

INSPECTION REPORT

CALSTOCK COMMUNITY PRIMARY SCHOOL

Calstock

LEA area: Cornwall

Unique reference number: 111951

Headteacher: Mrs J Shelton

Reporting inspector: Mr G S Nunn
1185

Dates of inspection: 24th – 26th March 2003

Inspection number: 247165

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Back Road Calstock Cornwall
Postcode:	PL18 9QL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Davies
Date of previous inspection:	February 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	G Nunn	Registered inspector	Mathematics Science Information and communication technology Design and technology Geography History Provision for pupils with special educational needs	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13526	R Barnard	Lay inspector	Education Inclusion Provision for pupils with English as an additional language	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?
1189	S Brown	Team inspector	Areas of learning for children in the Foundation Stage English Art and design Music Physical education Religious education	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calstock community primary school is a smaller than average size primary school for pupils aged between four and eleven, situated in the village of Calstock in Cornwall. The school serves a wide catchment area with most pupils living in the village itself. Pupils live in a variety of housing types. There are 68 pupils on roll, organised into three classes. Three full time and fourteen part time children are in the reception class. Pupils levels of attainment when they start school are about average. The number on roll has remained largely stable since the last inspection. There are roughly a similar number of boys and girls. Twenty four percent of pupils are entitled to free school meals, which is similar to the national average. Twenty five percent of pupils, including two with statements, are registered as having special educational needs. This again is similar to the national average. Pupils' needs range from those with dyslexia to those with moderate learning difficulties, emotional and behavioural problems and speech and communication difficulties. No pupils come from an ethnic minority background or speak English as an additional language. Last year, ten pupils joined the school and seven left at times other than the usual admission and leaving times.

HOW GOOD THE SCHOOL IS

Calstock community primary school is a very good school that has made significant progress since it was last inspected. Pupils achieve well and standards in English, mathematics and science are well above average when they leave the school. The provision for their personal development is very good. Pupils' attitudes to work and their behaviour are also very good. Teaching is very good. Many of these major strengths of the school are the result of the very effective leadership shown by the headteacher and governors. Overall it gives very good value for money.

What the school does well

- It enables pupils to attain well above average standards in English, mathematics and science, by the time they leave. Above average standards are also attained in several other subjects.
- Very good leadership and management ensure that the school is on the right track to make sustained and continued improvement.
- Very good teaching leads to very effective learning for pupils.
- It makes very good provision for pupils' personal development in a most caring environment.
- Pupils' attitudes to work and their behaviour are very good. Relationships in the school are outstanding.

What could be improved

- Extend the current good systems it has in place to assess and record pupils progress in English and mathematics to the other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 2001, the school has made very good progress in tackling the weaknesses identified at that time. The school has been most successful in raising standards in many subjects, notably in English, mathematics and science where standards are now well above average. The monitoring and evaluation of teaching has continued so that very good quality teaching is now evident. Subject co-ordinators have a good understanding of their role. A good school development is now in place although the school rightly recognises that an updated one will soon be needed, as the plans in the present one are almost fully in place.

STANDARDS

As a result of the cohort size being below ten, figures for eleven year olds taking National Curriculum tests in 2002 are not included, as they are statistically unreliable.

Inspection evidence shows that, during their time in the reception class, children achieve well and, by the end of the year, nearly all attain the expected standards with a good proportion exceeding them. This is because, even though some children only attend for part of the year, both the teaching they receive and their learning are very good. By the time pupils reach the end of Year 2, they attain above average standards in English, mathematics, science, history, religious education, design and technology, and art and design, and average standards in geography, music, physical education and in information and communication technology (ICT). A well planned curriculum and often good and very good teaching are the main reasons for this. Overall, pupils achieve well.

Pupils achieve very well in Years 3 to 6. In these years, pupils again receive a considerable proportion of good and very good teaching so that, by the time they leave the school, the standards they attain in English, mathematics, and science are well above average. In history, design and technology, religious education, art and design and music, standards are above average. In all other subjects pupils attain average standards. Pupils with special educational needs do well. This is because work is well matched to their abilities and teachers, in lessons particularly, are well aware of their needs and adjust their teaching to accommodate them. The more able pupils are also well catered for. Although there are significant differences in the numbers of boys and girls in some classes, there are no significant differences in their achievements. The school has set realistic academic targets for future National Curriculum tests at 11 years of age and is well on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to school	Very good. Pupils love coming to school and find learning fun. As a result they work hard and also work well together
Behaviour in and out of classrooms	Very good. Pupils behave very well in classes and at playtimes. There is no evidence of bullying or poor behaviour.
Personal development and relationships	Excellent. Pupils are mature and confident. Excellent relationships between pupils and staff strongly support pupils' learning
Attendance	Unsatisfactory. In spite of the best efforts of the school, a small number of parents do not value the importance of their children's regular attendance

TEACHING AND LEARNING

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

Teaching and learning are both very good and have a significant impact on pupils' standards particularly in English, mathematics and science. In all lessons seen, the teaching was at least satisfactory and in the vast majority it was at least good. Some teaching was outstanding. Teaching is particularly good in English, mathematics and science. The teaching of literacy and numeracy is very good.

This is a significant improvement in the quality of teaching and learning found at the time of the previous inspection. The improvement is largely due to the further development of a highly structured and relevant curriculum, the growing impact of the National Literacy and Numeracy strategies and the insistence by teachers on high standards of work and behaviour. As a result, standards in many subjects have risen. Across the school, lessons are well planned with a clear indication given to pupils of what they are expected to learn. Work is appropriately set at the right level for all pupils and this enables them to achieve as well as they can. Pupils respond well to the interesting and challenging tasks set for them. They work at a rapid pace, concentrate well and are well able to work on their own or as a group. As a result, they are now learning effectively and achieving much. Some greater consistency is needed in the marking of pupils' work

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils enjoy a rich curriculum enhanced by the very good range of activities outside lessons. The contribution of the community and the strong links with other local schools are added strengths. All aspects of the National Curriculum are in place.
Provision for pupils with special educational needs	Very good. Pupils are well looked after and their needs are met. They are given the right work to do and this encourages them to work hard. The work of teachers' assistants and the teachers' planning of work for them, are particularly effective.
Provision for pupils' personal development, including spiritual, social, moral and cultural, development	Very good. Members of staff regard the personal development of pupils as a high priority. The work to develop pupils' spiritual, moral, social and cultural education is very good.
How well the school cares for its pupils	Very good. A very warm, caring and secure atmosphere supports pupils very well. The good systems in place to assess and record pupils' progress in English and mathematics need to be extended to the other subjects.
How well does the school work in partnership with parents?	Very good. There is a very strong partnership. Parents are well informed about their child's progress and the work they are to undertake. They provide very good support to the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher shows very strong, effective leadership. She is well supported by all who work in the school. There is a clear commitment to raise standards. Day to day functions are carried out very well.
How well the governors fulfil their responsibilities	Very good. Governors are committed, enthusiastic and determined to help the school to continue to improve. They fulfil all their statutory responsibilities. There is a clear desire both within the management of the school and within the governing body to bring about continued improvement
The schools evaluation of its performance	Very good. A wide range of information is closely analysed and acted upon. As a result pupils' standards have improved considerably.
The strategic use of resources	Very good. The budget is well managed. Long term planning is good but now needs to be updated. Resources are used most effectively. The accommodation is adequate although the lack of a hall restricts opportunities for gymnastics. The school is well staffed by suitably trained and qualified teachers. Teacher assistants make a significant contribution to the progress pupils make. Resource provision is at least satisfactory and often good in all subjects. Governors have a good grasp of the finances and apply the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • They feel comfortable about approaching the school with questions or problems. • The school expects their child to work hard and achieve their best. • The school is well led and managed. • Their children like school. • Their children make good progress. 	<ul style="list-style-type: none"> • The amount of work their children are expected to do at home. • The amount of information they get about how their child is getting on. • The range of activities outside lessons.

The inspection team agree with parents' positive views. With regard to the areas parents would like to see improved, the inspectors find that the amount of homework set is generally appropriate to the age and ability of its pupils. In addition the information parents receive about their child's progress is very good. The range of activities outside lessons, given the numbers of staff available, is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Comparisons with National Curriculum test results for pupils aged 11 across the country are not included, as in 2002 the number of pupils in that year group was below 10. Consequently, such statistical comparisons are considered to be unreliable.
2. Inspection findings show that, in the current Year 6, the proportion of pupils attaining average national standards is well above the national average in English, mathematics and science. In addition the proportion attaining above average standards is also above the national average in all three subjects. This is a significant improvement on the last inspection when pupils' standards were similar to national standards.
3. Such significantly rising standards have been largely due to the successful teaching of the National Numeracy and Literacy Strategies, significant improvements in the quality of teaching overall and a highly structured approach to the teaching of science. Furthermore, the successful analysis of pupils' performance has meant that pupils' individual difficulties have been more easily identified, action taken and good, appropriate targets set.
4. National Curriculum test results for seven-year-olds in 2002 were above average in reading and writing and well above average in mathematics. Teacher assessments in science show that pupils' standards are also above national standards. When compared to schools with pupils from similar backgrounds, this school's results are well above average in writing and reading and are very high in mathematics. Trends in all three areas over the last three years show an overall rise in standards that is above to the national rise in standards.
5. Inspection findings show that, in the current Year 2, pupils' standards in reading, writing, mathematics and science are above average. Again, the school has made very good progress since the last inspection, when standards in reading, writing, mathematics and science were found to be in line with national standards.
6. The attainment of children on entry to the school, in the reception class, shows a broad spread of ability. Their overall attainment is about average. Children in the reception class make good progress in all areas of their learning. They achieve particularly well in their personal, social and emotional development because of the very good routines established for them. Children settle into school particularly well and work happily with each other, sharing equipment and taking turns when required.
7. In communication, language and literacy, children begin to listen and speak well. They handle books competently and are beginning to write their own names, as well as recognising simple words. In the mathematical area of their work they are beginning to understand numbers and how many each figure represents. Children's knowledge and understanding of the world increases well and they begin to understand about places other than Calstock and its surrounding area. They are introduced to the computer and, in their creative development, are able to use a range of media. Opportunities for their physical development are satisfactory and there is a good range of play equipment. Largely as a result of the very good teaching children receive in the reception class, nearly all, by the time they begin Year 1, are well prepared for the National Curriculum having reached and, in some cases exceeded, the standards expected of pupils of this age. This is particularly

good in view of the fact that, as a result of local policy, approximately half of the children only spend six months in the reception class on a part time basis.

8. In English, the majority of pupils in Year 2 listen very well and follow instructions, gaining confidence in oral work and in learning to express their thoughts and ideas. This good progress continues during Years 3 to 6, so that, by the time pupils are eleven, their speaking and listening skills are well developed. They are confident when asking questions and also when speaking in class. Progress in reading is also good right across the school. Pupils throughout the school enjoy books and, by the age of 11, most are keen to talk about their favourite authors and the characters in a book. They can read with a good degree of fluency, accuracy and expression. In writing, most pupils' rate of progress is rapid in Years 1 and 2 and also in Years 3 to 6, so that by the time they leave the school, at the age of eleven, pupils can write in a variety of forms and for a variety of purposes to a high standard.

9. In mathematics, pupils' standards at the age of seven are above national standards. They can count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms in context. Pupils, including those with special educational needs, achieve considerably in the number aspect of mathematics because of the high proportion of good, and very good teaching they receive. Such good and very good teaching continues in Years 3 to 6 and enables pupils to again achieve much and thus attain standards that are well above national standards. By the age of eleven, pupils can multiply and divide numbers to six figures, they can use all four number processes to two places of decimals and are confident with vulgar fractions, decimal fractions and percentages. In addition, they can construct angles of varying degrees and know the various properties of both two- and three-dimensional shapes. They are most confident in carrying out mathematical investigations and in the handling and interpretation of data.

10. Pupils have a broad knowledge across all areas of science by the time they are seven, particularly of living things, life processes and materials and their properties. They are beginning to observe carefully and to use descriptive vocabulary to good effect. These early scientific skills are well developed in Years 3 to 6 so that, by the age of 11, they are used in a range of investigations which help to promote the learning of scientific knowledge. Pupils have a very good understanding of physical process, materials and their properties as well as life processes and living things. Their scientific enquiry skills are well developed.

11. In other subjects studied, they reach above average standards for seven-year-olds in history, art and design and design and technology. They attain expected levels in physical education, ICT, geography and music. Pupils make good progress and achieve well in those subjects where standards are above average by the end of Year 2, with satisfactory achievements being made in the other subjects. Good progress is also made in religious education so that, by the age of seven, they attain standards that are above those outlined in the locally agreed syllabus.

12. In Years 3 to 6, pupils, make sound progress in geography, ICT and physical education, with good progress being made in all other subjects. The good progress they make in many subjects, based on a high proportion of good and very good teaching, enables them to reach above average standards in all subjects except geography, ICT and physical education in which their standards are about average. The lack of sufficient hall space seriously hampers pupils' progress in the gymnastics element of physical education.

13. Higher attaining pupils are well catered for by the school and the rate of progress made by this group is similar to other pupils, given their prior attainment levels. Similarly, the overall achievement of pupils with special educational needs is good. They make good

progress and achieve the standards of which they are capable. This is due to the fact that they receive work from their teachers that is well matched to their abilities. Furthermore, they are given very good additional support in many sessions by teaching assistants, largely within a whole-class setting.

14. National test results for the past few years have been very well analysed to enable the school to monitor pupils' overall attainment and learning. In response to this analysis, targets for improvement have been appropriately set in English, and mathematics. There is every indication to suggest that the school will be successful in meeting the performance targets set this year. There is no significant difference in the rate of learning made by boys and girls. A survey of parents showed that almost all parents are very satisfied with the amount of progress their children make. The school has done very well to raise its pupils' standards so significantly, particularly in English, mathematics and science, since the time of the previous inspection.

Pupils' attitudes, values and personal development

15. Pupils' very good attitudes and behaviour, as well as their excellent relationships with staff and each other, have a very positive impact on their achievements and personal development. Standards have improved on those reported at the previous inspection. As a result of the impact of the very good provision for their moral and social development, the very good behaviour, attitudes and personal development of the pupils is a strength of the school.

16. Both parents and pupils say they love coming to school. Pupils speak confidently about how they feel happy and valued at school. They respond very well to the provision of a wide range of extra curricular activities and this both helps them develop self-esteem and confidence and has a very positive impact on their achievements. They find learning fun because of very good teaching.

17. Pupils show very good attitudes to learning. The pupils in the reception age group, including those who attend part-time, have settled very quickly into school routines and enjoy their lessons. In the lessons observed in Years 1 to 6, pupils showed a high level of interest in their work and wanted to do well in order to please their teachers. This was particularly evident in a Year 4, 5 and 6 music lesson, where pupils were actively engaged in making music and enjoyed performing. They showed high levels of interest and motivation.

18. Behaviour is very good. There have been two temporary but no permanent exclusions over the last two years, a figure below the national average. Behaviour in assemblies and at playtimes is very good. Pupils are developing a very good sense of fairness and awareness of the impact of their actions on others. They know the reasons for school rules and respond very well to the consistent approach to behaviour management from all members of staff. Very little bullying occurs and on the very few occasions it is dealt with very well. Pupils and parents have no concerns about issues related to racist or sexist attitudes or behaviour amongst the pupils.

19. Pupils' personal development is very good. They are mature and confident. Pupils are able to organise themselves and take responsibility for their own work very well. Pupils undertake a very good range of duties and responsibilities. For example as members of the school council, they are developing an excellent insight into citizenship, especially when representing and helping others. Pupils' independence and self-confidence is developed well, for example, through the provision of residential visits and clubs. Pupils are very well engaged in the life of the school and the local community.

20. Pupils show a very good aspiration to learn and are particularly keen to discover things in practical lessons, such as science, or to perform, such as in singing, or to express themselves when writing poetry or speaking. For instance in a religious education lesson with the oldest pupils, a challenging discussion dealing with issues related to moving to secondary school, led them to evaluate “peer pressure”, “fitting into a group” and standing up against a friend. They are thus developing a very good appreciation of spiritual, moral and social issues. Their appreciation of culture, especially music and art and design, including their multi-cultural aspects, is developing very well as a result of very good stimulation from the school. An excellent display of work from Year 6 in relation to different religious festivals, encapsulates all the above factors.

21. Relationships are excellent throughout the school. Pupils are very friendly and chatty. They all get on well together and help each other. Excellent relationships between staff and pupils in lessons strongly support pupils in their learning. This is particularly evident in oral mathematics sessions. Pupils also co-operate very well in pairs and groups.

22. Attendance is unsatisfactory. Levels of authorised absence are above the national average although they have shown a good improvement from the poor levels of the previous year. Levels of unauthorised absence are lower than the national average. Care must be taken when interpreting these figures, as percentages are statistically questionable when pupil numbers are small. Most pupils arrive promptly and lessons start on time. The main reasons for absence relate to the regular absence of a very small number of pupils which is condoned by their parents. These have been clearly identified by the school, which works very hard to ensure that these absences have as little impact as possible on achievement for these pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. Across the school, teaching, including that of children in the reception class is very good. It is at least satisfactory in all lessons. There are no lessons where the quality of teaching is unsatisfactory. The proportions of good and very good teaching are higher than normally found. The very good teaching that all pupils receive, particularly in English, mathematics and science, has a most positive impact on their learning and, as a result, on the standards that they attain.

24. The quality of teaching has improved since the previous inspection in 2001. At that time, most teaching was considered to be satisfactory or better. Also the proportions of good and very good teaching have increased. This increase in the quality of teaching is a result of a variety of factors. Firstly, there has been an increased awareness of the need to monitor teachers’ practice within the classroom. The headteacher and other co-ordinators visit classrooms to monitor teaching and to work alongside teachers in order to develop their skills. This process is having a positive impact on teaching quality. Secondly the development of the National Literacy and Numeracy Strategies has also given teachers a good framework for planning and more precise direction. Finally the overall good quality curriculum and the planning of it have meant that individual pupils’ needs are being met. All these factors have made a contribution to the improvement in the quality of teaching and this in turn has had a most favourable impact on pupils’ learning.

25. The National Literacy Strategy has been most successfully implemented and it is taught well. Teachers plan their lessons in great detail, are clear about the Strategy's structure and use the plenary session particularly well to reinforce pupils' learning. In the best practice, teaching is lively and exciting with good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons achieve much.

26. The teaching of numeracy is also good. There is an effective focus on the development of mental arithmetic with regular, challenging questions at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work they have to do. As a result, most pupils achieve very well in their learning of mathematical skills and concepts.

27. The high proportion of good and very good teaching is characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a focus to the lesson. Similarly, teachers ask clear, concise questions that challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeably in a very good Year 4, 5 and 6 science lesson where pupils, as part of the mental activity, were required to quickly recall the previous lesson's work on reversible change. The pupils really enjoyed the activity and talked with enthusiasm about such introductory sessions. This very good lesson quickly moved pupils onto irreversible change with pupils being asked to predict which of a series of combinations of solids and liquids could be reversed and which could not. The practical session that followed confirmed whether their predictions had been correct or not. The work they were asked to do was broken down into varying levels of difficulty, well matched to pupils' prior attainment levels. Some pupils found the process difficult at first but, as a result of the teacher's high expectations and her persistent challenging, all achieved much during the course of the lesson. By the end, most had grasped the concepts of reversible and irreversible change. Such very good lessons are well structured and proceed at a very good pace.

28. Other characteristics of very good lessons are where teachers manage their pupils well, expecting and getting very good behaviour, as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a very good Year 4, 5 and 6 mathematics lesson where pupils, in differing ability groups, were working on a variety of tasks related to geometry. Good high quality questioning by the teacher ensured that there was a progressive development of pupils' mathematical skills. They became totally involved in their work and many were excited by it. Despite the pupils' obvious enthusiasm, the skill shown by their teacher in challenging the pupils ensured that they remained engrossed in their work and that very good standards of behaviour were maintained. As a direct result, pupils achieved a great deal during the course of the lesson.

29. Teachers have a very good knowledge and understanding of most of the subjects they teach. This is most noticeable in English, mathematics and science. In subjects where such knowledge is most secure, pupils' achievement is greatly enhanced. In some subjects, such as ICT and geography, some teachers own knowledge and confidence are less secure. As a result, pupils' achievement in these subjects is slower. The school rightly recognises this and has a programme of in-service training planned to address the issue.

30. Teachers' planning of pupils' work is very good and often identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required during the lesson. They are used well by teachers to enhance pupils' learning and the amount of progress they make.

31. The quality and use of day-to-day assessment is good, particularly in English and mathematics. Teachers are skilled in using questions to check and challenge pupils' initial responses. In addition they make good use of plenary sessions at the end of many lessons to assess what pupils have learnt in that lesson and to reinforce their subject knowledge and understanding. In subjects other than English and mathematics, teachers recording of their pupils' attainment and the subsequent use of that to plan the next pieces of work for them, is more limited. Furthermore, the marking of pupils' work is variable, ranging from satisfactory, where work is adequately marked, to very good, where pupils are given a clear indication of how they have done and what they now need to do to continue to improve.

32. Where teaching is satisfactory, it is usually where a particular group of pupils' are presented with less challenging work or where the amount of work they are required to do in a given period of time is insufficient. On these occasions, although pupils never become disruptive, they sometimes lose interest. As a result, their rate of learning falls and less is achieved.

33. Pupils with special educational needs are well catered for in nearly all lessons, where specific work geared to their learning abilities is provided for them. This is particularly the case in English and mathematics. Procedures for assessing the needs of these pupils' are very good and the monitoring of individual pupils' progress is carried out on a regular basis. The special educational needs co-ordinator works closely with class teachers to ensure pupils' needs are fully met and that they are not excluded from the whole-class curriculum. The planning of work for pupils with special educational needs is good and this is reflected in the achievement of the pupils.

34. In a survey carried out prior to the inspection some parents were dissatisfied with the work their children were required to do at home. The inspection team found that the homework set by teachers is most appropriate for the age of pupils to whom it relates and is often very closely linked to ongoing work in the classroom.

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

35. The school provides a broad, rich and stimulating curriculum which meets the needs of its pupils very well. National Curriculum and religious education requirements are fully met. The school is very effective in ensuring that all pupils have an equality of opportunity to succeed. Religious education conforms to the locally agreed syllabus and makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils with special educational needs are involved in all of the activities of the school. Those who have difficulties in learning have, at times, other talents recognised. For example skills in art and design or music lessons are sometimes presented to other pupils as examples of success. Those identified as higher attaining pupils have their knowledge and skills extended by challenging tasks in many lessons. This is a school in which everyone is valued. Good links between subjects are established and this has the effect of enhancing learning. Strategies for teaching literacy and numeracy are very effective, and these are having a positive effect on standards.

36. The school makes good use of the additional strategies for literacy including booster classes and springboard for literacy. Since the previous inspection many improvements have been made to the curriculum.

37. A strength of the school is its provision for pupils with special educational needs. Early identification of needs and clear guidance for responding to those needs, enables teachers to provide an appropriate curriculum. Pupils are given the same curricular opportunities as others, both inside and outside the classroom. They are supported well within the classroom and on the few occasions when pupils are withdrawn for help, work is linked closely to targets identified in individual education plans. Such targets are specific and clearly understood by the pupils and adults working with them. Assessments are made on a regular basis and careful records maintained which further informs the future teaching of these pupils. Targets are regularly reviewed. Withdrawal is carefully monitored to ensure that pupils do not always miss the same lesson.

38. Provision for children in the reception/Year 1 class is very good. The curriculum is very well planned to meet the needs of the youngest children in this mixed age class. Work is planned to the nationally required curriculum for children of this age. Children in the reception year have access to a wide range of suitable activities. The learning experiences prepare them well for the National Curriculum, which is also incorporated into the planning so that many children are working within the National Curriculum before they become Year 1. Although outdoor space is limited, very good provision is made for outdoor play, with good opportunities for children to use large wheeled toys as well as imaginative use being made of the outdoor garden used by this class.

39. The curriculum for pupils in Years 1 to 6 is very good. Policies are in place for all subjects and the school has adapted the national guidance to provide school specific schemes of work. Teachers' planning is now very good with clear learning objectives and identified assessment opportunities. Work is well matched to meet the differing needs of pupils in the mixed age classes. Time allocated to subjects is organised very well to ensure pupils receive a rewarding, worthwhile learning experience. Provision for gymnastics is restricted by the lack of hall provision in the school. The school does its best to ensure statutory requirements are met, with the oldest pupils undertaking gymnastics at the local secondary school each week. There are very good strategies in place which are very effective in developing pupils' literacy and numeracy skills.

40. The school's programme for personal, social and health education including citizenship is very good. It places the required emphasis upon the dangers associated with the misuse of drugs, and includes provision for sex education. The school gives high priority to pupils' personal development. There are many opportunities, particularly through circle time assemblies and class discussions, for feelings, relationships and topical issues concerned with citizenship, to be explored. Pupils are expected to use their initiative and behave in a responsible manner. They develop an understanding of increasingly complex issues in a secure and supportive environment. Class teachers also deepen pupils' understanding in their teaching through areas such as art and design, music and extended writing. The quality of provision contributes to the very positive attitudes and excellent relationships that exist in the school. Care and consideration for others is deeply embedded in the life and work of the school. By the time pupils reach Year 6 they have developed a good level of independence and maturity. The considerable efforts made to foster pupils' self-esteem, to enrich their experiences and to develop them as 'rounded', confident young people who are good to know, are very successful.

41. Extra curricular provision is very good. There is a very good range of activities available including football, netball, tag rugby, athletics, cross country, rounders and cricket. The 'commonwealth games' is an annual event which includes all the feeder schools at Callington school. Other activities include a computer club, art and craft club, the sunflower club, when older children help the children in the reception year, a garden club, and a book club. Musical activities include a small recorder group. Visiting specialists teach guitar, violin, and drumming is taught during the winter. When numbers are sufficient, older pupils enjoy the experience of a residential visit, such as that to St Just in Roseland last year. This contributes very positively to pupils' personal development.

42. The school makes very good use of visits and visitors to support and enrich the curriculum. Recent visitors have included a ceramicist, willow weaver, and drama expert, all of whom worked with pupils, producing results of a high quality, such as the ceramic designs of Calstock on the outside walls of the school. The school also makes good use of the talents of parents and staff and pupils from the local secondary school work with children for games and French.

43. The school enjoys very good links with the community. Pupils visit the local church for Harvest and Christmas productions and the local vicar takes assemblies in school. Pupils take part in an 'eco' project, recycling materials, through their links with the Calstock Development Trust. Parents are involved in school life, for example, running the gardening club.

44. The school also enjoys excellent links with other local schools. The Callington cluster of schools join together for music festivals and Year 6 pupils use Callington school for sports, gymnastics and ICT. Some of the Callington staff also visit the school to teach some French and various sports. The cluster schools meet regularly to share training days, co-ordinators meetings, and termly headteacher meetings.

45. The overall provision for pupils' spiritual, moral, social and cultural development is very good. Acts of collective worship and religious education make a significant contribution to the sense of family, which permeates the school. Pupils receive knowledge of, and insight into, different faiths and religious beliefs. Forgiveness, sharing and caring are explored fully in lessons and assemblies. For example, during the inspection pupils focussed on the meaning and importance of Easter and also on the love and care of families and, in particular, on thoughtfulness on Mother's Day. They read with pride their writing about mothers and the prayers that they had written.

46. There are many carefully planned opportunities right across the school for spiritual development, from the delight of the youngest children finding 'bear prints' all round their classroom when they arrived in school, to the sharing of emotional literature in Year 6, which fuelled imaginations, causing pupils to pause, reflect and question their teacher about the relationship between a young boy and his grandfather who was about to die.

47. Provision for moral development is also very good. The adults provide very good role models for pupils, who are encouraged to behave responsibly and think about the implication of their actions on others. Pupils of all ages have a clear understanding of right and wrong. They are polite, friendly and well mannered. The structure for rewarding good behaviour and effort makes a strong contribution towards promoting very good behaviour in pupils. Moral development is firmly underpinned by the school's code of behaviour. The supportive approach is successful in helping pupils become self disciplined. The very positive ethos of the school is such that pupils are encouraged to think about the world in which they live in order to care for others and the environment.

48. The provision for pupils' social development is very good. The excellent relationships are at the heart of the school's success. Pupils undertake an increasing range of responsibilities in the classroom and around the school. Older pupils care for younger children at lunchtimes and in the Sunflower club. They take prayers at lunchtime and in assemblies. The school council initiates much of the charitable fundraising in school such as comic relief and Children in Need.

49. Provision for cultural development is also very good. Pupils participate in local events and have very good awareness of local culture through such events as the Calstock Festival. Through music, art and design, literature and sport, pupils develop a keen interest in their own culture. Multicultural awareness is developed well through the use of stories and in religious education. The school recognises that opportunities for enhancing pupils' appreciation of life in multi-cultural Britain are limited locally and works hard to broaden their understanding. For example, pupils visit the synagogue when studying Judaism and a Hindu visitor is due in school to share aspects of the Hindu faith.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school provides very good care for its pupils and standards have improved since the previous inspection. A very warm, caring and secure atmosphere supports pupils very well. Pupils feel valued.

51. Health and safety procedures and the monitoring of them are very good. The school has adopted a very good policy and very good measures are in place to identify potential issues and risks. Security arrangements are also very good. Good care is taken at the end of school to ensure a responsible adult collects each pupil from the reception class.

52. Child Protection procedures and awareness are very good. Members of staff, under the well-trained guidance of the headteacher, handle issues with a sensitive but rigorous approach. First aid arrangements are very good with a very high level of staff training ensuring all areas of the school are covered. Pupils' personal development is monitored very well and all members of staff provide very good personal support allowing pupils to develop confidence and feel valued.

53. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy, with an emphasis on the use of rewards and praise, has a very positive impact on pupils' attitudes, behaviour and in the development of self-confidence. The consistent approach adopted by all staff contributes well to the success of the policy. Procedures to discourage and deal with bullying, racist or sexist behaviour are very good and any potential incidents are monitored and recorded promptly and rigorously. Parents and pupils all remark on the prompt and fair manner in which the staff and especially the headteacher deal with any issues.

54. Procedures for monitoring and promoting attendance are good. They enable the school to highlight the reasons for non-attendance and also to take up issues with parents. This has led to a reduction in the level of authorised absences this year. As a result, the school has taken very good steps to try to impress the importance of regular attendance on parents.

55. The school has particularly good systems in place for the assessment of pupils' work in mathematics and English and the staff use the information effectively when planning work. The school complies with requirements for national testing at the end of Years 2 and 6 and reports the results clearly to parents. Teacher assessments and national test results are usually closely matched and discrepancies are due to the very small number taking the

tests, which skews percentage results. The headteacher and governors use the results of tests to set challenging targets for performance of both members of staff and pupils and this has resulted in improved teaching and higher levels of performance. Because of the teachers' clear understanding of pupils' attainment in mathematics and English, they set individual targets for pupils and keep accurate records of pupils' achievements. They track progress to ensure that pupils are on course to achieve their targets. Effective use is made of notice boards that show pupils' progression in a subject from the reception class to Year 6. In this way teachers and pupils can see how their work matches what is expected of pupils of a given age. Pupils of all ages and abilities are clear about their targets and their own responsibility for meeting them. However assessment procedures are not yet fully in place for all other subjects, notably history and geography.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school's very good partnership with parents has a positive impact on pupils' attitudes to school. The school has worked hard to improve on the standards described at the time of the previous inspection. Parents are very well informed about their children's progress and the work they are to undertake. They provide very good support to the school.

57. Parent's views of the school expressed at the parents' meeting, in response to the pre-inspection survey and given during the inspection are very positive. Parents feel that their children like school, teaching is good, they feel comfortable approaching the school, the school helps the children to make good progress and to work hard, behaviour is good and the school is well led and managed. A small number of parents have some concerns over the level of homework given, the amount of information they get about how their child is getting on and the range of activities outside lessons. Inspectors agree with the parents' positive views. Evidence shows that the level of homework set is generally appropriate to the age and ability of the pupils. The information they receive about progress is very good and that the range of activities outside lessons, given the number of staff available, is also very good.

58. Parents have high levels of involvement in the work of the school helping regularly in classes, supporting homework, organising fundraising through School Association events and helping with and supporting extra-curricular activities. Some parents do not value the importance of their child's regular attendance at school. The school is making very good efforts to involve parents further in the school and in their children's education. Newsletters are regular and give very good information about school life and areas of work to be covered by every class each term. Parents are made most welcome in school and all members of staff are readily available if problems arise. The headteacher provides an excellent role model and is held in high regard by all parents. Annual reports give parents very good information about their children's progress; a strong feature is the consistent approach to setting targets for improvement. The school consults very effectively with parents and uses the results of consultations productively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The previous inspection report described the leadership of the school as being good. This has not only been maintained but has successfully been built upon. This very good quality of leadership and management has a positive effect on many aspects of school life. The headteacher provides very good leadership and has a clear understanding of the strengths and weaknesses of the school. She is most ably supported by all staff and, together, they give the school a clear purpose and direction. The headteacher works closely with her governors and members of staff to continue to raise standards and improve the quality of teaching. Her clear vision for the future is evident in her determination to raise

pupils' standards of attainment by focusing on several key strategies. For example, she has identified the need to continue to raise pupils' standards in ICT, English, mathematics and science. These, together with several other strategies are built into the school's development plan. The plan identifies key areas for action, steps to be taken to achieve them, staffing and budgetary implications as well as time implications. The current plan is near completion and a new one, based upon the review and development of the curriculum and other aspects of school life, is needed for the next three to four years. This is currently being worked on by the school. The whole staff, both teaching and non-teaching, work very closely as a most successful team, and are very well supported by an able and caring headteacher who recognises the importance of developing the strong team identity.

60. The school's aims were most recently reviewed in February 2002. They are clearly defined and underpin much of the school's life and work. Most are well reflected in the policies and practices of the school. The school is particularly successful in achieving its aim of creating positive attitudes towards work in its pupils. It also has an explicit commitment to the attainment of high standards and is aware of the importance of meeting the needs of its pupils of all attainment levels. With both lower and higher attaining pupils it is successful. The school has an appropriate policy in place for racial equality.

61. To assist its basic aim of raising standards, the school has collected a very good range of data to enable it to monitor pupils' progress. The analysis is well managed by the headteacher, who can provide detailed information on individual year groups of pupils in the school. The information is used well to provide realistic and challenging targets for the school, particularly in English and mathematics.

62. There are very good structures in place to monitor standards and provision. The headteacher monitors teaching in classrooms and she and some other staff also monitor pupils' learning, by scrutinising teachers' planning and, on occasions, pupils' work in books. Members of the governing body also monitor the work in classrooms. Each governor is assigned to an area of the curriculum and a year group and, as that area is reviewed, they discuss it with the relevant co-ordinator, visit classrooms and feed back their findings to the curriculum committee.

63. The curriculum co-ordinators for numeracy and literacy monitor teaching and learning by direct observation in classrooms. However, this is not as yet a practice common to all subject areas. Other subject co-ordinators occasionally monitor progress by scrutinising pupils' completed work and hold discussions with colleagues to help support teaching and learning in specific subject areas. However, directly observing teaching through classroom observation in order to provide support for their colleagues is in its infancy. Staff meet to discuss the effectiveness of curricular provision and examine the results of statutory tests, in order to evaluate pupils' attainment and progress.

64. The special educational needs co-ordinator carries out the responsibilities of the post most effectively. An accurate register is maintained which ensures that all pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and have received good guidance on the Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are most appropriately used to provide very effective learning support assistants and appropriate resources. These are used well in order to achieve the school's priorities for special educational needs. This ensures that such pupils make good progress, given their prior attainment levels.

65. The governing body is very effective in its work. It is well led and fulfils its responsibilities most effectively. It is appropriately constituted and has the relevant

committee structure in place to consider such areas as finance, premises as well as curriculum and personnel. As a result, governors play a very good part in working alongside the headteacher to provide effective leadership for the school. Most governors have a very good understanding of the strengths and weaknesses of the school. They carry out their statutory requirements fully.

66. The school has very good systems in place for the induction of new staff, as well as for the training of new teachers. In this case a mentor is appointed, non-teaching time provided and every opportunity for further in-service training is made available.

67. The school makes very good use of specific grants and additional funding and these are used for their designated purposes. Spending decisions are linked well to educational priorities, such as trying to improve the provision for physical education, which is, at present, causing the school rightly to maintain a high budget carry-over figure. Overall finances are well managed and the school has very good systems in place to apply the principles of best value to decisions made regarding major expenditure.

68. Very effective use is made of resources to support and enhance pupils' learning. Good use is made of new technology for financial control and administrative work.

69. The match of teachers and support staff to the demands of the curriculum is good. Teaching staff are well qualified and ably helped by teaching assistants, who are used well within classrooms to support pupils' learning. In several lessons, teaching assistants worked well with groups of pupils whilst they completed tasks set by the teacher.

70. The school accommodation is adequate to meet the needs of teaching most areas of the National Curriculum. However, the area, which is also used for assemblies, is too small for the effective teaching of gymnastic and dance activities, particularly for older pupils. Most classrooms are light and airy and considerable refurbishment has taken place in recent years. Outdoors the school has pleasant play facilities and quiet areas. The area designated as a play area for reception class children is good and most appropriate to their needs.

71. Resources to support the teaching of the curriculum are at least satisfactory and often good in most subjects. Shortfalls do occur in geography and this has a negative effect on the standards pupils attain and the rate of progress that they make. However, where resources are good, as in subjects such as history and art and design, the opposite is true.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to build on the very many positive aspects of the school and improve even further the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority, should: -

- (1) improve the procedures for the assessment and recording of pupils' work by:
 - extending the good practice in subjects such as English and mathematics to all other subject areas.
 - ensuring greater consistency in the marking of pupils' work so that it gives them a clear indication of what they need to do to continue to improve
- (Paragraphs: 31, 55, 105, 115, 121, 129, 135, 141, 147, 154)

In addition to the above issues the following should be considered for inclusion in the action plan:

- continue to seek a solution to the problems associated with the lack of a school hall and its effect on the physical education curriculum in particular.
(Paragraphs: 39, 70, 74, 81, 142, 147, 154)
- to continue to impress on some parents, the importance of regular attendance by their children.
(Paragraphs: 22, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	7	2	0	0	0
Percentage	7	58	28	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

68

Number of full-time pupils known to be eligible for free school meals

13

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

10

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

10

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

7

Attendance

Authorised absence

	%
School data	7.25
National comparative data	5.6

Unauthorised absence

	%
School data	0.18
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	3	8	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (71)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	11	8
Percentage of pupils at NC level 2 or above	School	91 (100)	100 (100)	73 (100)
	National	85 (85)	89 (89)	89 (89)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not published

As a result of the year size being below 10, figures for Year 6 in 2002 are not included as they are statistically unreliable.

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	68	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.6
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	82

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	217 779
Total expenditure	184 200
Expenditure per pupil	2 631
Balance brought forward from previous year	18 776
Balance carried forward to next year	33 579

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	1.4

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	70
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	0	0	5
My child is making good progress in school.	77	18	0	0	5
Behaviour in the school is good.	48	42	5	0	5
My child gets the right amount of work to do at home.	37	48	10	5	0
The teaching is good.	48	47	0	0	5
I am kept well informed about how my child is getting on.	55	30	10	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	60	35	0	0	5
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	65	30	0	0	5
The school provides an interesting range of activities outside lessons.	54	36	0	0	0

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

73. Children are admitted to the mixed reception/Year 1 class in the term in which they become five years old. At the time of the inspection there were 18 children in the reception year, three of whom were full time with the rest attending on a part time basis. Early assessment information indicates that attainment on entry to the school is average.

74. Provision for children in the reception year is very good and children achieve well in all areas as well as in the early stages of the National Curriculum. This is largely because the teaching is very good and enables pupils to reach achieve well even though many do not spend a full year in the reception class. Also, the curriculum offered is broad, balanced and exciting. Children are provided with a good range of activities, which meet the needs of the youngest children, and those with special educational needs, very well within this mixed age class. Lessons are very carefully planned in line with the required curriculum for children of this age as well as the National Curriculum. The well-structured classroom meets the needs of both reception age and Year 1 children very well. Effective teamwork ensures that all children are fully included and that the tasks set match their needs and abilities. The teacher has high expectations of all her children. She makes very good use of on going assessment from which she plans further work. As a result, the progress children make is systematically recorded. Targets are set, shared with parents and written in the children's books. Children are very well motivated by the interesting tasks. They enjoy coming to school. Lessons proceed at a brisk pace. As a result of this very good teaching, children make very good gains in their learning, particularly considering that many children have such a short time in the reception class. Some children are already working within the early stages of the National Curriculum in aspects of English and mathematics. The majority are likely to achieve levels expected for children of this age by the time they start Year 1 and a significant number will exceed these. Learning resources are good. The outdoor area in particular had improved. Provision for physical development is satisfactory overall, but is limited by the lack of climbing and balancing equipment and the absence of a school hall. Nevertheless, the teacher works hard to ensure that the best use is made of the existing provision and that regular outdoor activities take place.

Personal, social and emotional development

75. Teaching and learning in this area of development are very good. As a result, most children have already achieved the level of personal development expected for children of this age at the end of the reception year, with a significant number exceeding it. The children have very positive attitudes to learning and enjoy coming to school. Children are helped to become confident and independent. They are friendly and out going and behave very well. They quickly learn to share and take turns, for example, when using the large wheeled toys in the outdoor area and when using the computer. They are expected to take responsibility, for example, by dressing and undressing for physical education. This they do without any fuss. They have excellent relationships with the adults who work with them, learning to listen carefully and carry out instructions obediently. These very good attitudes to learning and positive behaviour reflect the high expectations of the teacher and teacher assistant. The children are keen to engage in discussions and respond enthusiastically to questions. For example, when creating the wire and papier-mâché sculpture of the child catcher outside, good discussions took place about the model – the colour they would paint him, how to make the features and changes they might make. Many children articulate clearly and are happy to talk about their work with adults. They have a developing awareness of their own

learning because the teacher involves them very well in self evaluation, such as in deciding whether to put a smiley face or a sad face after their writing, which they do after careful consideration. They move confidently about the classroom, outdoor play area and into the library for assemblies or physical development. Children select activities independently and tidy away equipment at the end of an activity.

76. Children having special educational needs are identified early. The very good support provided helps them to gain confidence and participate in all of the activities.

Communication, language and literacy

77. Skills in speaking and listening are good. Most children speak confidently to adults and other children. Speaking skills are promoted well through an appropriate letter recognition scheme and opportunities provided in the health centre role-play area. The children make phone calls, take messages, write notes and complete forms. Children have a good grasp of letter sounds and some higher attaining children are beginning to spell and read simple words. Full time children in the reception year form letters correctly and are able to blend sounds, such as 'oo'. The majority write their name independently. The quality of both teaching and learning are very good. The exciting teaching inspires children to learn. For example, the children were caught up in the excitement of discussing 'bear paw prints' around the classroom one morning when they arrived at school. They followed the prints deciding that he must have sat in the teacher's chair! 'It's a mystery' said one child. They checked the toy animals to see if the footprints matched. 'Why don't we split up?' said another. This led very well into the play script version of 'we're going on a bear hunt'. The children listened wide-eyed and a number joined in some of the words. The sand and water tray had been structured with mud, water, leaves and twigs to provide a follow up role-play recalling the journey in the story. Basic skills in reading and writing are well taught, constantly reinforcing the relationship between the two. Most children recognise the letters of the alphabet and know the sounds these make. Most use early letter recognition skills and picture clues to help them retell a familiar story and higher attaining children are beginning to read independently. Home/school reading diaries indicate good support from parents and provide a good means of communication between the teacher and parents.

Mathematical development

78. Teaching in this area of learning is very good. The majority of children are likely to achieve the expected levels in some aspects by the end of the reception year and a significant proportion will exceed them. Most children count reliably to 10 and many count beyond this. They recognise and write numbers to 10 and use a range of mathematical language. They are aware of odd and even numbers to 20. They add together two amounts such as $2 + 3$ and many know different ways of making 10. They understand one more than/less than. They understand terms such as short/tall, heavy/light and can order six vegetables, using balances from heaviest to lightest. The majority recognise and name common two-dimensional shapes such as square, circle, triangle and some know the names of some three-dimensional shapes. Some of the part time children reverse certain numbers and are still learning to form numbers correctly.

Knowledge and understanding of the world

79. Very good teaching in this area of learning provides children with many rich experiences and, as a result they achieve well. By the time they reach Year 1, most are attaining the expected level and a good proportion achieve beyond this. They explore change from solid to liquid as they dissolve jelly and make ice balloons, which then melt. They know some changes cannot be reversed. Most children can identify different sources of light.

Most pupils name body parts accurately. The help of a father bathing a new baby provided a good role model for the children. A weekly walk to the river or the woods extends their knowledge of the local environment as they experience first snowdrops, then the primroses in the hedgerows. As they help to design and create their garden they dig, rake and weed, plant carrots and beans as well as flowers, and use a range of tools correctly.

80. They develop an awareness of the passage of time as they create simple time lines from a baby to an old person, identifying what they can do now but couldn't do as a baby. They compare old and new toys and recognise the features of a very old bear. The children also begin to understand and use maps as they plot Barnaby Bear's visits on a map of Europe. They are also familiar with stories from the Bible such as Noah and the Nativity story. They know what makes them happy and sad and can identify people who help them at school. They begin to learn about other faiths such as Hinduism and have some awareness of important festivals and celebrations such as Christmas and Easter. They know how to control the mouse and move the icons on the computer and experiment with programs such as 'paintbrush' to make Mothers Day cards.

Physical development

81. Overall attainment in this area of learning is average with strengths in co-operative play and floor work that take place in the library. Limitations in terms of opportunities to climb, jump, balance and problem solve using large apparatus affects the progress children make. The absence of a school hall means that physical activity in school is restricted. The children enjoy using the outdoor area and push, pull and pedal the wheeled toys with the appropriate level of skill. Some very good teaching using the space in the library resulted in children working in pairs and creating a simple sequence of movement. When acting out the 'bear hunt' it was clear that most children have the expected level of co-ordination and control with some children exceeding the expected levels. The children show good awareness of others and pay attention to safety. Most children have the expected level of skill and control when using pencils, paintbrushes and scissors, with a significant number demonstrating good control of these tools. In spite of the limitations, very good teaching is helping to ensure that children have appropriate control and co-ordination by the time they join Year 1.

Creative development

82. Very good teaching provides the children with a wide range of interesting activities. There are very good opportunities for children to paint, model, draw and use collage and construction materials. A good focus on modelling enables children to explore and experiment with a range of malleable materials. They use clay to create wall plaques and pots for Mother's Day. Having looked at the sculptures of Henry Moore, Barbara Hepworth and Alberto Giacometti, the children attempted their own sculptures. They were able to describe their model and some could recall the artists' names. Drawing skills are good amongst a significant number of children. They are introduced to skills such as willow weaving and help to weave large birds and butterflies. Painted totem poles mark the 'Indian Reservation' where more willow weaving can be seen. Very good support and intervention by the adults in these tasks increases the children's knowledge and understanding and extends their skills well. The children enjoy singing and music making. They are familiar with a range of tuned and untuned percussion instruments and are acquiring an increasing repertoire of songs and rhymes. By the time they start in Year 1 most children will have exceeded the levels expected of children of this age.

ENGLISH

83. The good improvements being made at the last inspection have continued. Standards are now above the national average for seven year olds and well above average by the age of eleven. Standards in speaking are good across the school. In Year 2 reading and writing standards are above average. In Year 6 reading and writing standards are well above average. Pupils listen very well throughout the school. These inspection findings reflect the high standards achieved in the national tests at the age of eleven and the good progress being made each year leading to these high standards.

84. Throughout the school pupils are making good progress. Those pupils with special educational needs benefit from carefully matched tasks and very good support, which helps them to make good progress towards the targets in their individual education plans.

85. The concentrated focus on writing has contributed much to the improved standards. Much extended writing takes place, enabling pupils to write at length over a period of time. A strong feature of the curriculum is that literacy skills are used regularly to support learning in other subjects. Strategies for teaching literacy are now very effective and include a good range of additional strategies and booster classes, which have a positive impact on standards. In addition all staff have received further training. Assessment procedures are effective and careful analysis of information leads to specific individual and class target setting. Monitoring procedures have developed effectively so that, as well as the headteacher monitoring teaching and sampling workbooks, pupils are very much included in self-evaluation by using a marking ladder, which encourages them to reflect on their own work. As a result, they have a very good knowledge of their own learning. Teachers now plan effectively and the quality of that planning has improved significantly throughout the school. All of these factors have contributed to the raising of standards and improved progress over time.

86. Throughout the school pupils listen very well and speaking skills are above average. Pupils learn well because there are rich opportunities for them to engage in extended conversations in many areas of the curriculum. Effective questioning extends pupils use of English, promoting confidence in speaking aloud. Pupils take turns to read the lunchtime prayer, and from time to time address the school in assemblies, for example in reading aloud their writing about 'mothers'. In discussions they are confident and articulate when expressing their ideas or when giving their opinions. The literacy hour provides good opportunities for such discussions. Although some use is made of role-play, opportunities are more limited and this is an area for development.

87. Pupils attain above average standards in reading by the age of seven. By the age of eleven standards are well above average. Pupils in Year 2 read fluently and accurately in many cases. They use a good range of strategies to help them tackle unfamiliar words. Lower attaining pupils use phonic skills to help them build unknown words and make use of picture clues. All can discuss their reading well. Higher attaining and average readers talk about their favourite authors. They know the difference between fiction and non-fiction and have a good understanding of what they read. They know how to locate books in the library and many belong to a library outside school. In Year 6, most pupils read fluently, confidently and with good expression. They are able to discuss their reading preferences at length giving reasons for their choice. They are familiar with a good range of authors. Many read challenging texts with complex vocabulary, explaining expressions such as 'diverted her thoughts'. They enjoy authors such as Tolkien, Anthony Horowitz and J K Rowling. Most pupils in Year 6 have well developed research skills, are able to locate and retrieve information from the library and make use of computers in their research studies. Reading diaries are well maintained by pupils in Year 6 who complete book reports when they finish their book. The library provision and book resources are good, so enhancing pupils' skills in reading.

88. Writing standards are above average in Year 2. They are well above average by the time pupils leave the school. Pupils in Year 2 write letters, stories and poems and are introduced to persuasive writing by designing posters to persuade people to buy books. They understand the structure and characteristics of traditional tales. Higher attaining pupils begin to join their writing. Presentation and handwriting are sometimes untidy in Year 2 and some lower attaining pupils find difficulty with spelling. By Year 6 pupils are well aware of alliteration and write acrostic and shape poems as well as observation poetry using adjectives well. Pupils know how to use dictionaries and thesaurus and the older pupils use these well. In the Year 4, 5 and 6 class there are good examples of pupil writing for different purposes, with letters, postcards, diary entries from Calstock and journals recounting the residential visit to St Just in Roseland. Pupils understand terms such as 'biography' and 'autobiography'. They make good use of research and ICT skills when writing biographies of famous people such as Charles Dickens. Throughout the school there is a very good focus on poetry, both appreciation of, and creation of poems. The higher attaining pupils in Year 6 show a good understanding of the characteristics of poems such as 'The Charge of the Light Brigade' and 'Sea Farer'. They use language very well, referring to 'the rhyming pattern in the first four stanzas'. 'top couplet rhymes' and 'the penultimate stanza'.

89. By the age of eleven, pupils also have a very good understanding of the features of explanatory text such as bullet points, technical language and bold headings. Pupils use paragraphs very well and the majority take great pride in the presentation of their work, writing in a fluent, neat cursive style. Exciting writing is produced as a result of inspiring teaching and high expectations of pupils. They choose words adventurously, using a combination of complex and short sentences for effect, in their extended writing. Pupils are familiar with myths, fables and legends, offering clear definitions for these. Writing is often spiritual and reflective.

90. The quality of teaching and learning is very good overall. Basic skills are carefully taught and work is usually matched well to pupils' needs. Exciting topics engage pupils' interest and inspire them to work with very good application. Skilful questioning by teachers elicits very good responses from pupils, who are eager to learn more. The excellent relationships between the adults and pupils are a strength underpinning the very positive attitudes to learning and very good behaviour. These are key factors in their successful learning. Pupils with special educational needs are very well supported enabling them to make good progress. Plenary sessions, at the end of lessons are used very well to consolidate teaching points and outline the next steps in learning. Teachers are very well supported by teacher assistants, who are skilful in helping pupils to learn effectively. Literacy skills are also well practised in other areas of the curriculum and, in these, the skills pupils have learnt in their literacy lessons are well used to support their learning.

91. The subject is very well led and managed by the headteacher who leads by her own very good example. Assessment information is used constructively to plan future work and to set realistic but challenging targets for pupils. The involvement of pupils in self-evaluation and regular reflection on targets set is an important factor in helping to raise attainment in English. Consistent monitoring of teaching and learning is having a major effect on the standards being achieved. The best marking provides constructive comments to help pupils know how to improve their work further, although not all marking is of such a high standard. English makes a very good contribution to pupils' spiritual, moral and cultural development. The school is well placed for continued improvement in English.

MATHEMATICS

92. At the time of the previous inspection, pupils' standards were similar to national standards at the end of Year 2. Inspection evidence indicates that the standards of the current Year 2 are above average, which is clearly a very good improvement on the findings of the previous inspection. In addition, there are a significant number of pupils who attain even higher levels. The successful introduction of the National Numeracy Strategy as well as a high proportion of good and very good teaching has meant that, during Years 1 and 2, pupils' achievements, given their attainment levels on entry, have been better than might have been expected.

93. Whilst pupils are in Years 1 and 2, the early mathematical skills and concepts learnt in reception are most successfully built upon and pupils achieve well. As a result, most pupils, by the age of seven, including those pupils with special educational needs, understand place value in numbers up to 100 and can mentally recall addition and subtraction facts to 10 and, for many pupils, up to 20. They can identify and use their knowledge of two-dimensional shapes, such as circle, rectangle and triangle, although their knowledge of three-dimensional shapes is more limited. Furthermore, approximately half the pupils, the higher attaining ones, have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is good and they can use an increasingly wide vocabulary of mathematical terms in the correct context.

94. Good progress has also been made by the school since the last inspection with regard to pupils' standards reached by the time they leave, at the end of Year 6. At that time, 11-year-old pupils' standards were about average, whilst most pupils now achieve standards that are well above national standards. During their time in Years 3 to 6, all pupils, regardless of ability, achieve very well so that, by the age of 11, many pupils are competent with multiplication and division and have an understanding of place value in six-figure numbers. They are familiar with the names of various angles and are able to convert vulgar fractions into decimals and percentages. They calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and co-ordinates. They are able to construct and interpret simple line graphs and show a good understanding of the concepts of mean, mode, median and range. Discussions with pupils at the end of both Year 2 and Year 6 show that their knowledge and understanding of the number element of mathematics is particularly well developed.

95. There are several factors that contribute to pupils doing well in mathematics. Overall, the quality of teaching and learning in the subject is very good. Right across the school pupils receive a high proportion of good and very good teaching. Teachers are confident in their own ability to teach the basic skills of the subject, they expect and get high standards of work and much work is completed during the course of lessons. This was most noticeable in a very good Year 1 lesson, where pupils, following a most exciting and stimulating mental arithmetic session finding and describing three-dimensional shapes in a 'feely bag', were taught the ideas of longer than and shorter than. They gradually grasped the ideas and, in groups where the work set closely matched their differing ability levels, they had these concepts well reinforced. The use of good quality resources also helped these young pupils to understand the concepts more easily. As a result, all ability groups achieved a great deal during the course of the lesson. Such very good use of resources, as well as the very good deployment of the teaching assistant, ensured that pupils with special educational needs also achieved a great deal. Such high quality teaching has a most positive impact on pupils' learning and on the standards they attain.

96. The successful introduction of the National Numeracy Strategy has had a similarly positive impact on pupils' learning and on the standards they attain. Teachers' planning of work, following the strategy's guidelines, is very good and the structure ensures that lessons proceed at a brisk pace and that much work is covered. The introductory mental mathematics session not only increases pupils' mental agility but also serves to motivate them. Indeed, as a result of this session and the teachers' good use of appropriate 'quick fire' mental arithmetic questions, pupils look forward to mathematics lessons. In most lessons, pupils work hard and co-operate very well when working in groups. Pupils throughout the school enjoy the subject and are most keen to learn. They take care of the resources available to help them and are most willing to share and take turns when using them. In one or two instances, the teacher's slightly over-long introduction, particularly in the main teaching activity, means that a small group become bored and do not pay attention for a short time. As a result, their achievement is reduced.

97. The co-ordinator has a strong commitment to the raising of standards of pupils of all attainment levels. Her leadership and management of the subject are very good. She monitors many aspects of the subject, including teachers' planning, classroom teaching and pupils' work. She scrutinises assessment test results and uses this analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are good and teachers use them effectively. Effective use is beginning to be made in ICT to enhance pupils' learning in the subject, but this is at a relatively early stage of development. Good assessment procedures are in place with regular testing of pupils to inform teachers of their progress.

98. The school continues to make good progress in the development of the subject. The National Numeracy Strategy is now securely in place, pupils' standards at the end of Year 6 have risen and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met, and numeracy plays an important part in assisting the development of pupil's skills in many other curriculum areas.

SCIENCE

99. The standards pupils reach by the end of Year 2 are above those expected of seven-year olds nationally. This is an improvement on the situation found at the time of the previous inspection. Good progress has been made overall but particularly good progress has been made in the development of pupils' scientific enquiry skills, which at that time were found to be in need of further development. Such good progress in this area has largely been the result of a determination by the school to improve the practical and investigative aspects of the subject and, in this, it has been most successful.

100. During their time in Years 1 and 2 all groups of pupils, including those with special educational needs, make good progress in learning and understanding a wide range of scientific skills, ideas and processes. They learn about changes of state as a result of heating and cooling and, by the end of Year 2, are well able to understand the idea of gravity acting on an object when it is released from a height. They are able to classify living and non-living things and have a sound knowledge of food groups, as well as the major parts and joints of the body. The good structure to the curriculum, together with good teaching, means that, by the age of seven, most pupils exceed the national standards.

101. Whilst in Years 3 to 6, pupils, including those with special educational needs, make very good progress in their learning so that, by the end of Year 6, many pupils attain standards that are well above the national standards. Very good teaching and a well-structured curriculum are again the main reasons for this. By the end of Year 6 pupils are

well able to carry out experiments including, for example, the identification of the various changes of state of different materials. They are able to predict, organise a fair test, and draw conclusions. They understand the idea of micro-organisms and microbes and the effects they have on the human body and how different gases such as carbon dioxide, neon, oxygen and helium are found and used in everyday life. Their work on investigating insulators and the whole concept of insulation is of a well above average standard. Such high standards are a significant improvement from the last inspection when pupils' standards were about average

102. Overall the quality of teaching and learning in science are very good. The good and often very good teaching, evident throughout the school, has a significant impact on learning and standards. It has a similar positive impact on pupils' attitudes in the subject. The increase in the amount of scientific investigations since the last inspection helps to fire pupils' enthusiasm and interest in the subject. They work well together, enjoy the subject, willingly take turns, share apparatus and offer helpful comments to each other.

103. Such enthusiasm and very good teaching were evident in an excellent Year 1 lesson where high levels of challenge, a rapid pace to the lesson and very good use of quality resources, helped to support pupils' learning and ensured that their rate of learning was very good. They began by discussing what senses would be used when eating. In four different groups they used their senses to investigate foods that many of them had not met before, for example Indian food and unusual fruit. They received very good help from the teaching assistant and teacher who, through careful questioning and encouragement, not only reinforced pupils' understanding, but also extended their language and literacy skills through the use of the correct scientific vocabulary. Such high quality teaching has a beneficial impact on all pupils' learning and on their levels of attainment.

104. The school has a good scheme of work in place, again an improvement on the last inspection, and this is used well by teachers to plan pupils' work. This also ensures continuity of learning for pupils across the school. Resources are good and are well used by teachers to support pupils' learning. ICT is also gradually being introduced to further enhance pupils' scientific understanding.

105. The subject is very well led by the co-ordinator who has had good opportunities to carry out the role effectively. She rightly recognises the need to monitor closely the work pupils produce and the quality of teaching they receive. Systems to assess pupils' attainment and record their progress are being further developed in order to enable teachers to plan the next work they want their pupils to do. The high quality work carried out by the co-ordinator, good scheme of work, very good quality teaching and a determination by all involved to raise pupils' standards, has meant that the school has made very good progress in science and is well placed to continue to do so.

ART AND DESIGN

106. Standards in art and design are above average at the end of Year 2 and Year 6. This is a good improvement on the findings of the previous inspection, particularly at the end of Year 2. Good links are made with other subjects and there are many opportunities for individual activity in two-dimensional and three-dimensional work. Sketchbooks are used with increasing effect. Good attention is paid to the work of famous artists. The national guidance for art and design has been adopted to suit the needs of the school, providing a clear structure for development. Very good use is made of visits and visitors to support learning. All of these factors are contributing to the good standards being achieved. Pupils make good progress throughout the school. Pupils with special educational needs are well supported and achieve as well as others in the class as a result.

107. Pupils' skills are developed well as they progress through the school. In Year 1, for example they learn to construct models using papier-mâché. They use clay to create wall plaques and pots as Mother's Day gifts. In addition, they experience traditional crafts and skills, such as willow weaving from a visiting specialist, so producing birds and butterflies to a good standard. In Years 2 and 3 pupils create Chinese brush paintings and use collage material to produce a variety of pictures. These early skills are successfully developed so that in Years 4, 5 and 6 pupils are able to use these skills when, for example, focussing on the work of Clarice Cliff. The resulting designs on paper plates and dishes were of a very high standard. Accurate use of colour and carefully reproduced designs demonstrate detailed observation and pride in the work produced. Good observational drawings of plants and flowers, and carefully produced still life compositions using paint, show attention to detail and good use of colour. Again these are of a high standard as are the paper collages, based on impressions of Pablo Picasso's 'Guitar and table'. Pupils are also introduced to the work of artists from other cultures such as Atshko Tanakos and are able to create a circle collage based on the Japanese artist's style. Pupils make particularly good progress in their skills of observational drawing, printing, painting and modelling. The work in art and design makes a very good contribution to pupils' awareness of other cultures. The quality of work displayed in the school, together with teachers' detailed planning, indicates good teaching and learning taking place.

108. The high standard of displays about the school celebrates pupils' success and values their efforts. Some use is made of the computer to support learning in the subject but there is scope for further development. Good use is made of the digital camera, for example by children in the Year R /1 class to record the results of their work. A good programme of visits, for example to the Eden project and to Plymouth Marine Aquarium supports the curriculum well as do visiting artists, such as the willow weaver and ceramicists, who produce work of a high standard with the pupils. The school participates well in village events and exhibitions. The subject is well led and managed. The subject co-ordinator is committed to raising standards and promoting art and design well throughout the school. She observes lessons, as well as seeing planning and evaluations of lessons and in using informal observations of displays.

109. An after school art club contributes effectively to the curriculum offered and enhances pupils' learning. The subject makes a very good contribution to pupils' spiritual and cultural development in particular.

DESIGN AND TECHNOLOGY

110. At the end of both Year 2 and 6, standards of attainment in design and technology are above average. All pupils, including those with special educational needs make good gains in their learning as they progress through the school.

111. The previous inspection reported that standards of attainment of pupils at the end of Year 2 and Year 6 were similar to national standards and that pupils' progress was satisfactory. Since that time the school has made good progress in the development of the subject. Planning and evaluation are built into the design process and resources are now good.

112. As they move through the school, all pupils, including those with special educational needs, are given opportunities to develop their knowledge of designing, making and evaluating in a structured way, so that, by the end of Year 6, pupils can, for example, generate and develop their own ideas and are able to work from plans, some of which are quite detailed, and adapt them where necessary. They are able to work with a selection of

tools and materials with some accuracy and are capable of testing and evaluating their own products.

113. Year 1 pupils had designed and, with a little help, built their own outdoor play area whilst pupils in Year 2 design their own money containers, based on a variety of actual ones. They make realistic plans and use different materials and tools with a good degree of accuracy and skill. In Years 4 to 6 pupils had produced very good designs for their cushions having used a variety of sources of information. In discussion with them, Year 6 pupils talk confidently about how they draw, model and discuss their plans adapting them as necessary after that discussion. Evidence from the design and technology day, which involved designing and making a model car, clearly indicated the high quality work that pupils can produce.

114. The quality of teaching, in the limited number of lessons observed during the inspection, was good. Lesson planning is good and tasks set are well matched to pupils' prior attainment. Resources for design and technology are used very well. An example of good teaching was observed in a Year 2 and 3 lesson where pupils were designing their money containers. Very good questioning challenged pupils about their designs and how they might be modified and improved. The design briefs they produced were of a good quality.

115. Throughout the school pupils enjoy the subject and make good gains in their learning. They work well together and willingly share resources and provide helpful suggestions as to how designs might be improved. They behave well in lessons and are proud of their work. The co-ordinator leads and manages the subject well. She has produced a relevant policy for the subject, and scheme of work, which ensures that all aspects of the National Curriculum programmes of study are covered. The teaching of design and technology is not closely monitored and, although there is some recording of the work of pupils, assessment procedures have yet to be fully developed.

116. Resources for teaching the subject are good and cover all aspects, although resources for linking design and technology to ICT are more limited. Pupils have some access to computer-aided design programs, and use control technology in some cases. The school makes good use of outside support, for example by the use of the local authority advisor for a design and technology day, which enabled older pupils to design make and evaluate model working cars. Where such resources are well used they have a positive impact on pupils' learning and standards.

GEOGRAPHY

117. Pupils' standards are in line with those expected nationally by the time they reach the end of Year 2 and Year 6. All groups of pupils, including those with special educational needs, make satisfactory progress and do as well as they are expected to. Standards and progress are similar to those reported at the last inspection.

118. By the end of Year 2, pupils have a satisfactory understanding of the area in which they live and begin to compare the village with other places around the world. Year 2 pupils for example are beginning to have a good understanding of life in Chembakoli, a village in India, and are able to talk well about the differences between life there and life in Calstock. A parent who had been to India had visited the school and reinforced pupils knowledge by recounting his visit and experiences. In addition pupils recognise and are able to use simple sketch maps and know some of the features found on large-scale maps. However, their depth of knowledge is superficial, as, in the past, insufficiently detailed coverage of the programmes of study, has meant that pupils have not gained a sufficiently extensive

knowledge of the skills and concepts of the subject, as might be expected by the age of seven.

119. This degree of coverage continues in Years 3 to 6 so that, whilst pupils continue to make satisfactory progress, more detailed study would enable them to attain a greater knowledge and understanding of the subject, make even better progress and attain higher standards. By the time they leave the school, most pupils know about many different environments throughout the world. They know, for example, the main deserts, mountain ranges and rivers and some of the climatic conditions that go with them. They begin to understand physical geography through the study of coastal features and pupils talk confidently about stacks, stumps and erosion and deposition. They develop environmental awareness and understand the effect that people have on mountain ranges.

120. Pupils enjoy geography, they respond well to the teaching they receive, share resources and display positive attitudes to their work. Only a small number of lessons were observed in geography but, in these, the quality of teaching overall was good, although some teachers lack confidence in the teaching of the subject. However, good teaching and pupils' good responses were seen in a Year 4, 5 and 6 lesson where pupils in four groups studied an area of coastline, namely Flamborough Head, Padstow, Pembrokeshire and Swanage. In groups they had to produce a brochure to persuade people to visit the area. Pupils had to work together, decide who would complete the artwork, which areas to research and which sections to include. This activity also helped develop pupils' literacy skills, as they had to use appropriate language to catch people's imagination and make them want to visit. Pupils worked hard, co-operatively and with great enthusiasm, spurred on by the constant challenges being made by the teacher. Much work was completed and good progress was made.

121. The subject is satisfactorily managed, although the co-ordinator recognises her own lack of expertise in the subject. The school also recognises that the planned programme of work needs to be reviewed and that the subject needs a higher profile if standards are to continue to rise. Assessment and recording systems need to be put into place and the marking of pupils' work needs a greater consistency of approach. Resources are barely adequate and need to be supplemented considerably when the programme of work is reviewed. Good use is made of visits, for example to study some of the tributaries of the River Tamar and to Looe fish market. When these are well used they make a positive contribution to pupils' learning.

HISTORY

122. As a result of timetabling arrangements, it was not possible to see any lessons in the subject. However, after discussion with the subject co-ordinator, staff and pupils, and a scrutiny of planning and previous work, it is evident that the quality of pupils' work at the age of both seven and eleven is above that expected nationally of pupils of those ages and has improved well since the time of the previous inspection. Right across the school pupils of all ages, including those with special educational needs, make good gains in their learning.

123. In Years 1 and 2 pupils' historical skills are progressively developed through local studies of the village of Calstock and the surrounding area, as well as through topics such as 'Invaders and Settlers.' Pupils have completed some good quality work in Year 2 on life in Roman Britain. Pupils know and can retell the story of, for example, Boudicca and her battles with the Romans.

124. During Years 3 to 6, pupils make significant gains in their historical skills and knowledge. By the end of Year 6, they understand how the Victorian period has affected life today, for example the advent of the railways and the impact that it had in the building of a large viaduct over the River Tamar at Calstock. From a study of farming in Victorian times and by comparing it to today, pupils are well able to describe the main changes and differences and the effect that these have had, both on the community and on people's lives.

125. Pupils' attitudes to the subject are very good. Discussions with them show that they enjoy history, largely as a result of the exciting and relevant work they are given. They talk with great enthusiasm about the visits to places such as Morwellham, where they were able to dress up as Victorian school children and carry out such skills as making rope. Their knowledge of life at that time is considerable.

126. Such good use of first-hand evidence and the development of pupils' enquiry skills help all pupils, including those with special educational needs, to achieve well in the subject and at a rate that is better than might be expected.

127. Although no lessons were seen, pupils' work shows that both teaching and learning are good. Teachers set high standards, especially in the quality of work expected. Pupils respond well and most written work, pictures and diagrams are well presented.

128. The curriculum offered to pupils is very good and ensures a full and wide coverage of topics and provides a stimulating variety of activities to support the teaching. There is firm emphasis placed on helping pupils to think for themselves and on the careful use of first-hand and secondary source material, borrowed from the local library and museum services, to aid this process. Work is planned to ensure that higher attaining pupils can extend their skills and knowledge by undertaking personal research and that pupils with special educational needs are always involved and can progress at an appropriate rate.

129. The subject is well managed although the co-ordinator has little opportunity to monitor and evaluate pupils' work. An assessment system for the subject is now needed. Pupils' work is marked by teachers, but does not always give pupils sufficient guidance on how to improve their work.

130. Pupils' personal development is very well extended, as pupils study the ways of life of other cultures in times past, as well as their beliefs and values. Resources in the form of historical artefacts borrowed largely from the local library and museums' service are used very well and greatly enhance pupils' knowledge and understanding of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. The levels that pupils attain are about average at the end of Year 2 and at the end of Year 6. During the course of Years 1 and 2, pupils' rate of learning, including those pupils with special educational needs, is satisfactory. It is also satisfactory in Years 3 to 6. This is an improvement on the situation found at the time of the previous inspection where pupils' attainment at the end of Year 6 still had some gaps and was considered to be barely average. Pupils' standards are rising but the recently introduced computer resources have not had sufficient time to impact on pupils' overall standards.

132. Whilst in Years 1 and 2, pupils learn the use of different keys, the space bar and mouse. Furthermore they are able to construct simple databases, for example those related to different animals, and are able to produce a resultant pie chart. Their word processing skills are appropriately developed and they can use Roamer World to make their own squares and rectangles. Pupils' skills continue to be satisfactorily built upon in Years 3 to 6

so that, by the end of Year 6, they can collect and present information in the form of Power Point presentations, for example about making natural paper. They also recognise the need to frame questions carefully when interrogating a database, for example, to find out which dinosaurs have four legs and are meat eaters. Year 6 pupils have weekly lessons at Callington school and this ensures that these pupils, in particular, have access to high quality resources and specialist teaching. In addition, controlled access to the Internet and CD-ROMs for use in research, are being well developed.

133. Pupils' attitudes to learning in the subject are good. They are enthusiastic and confident in the use of the computer and have no hesitation in trying to rectify problems or find solutions by trial and error. They work well together and are happy to explore and try out different routes.

134. The quality of teaching was good in the few situations where direct teaching was observed. For example, very good teaching and learning took place in a Year 4 and 5 lesson where pupils were using a spreadsheet. The presence of a governor, student teacher, work experience student and teacher, together with sufficient computers for one between two pupils, ensured that they made rapid gains in their learning and understanding of spreadsheets during the course of the lesson.

135. The co-ordinator for the subject has a good understanding of its needs and has the knowledge and enthusiasm to help the school go forward. A good policy and scheme of work for the subject is in place. In addition, some systems to assess and record pupils' progress are in place but these now to be further extended and developed. ICT is satisfactorily used to support other areas of the curriculum, although the school rightly recognises that more work remains to be done in this area. Resource provision is now good and, where it is well used by teachers, it makes a positive contribution to pupils' learning. Much of the resource provision is relatively new and this, along with some teachers' slight lack of confidence in teaching the subject, has meant that insufficient time has elapsed for the new equipment to have a substantial impact on pupils' overall standards.

MUSIC

136. Attainment in music is average by the age of seven. It is above average by the age of eleven, with some very good features, for example, the use of tuned percussion in the Year 4, 5 and 6 class. Pupils achieve well, with all groups making good progress throughout the school, largely as a result of the very good teaching by the music specialist who visits fortnightly. Pupils with special educational needs make the same progress as others in their class because they are well supported. A number of pupils receive additional tuition for guitar, keyboard and violin from visiting specialist teachers. This also makes a positive contribution to the standards of higher attaining pupils, which is then reflected in class music lessons.

137. By the age of seven pupils have an increasing repertoire of songs, singing to a satisfactory standard. Many of these involve an accompaniment by untuned percussion instruments. Pupils have a good sense of rhythm and can maintain a steady pulse. They explore rhythmic patterns, passing different rhythms round the circle. They are familiar with a range of untuned percussion instruments. Many recall the names of musical notes such as 'quavers' and 'crochets' and know the symbol for 'rest', developing an appropriate awareness of early notation. Pupils are introduced to the term 'ostinato'. They clap the rhythm to 'jelly on a plate' and play together, most managing an instrument as well as speaking the words.

138. By the age of eleven pupils sing tunefully and with enjoyment. They listen very carefully to 'Pachabel's Canon'. Then, inspired by some excellent teaching, pupils explore the layering of different sounds, picking up on the ostinato. One boy plays the violin confidently while others use metallophones and keyboard to build up layers of sounds to create 'Pachabel's Pizza', the result being a performance of a very good standard. Pupils have a very good understanding of the different layers and perform very well, working well with each other. They build well on their knowledge and understanding of musical notation. They sing in unison and harmony and can combine the singing of two different songs. They have a good musical vocabulary. Skills in composition and performance are above average and, at times, well above average as a result of some excellent teaching by the specialist teacher. Pupils are developing good skills in appraising their own and others' performance. Older pupils help younger pupils with keyboard skills and all pupils are actually engaged in music making and performing to an audience.

139. The quality of teaching and learning is good overall with some excellent teaching inspiring high quality performance. Pupils' level of interest is high and they behave in an exemplary manner as a result. The part time music specialist challenges pupils very well. Pupils are well motivated as a result of her exciting teaching. She makes learning fun! This results in good gains in learning for all pupils, including those with special educational needs who participate with equal enthusiasm and success. Other factors contributing to the successful teaching and learning include high expectations and brisk lesson pace. Shared learning objectives ensure all are clear about what is to be learnt and build effectively on previous learning. Pupils enjoy their lessons, pay good attention, persevere and work hard as a result. Good attention is paid to the involvement of everyone in the lesson. Class teachers support the specialist teacher, learning from her during lessons.

140. The headteacher oversees music in a satisfactory manner in the absence of a specific subject leader. Good use is made of the national guidance, which has been made school specific. Learning opportunities in lessons are supplemented by good opportunities to learn to play an instrument – violin, guitar, keyboard or recorder, and by participation in local music festivals with Callington school and other local schools. Activities out of school include a drumming club and recorder club. Visiting musicians enhance the music curriculum. Resources for music are good, contributing well to pupils' spiritual, social and cultural development. The many opportunities to perform to an audience through assemblies, concerts and productions as well as in church at Christmas, have a positive effect on pupils' personal development.

141. The next steps include developing an assessment procedure in order to guide planning further and also in making greater use of new technology to support learning in music.

PHYSICAL EDUCATION

142. Sound progress has been made since the last inspection and overall standards are as expected at the age of seven and eleven. They are above average in swimming. The weakness that still remains is that there are restricted opportunities for gymnastics in the school, due to the lack of a school hall and appropriate large apparatus. However, the school works hard to try to overcome these difficulties. Year 6 pupils, for example, have a weekly visit to the local secondary school for gymnastics.

143. Throughout the school, pupils make satisfactory progress in the acquisition of skills in dance, floor gymnastics and games. They make good progress in swimming with almost all pupils being able to swim by the time they leave the school. Pupils with special educational needs are well supported. They participate to the full and make the same progress as others in the class.

144. Pupils in Years 1 and 2 move with the expected co-ordination and control. They use the very limited space in the library with care and due attention to safety, but the confined space inhibits progress. In games, pupils practise skills in controlling a large ball and then controlling a small ball with a bat. Again they are hampered by the uneven slope on the playground and almost half find it difficult to manage a bat and ball effectively.

145. Pupils in Years 4 and 5 have the expected skills in games for their age. Year 5 pupils know how to pass a rugby ball competently. They work together well as a team and work with sustained physical effort. In Years 3 and 4, pupils also work together in team games, which are aimed at improving their skills in tag rugby. The limited opportunity for gymnastics adversely affects the development of gymnastic skills.

146. The overall quality of teaching and learning is satisfactory with very good support coming from the teaching assistant, who has good expertise in the subject and plays a key role in managing the subject, together with the headteacher. In the lesson seen, games were well organised for Years 2,3,4 and 5 with good support from students and other adults. There was evidence of progression in the skills of tag rugby between pupils in Year groups 3, 4 and 5. Pupils enjoy games lessons and work with enthusiasm, having very positive attitudes to learning.

147. The subject is soundly managed, given the difficulties and constraints of the provision. Many improvements have been made. The national guidance has been adopted as a framework so that all pupils entering the secondary school have had similar experiences, Year 6 now have access to the gym at the secondary school on a weekly basis. Resources are shared well between the local schools and students and staff from the secondary school help out with sports and clubs. All pupils in Years 1 to 3 go swimming in the autumn term, together with any in Year 4 who cannot yet swim. There are no formal assessment procedures in place at present to inform teachers' future planning better.

148. Provision of activities outside school is good. These include football, netball, tag rugby, cross-country, athletics, rounders and cricket. In addition the school participates in the inter school sports, and, when sufficient numbers warrant it, a residential experience is undertaken by older pupils. The school participates well in local events such as the May Revels and Calstock Festival, when they take part in maypole dancing for example, thus enjoying very good links with the community.

RELIGIOUS EDUCATION

149. Standards in religious education are above average at the age of seven and eleven. Good improvements have been made since the last inspection. These include training for teachers and the purchase of a very good range of resources and artefacts. All pupils make good progress because they are very interested in the subject. Their attitudes are very good. The excellent relationships they have with teachers and other adults are a key factor in influencing standards in the subject. Pupils with special educational needs are given good support and make the same progress as others in the class.

150. Pupils in Year 1 and 2 have an increasing understanding of the Bible and stories from the Old and New Testaments, such as The Creation and Noah's Ark. There is a good focus on family values and the Christian family. Pupils develop their skills of literacy by writing at length. For example, they have written a play script of 'The Enormous Picnic', based on the feeding of the multitudes, as part of extended writing activities. Pupils in Year 2 know about important festivals and celebrations in the Christian and Hindu faiths and understand how we celebrate. They know that stories in the Bible have messages and that the Bible is the special book for Christians. They know events in the Christmas story and that Christians celebrate the birth of Jesus and Christmas. They also know that the Torah is the special book of Judaism, made up of the five books of Moses.

151. As pupils move through the school they make good progress in their understanding and knowledge of religious beliefs. They are given opportunities to learn about and compare the traditions of major faiths of the world whilst concentrating on Christianity. Older pupils are encouraged to reflect on religious issues and share thoughts and opinions. By the age of 11, pupils have a good understanding of the main celebrations and festivals of Christianity and of the Christian idea of God. They are knowledgeable about the main festivals and celebrations in the Sikh religion. Pupils understand that there are similar naming celebrations to Baptism in other faiths. They understand the symbol of the Baptism candle and the significance of symbols such as the cross. They know about festivals such as Divali and who founded the Sikh religion. Pupils have a good understanding of the meaning of 'tolerance'.

152. Opportunities for independent research into festivals result in some well-presented and informative booklets covering many festivals from many different cultures. Pupils in the Year 4, 5 and 6 class work carefully, taking pride in the presentation of their findings and making good use of literacy skills. Year 6 pupils explore feelings such as anger and thoughtlessness. In a very good lesson focussing on understanding that some people have unshakeable belief in God and are willing to stand up for that belief, challenging discussion promoted deeper thinking and reinforced the notion of right and wrong. Pupils demonstrated a good understanding of the term 'peer pressure' and its implications when faced with moral dilemmas.

153. The quality of teaching and learning is good overall, with some very good teaching and learning for older pupils. Lessons are carefully planned. Discussions are well structured and managed effectively, resulting in a good level of debate about 'beliefs' in which pupils are keen to participate.

154. The subject is well led and managed. Lessons reflect the locally agreed syllabus and are enriched by the good provision of resources and artefacts, which add to pupils' knowledge and understanding. Teachers have good subject knowledge. They place a strong emphasis on understanding through discussions, as well as on the practical experiences of visits to churches and other places of worship. This helps to develop pupils' interest and respect for the beliefs and customs of others. Learning is also reinforced well through daily assemblies, which contribute well to pupils' spiritual development. Good links are made between personal, social and health education and religious education through the use of 'circle time', when pupils explore feelings and the importance of friendship and families. The next steps for development include a more rigorous monitoring programme and strategies for assessing pupils' standards and progress made.