *dark, deserted, friendly*. Year 5 and 6 pupils use paragraphs correctly and show good awareness of punctuation. Their word-processing skills are improving through the increased use of information and communication technology, and the new ICT suite is helping considerably to raise standards, with additional time-tabled access for the teaching of English. Years 3 and 4 use a Publisher program to write newspaper headlines and a lead article in ‘The Lanivet Times’, or ‘The Sun’, of a teacher’s visit to South Africa. This is good practice. Computers are less well used to support learning in the classroom situation. Handwriting is generally satisfactory and all pupils are taught to use a joined-up hand from Year 2. The use of ‘Tool Kits’ in every classroom is effectively raising awareness of grammar and writing.

88. The teaching of English is satisfactory overall, but examples of good and unsatisfactory teaching were seen during the inspection. The good teaching occurred in Years 1 to 4, where clear learning objectives were shared with pupils and emphasised in effective plenary sessions at the end of lessons, high expectations were set of task and conduct, and teachers continued to challenge pupils, making good use of time and injecting pace into lessons. As a result, the learning in these lessons was good. When pupils reach Year 5, however, low expectations of pupils and weak class management have led to poor attitudes, a lack of focus on the pupils’ behalf, and sometimes over-familiar behaviour and time-wasting. A significant minority of the class – mostly boys - achieve less than satisfactorily because of this. Teachers’ planning ensures good cross-curricular links, for example, in Years 5 and 6 when writing about Greek myths, linked to their work in history. Marking is inconsistent. Homework is used appropriately across the school for reading and individual spellings, and parents are very supportive of their children’s learning at home in these areas and this is having a positive effect. However, there is less evidence of writing in homework, representing underdeveloped opportunities to support pupils’ writing skills.
89. The subject is well led and managed. Assessment is good. Non-statutory national and other standardised tests are used to identify areas of concern. Reading is tested twice a year, spelling more regularly. Tracking of pupils’ levels of attainment across the school in all aspects of the subject is an improvement since the previous inspection. Targets are set but not monitored and this reduces their effectiveness in promoting higher standards. Provision for the teaching of spelling is good, and pupils regularly learn spellings appropriate for their levels of attainment. They check these for accuracy using a “Say, write, read back” method. The literacy hour strategy has been fully implemented and is helping to raise standards. A new policy for the subject has just been formally approved by the Governors. The subject co-ordinator monitors teachers’ planning and has begun to monitor teaching and classroom learning, sometimes accompanied by the governor for literacy, but recommendations arising from feed back are enforced with insufficient rigour. “Once a Term” books are used to record samples of pupils’ work and identify achievement. They indicate achievement over time, but no marking occurs and no levelling has yet been introduced, enabling further targets to be set. English has a special focus in the school improvement plan every year, currently to raise boys’ attainment levels to that of girls, and to raise standards in writing. The new hall has enabled dramatic productions, such as ‘Oliver’ to be staged, and this is helping to develop speaking and listening skills. Good use is made of visits and visitors, such as a theatre group offering puppet workshops. Opportunities are provided for pupils to perform their poems publicly. The subject strongly supports pupils’ personal, social and cultural development.

MATHEMATICS

90. Standards are below average by the end of Year 2 representing satisfactory achievement in relation to prior attainment because a significant number of pupils enter school with below average numeracy skills. Standards are broadly average by the end of Year 6 and most pupils, including pupils with special educational needs, achieve satisfactorily over time. In general, this represents

satisfactory improvement since the last inspection when pupils from broadly average levels of prior attainment standards also attained average standards. It also represents a substantial improvement compared to the pupils' performances in the National Curriculum tests in recent years and strengthens the trend of rising standards in the subject indicated by these test results.

91. This has been accomplished largely as a result of the effective implementation of the National Numeracy Strategy, which has brought improved consistency in teaching and a stronger continuity in learning for the pupils. As a consequence, number, investigation and problem solving and using and applying mathematics are emphasised effectively. Observations of lessons, discussion with pupils and an examination of the pupils' work showed that most pupils achieve satisfactorily in relation to their previous attainment. However, evidence suggests that several potentially higher-attaining pupils in Years 5 and 6 could achieve even more if challenged more rigorously. By setting clear targets within well-founded individual educational plans, the school has strengthened the support offered to pupils with special educational needs, and, as a consequence, they achieve satisfactorily. The last inspection identified underdeveloped investigative and mental skills as areas in need of improvement. In response, the teachers have raised their expectations, introduced mental/oral sessions at the beginning of lessons and set investigative tasks more frequently and these are having a beneficial impact on the pupils' learning. This is also beginning to address the issue of boys' underachievement, evident in their performance in tests in recent years.
92. By the end of Year 2, pupils have developed their knowledge but have not yet reached an average standard. Several pupils lack confidence in oral work and their ability to form accurate answers is restricted by their lack of confidence and basic numeracy skills. Occasionally, teaching lacks challenge, however, and focuses too much on the slowest learners and a few potentially higher attainers could achieve more. An examination of the pupils' work showed that most are acquiring average skills in using and measuring money, in handling and recording data on bar charts and in studying shapes. There was little evidence to suggest that pupils are reaching appropriate standards in measurement, however, and there was an over-emphasis on worksheets rather than on practical work involving weighing and measuring capacity. Given the improved focus on the National Numeracy Strategy, Year 6 pupils are on course to attain at least average knowledge, skills and understanding in number. Higher-attaining pupils use these basic skills effectively to solve 'word problems', for example, "How much fuel in 15 drums of diesel if each drum contains 48 litres?" Average and lower attainers show positive attitudes, set their work out neatly and also acquire close to average skills in using number, for example, to add and subtract three and four-digit numbers. All pupils make sound progress in using and applying mathematical skills and respond with interest and understanding when measuring perimeters of shapes and when investigating probability. Skills in handling data have been limited in the past by the insufficient opportunities available for pupils to learn by using computers. This has now been rectified through the creation of an ICT suite and opportunities planned should begin to raise standards.
93. The National Numeracy Strategy is taught soundly and used effectively to meet pupils' needs. Teaching and learning range from satisfactory to good and are satisfactory throughout the school. Most lessons move at a brisk pace enabling pupils to learn productively in the available time. Teachers increasingly show how numeracy skills are used to address realistic problems and this helps the pupils to appreciate and understand how mathematics functions in their everyday lives. This promotes good attitudes and motivates the pupils. The best lessons seen were typified by warm relationships, clear expectations of effort and behaviour and good use of group teaching to match the challenge closely to the prior attainment of the pupils. These were all apparent in a lesson in Years 3 and 4 where three adults involved the pupils successfully in developing their own strategies for solving problems involving subtraction and multiplication.
94. A learning support assistant worked sensitively with a group of lower attainers; a part-time teacher supported average attainers enabling the class teacher to promote the independent learning of higher-attaining pupils. These strategies were less apparent in lessons in Years 1 and 2 and in Years 5 and 6 and occasionally learning was weakened by the teachers' low-level questioning that focused at times on including lower attainers rather than raising the level of challenge for the majority of pupils. In the main, teachers are diligent in including pupils from different background

and the specific learning needs of pupils from travelling families, for example, are targeted carefully through regular assessments and if needed, individual support.

95. Learning support assistants are briefed satisfactorily by the teachers before the lessons. At times they are used more effectively, for example, when supporting lower-attaining pupils or when observing whole-class discussions and recording the pupils' responses for assessment purposes. Teachers plan the curriculum carefully in the medium and long term to ensure that pupils learn by building on previous knowledge, skill and understanding. These plans identify clear learning objectives but these are not always highlighted sufficiently in lesson plans. As a consequence, learning was limited in a few lessons. Most teachers begin their lessons by making effective links with previous learning and share the learning objectives precisely with pupils and this raises the pupils' self-knowledge and confidence and aids their learning. Increasingly, teachers invite pupils to explain their strategies for solving problems and this is steadily improving the pupils' understanding and use of number. Most pupils enjoy the subject and sustain concentration well. Occasionally, a few older boys in Years 5 and 6, lose concentration and need frequent reminders to focus their attention and this restricts learning. In the main, teachers are effective in promoting the pupils' good behaviour and positive attitudes in lessons and this aids learning.
96. The curriculum is planned effectively and meets the statutory requirements. The pupils' developing numeracy skills are extended and used satisfactorily in subjects, such as physical education when measuring the effect of exercise on pulse rates or when measuring data in science. Literacy skills are enriched through class discussions and during the 'quick-fire' mental calculations sessions at the beginning of lessons. With the opening of the new ICT suite, computers are beginning to be used to good effect to promote the pupils' mathematical skills, for example, when studying shape and direction by controlling mechanisms. There is scope, however, to increase the range of software available to promote the pupils' numeracy skills.
97. The school has made satisfactory improvement since the last inspection but improvement in more recent times has been good. Resources for mathematics are good and teaching has improved and standards have risen in consequence. Assessment and record-keeping procedures are good and enable the achievement of each pupil to be tracked (recorded and evaluated from year to year) precisely so that support or extension may be appropriately given. In addition, whole-school targets and targets for individuals are used effectively to raise expectations of what pupils should and can attain. These strategies are raising standards of pupils' attainment. The headteacher, as co-ordinator, leads and manages the subject well and carries out useful analyses of tests taken. He has ensured that regular checks are made on teaching and learning so that plans for future development are sharply focused to raise the pupils' attainment and to meet the school's needs. As a consequence, standards are rising across the school.

SCIENCE

98. Standards of pupils' attainment at the end of Year 2 and Year 6 are average. All pupils, including those with special educational needs, achieve satisfactorily overall, and sometimes well, when the teaching is good. Pupils in Years 5 and 6 are achieving less well, due to unsatisfactory teaching. Nevertheless, standards at the end of Year 6 have risen over the last two years. Present standards are similar to those found at the time of the previous inspection and this indicates satisfactory improvement overall. In the teacher assessments last year, Year 2 pupils attained well above average standards in experimental and investigative science, though the proportion of higher-attaining pupils was below average. At the end of Year 6, standards were close to the average overall, but the proportion of pupils reaching the higher levels was below average, though significantly improved. Standards vary considerably each year due to the small number of pupils in each year group, and above average numbers of pupils leaving or joining school other than at the normal time of entry, often with late incomers to the school having lower levels of prior attainment. Standards generally, however, are showing an upward trend.
99. Pupils in Years 1 and 2 investigate how to make a bulb light up, acquiring specific vocabulary, such as *positive*, *circuit*, and experimenting in pairs. They learn through practical experience that they must complete a circuit, and that a switch on a torch will connect to a bulb. Year 3 and 4

pupils recognise the causes of tooth decay as part of their work on healthy living, acquiring words, such as *plaque, molar, incisor, cavity*. In earlier work they have learned from practical experiment that magnets can attract and repel, and that non-metals cannot be magnetic. They have a sound understanding of forces. In Years 5 and 6 as part of their 'Keeping Healthy' topic, pupils identify factors which can affect their pulse rate. They monitor and compare their pulse rates as they race around the playground, record findings and making good use of their numeracy skills to complete graphs to record results. They understand the effect of exercise on the heart, and show good awareness of what constitutes a healthy diet. Their work on investigating how to change pitch and volume in sound, however, was less than satisfactory, due to lack of clear learning objectives and weak teaching. By the time they leave the school most pupils have a sound grasp of fair testing, and have a satisfactory knowledge of materials, physical and life processes, and living things. They explain how a shadow is formed and know that sound is caused by vibration. Investigative and experimental science is a strength across the school.

100. The quality of teaching is satisfactory overall, but ranges from very good to unsatisfactory. In the very good lesson seen in the Year 3 and 4 class, the teacher's imaginative and practical approach, with good resources prepared in advance and clear learning objectives, shared with the class at the outset of the lesson, ensured very good learning from all pupils. Pupils learned through enjoyment and humour anticipating an exciting and interesting experiment. In the Year 5 and 6 class, the teacher's low expectations of task and conduct, and weak class management, resulted in little learning. Learning objectives were unclear, the lesson was a mix of a number of subjects, and pupils were managed poorly, with a significant minority exhibiting negative attitudes and unsatisfactory behaviour. A strength of teaching across the school is the identification and use of specific scientific vocabulary and this is helping to raise standards. Pupils achieve satisfactorily or better up to the end of Year 4, but achieve less well than they should in Years 5 and 6 due to weaknesses in teaching. In too many lessons, all pupils carry out the same task and teachers do not plan enough challenging extension tasks for higher-attaining pupils. Pupils are generally enthusiastic about science and, except in Years 5 and 6, they bring good attitudes to their learning, which contribute positively to improving standards.
101. Management of the subject is satisfactory. The subject co-ordinator monitors half-termly plans but has yet to be enabled to monitor teaching, though this is planned. Assessment procedures are good, and analysis of the results of national test data has enabled weaknesses to be identified but, as yet, have been used insufficiently to set targets for whole-school improvement. Pupils develop and use their literacy and numeracy skills satisfactorily, especially when recording findings in graph form. Pupils are beginning to make good use of ICT to support the subject, for example, in recording results and in creating graphs of their findings, but the school recognises that this is an area for development. Science and gardening clubs support the subject. The improved library provision enables pupils to better research the subject and this is an improvement since the last inspection. Pupils' social development is supported by working together in small groups or pairs. There are good cross-curricular links with other subjects, for example, geography, design and technology and music. Careful consideration has been given to the curricular planning on a two-year rolling programme, to ensure that pupils build on previous knowledge and skill as they progress through the school.. Good links exist with senior schools, for example, pupils have occasionally used laboratory facilities. Since the previous inspection resources have become well organised and centrally located aiding their effective use to support pupils' practical investigation. They are currently being selected to match units of study, identified by the scheme of work. Science has a strong focus round the school, with good quality displays of pupils' work for all to see.

ART AND DESIGN

102. Pupils attain average standards by the end of Year 2 and achievement is satisfactory. However, based on evidence seen in folders and sketchbooks, standards at the end of Year 6 are below average. This judgement indicates a fall in standards since the last inspection. Not enough pupils are achieving satisfactorily by the time they leave the school, including those with special educational needs, in relation to their prior attainment further down the school.

103. In Years 1 and 2, pupils achieve satisfactorily. They learn from an appropriate range of experiences including weaving with a wide range of materials, making simple artefacts, such as pinch pots out of clay, self-portraits using a wide range of media and colour mixing and painting from imagination. They design patterns and combine materials for effect. In Years 3 and 4, pupils continue to achieve satisfactorily. Skills in observational drawing are developed satisfactorily and good examples of daffodil sketches were seen. Pupils learn to mix and apply tones and tints, apply colour washes and create colourful repeating patterns following the design process.
104. The rate of pupils' achievement slips in Years 5 and 6. There are several factors which contribute to the underachievement of Year 6 pupils. Not enough time is given to art, teacher expectations are not high enough and skills are not systematically taught. Assessment is not used effectively and pupil's self-evaluation is not taking place. There is little evidence of composition, and observational drawing does not show an improvement in the pupils' skills to use a range of pencils or other materials to show light and shade. The pupils' work produced as evidence does not reflect sufficient care and control and indicates a lack of clear direction in the progressive acquisition of skill.
105. There is insufficient evidence to make a judgement about the quality of teaching as only one lesson was observed during the inspection. However, standards seen indicate a wide variation in the quality of teaching. Teaching in the Year 1 and 2 lesson observed was excellent. The teacher's high expectations, very good subject knowledge and enthusiasm for the subject were evident in the way in which she created a very exciting lesson. She introduced the pupils to the concept of weaving to create patterns and artefacts and showed them a range of materials and everyday items, such as hats and a log basket. A wide range of very colourful man-made and natural materials was provided for pupils to make choices and explore the properties for weaving. These very good opportunities for spiritual development supported the pupils' positive attitudes and enriched their learning. The teacher introduced technical vocabulary, such as, 'loom', and encouraged pupils to ask questions and talk about their work. She provided pupils with a wide range of looms including refrigerator trays. Because of the excellent teaching, the quality of learning in this lesson was also excellent. The pupils buzzed with excitement and were very keen to experiment by taking materials apart and by combining different textures and thickness to create a woven pattern. Pupils became completely absorbed and showed intense concentration as they pulled threads from pieces of fabric and used their cheeks to explore the texture.
106. The curriculum is based on national guidance and is overall sound, however, there are weaknesses in provision as currently taught. Not enough time is given to art and the expertise of individual teachers is not used to best effect across the school. The quality of learning opportunities is broadly sound, however, in the past due to lack of space there has been a lack of emphasis on three-dimensional work and this needs to be improved. Weaknesses in the provision for working with textiles and planning for progression in the basic skills of observational drawing and colour mixing in Years 3 to 6 is restricting the pupils' achievement. Expectations of the older pupils are not high enough. The use of ICT is not planned sufficiently. Visiting artists and studies, such as aboriginal art, enrich the curriculum and good links are made with other subjects, such as history in the making of Greek masks. These make a positive contribution to pupils' cultural development. Provision for pupils with special educational needs is broadly satisfactory.
107. The subject leader is well qualified and very enthusiastic, however; she does not have sufficient awareness of standards outside her own classroom. Monitoring has improved little since the last inspection and it remains a weakness that is hindering improvement and subject leadership is unsatisfactory. Resource storage has improved since the last inspection and the range of materials is satisfactory. In the main, the subject lacks emphasis and is not used to best effect in promoting the pupils' literacy, numeracy and creative skills.

DESIGN AND TECHNOLOGY

108. Standards of attainment are broadly average at the end of Years 2 and 6 and pupils are achieving satisfactorily. Pupils with special educational needs respond well to the opportunities open to them and achieve well. Attainment and achievement are stronger in making, than in designing and

evaluating finished products. This judgement is based on scrutiny of pupils' completed work, including photographs and conversations with pupils, as little specific design and technology was being taught during the inspection.

109. In Year, 2 pupils use tools and equipment to assemble, join and combine materials. They design and make simple glove puppets and explore stitching as a means of assembling. They make buggies out of cartons and explore how to fix wheels which move. Most pupils demonstrated average skills in these activities. In Years 3 and 4, pupils design and make money containers and build effectively on skills acquired in the previous class. They prepare an Indian meal as part of their geography topic, and design and make three-dimensional masks as part of their study of theatre in Ancient Greece. Year 6 pupils use knowledge they have gained in science to create electrically motored or balloon propelled buggies. Rigid chassis support the power sources and they enjoy the challenges of 'distance and direction' set by the teacher. They use mechanisms to power fairground rides and this aspect of design and technology is a strength. Fabric technology is less well developed and pupils have little experience of this media. Year 6 pupils are keen to talk about their work and remember vividly testing buggies, which seemed to have a mind of their own, going round in circles rather than along a straight line! They know which parts of the making process they found most difficult and the impact of not cutting wood for their buggy chassis exactly to size. They have good awareness of their own learning.
110. There is insufficient evidence on which to form a judgement about the quality of teaching. However, standards of attainment and the pupils' positive attitudes towards the subject indicate that teaching is at least satisfactory and standards have been largely maintained since the last inspection when teaching was judged to be good. The weaknesses in teaching, which need to be addressed to improve standards still further, are the lack of detail and annotation in designs and formal evaluation of products. In some lessons with the oldest pupils, there is some confusion about what is the learning objective and whether science or design and technology is being taught.
111. The curricular provision is satisfactory overall but there is insufficient emphasis on the design process and the need to amend designs during the making process and this is restricting the quality of pupils' learning. Older pupils have insufficient opportunities to evaluate their work and this limits the degree to which pupils learn from their experiences. Teachers are not using assessment effectively to inform future teaching and learning and this too is restricting pupils' achievement. The subject documentation is to be reviewed shortly and the policy statement updated to reflect the decision made to combine local education authority guidelines with the optional national guidelines to promote more progression in the pupils' acquisition of skills. ICT is not used satisfactorily but opportunities are increasing as a result of the opening of the new ICT suite. Numeracy links are well developed, particularly in using and applying weights and measures. There is insufficient evidence to judge the effectiveness of literacy links. The subject is well led and managed; this is the same judgement as the last inspection. The subject leader checks planning against an agreed format and monitors outcomes. He keeps photographic evidence of pupils' attainment and provides good support and guidance for colleagues

GEOGRAPHY

112. Attainment at the end of Years 2 and 6 is broadly average. This indicates satisfactory improvement since the previous inspection. It was possible to observe only one lesson during the inspection. Other evidence for judgements is taken from scrutiny of pupils' earlier work and teachers' planning, and from discussion with teachers and pupils. Most pupils, including those with special educational needs, are achieving satisfactorily. Inspection confirms the judgement of the local education authority adviser that pupils achieve "standards expected of pupils of a similar age".
113. Pupils in Years 1 and 2 in their topic work 'Going to the Seaside' use their own observations to respond to questions, and make comparisons with other locations, designing posters, such as 'Come to Ibiza'. They identify physical features of the coastline, such as cliffs and beach. Year 3 and 4 pupils in their local study identify buildings around the school and village, the church, shops and road layouts, using simple sketch maps. They study India, identifying neighbouring countries and states, and compare the quality of life between the Indian countryside and cities. Years 5 and 6 have visited Helmar Tor as part of their topic studying mountain environments. They are aware that "the earth rotates around the sun, spinning on its axis anti-clockwise"; they use flow charts to show the processing of water treatment; they compare present day maps of the village with that of 1909, identifying similarities and differences. Work scrutiny indicates good emphasis on physical geography and map-work with satisfactory standards being reached.
114. Measurement activities associated with mapping skills enrich the pupils' numeracy skills but there is little evidence to suggest that work in the subject makes best use of or develops the pupils' literacy skills. In the only lesson seen, these Year 5 and 6 pupils showed maturity of thought when considering the impact on the local environment should plans for a new sports centre and field for the village come to fruition. They considered the viewpoint of a wide variety of people of different occupations and backgrounds, responding well to role-play as interviewer of members of the general public. No overall judgement can be made about teaching but clear planning and learning objectives, and imaginative use of role-play contributed to the one lesson seen being satisfactory, though the teacher's expectations of pupils' attitudes and conduct were not always sufficiently high or challenging. Parents give good support to teachers in practical activities and on field trips.
115. The subject is led satisfactorily. The co-ordinator, who is a part-time teacher, has created a collection of pupils' work which has been matched against National Curriculum levels of attainment, and monitored by the county adviser, and which will be helpful to other staff in determining standards. She monitors teachers' planning but has no release time to monitor teaching and learning. Formal assessment of pupils' attainment in the subject is lacking and restricts the teachers' and pupils' awareness of standards to be attained. The subject governor gives good support. There is a new scheme of work for the subject, following the latest national guidelines, and this is helping to raise standards. Suitable planning for the two-year age groups in classes, based on a two-year rolling programme ensures that the pupils develop their skills systematically as they move through the school. There has recently been a major review of the subject, as a result of which, resources have improved, thus meeting a criticism of the previous inspection. New wall maps, and new sets of Ordnance Survey maps of the local area, are used to increase pupils' awareness of the world around them. New topic boxes have been developed to match study units. The school makes further good use of the county library service and museum for resources. However, there is still an insufficient number of globes. The school makes good use of the immediate locality to develop pupils' learning, and pupils have good knowledge of their local environment. ICT was used to good effect in a lesson in Year 5 and 6, where the pupils researched play equipment for their planned playgrounds, but is not yet used to best effect to support the subject in all classes. The pupils' social and cultural development is well supported through geographical study, but there is little awareness of the subject in displays around the school.

HISTORY

116. Standards of attainment in history at the end of Year 2 are average, however, standards at the end of Year 6 are below average. In the last inspection, standards were judged to be average in both these year groups and this indicates a fall in standards in Year 6. In Years 1 and 2 and in Years 3 and 4, pupils' achievement is satisfactory and pupils with special educational needs generally build effectively on their prior attainment through additional support from adults. Pupils' achievement in Years 5 and 6 is unsatisfactory, largely due to unsatisfactory teaching.
117. Year 2 pupils talk about how everyday things in the home have changed over time, such as scrubbing boards used 'long ago'. They tell the story of Guy Fawkes. Most know that he lived a long time ago and a few know he tried to blow up the Houses of Parliament. In lessons, pupils describe some of the features of their toys and explain how precious family toys were handed down to them. They are developing a good sense of chronology and the language associated with the passage of time. A few higher-attaining pupils posed good questions to find out more about the history of the bear brought in by one of the governors. He noticed that the fabric on its feet was well worn because it was old and had been 'cuddled lots'. In Years 3 and 4, pupils learn facts about ancient Greece with emphasis on the importance of the theatre and can describe some of the cultural differences between Sparta and Athens. Pupils in Years 5 and 6 are also studying Ancient Greece and have studied the same topics as Years 3 and 4 but in more depth. However, the depth of knowledge expected of the oldest pupils is not apparent. Two interviews with pupils in Year 6 and study of the evidence revealed positive attitudes towards the subject but a superficial fragmented knowledge and understanding of periods studied. Most can remember information about the Greek alphabet, which has been recently studied, but very few have any understanding about sources of first-hand evidence or impact of historical periods on modern life. Historical enquiry is poorly developed. Written work lacks depth and is rarely well presented. There is little evidence to suggest that pupils understand that historical accounts are from a viewpoint, which may be biased, and that there is a need to study from a range of sources.
118. There is insufficient evidence to form a judgement about the quality of teaching, however, there is a wide variation in the quality of teaching and in Years 5 and 6, it is unsatisfactory. Standards of attainment and rates of achievement in Years 1 to 4 indicate satisfactory teaching. In Year 6, expectations are not high enough and the provision for pupils with special educational needs is not good enough which means they give up and do not make their best effort. The methods used do not encourage discussion and low-level tasks do not sufficiently challenge many of the pupils; as a result, they do not sufficiently develop historical concepts and skills. In independent work, concentration and behaviour deteriorates so that for some pupils very little learning takes place.
119. The curriculum is broadly satisfactory. Currently, planning is based on the national guidelines and organised on a two-year cycle across the whole of Years 1 to 6. Teaching time is planned to alternate with geography. The subject leader discusses with her colleagues what is to be covered by each class and the work is reviewed at the end of the topic. In practice, the work is too similar and the older pupils are not sufficiently challenged. In the last inspection, it was noted that the development of enquiry skills was hindered by the lack of a library. Although the recently completed library and ICT suite mean the school is well placed to rapidly improve this aspect, ICT is not used sufficiently to support these skills. Teachers make good use of the local area to enrich learning opportunities, including visits to the church and to Lanhydrock House during the study of Victorians. These give pupils a good understanding of what it was like to live in Victorian times. There are good literacy and numeracy links in history and the study of the Greek theatre has in the past resulted in public performances of the Odyssey. The school makes good use of the library and museum service to support their own book stock and resources.
120. The subject leader is very enthusiastic and well informed, however, she does not sufficiently monitor the outcomes of teaching and does not have sufficient impact on standards, consequently, subject leadership is unsatisfactory. It has not yet improved sufficiently since the last inspection but is in a strong position to do so in the future. Assessment is not fully implemented and is not used effectively to support the teaching and learning of skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. Standards are average at the end of Year 2 and below average at the end of Year 6. Given the significantly increased strands and expectations now contained within the National Curriculum for ICT, these standards are broadly similar to those found at the time of the last inspection. Satisfactory improvements have taken place since that time, especially in the training of staff, and the provision of additional resources. As a result of these, standards are rising throughout the school, but there has not been long enough for the full impact to be seen at the end of Year 6. This means that, although pupils in Year 2 are achieving satisfactorily in relation to their previous level of skills, pupils in Year 6 have not had sufficient time to use the new ICT suite to develop their skills to the full and are not yet achieving satisfactorily in all strands. In the last inspection, attainment in ICT for the oldest pupils in the school at that time was found to be in line with expected standards. Pupils currently are reaching expected standards in some aspects of ICT and pupils' achievements in word processing, for example, are better than in other strands of the subject, such as the use of control and sensing software.
122. The opening of a new ICT suite in September 2002 is enabling pupils to have better access to computers and they are making rapid progress with their learning. Across the school, including younger children in the reception class, higher attainers and pupils with special educational needs are building on their previous skills and are beginning to improve their rate of achievement over time. By the end of Year 2, pupils open a file with help and use the mouse for simple movement of information across the screen. They apply skills learned during the term to write their names and simple text. Higher and average attainers edit their entries, change font size and can save and retrieve work. Lower attainers also develop appropriate word-processing skills and access new software to locate and enter new text. Most cut and paste pictures from one program to another. Pupils in Years 3 and 4 use simple word-processing skills for storing and editing information. They use floor robots to develop their skills and understanding of control technology and use control software programs to move objects on the computer screen. Their level of skills when using such technology is average for pupils of this age.
123. Observations of lessons, of pupils working in small groups using computers and of the pupils' work stored on their individual files, show that most pupils in Year 6 are competent in a number of basic skills for word processing. They set out text, edit and save, for example, in writing stories and in literacy work. In one lesson observed, they made good progress in understanding and accessing the Internet for information. Higher and average attainers were competent in using the 'search' facility to locate information about play equipment to support their planning of a play area. Lower attainers needed more support from the teacher in using the computer to access the Internet but once on their way they made rapid progress in developing their skills. Pupils currently in Year 6 have had little experience of the use of control and sensing software or simulations and in using ICT to present and interrogate data and this has restricted their overall level of attainment. Other year groups are now benefiting from regular teaching and learning using the new ICT suite and are on course to reach higher levels of attainment by the time they leave the school.
124. Observations of pupils working with computers and discussions with pupils indicate that they respond very well to opportunities to use ICT to support their learning. They show real interest and a strong desire to complete tasks set. All lessons observed began with a 'buzz' of excitement as the pupils entered the new ICT suite and this positive attitude towards working with computers is having a beneficial effect on pupils' learning.
125. In the lessons seen, the quality of teaching ranged from satisfactory to good and was satisfactory overall. This is an improvement since the last inspection and is partly due to the good use teachers are making of ongoing training. Most teachers show increasing confidence in accessing computers and use the skill of support assistants effectively to set a positive example to the pupils. This is particularly effective in nurturing good attitudes to learning and a respect for the expensive equipment. Teachers have clear aims and strategies and provide appropriate activities. They expect good behaviour and achieve good standards of discipline. They manage classes well and provide appropriate stimulus and support.

126. Pupils with special educational needs are fully integrated and receive additional support in using computers during group sessions. In these sessions they make satisfactory progress. Teachers display a sound knowledge of the subject and their obvious enthusiasm is reflected in the progress that pupils are making in lessons. The new computer suite is a valuable resource and is having a positive impact on progress with pupils having regular access to good quality programs and equipment. Occasionally, the pace of lessons slips either to enable the computers to 'log' onto the Internet or so that the teacher can address the needs of lower-attaining pupils. This restricts the learning of potentially higher-attaining pupils. In these circumstances, the lack of a projector in the new ICT suite to magnify the screen image in lessons prevents teachers from making effective demonstrations of the key skills and techniques that they want to teach during lessons.
127. In one particularly effective mathematics lesson in Years 3 and 4, a group of lower-attaining pupils worked to good effect with their support assistant in the ICT suite. On this occasion, they received effective guidance in using control technology at a level, which matched their prior attainment, and this enabled them to learn well. Inspection showed, however, that not all teachers are making best use of group-teaching strategies to meet the pupils' differing skills. In addition, class-based computers were not used to best effect in promoting the skills learnt previously in the ICT suite and again this too is limiting the pupils' achievement.
128. The curriculum for developing the pupils' ICT skills is planned satisfactorily. ICT is beginning to be used to positive effect in several subjects, such as mathematics, science and physical education, but the use of ICT to enrich pupils' learning across the range of other subjects is unsatisfactory. The profile of ICT is being raised in the school through displays and instructions in classrooms. Teachers are now planning to assess and record pupils' skills in using ICT in an agreed format. Although this is at an early stage of development, assessment of the pupils' stored work is satisfactory. The pupil to computer ratio is good. There is an increasing range of software though, as is recognised, there is scope for more in some subjects, such as religious education, history and geography.
129. The headteacher as co-ordinator leads the subject well. He has experience and expertise and has been particularly successful in planning improvement and in seeking the necessary grants to fund this development. There is a good ICT development/action plan with appropriate priorities, including the ongoing training of staff and the increased use of ICT to enrich pupils' learning across the curriculum. Teachers have worked hard to upgrade their own skills and are currently building up their expertise further. With the new ICT suite 'up and running', progress in the subject is rapid, lifting pupils' attitudes to learning and raising their skills.

MUSIC

130. During the inspection only one lesson was seen - in Years 1 and 2. No singing was heard; no evidence of composition available. Evidence for such judgements as can be made are taken from this one lesson, from talking to pupils and the subject co-ordinator, and from video evidence of the school Carol concert. Standards at the end of Year 2 are average. No judgement can be made about standards at the end of Year 6, but indications from talking to pupils are that they are probably below average. This is less than satisfactory improvement since the previous inspection. Year 1 and 2 pupils, including those with special educational needs, achieve satisfactorily.
131. Curricular provision for the subject is unsatisfactory. The current policy is not up to date and no subject review has been held since 1995 – the last scheduled review, for 2001, did not occur due to constraints caused by the new building programme, and the appointment of a new headteacher- and no review is planned now until 2004. The subject has no appropriate action plan. The school no longer employs a specialist musician. Planning documents outlining a two-year rolling programme for all other subjects, include music plans for only one class. Until December, when she left at short notice, the school employed a music specialist, who was not a teacher, to work alongside class teachers. This arrangement appears to have worked well. The school competed successfully in local music festivals, a successful choir and recorder group. An harmonica band existed, music clubs were provided, a Carol concert and Harvest Festival services were held in the

local church and chapel, pupils sang to the old people's home, and productions, such as 'Oliver' and 'Songs from the Shows' were performed. Music had a high profile.

132. The school plans to appoint a part-time qualified teacher of music as a replacement. This would be an excellent solution, but at the time of the inspection provision for music is unsatisfactory. Music was played at the beginning and end of assembly, but not identified, and the weekly singing/hymn practice has not taken place. Inspectors attended assembly on each day of the inspection, but no singing at all was heard.
133. No overall judgement can be made about pupils' achievement, nor about teaching overall, but in the one lesson seen the teacher showed good subject knowledge, and was very positive in including every pupil in playing and performing. As a result, all pupils learned well, improving their knowledge and their playing skills of a wide range of percussion instruments. The teacher made the learning objectives clear, managed pupils well, and had high expectations of task and conduct, challenging them to go further. Pupils displayed good attitudes towards the subject. Good cross-curricular links with science were observed in two classes when studying sound. At the Bodmin Heritage day last summer, pupils experienced playing African drums and aboriginal didgeridoos. Music then contributed positively to pupils' personal, social and cultural development.
134. Leadership of the subject is unsatisfactory. It is understood that a small number of pupils learn to play the flute, clarinet and guitar, through the County Music service, but the subject co-ordinator has been unable to provide details. A few parents have expressed concern at the quality of this provision. No recording of musical compositions was in evidence and the school acknowledges that this is an area of weakness. There is currently no assessment, no in-service training and no monitoring taking place. No musical clubs are provided. Among the satisfactory range of music resources are a piano and electric organ – currently unused. The use of ICT to support the subject is underdeveloped. Good use of African and Indian music was observed in a physical education lesson for Years 1 and 2 to support dance and to give positive input to pupils' cultural development. The subject is supported by visitors and visits, such as to the Eden project, and from aborigine musicians. The new hall, built since the previous inspection, has enabled successful productions to be performed, and this has been an improvement.

PHYSICAL EDUCATION

135. The last inspection in 1998 found strengths in some areas, for example, swimming provision but identified weakness in gymnastics due to the lack of a school hall. Since then the strong emphasis on the subject has continued and swimming, aided by specialist coaches, continues to be very successful. All the Year 6 pupils exceeded the expectation of swimming 25 metres and most could swim beyond 100 metres by the time they left the school. With the completion and availability of the new hall in September 2002 the school has been able to teach all strands of the subject, including gymnastics, and this is having a very positive impact on the pupils' skills. As yet, however, the combination of good teaching and resources has not been in place long enough to raise pupils' attainment to its full potential. Inspection now shows that the pupils' attainment by the end of Years 2 and 6 is average and achievement satisfactory throughout the school. Pupils with special educational needs also achieve appropriately in response to the additional support provided. In the lesson observed, care was taken to ensure that those pupils with emotional and behavioural difficulties were supported and fully included. By the end of Year 6, standards in swimming are above average with many pupils earning distance-swimming awards. Although in broad terms overall standards match those found at the time of the last inspection, standards are rising, especially in gymnastics and dance and an increasing proportion of pupils, particularly higher attainers are achieving well in relation to their prior attainment.
136. Pupils in Years 1 and 2 explore dance movements creatively and move with intelligent expression as they develop their Indian dance movements in sequence. The pupils show appropriate understanding of the need to warm up before activity and know the effect of exercise on their heart. They take a proper stance and develop balanced movements to enable them to link their responses and to move in time with music. Pupils in Years 3 and 4 developed and held their balances well during a gymnastics lesson and showed increasing awareness and understanding

as they evaluated their own and each other's efforts to improve their performance. Pupils from Years 5 and 6 controlled table tennis balls skilfully with a bat. They responded well to the teacher's effective emphasis on promoting their skill and held bats carefully to retain good control of the ball in a variety of timed tasks. The pupils enjoyed the element of competition and worked hard developing their skill sufficiently to meet the increasing challenges presented.

137. In all the lessons and extra-curricular club activities seen, the pupils were enthusiastic about the subject and enjoyed taking part. They behaved well, concentrated on their tasks, and co-operate and take turns. Pupils enjoyed good relationships and showed pleasure in each other's success. These positive attitudes were particularly beneficial to their learning, especially when the pupils were sharing ideas about how to improve their performance.
138. The quality of teaching and learning was consistently good in all the lessons observed. The teachers made good use of the available outdoor space, equally spacious indoor accommodation and plentiful supply of resources. For example, in a lesson seen in Years 5 and 6, each pupil had their own table tennis bat and ball enabling the teacher to focus productively on promoting the pupils' individual skill. All the teachers encouraged and utilised warm relationships to make learning effective and enjoyable. Pupils were enthused by varied and appropriately challenging tasks and the teachers used music most effectively to either introduce rigour in warm-up sessions, expression in dance movements or periods of calm during 'cool-down' sessions at the end of lessons. The teachers' consistent use of music also promoted the pupils' spiritual development and had a beneficial impact in sustaining good relationships and enjoyment in learning together. Most teachers showed good knowledge, managed the pupils' behaviour effectively and emphasised skills strongly and productively. They used questioning carefully to focus the pupils' attention and to encourage the pupils to think for themselves and to evaluate and improve their own efforts. This was seen to good effect in a gymnastics lesson in Years 3 and 4 where the teacher's questioning and demonstration lifted the overall quality of the pupils' balances. The teachers use technical language accurately, for example, words such as, strategies, control and sequenced; this raises the pupils' understanding and enriches their literacy skills.
139. The subject is led well by the co-ordinator who sustains the subject's high profile throughout the school. A very good range of extra-curricular activities, such as country dancing and rugby, enriches provision, as do the supportive links with local schools, especially with the secondary school that often provides additional coaching in areas, such as football, netball and 'tag rugby'. The co-ordinator has been particularly active and successful in enriching the level of resources to match and make full use of the school's much improved accommodation and facilities for sport. The curriculum is planned well, it is broad and balanced and this ensures that pupils develop their skills systematically as they move through the school. Except in swimming, where the pupils' skills are assessed most effectively and beneficially, for example, testing for distance certificates has a positive impact in raising the pupils' skills, as yet, there is insufficient assessment or observation of teaching and learning. This is limiting improvement. ICT is used effectively to support the pupils' understanding, for and to use the pupils' developing numeracy skills, for example, to handle and present data showing the impact of exercise on pulse rates. Work in this subject is a strength of the school. It has a supportive effect in promoting the pupils' spiritual, moral and social development and it is particularly helpful in raising the pupils' attitudes to school and learning.

RELIGIOUS EDUCATION

140. Standards are in line with expectations set out in the Agreed Syllabus for the end of Year 2 but they are below expectations for the end of Year 6. This shows a fall in standards in Year 6 since the last inspection. Pupils' achievement is good in Year 2 and it is satisfactory in Years 3 and 4. However, the pupils do not continue to build on what they already know and can do and their achievement in Years 5 and 6 becomes unsatisfactory. The achievement of pupils with special educational needs is similar to other pupils. This judgement is based largely on conversations with Year 2 and all of Year 6 pupils and scrutiny of pupils' work, as only one lesson was observed during the inspection.
141. Most pupils in Years 1 and 2 are achieving well. They build on the sound foundations laid in the reception class and by the time they are seven they have a good recall of the main events of Christmas and can tell the story of Divali. Higher-attaining pupils are able to explain that Hindus light Divali lamps to guide the goddess Lakshmi into the house so that she can bring good luck to the family. All pupils contribute to the story of Rama and Sita. They enjoy talking about special places and what they think about when they go to them. They know that when people pray they talk to God and that people close their eyes to think about God. A higher-attaining pupil expressed the view that, 'Jesus died because no one believed in Him'.
142. In Years 5 and 6, achievement is unsatisfactory. The pupils have a fragmented, insecure knowledge and understanding of Christian belief and teaching and of the other religions studied, Judaism and Sikhism. They have very little understanding of the impact of religious belief on followers' lives and some of their knowledge is based on stereotypes rather than on fact, such as Jewish observance of the Sabbath. Most pupils know about recent work on Guru Nanak and the Sikh sacred book- the Granth Sahib. A higher-attaining pupil explained how the text is treated with great respect as if it were a living person. However, the pupils' knowledge and understanding of the teaching and beliefs of Christianity are now unsatisfactory. In the last inspection, this aspect was judged as sound. Pupils struggled to recall anything about Easter or the teachings of Jesus and Christian beliefs. Overall, girls achieve better than boys and there is some well-written thoughtful work relating the parable of 'The Good Samaritan' to their own lives. Not all pupils show appropriate respect for religious beliefs and practices, which are outside their own experience. Pupils with special educational needs could also achieve more if work was better matched to their individual needs.
143. It is not possible to make a secure judgement about the quality of teaching as only one lesson was observed. However, the quality of teaching in a lesson in Year 3 and 4 was good. The planning identified clear learning objective to look at how Jesus showed us what God was like. The teacher used a good range of methods and strategies, such as reading the story and time for discussion about what Zachaeus might have been thinking, to engage the pupils' interest. Good links were made with literacy using thought bubbles. The use of an Ethiopian artist's impression of Jesus and Zachaeus made a good contribution to pupils' cultural development. The teacher asked good questions about how the children learned best, by seeing and experiencing; or by telling and they enjoyed the discussion, which was an integral part of the lesson. Most pupils were fully engaged for most of the lesson and their responses to questions were thoughtful and showed originality and some insight.
144. The curriculum follows the Locally Agreed Syllabus and was recently reviewed by the local authority's subject adviser who has also provided valuable training for staff. The school makes good use of the local churches to celebrate festivals and study places of worship. The subject has not been rigorously planned and systematically taught in Years 5 and 6. There is very little evidence of written work until the last few months and the school does not have sufficient learning resources to engage pupils' interest and make learning about world faiths, such as Sikhism, more accessible. The use of ICT to search for information and present findings is in the early stages of development but the school is now well placed to make rapid improvement.
145. Subject leadership is unsatisfactory but improvement has begun with the role of subject co-ordinator being more clearly defined and developed. The subject leader has begun to monitor

planning but has no clear understanding of what standards are across the school and this is a weakness that is limiting pupils' and teachers' expectations. As a result, planning for progression is not secure and pupils are not achieving as well as they could. The subject leader's position statement shows overall appropriate priorities but there is a lack of emphasis on improving standards in Year 6. Resources were reported as unsatisfactory in the last inspection and although some improvements have been made, particularly in the purchase of visual material, resources are still unsatisfactory. The school needs to continue the investment programme it has started and particularly focus on artefacts.