

INSPECTION REPORT

DOBWALLS COMMUNITY PRIMARY SCHOOL

Dobwalls, Liskeard

LEA area: Cornwall

Unique reference number: 111957

Headteacher: Mrs Jane Bulmer

Reporting inspector: Mr Stephen Lake
22191

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 247166

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Duloe Road Dobwalls Liskeard Cornwall
Postcode:	PL14 4LU
Telephone number:	01579 320527
Fax number:	01579 321268
Appropriate authority:	The governing body
Name of chair of governors:	Mr Nigel Slater-Bishop
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22191	Stephen Lake	Registered inspector	Science; Information technology; Design and technology; Equal opportunities	How high are Standards? How well are pupils taught? How well is the school led and managed?
9756	Kenneth Parsons	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31819	Shirley Duggins	Team inspector	Areas of learning for children in the Foundation Stage; Mathematics; Art; Geography; Music	
13307	Robert Ian Hancock	Team inspector	English; Religious education; History; Physical education; Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle division of Parkman
35 Trewartha Park
Weston-super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized school with 196 pupils, including 29 in the reception class. It serves a wide and mixed catchment area with a large number of children travelling in by bus. The school has a very low percentage of pupils from ethnic minority groups and none are at an early stage of English language acquisition. There are 24 pupils entitled to free school meals, which as a percentage is broadly average. There are 23 per cent of pupils with special educational needs, which is broadly average, but these are not distributed evenly throughout the school, with some classes containing a much higher percentage than others. Four pupils have Statements of Special Educational Need. Attainment on entry varies a little from year to year. Attainment for the current cohort is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils enter the school with average standards of attainment and generally leave with standards that are at least above average. In 2002, standards were well above average for pupils leaving the school. The quality of teaching is good and the school provides a rich curriculum for pupils. The school is very well led and managed, and gives good value for money.

What the school does well

- The standards attained in English, mathematics, science, art, and physical education at the age of eleven are above average
- The quality of teaching is good
- The overall leadership and management of the school are very good
- The provision for the spiritual, moral, social and cultural development of pupils is very good and is seen in the very good behaviour and attitudes of the pupils
- The procedures for assessment are very good for the core subjects of English, mathematics and science
- The range of extra-curricular activities provided is excellent
- The way in which the school cares for its pupils is good
- The links with parents are good

What could be improved

- Standards attained in music and religious education at the age of eleven
- The evaluation of the detailed assessments is not rigorous enough in relation to standards attained in mathematics at the age of seven
- The provision for outdoor play for children in the Foundation Stage is unsatisfactory

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. The key issues of the last inspection have been addressed well. Assessment procedures are now a strength of the school and the resources for information and communication technology have improved significantly. Standards in English, mathematics and science at the age of eleven dipped for several years, but are now high and maintaining the level noted in the last inspection. Standards in information and communication technology have risen, although those in music and religious education are not as good as in 1998. The quality of the building has improved greatly due to a Private Finance Initiative project. Some significant changes have taken place recently in staffing, and the present capacity of the school to improve further is good.

STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

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

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

The table above shows that standards noted in the 2002 national assessments for pupils aged eleven were well above average in English and mathematics, and above average in science. The trend in the school's results dipped a little below the national trend in 2001 but is now in line with it, with attainment remaining above average over time. The results of the 2002 national assessments for pupils aged seven were average in reading, below average in writing and well below average in mathematics. The results in mathematics have been well below average for several years. Although the percentage of pupils achieving the expected Level 2 has been high, not enough pupils have achieved the higher Level 3 and this has held down the overall scores at this level. The school has met the targets set and, in relation to prior attainment, pupils achieved very well at the age of eleven in the 2002 national assessments. This applies to all groups of pupils, including those with special educational needs.

The inspection finds that standards in the core subjects for pupils aged seven are above average in reading and average in writing, mathematics and science. Standards at the age of eleven are above average in English, mathematics and science. By the age of eleven, all pupils are achieving well in relation to their prior attainment. Standards of attainment at the age of seven are average in music and below expectations in religious education. Standards in music and religious education are below expectations at the age of eleven. Standards in design and technology, information technology, history and geography meet expectations at both key stages. Standards in art are above expectations at the ages of seven and eleven, and those in physical education are above expectations at the age of eleven. Taking all subjects into consideration pupils are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and most concentrate very well in lessons.
Behaviour, in and out of classrooms	This is very good. The vast majority of pupils behave well and respect one another, although a very small minority present challenging behaviour.
Personal development and relationships	Very good. The school is helping pupils to develop into self-confident and mature young people. Relationships between pupils are very good.
Attendance	Satisfactory. A small amount of absence that affects the overall percentage is due to parents taking holidays in term time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

The quality of teaching is good overall, with very little unsatisfactory teaching observed. Teaching in the Foundation Stage and in Key Stage 1 is good. The quality of teaching for the oldest pupils in Key Stage 2 has some very significant strengths and as a result the overall quality of teaching in Key Stage 2 is very good.

The quality of teaching in English and mathematics is good and the key skills of literacy and numeracy are taught well. The school is very good at ensuring that the needs of all pupils are met, although until this year the needs of the most able pupils aged five to seven years were not met effectively in mathematics. Significant changes in staff have altered this situation and the problems have been addressed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good, although there is a little imbalance in the times allocated to certain elements of the curriculum. For example, not enough time is available for religious education and this has contributed to the unsatisfactory standards. Some good examples of cross-curricular links are in place, but these have not yet been extended across the whole curriculum. An excellent range of extra-curricular activities is provided, which enhance pupils' learning, especially in physical education.
Provision for pupils with special educational needs	Good. Pupils are catered for well in classrooms and in withdrawal groups and, as a result, they make good progress in relation to their prior learning. The support given by learning assistants is very good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. Pupils have very good opportunities to reflect upon matters of importance; they are taught the difference between right and wrong in a clear manner; they have very good opportunities to develop social skills and their cultural development includes valuing other cultures and beliefs from around the world.
How well the school cares for its pupils	Care for pupils is very good. The school places a high value on the care and safety of pupils and has very good procedures for assessing their attainment and progress although the use of the information gained is a little inconsistent.

The school works closely with the parents, who value the school highly. Many parents support the school in a variety of ways and make a good contribution to pupils' learning through homework and support in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides leadership of the highest quality and is supported well by key staff. The role of subject managers is strengthening as non-contact time becomes available to them, but in some subjects it requires further development to make a full contribution to the leadership and management of the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They have a very good knowledge of the school and take decisions that are based upon a careful analysis of what is needed to support pupils' learning.
The school's evaluation of its performance	This has improved significantly and is currently very good, although in the previous few years not enough attention has been given to the standards attained in mathematics at the age of seven. As a result these have not improved as much as they should until this year.
The strategic use of resources	Resources are used well. The most expensive resource, the teaching staff and assistants, are deployed effectively. Teaching assistants make a valuable contribution to pupils' learning. Funds are spent wisely to ensure that the best value possible is obtained in all expenditure.

The staffing levels are good this year and enable non-contact time for subject managers. The extended accommodation is of high quality, but no secure outdoor play area is available for the children in reception and this limits opportunities for their physical development. Learning resources are of a satisfactory quality and sufficient to support the teaching of the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Behaviour in the school is good • The school expects children to work hard • The school is helping children become mature • The school is well led and managed • Parents feel comfortable approaching the school 	<ul style="list-style-type: none"> • The information to parents on how well their children are getting on

Inspectors agree with the positive comments of the parents. They do not agree that the quality of information to parents on how well children are getting on is a concern. However, the inspectors note that the school is reviewing its procedures for reporting to parents and agree that this is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with standards of attainment that are in line with those found among children of a similar age and leave with standards that are at least above average and in some cases well above average. The high standards noted in the last inspection are being maintained. Within the good overall picture there are some inconsistencies. Variations between cohorts of pupils and a lack of continuity between teachers have meant that standards in the core subjects of English, mathematics and science dropped a little in previous years and, in particular, standards of attainment in mathematics were well below average at the age of seven for several years. This issue has been addressed by the school and is no longer a problem.
2. The results of the 2002 national assessments for pupils aged seven show that the standards attained in reading and writing were average when compared to those in all schools and in similar schools. Standards attained in mathematics were well below average when compared to all schools and to similar schools. The percentage of pupils attaining the expected Level 2¹ was slightly above the national average by an amount equal to one pupil. However, more-able pupils did not do as well and fewer pupils achieved the higher Level 3 than that found nationally. This held down pupils' overall attainment. A detailed analysis of the school's assessments of pupils in Years 1 and 2 shows that much of this under-attainment by more-able pupils occurred in Year 1. In Year 2, pupils made very good progress in relation to their prior attainment, but this was not enough to make up for the lower standards achieved in Year 1. The results of the 2002 national assessments for pupils aged eleven are well above average in English and mathematics, and above average in science, both in relation to all schools and in relation to similar schools.
3. When children start school, their attainment is generally in line with the county average, and their personal maturity, expressive language and fine motor skills are above the average. Children begin school in September of the school year when they will be five years old. Those who are five before January start school on a full-time basis, whereas others come on a part-time basis, with the eldest of the group attending in the morning. They make good progress in their time in reception and almost all have attained the Early Learning Goals² by the time they start compulsory education.
4. The table below shows the results obtained in the core subjects of reading, writing and mathematics by pupils aged seven at the time of the last report and in the last national assessments, and also describes the current situation. It also shows pupils' achievement, which is how well they have done in relation to their prior learning.

¹ On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

² Early Learning Goals: These are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development; and personal and social development.

5. Attainment at the age of seven

Subject	Standards in 1998 national assessments	Standards attained in 2002 national assessments	Inspectors' judgements on standards for the current cohort	How well are the pupils achieving?	Additional comments
Reading	Average	Average	Average. Pupils read with suitable accuracy and fluency for their age and are on target to achieve national expectations by the end of the year.	Satisfactorily in comparison to their attainment on entry to the school.	The cohort of pupils in 2002 had a disrupted year in Year 1. This affected their attainment on entry to Year 2 and it was not possible to make up for all the lost ground. This in turn affected the results in writing and mathematics. An examination of the school's detailed assessments shows that the 2002 cohort made good progress in Year 2 in mathematics.
Writing	Average	Below average	Average. Most pupils write clearly with neat, well-formed writing.	The pupils in the current Year 2 are achieving satisfactorily in relation to their prior attainment.	
Mathematics	Average	Well below average	Average. Pupils' number skills are satisfactory and they have an appropriate knowledge of shape and space.	The pupils in the current Year 2 are working at the level expected for their age and have made satisfactory progress.	

Pupils' achievements in mathematics have remained well below average for several years. This had not been identified soon enough as the number of pupils achieving a Level 2 was in line with national figures. The low achievement was due to too few pupils attaining the higher Levels 2A and 3. This has now been addressed and the current Year 2 cohort is on target to achieve average standards by the age of seven.

It must be noted that the 2002 cohort contained an extremely high percentage of pupils with special educational needs and this has held down overall attainment.

The group of pupils that took the assessments for pupils aged seven in 2002 contains a very high percentage with special educational needs and this holds down overall attainment in this particular year group.

6. **Attainment at the age of eleven**

Subject	Standards in 1998 national assessments	Standards attained in 2002 national assessments	Inspectors' judgements on standards for the current cohort	How well are the pupils achieving?	Additional comments
English	Above average	Well above average	Above average	Achievement is good since pupils started the school. In relation to prior attainment at the age of seven, achievement in Key Stage 2 is very good.	Standards of achievement are consistently high in Key Stage 2, although over the last four years standards of attainment have varied.
Mathematics	Very High	Well above average	Above average	Achievement is good since pupils started school. In relation to prior attainment at the age of seven, achievement in Key Stage 2 is very high. Pupils have progressed from well below average to above average.	
Science	Above average	Above average	Above average with above average investigation skills	Achievement is good since pupils started school. In relation to prior attainment at the age of seven, achievement in Key Stage 2 is very good.	

7. Pupils' core skills of literacy and numeracy are good by the time they leave school at the age of eleven. At the age of seven, these skills are in line with national expectations. However, the changes that have taken place in Key Stage 1 are already starting to prove effective and the skills of literacy and numeracy are receiving a great deal of attention. Until this year, some of the opportunities to develop literacy skills through subjects such as religious education have been limited. This is changing and better opportunities to use and develop key skills are planned for this year.
8. In other subjects of the curriculum, where it is possible to make a secure judgement, standards of attainment are broadly in line with expectations, with some areas of strength and some areas for improvement. The standards noted in the last inspection have been maintained overall, but they are lower in music and religious education
9. Attainment in art at the ages of seven and eleven is above national expectations. Pupils draw carefully and show imagination in their collage work. Pupils in Year 6 show great skill in observation drawing, and their artistic skills are good.
10. It was not possible to observe any physical education at the age of seven, although indications are that standards seen during the last inspection have been maintained. Attainment in physical education at the age of eleven is above national expectations.
11. Attainment in design and technology, geography, history, and information technology is in line with national expectations at the ages of seven and eleven. At the time of the last inspection attainment in geography was deemed to be above national expectations. Changes in the National Curriculum since that time do not allow an accurate comparison due to the fact that during the inspection, history was a major focus and only a small amount of geography could be seen. However, the school does plan to teach geographical skills in a systematic manner designed to achieve high standards.
12. At the last inspection, standards in information technology were deemed to be below national expectations. Since that time, national expectations in this subject have risen significantly and pupils meet these expectations at the ages of seven and eleven. This represents a significant improvement since the last inspection. Information technology is used effectively to support learning in other subjects.
13. Attainment in religious education is below the expectations of the locally agreed syllabus. This has not been a high priority for the school for the last few years and insufficient time is allowed in the timetable. This is a key factor affecting attainment.
14. A key factor affecting attainment in music was the loss of a teacher who promoted the subject. The school identified this and a new music teacher has been in post since the start of this term. Although standards are starting to rise again, it is not possible to make up for missed time with the oldest pupils. Attainment is currently in line with national expectations at the age of seven but below national expectations at the age of eleven.
15. The school has a policy of including all pupils and monitors the attainment of different groups well. This ensures that all groups achieve effectively and there is no difference between the progress noted for these groups. Pupils with special educational needs achieve as well as other pupils and there is no significant difference between the achievement of boys and girls.
16. When all factors are taken into account, pupils make at least good progress and often make very good progress, especially in Key Stage 2. As a result, the achievement of all groups of pupils is good and, in some subjects, very good.

Pupils' attitudes, values and personal development

17. The school has maintained and built on the exceptionally high standards seen at the time of the last inspection, and pupils' attitudes and behaviour remain a major strength. This means that most of the time teachers are able to concentrate on pupils' learning and this contributes to the standards of work achieved.
18. Pupils' attitudes to the school are very good. They are proud to be part of the Dobwalls school community and embrace the experiences it provides for them. The majority of pupils in all year groups and of all attainment levels enjoy their lessons. They show commitment to what the school stands for and are keen to uphold its values. This has a very positive effect on their learning, attainment and behaviour. Pupils come to their classrooms in the morning willingly and are prepared to put in effort. For example, Year 4 pupils are timetabled to have 100 minutes of English before the break, a long period for this age group, but most of them continue to work hard throughout. This commitment is evident in both lessons and in the well-supported extra-curricular activities. Pupils in all years listen to instructions with care and maintain their concentration well in class. They demonstrate considerable maturity and confidence when expressing their thoughts and feelings. Pupils are interested in their lessons, and are enthusiastic about the prospect of gaining new knowledge and skills because they are taught well. Children in the reception class, who had been at school for only a few weeks, have already absorbed the routines and are enjoying the experience of school.
19. Pupils' behaviour in lessons and around the school is very good. This is certainly in line with the views of parents, where there is universal agreement that the children behave well at school. Pupils clearly understand the school's expectations regarding behaviour and meet them very well. This ensures that most of the time teachers do not have to spend too much time and effort maintaining discipline. For example, in a Year 1 maths lesson on money pupils showed good attitudes to their work, settling quickly and maintaining concentration well. At the other end of the school, the high quality of a challenging English lesson in Year 6 ensured that all pupils had very positive attitudes, were keen to answer questions, behaved very well and acted with a sense of responsibility. Even in the reception class, children sticking 'treasures' onto sticky paper behaved very sensibly despite the obvious temptations to misuse this resource.
20. Pupils behave well because they have accepted and absorbed the school's ethos, expressed in its aims, of responsibility and caring for one another. They understand and work towards the school's six Golden Rules. This results in pupils being self-disciplined and exceptionally polite and considerate. During the inspection, pupils were unfailingly helpful and observed common courtesies such as holding open doors for those following. Only one exclusion has taken place in the last year. At break times, the playgrounds are unthreatening environments. Incidents of bullying are not common and there have been no recent incidents of sexism or racism.
21. Relationships within the school are very good. Those between pupils and staff are characterised by mutual respect, again encouraged by the school's overall aims, which emphasise courtesy and respect for others. In class, pupils follow teachers' instructions, listen carefully to what they have to say and are willing to accept guidance from them, assisted by the generally high quality of teaching they experience. Relations between pupils are also very good and are based on co-operation and friendship. In lessons, pupils work collaboratively without close supervision, share resources and take turns to use equipment. For example, in a Year 3 music lesson that included a significant number of pupils with behavioural difficulties, pupils were able

to discuss and decide without rancour the sequencing of rhythms in the piece they were composing, and were able to share out the instruments equitably. Pupils are able to work independently on individual and group tasks. They relate to each other and play together harmoniously in the playground. For example, the simple stage in the playground provides the opportunity for groups of Year 6 girls in particular to perform quite elaborate routines. They demonstrate care for each other in practical ways; for example, when a young girl fell over in the playground an older girl immediately helped her to her feet and took her to find adult help. In class, duties and jobs are given to pupils on a regular basis and they respond to their tasks sensibly.

22. Pupils' personal development is excellent. Most of the pupils of the school are delightful young people whom it is a real pleasure to meet. They display an unforced self-confidence, and talk naturally to adults and represent their school exceptionally well. The school's strong provision for pupils' spiritual, moral and social development has helped them to prepare for life outside school and encourages them to express and reflect on their feelings. Pupils feel that their own views are valued and therefore they have respect for those of others. They elect members of the school council, which discusses a range of issues and suggests improvements to the school. Pupils of all ages are encouraged to take responsibility for their own learning; for example, by working collaboratively in lessons and by helping to set their own targets for improvement. Pupils in Year 6 show maturity and responsibility, particularly through the prefect system, which enables those involved to make a real contribution to the smooth running of the school and to help younger pupils. Another example, is the way playground buddies help to make lunchtimes pass pleasantly for other pupils.
23. Most pupils want to come to school. Overall, their attendance is currently broadly in line with the average for English primary schools. Most pupils arrive punctually in the morning and do not delay the start to the school day. Unauthorised absence, at 0.3% for the latest year, is slightly below the national average. The attendance figures would be better if fewer parents took children out of school for holidays in term time. A very small number of pupils have poor attendance records, which inevitably affect their attainment.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching is good overall. Only one unsatisfactory lesson was observed and over six lessons in ten are good or very good.
25. Teaching in the Foundation Stage is good overall. The vast majority of teaching is good in all areas of learning. The teaching is shared between two part-time teachers, who are very successful in planning lessons together and sharing the progress of individual children. This ensures that there is continuity in children's learning. Teachers are developing their understanding of the expectations of the curriculum, during and at the end of the reception year. There is a good balance of activities that support children's development, through play activities and more structured tasks that successfully encourage and extend their learning. Teachers have clear, succinct records of the progression of skills in each area of learning that allow regular assessment of individual children's progress and needs. At this time, early in the school year, teachers have already identified children with possible special educational needs, who have full support from all staff to help them make the expected progress. This is good practice and helps ensure that help is available for these pupils from an early stage.

26. In Key Stage 1 the quality of teaching is good. Seven lessons in ten are good or better. An examination of pupils' previous work showed some inconsistencies in teaching, but these have been addressed this year.
27. In Key Stage 2 the quality of teaching is very good. Three lessons in four of those observed were good or better. One lesson in four was very good or excellent. The evidence from a scrutiny of pupils' work supports this, and it is very evident that the high quality of the teaching is a significant factor enabling the previous under-achievement in some areas at Key Stage 1 to be addressed.
28. Strengths of the teaching observed are:-
 - The very good relationships between teachers and pupils that form the basis of the excellent behaviour management and promote high-quality learning;
 - The very good subject knowledge in many subjects;
 - The high emphasis on the teaching of basic skills;
 - The very good teaching of the oldest pupils in each key stage;
 - The very good use made of learning-support assistants.

Very good relationships between teachers and pupils form the basis of the excellent behaviour management.

29. A significant strength of learning in this school is the way in which pupils concentrate upon their work and become very involved in the lessons. Much of this is not happening by chance, but is a direct result of the way that teachers build very good relationships with the pupils and high expectations of their behaviour. This not only supports pupils' social development, but also encourages very positive attitudes towards work. This in turn leads to fewer occasions when pupils are not engaged in their work and thus contributes to the very good behaviour. The effect of this is seen in lessons, such as an investigative science lesson in Year 6 where pupils worked extremely well in small groups discussing and developing an investigation into shadows. The way in which pupils concentrated on their work enabled the teacher to work with small groups, extending their learning.

The very good subject knowledge in many subjects

30. Teachers' subject knowledge is very good in some subjects. In particular, most teachers have very good knowledge of how to teach the core subjects of English, mathematics and science. This contributes significantly to the standards of attainment seen during the inspection. Subject managers in most areas have a good understanding of their subject and how to teach it. This results in many lessons taught by subject managers in their own subject, although the extension of this across all subjects for all teachers has only just begun. The school is addressing this through the provision of non-contact time for subject managers intended to enable them to support each other in raising all teachers' knowledge in all subjects.

The high emphasis on the teaching of basic skills

31. Many teachers place great emphasis on the teaching of basic skills, and the benefits of this approach are seen in the good progress pupils make. They are taught the key skills of literacy and numeracy well and the school has started to integrate the use of these skills across most subjects of the curriculum. A specific exception is the teaching in religious education, where until very recently too few opportunities were provided to develop and extend pupils' literacy skills. Key skills of information and communication technology are taught effectively and this is enabling pupils to support their learning in other subjects such as history and science. In science the key skills of investigation are taught well and this is having a positive effect on pupils' attainment in this aspect of science. In art, design and technology and geography, the key underlying

skills are taught to supplement and complement pupils' developing knowledge in these subjects. In art this is a key factor in the high standards achieved.

The outstanding teaching with the oldest pupils in each key stage

32. The very good deployment of teachers to make the most effective use of their strengths is a key factor in the success of this school. This is most apparent with the classes at the end of each key stage. In these classes the experience of the teachers and their very good teaching skills are enabling pupils to make very good progress. In Key Stage 1 this is not so apparent from the overall attainment, but when the school records of attainment are examined, it becomes very clear that most of the progress made in Key Stage 1 in previous years has been made in Year 2. The examination of pupils' books from last year compared with the observation of lessons now shows that progress has improved in Year 1, and inspection evidence shows that the quality of teaching in Year 2 is being maintained, thus providing an opportunity for standards of attainment at the age of seven to rise significantly this year. In Key Stage 2, the overall high-quality teaching is built upon very successfully by the outstanding teaching in Year 6. This is a key factor in the success of the school. School records show that even when attainment overall was lower at the age of eleven several years ago, the pupils in the Year 6 cohort of that year had still made good progress in relation to their attainment at the age of seven as a result of this very high-quality teaching.

The very good use made of learning-support assistants

33. Teaching assistants make a valuable contribution to the quality of teaching in this school. In particular, the very good support that they provide for pupils with special educational needs ensures that they learn as effectively as other pupils. Most teachers make very effective use of the support staff. For example, in a lesson observed in the reception class the teaching assistant kept a detailed record of the children responding to the teacher's questions. Discussion revealed that this is a key element of assessment with that teacher and that the information gained is used to target teaching to the individual needs of children. The teaching assistants are very involved in most lessons and work very effectively in partnership with the class teacher.
34. Areas for development in teaching are few, but some are quite significant. They include:
- teachers' subject knowledge in religious education
 - the effective use of time in some classes.

Teachers' subject knowledge in religious education

35. Standards of attainment have fallen in religious education since the time of the last inspection. Teachers do not demonstrate a secure knowledge of this subject and many seem reluctant to teach it. Many classes have delegated this teaching to the non-class-based teacher. Although this teacher is effective and secure in the teaching of religious education, the fact that teachers are delegating the responsibility limits opportunities to use this subject to support the development of literacy skills or to integrate some of the religious-education teaching into other subjects and thus making more-effective use of time.

The effective use of time in some classes

36. Teachers use most resources effectively to support pupils' learning. Good use is made of the valuable resource of a non-class-based teacher to teach music. This is starting to raise standards of attainment in this subject. However, in some classes time is not used as effectively as it might be. Some timetabled sessions are too long for the concentration span of pupils. For example, in some classes English is timetabled for over an hour and a half in one continuous session. This detracts from the good pace that categorises the best literacy sessions observed and the long time spent on English limits the rest of the timetable and makes it difficult to find enough time for the other subjects of the curriculum. In contrast, in the most effective classes teachers make very good use of the short sessions after a literacy or numeracy session to teach short sessions that support the personal and social development of the pupils.
37. The quality of marking is good, with many examples of evaluative comments to help pupils improve their work. This extends to some of the good quality homework that supports pupils' learning well.

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

38. The school has worked hard since the last inspection to provide a rich curriculum for all its pupils. It is suitably broad, with good planning that includes all relevant subjects of the National Curriculum and ensures that all statutory requirements are met. Provision for information and communication technology has significantly improved since the last inspection through the purchase of good resources and the provision of good opportunities for staff training. However, there is a lack of balance in the curriculum, where insufficient time is allocated to the teaching of religious education. Consequently standards are below expectations. Pupils are fully included in the curriculum, particularly those with severe difficulties and higher attainers, who are well integrated into school life. A large proportion of time has been appropriately allocated to the teaching of literacy and numeracy, where teachers use the new strategies well to help support the school's commitment to raising standards. However, the timetable is not always planned effectively and time is not used efficiently in some lessons, which last too long or are too short. As a consequence, many pupils find it difficult to maintain their concentration, and this slows the pace of their learning.
39. High priority is given to the provision of pupils' personal, social and health education. The whole staff work effectively as a team under the guidance of the headteacher to provide a calm environment where the consistent practice of celebrating success effectively improves all pupils' self-esteem and confidence. Personal, social and health education is an integral part of the curriculum where the school takes good care of its pupils and very effectively encourages them to work well together in class and support each other throughout the school. Sex education and issues of drugs misuse are

appropriately taught to older pupils by senior staff with the help of outside visitors such as the school nurse and the police liaison officer. Parents are invited into workshop sessions to discuss relevant personal, social and health education issues that are also effectively discussed in circle times, assemblies, school council meetings and numerous lessons, including science and physical education.

40. The provision for the spiritual, moral, social and cultural development of pupils is very good, and linked very effectively to other areas of the curriculum such as personal and social education. The effects of the provision are seen quite clearly in the attitudes and behaviour of pupils. Many of these aspects are linked together in the way they are presented to the pupils. Spiritual development is enhanced through the many opportunities to reflect upon matters of importance and to discuss feelings. In assemblies pupils are encouraged to reflect, as when they consider the story from China about 'the greatest gift'. This not only enhanced their spiritual development, but also made a very good contribution to their cultural development. Pupils' written work often shows the effects of the very good provision. A good example of this is a poem written by a Year 6 pupil about the changes in the school over the years. He wrote:

***I walk across the old school hall.
My footsteps echo in the dark room.
A girl appears, silent and hazy
dressed in Victorian garments
She turns and looks straight at me.
'It has changed' came her whisper.
'How?' I ask.
'The fire no longer burns, where is the Master?
This is not the school I knew.'
She turns and vanishes in a breath of wind.
Footsteps. I turn and there stands a young boy.
Lonely and lost, a gas mask hung at his side.
'This is not right' he says.
The windows are now dark
beyond the door lies a strange building.
It has changed'
He turns and disappears into the shadows.
They are all gone and I wonder if,
many years from now I would know my school.
For it always changes.***

41. The very clear school rules place a strong emphasis upon right and wrong, and are effective in promoting good behaviour. Beyond that pupils discuss moral values in relation to happenings in the world. The school council plays a great part in this by raising issues such as that of pupils without friends in the playground. As an aspect of social development this issue has been addressed well through the introduction of playground friends. It is in ways like this that the school draws together all the elements of spiritual, moral and social provision. Great emphasis is placed upon social relationships, and the examples set by adults in the school greatly enhance the provision. They provide pupils with good role models to supplement the discussions that take place in the classrooms during sessions of personal and social education.
42. Many good opportunities are provided for the cultural development of pupils. They learn about their own culture through visits to museums and through local studies. Assemblies are used effectively to present them with a range of music and stories from cultures around the world. This is extended into lessons, with pupils developing in a

variety of ways an understanding of the richness of cultures from around the world. For example, when studying Chembokoli in India in geography pupils considered what would attract people to that part of the world and used this information to produce a holiday brochure.

43. The curriculum is enriched by numerous visits to local places of interest related to topics studied, such as the Royal Cornwall Museum, Truro Cathedral and nearby beaches. Residential visits include Carnyorth, Delaware and Roseland. The school welcomes many visitors such as scientists, authors, storytellers, theatre companies, artists, musicians, sport coaches and a weatherman, who support many aspects of the curriculum well, including the expressive arts. An excellent range of extra-curricular activities which are well attended by pupils of all ages effectively support many curriculum areas such as art, music, information and communication technology, and numerous physical-education activities where high standards are achieved.
44. The provision for pupils with special educational needs is good and fully complies with the new Code of Practice. The required paperwork is fully up to date and kept in good order. All pupils with special educational needs are very well received and fully integrated into all aspects of the curriculum. They are given good support in class or when withdrawn for small group activities, where good planning ensures that time is used efficiently and effectively. The teaching assistants provide very good support to improve pupils' understanding and confidence in all areas of the curriculum.
45. Good links have been established with the local community to support curricular opportunities, such as hiring the local memorial hall for productions and performances, and singing carols to senior residents at Christmas. Effective science and art links have been established through the popular Eden Project. The school has been successful in gaining sponsorship from local companies for new sports kits. Constructive relationships have been built with the local secondary school, whose representatives regularly visit the school. They support the curriculum well in science and physical education and help prepare pupils for transfer at eleven. The school has regular contacts with pre-school playgroups and local primary schools, where positive relationships have been built, particularly in various sports activities. The governors are well informed of provision, visit regularly and fully support numerous curricular activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The headteacher and all members of staff make good provision for the care and welfare of their pupils. The school has good child protection procedures and liaises as necessary with the local social services department. The headteacher has received appropriate training in child protection and the staff have been well briefed on their responsibilities. Appropriate records are kept. The governors and headteacher are active in ensuring that health and safety procedures are in place and followed. The PFI contractors who are responsible for the building deal swiftly with any problems brought to their attention. Formal risk assessments are completed prior to school trips. Routine health and safety procedures and testing are in place. No unsafe practice was seen in lessons during the inspection. During the inspection, part of the grounds was a building site and good procedures were in place to ensure that children were kept safely away from this area.
47. The school provides a caring and supportive environment. All staff make considerable efforts to address the welfare of individual pupils when they need it. This starts right from when children join the Reception class, when they receive good support to help

them settle into school routines. The contribution of teachers throughout the school is noted and appreciated by both parents and pupils. The school encourages pupils to take responsibility for themselves and their learning, for example, in the way that all pupils are encouraged to look after their own bodies and keep fit. Support from the staff enables pupils to feel safe and valued and to concentrate on their learning, thus helping them to make progress. All teachers are active in the pastoral care of their pupils. Throughout the school, teachers know their pupils well, successfully meet their individual needs and are effective in supporting them. The monitoring of pupils' personal development is good. In a school of this size, where teachers know pupils well as individuals, this is largely informal, but there are regular useful meetings between individual class teachers and senior managers to discuss any pupils experiencing difficulties or causing concern. When pupils need support, the school tries hard to provide it, with all members of staff, including teaching assistants and lunchtime supervisors, making considerable efforts to support pupils. The school is involved in 'Trailblazers' and 'Bishop's Forum', two social inclusion initiatives that provide good support for some pupils.

48. The school has good procedures to monitor attendance and encourage pupils to come to school regularly. There are good systems in place to identify problems with attendance as they emerge, based on the computerised attendance records, although the strong support for the school from parents and pupils means that these are not often needed. The Educational Welfare Officer visits the school regularly and follows up any problem cases.
49. There are very good procedures to monitor and promote pupils' behaviour. There is an overall Behaviour Support Plan, a short but effective policy document, which outlines the school's procedures and the rewards and sanctions available. Initial responsibility for identifying and addressing problems lies with the class teacher, but there are clear procedures for involving senior management and external agencies, such as the Child and Family Support Services, as needed. Circle times are used well to involve the children in resolving behaviour issues, an approach that the children themselves see as effective. Parents are also involved from an early stage when necessary. However, the school works not just through formal systems. The key to its success lies in the school having clear expectations, which are consistently maintained by all staff. The result is that most pupils understand and conform to the standards required. The procedures to prevent bullying are good, with pupils aware of how to prevent bullying and what to do should there be an incident. Development of assertiveness skills is a feature of work in personal, social and health education, enabling pupils to look after their own safety more effectively. Pupils themselves report a considerable improvement, with the headteacher's strong stance being a key factor in a marked reduction in incidents. The emphasis on mutual respect within the school community makes it clear that bullying is not acceptable behaviour.
50. Assessment procedures have significantly improved since the last inspection and pupils' skills are assessed and monitored in all subjects. Staff work well together and they have worked hard to agree appropriate structures for record keeping, which are understood by all. There are very good procedures for assessing the attainment and progress of pupils in English and mathematics as part of the school's commitment to raising standards. These include a careful analysis of National Curriculum assessments and optional tests. This information is used well to set targets for individuals and groups in English lessons, but the analysis of the assessment results has not been rigorous enough in the past to set appropriate targets in mathematics for seven-year-olds. Assessment procedures in the majority of other subjects are satisfactory, but insufficient attention has been given to using assessment to plan

appropriate work in religious education and it is difficult to identify what pupils know, understand and can do as a result. The school successfully monitors the academic progress made by pupils and uses this information to modify teaching, such as giving stronger emphasis to extended writing opportunities throughout the school. The headteacher makes regular classroom visits to monitor teaching and this term has provided good opportunities for subject co-ordinators to monitor and moderate assessment in their subjects.

51. Assessment and monitoring procedures for pupils with special educational needs are good. Pupils are regularly assessed each term by the headteacher, class teacher and support staff to set new targets for their individual education plans. However, the special-needs co-ordinator has identified that in some cases these plans need to be more specific, with clear, manageable step-by-step targets to support individual learning. This is being implemented during this term and will be monitored to evaluate the effect upon learning. Most pupils make good progress in relation to specific targets, and withdrawal groups are changed as appropriate by the special-needs co-ordinator. Annual reviews for statemented pupils are well documented, and appropriate targets are set in consultation with their support staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. One of the school's aims is to promote partnerships between children, parents, school and the community, and it is successful in achieving this objective. The strength of the relationship with parents has been maintained since the last inspection. The vast majority of parents have very positive opinions of the school. In particular, they believe that the school is well led and managed, that teaching is good, and that the school has high expectations of its pupils. As a result, parents believe that their children make good progress, that behaviour in the school is good, and that the school helps their children to become mature and responsible. The vast majority of parents would feel comfortable approaching the school with a question or a problem. Inspection findings endorse the parent's positive views of the school. A small minority are not satisfied with the information they receive about how their children are getting on. Inspection findings tend to support the view that this could be improved. A few parents are also dissatisfied with the amount of homework set; in general, inspectors found that the amount set is appropriate for the age of the pupils. Some parents also had concerns over one particular class last year; new staffing arrangements have removed these concerns. Overall, parents' views of the school are very positive.
53. The overall quality of information for parents is satisfactory. The prospectus is a sound document, which communicates the school's values and fulfils statutory requirements. The 2002 annual governors' report to parents provided them with useful information and includes some interesting examples of pupils' work. However, the layout of the national assessment results makes it very difficult to read and compare school and national results. The school is very good at keeping parents informed of events in the life of the school through a weekly newsletter. Parents can see teachers at the end of the day to discuss any concerns. There is a formal opportunity to discuss children's progress with teachers in the spring term, with 'meet the teacher' evenings at the start of the school year. The full written reports on pupils' progress provide good coverage of English and mathematics, but not enough information is provided in other subjects on what pupils can do and the level they are working at. The school has already started to review the methods of reporting to parents.
54. The contribution of parents to the school and their children's learning is good. Many parents have made a conscious decision and commitment to send their children to this

school, including in some cases paying for a privately-run school bus, and this is reflected in the support they provide. This is also encouraged by the efforts the school makes to involve them. Most parents support their children's homework; for example, reception children had brought into school a lovely selection of 'treasures of nature' to support their class work, which clearly reflected parents' collecting efforts. Attendance by parents at school events is high. Parent helpers do useful work in school; for example, working in class or helping to run the library. Fifteen parents have completed a 'Routes into School' learning course to help equip them for this. Other parents provide invaluable help with school trips and transporting pupils to sporting events. Parents from the school work on the refreshment stall at area sports days, a significant commitment of time that raises considerable funds for the school. The parent teacher association is active in organising social and fundraising events. Parents support school policies and most have signed a home-school agreement. The school fulfils the recommendations of the Code of Practice for pupils who have special educational needs; parents are invited to attend the regular reviews of pupils' individual educational plans and contribute towards Statements of Special Educational Needs where appropriate.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is led and managed very well. This is a significant factor in its success and maintains the high standards noted at the last inspection. It is a tribute to the teamwork of the school that, despite a change of head and the loss of a deputy head, this has remained an area of significant strength.
56. The headteacher has an extremely clear educational vision. She is committed to implementing the aims and values of the schools. The senior staff and governors support her very well in this. Several changes of teaching staff recently mean that the role of some subject managers is not fully developed. The senior management and governors have recognised this and have provided additional teaching time to allow non-contact time for subject managers to enable them to fulfil their roles more effectively. Although it is too early for all improvements to be effective, teachers are already planning ways of performing their roles as subject managers better and all have suitable plans in place.
57. The management of subjects, particularly the core subjects of English, mathematics and science is good. This is a key factor that promotes the high standards of attainment in these and other subjects.
58. The English co-ordinator has worked hard to improve the provision of English since the last inspection and has begun to monitor teaching and learning across the school. She has produced a detailed and effective action plan with clear objectives to improve standards and arranged numerous visits by theatre groups and authors to support pupils' learning. She has identified the need to purchase more-interesting guided reading books for less able pupils and acknowledges that further opportunities need to be provided for extended writing across the curriculum.
59. The role of the mathematics co-ordinator has improved since the last inspection. The curriculum and teaching are monitored and areas for improvement identified. The monitoring and evaluation of pupils' standards lack sufficient rigour to effectively identify specific areas for improvement necessary to raise standards by the time pupils are seven. The school is successful in establishing that 'maths is fun', thus building pupils' confidence and this is beginning to have a beneficial effect upon standards at Key Stage 1.

60. The science co-ordinator has a good understanding of the subject and is providing effective leadership and support to colleagues. In particular, the guidance on the investigative elements of science is proving very effective and is clearly seen in the standard attained by pupils.
61. The governing body is very active. Governors have a good knowledge of the school and use this information well to guide their decisions. They share the headteacher's vision and seek ways to put the vision into practice. The recent building work in the school has been managed effectively, with governors visiting regularly to support the headteacher. As an extension to the work, governors are considering opportunities to set up a playgroup on the site in some of the space released by the building work. The committee structure is effective and efficient. When the curriculum committee sought to improve standards in music, the other committees worked together to enable the appointment of a part-time teacher. This decision also enables the headteacher to develop the role of the subject managers by providing non-contact time in which they can support the monitoring and evaluation of teaching and learning. All of these issues are contained in the good school development plan that is an effective tool for bringing about school improvement.
62. Performance management is securely in place and used to good effect to set realistic targets for improvement and monitor their implementation. Monitoring of teaching and learning is given a high priority. For example, the newly qualified teacher not only has a mentor, but as part of the induction procedures was observed teaching within two weeks of taking up her post. The results of the headteacher's monitoring are used well to ensure that professional development is targeted effectively. This extends to the teaching assistants, who are given good support and training. Provision is made for the training of student teachers, and the school sees this as an important part of its community role and also as a way of attracting new teachers to the school.
63. Resources are sufficient to support the teaching of the National Curriculum. However, the resources for outdoor play for children in the reception class are unsatisfactory. Although the ratio of teachers to pupils is above average as a result of the governor's decision, other resources are in line with those found in similar-sized schools. Day-to-day management is smooth and efficient thanks to the effective team of support staff. The accommodation is of good quality, although at the time of the inspection some was not available, as building work was incomplete. Nevertheless, work was sufficiently well advanced to enable inspectors to view the space made available and compare it with the plans in place for its use. Resources for information and communication Technology have improved significantly since the last inspection. The building work includes a new suite for the computers that will considerably more space than the present one.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. This school has only a few areas for improvement. In order to build upon the strengths and continue the improvement the headteacher, staff and governors should:
1. raise standards in music and religious education at the age of eleven (paragraphs 13, 14, 125 and 134) by:-
 - ensuring that sufficient time is allocated for the teaching of religious education to enable all the requirements of the locally agreed syllabus to be met
 - ensuring that all pupils receive appropriate teaching in music by building upon and evaluating the new arrangements that are in place

2. ensure that the information gained from assessments in mathematics at the age of seven is evaluated more rigorously to identify possible underachievement sooner and take appropriate action (paragraphs 2, 50, 59, 90 and 95)
3. improve the provision for outdoor play for children in the Foundation Stage (paragraph 77) by:-
 - seeking ways to provide a suitable secure area for outdoor play
 - providing suitable equipment for children to use

A number of minor issues that governors may wish to consider in their action plan are identified in paragraphs 23, 35, 36, 38, 53.

Part C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	5	30	16	1	0	0
Percentage	7	12	53	28	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	196
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	45

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	19
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
---------------------------	-----

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	10	9	9
	Total	21	19	18
Percentage of pupils at NC level 2 or above	School	88	75	75
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	9	9	8
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	75 (87)	79 (84)	75 (94)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	18	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	18
	Girls	6	5	6
	Total	20	20	24
Percentage of pupils at NC level 4 or above	School	80 (69)	80 (77)	96 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	5	6	6
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	72 (69)	84 (72)	92 (79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	00

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	9
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	195

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	431875
Total expenditure	417889
Expenditure per pupil	2240
Balance brought forward from previous year	9513
Balance carried forward to next year	23699

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	186
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	42	46	8	0	4
Behaviour in the school is good.	44	54	0	0	2
My child gets the right amount of work to do at home.	23	62	12	0	4
The teaching is good.	65	27	4	0	4
I am kept well informed about how my child is getting on.	38	44	8	6	4
I would feel comfortable about approaching the school with questions or a problem.	75	19	2	4	0
The school expects my child to work hard and achieve his or her best.	60	37	2	0	2
The school works closely with parents.	44	44	10	0	2
The school is well led and managed.	56	38	4	0	2
The school is helping my child become mature and responsible.	46	50	2	0	2
The school provides an interesting range of activities outside lessons.	54	38	4	0	4

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

65. All children begin full-time education in the term of their fifth birthday. Most children attend local pre-school groups before starting school. The school builds a professional relationship with the pre-school group that feeds the school and this helps make the transfer of children into the school smooth and successful. The education provided in the reception class is good overall. The overall attainment of children has been maintained since the last inspection.

Personal, social and emotional development

66. Children's personal, social and emotional development is in line with that normally observed at this age. Well-organised induction procedures ensure that almost all children enter the reception class with some measure of confidence. Good links are forged with the playgroup to ensure that transfer to the reception class is a happy experience. Meetings are held for parents to learn more about the school and there are opportunities for them to visit school during a working day to view the work and activities that the children are doing. This helps to build relationships with children and parents.
67. Staff work very well together and provide good role models for children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a feeling of self-respect and pride in their achievements. They show increasing confidence and developing independence. They have positive attitudes to learning and settle promptly to self-chosen and teacher-directed tasks.
68. Almost all of the children happily work alongside others and some are beginning to work together. This was evident when two girls in the writing area supported each other in working out which letters are in their names. Children are at ease with the daily routines of their class.

Communication, language and literacy

69. Speaking and listening skills develop well. Some children speak articulately and fluently, and have the confidence to conduct conversations with teachers and visitors. Children have good opportunities to imagine and recreate experiences, and these are developed effectively by the adults, who make most of the opportunities by involving children in conversations.
70. At this time in the school year, children are at the early stages of recognising initial letter sounds. However, good teaching uses opportunities in the day to respond to children's curiosity and eagerness to learn by introducing letter names, their sounds and simple words. For example, following the children's walk around the school grounds the teacher wrote a message on the board asking them what they had seen. The children are very eager to tell, draw and 'write' about they had seen. With the support of adults children are beginning to be able to break up the sounds within a word and attempt to write it. Supplies of paper, pens, pencils and crayons are available and children readily use them. This is successful in encouraging children to begin writing.
71. Children share and enjoy books. They turn the pages with care and talk appropriately about the pictures. Two boys had an in-depth discussion about dinosaurs and made decisions by pointing to the pictures to show which ones they thought were dead and which ones still alive. Teachers respond well to the abilities and needs of all children,

taking those forward who have some prior knowledge of reading, and supporting others, so that children make good progress. Most children are on line to attain the goals in this area of learning.

Mathematical development

72. This area of learning is well taught and, by the end of the reception year, nearly all children will have met the early learning goals for mathematics. Nearly all children count to ten and many count to twenty. Children enjoy this area of learning and are eager to demonstrate how far they can count as individuals. Displays are used well to support number and shape activities. Children are familiar with simple shapes such as triangles, squares and rectangles. Activities are suitably matched to the varying abilities of the children. Perceptive use of praise and encouragement successfully supports children's good progress.
73. Mathematical development is well planned across other areas of the curriculum. For example, to reinforce the understanding of three, children print a repeat pattern of fishes using three different colours of paint and a potato stencil.

Knowledge and understanding of the world

74. Children have a satisfactory knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. For example, children queue at the class 'fish and chip' shop. Two children serve, asking whether salt and vinegar are wanted. They attempt to wrap the fish-and-chip models in paper. Children know about their immediate surroundings and show a growing sense of direction. The walk around the school grounds successfully produced a sense of awe and wonder, in particular, with the children finding it surprising that one tree had needles for leaves.
75. Many children are familiar with using the computer. They make good progress in using the facilities of a 'sort and match' program, illustrating good control of the computer mouse.
76. Children have an appropriate awareness of the passing of time and understand what is meant by 'yesterday', 'today' and 'tomorrow'. Teachers exploit all opportunities to develop children's awareness of the world about them. Indications are that most will attain the learning goals by the time they enter Year 1.

Physical development

77. The reception class do not have a secure outdoor play area where physical activity can be an integral part of their school day. The class has no large moveable play equipment to help children develop their skills of climbing and balancing. There are no bikes and trolleys and children do not have enough opportunity to practise pedalling and pushing. This affects them from making even better progress in this aspect of their development. However, in the hall, most children respond quickly to instructions, move with confidence and appropriate body control. They negotiate space successfully, but are at an early stage of making full use of it.
78. Children are good at drawing, early writing and cutting. These carefully controlled movements are developing well and many children already meet the Early Learning Goals in this area. Children make full use of the opportunities available to use pencils, crayons and paints. A varied range of activities are planned to promote children's dexterity in using scissors and moulding malleable materials. At present, many children demonstrate well-developed skills that are evident in their pencil control when

they are overwriting or copy writing. Overall, children are on course to meet the goals in this area of learning.

Creative development

79. Children use a suitable range of techniques and media to increase their confidence and skills. They confidently use paints and potato prints to make a border pattern for a collage. The children write their names by finger painting and this helps their early reading skills by re-enforcing recognition of their own names
80. Children enjoy singing. They listen attentively and make good progress in making musical patterns. They use a range of un-tuned instruments, follow the conductor's instructions and show they can play fast or slow beats. Children are confident and eager to play the part of the conductor. New songs are learnt quickly and children are good at accompanying the songs with actions matched to a steady beat to accompany a song. Most children are on target to meet expectations at the end of their reception year.

ENGLISH

81. Standards of attainment in English are above average by the time pupils leave the school. These results are confirmed by the most recent 2002 national test results and from inspection evidence. Standards of attainment for seven-year-olds are broadly average, although standards are higher in reading than writing. Pupils with special educational needs make good progress due to specific individual education plans that address their needs in this subject.
82. The implementation of the National Literacy Strategy, with detailed planning, is having a positive impact on pupils' learning. Additional time is allocated on the timetable for reading and spelling activities. The high priority given to teaching all aspects of literacy enables pupils to achieve well and make good progress throughout the school. Carefully-targeted teaching results in a significant number of pupils with special educational needs achieving average standards by the time they leave the school at eleven. Younger pupils in Year 1 benefit from the support through the Early Intervention Strategy that targets their needs well. In Years 3 and 4 the Additional Literacy Strategy makes a significant contribution to pupils' learning. More-able pupils make good progress in response to the high level of challenge. For example, one pupil achieved the very high Level 6 in last year's national test.
83. By the ages of seven and eleven, standards attained in speaking and listening are above average. Younger pupils in Years 1 and 2 listen attentively to teachers' explanations and respond very well to instructions. They develop their speaking and listening skills effectively through role-play and speaking in class assemblies.
84. Older pupils in Years 3 to 6 are eager to answer teachers' questions and enjoy participating in class discussions. Many pupils are confident speakers and argue with conviction. Progress in speaking and listening is good throughout the school due to the many opportunities for pupils to practise their skills. These include opportunities for role-play, dramatising classic novels such as 'Black Beauty', circle times and a 'leavers assembly'. Pupils with special educational needs make good progress and are fully included because of carefully-structured activities planned by their teachers.
85. Reading standards are above average throughout the school. High priority is given to teaching reading from the time children enter the school in the reception class. The youngest pupils recognise many simple words and confidently talk about favourite parts

of stories read. They clearly enjoy reading and greatly benefit from taking books home daily to read with their families. All pupils use a range of strategies, such as picture and phonic cues, to read unfamiliar words. Systematic teaching, including daily guided reading opportunities, enable pupils, including those with special educational needs, to tackle new materials with confidence.

86. Many pupils become confident and fluent readers by the age of eleven. They discuss features of their reading, such as character and plot development, with good understanding. During literacy lessons they learn to deduce the meaning of words by carefully reading texts such as Anna Sewell's 'Black Beauty' and John Masefield's 'Sea Fever'. They enjoy reading a range of books, including both traditional and modern literature. These include 'A Midsummer Night's Dream', Haiku poems and works by Paul Cookson and R.L. Stevenson. Pupils have a good knowledge of how to locate books in the library, where they have regular opportunities to develop their research skills. Good teaching in literacy lessons has enabled pupils to understand the use of glossaries and contents pages when using non-fiction texts. Pupils' retrieval skills develop steadily throughout the school so that by the age of eleven most pupils skim and scan texts effectively, which was seen during inspection when pupils discussed an extract from 'Black Beauty'. Reading standards are high throughout the school due to the variety of opportunities provided to practise and consolidate skills during literacy lessons, guided reading and other times in school and at home. More-able pupils make good progress as a result of challenging texts carefully selected to extend their reading.
87. Writing standards are broadly average at the age of seven, with evidence of above-average writing for many older pupils. The school has targeted this area for improvement with some success. However, there are insufficient opportunities provided in some subjects such as religious education and history to provide opportunities for pupils to write at length. Handwriting standards are good where the youngest children are taught to hold writing implements correctly from the time they enter school and to join letters. Regular teaching and handwriting sessions have a positive impact on the standards of handwriting, which is neat and well formed by the time children are seven. Higher-attaining pupils write imaginatively and extend their ideas logically. A significant number use punctuation and spelling correctly, and structure sentences accurately. Higher attaining pupils enjoy thinking of varied adjectives to add interest to their writing.
88. By the age of eleven, pupils' standards in writing are above average. Most write correctly and imaginatively in paragraphs, for a wide range of audiences, with good spelling, grammar and neat joined handwriting. Skills of story planning, such as using a basic skeleton framework, are emphasized, poetry is encouraged and characters are analysed through role-play to create effect and feeling to help pupils write to a high standard. Pupils consolidate and acquire literacy skills in other areas of the curriculum such as art, where paintings such as Georges Seurat's 'Bathing at Asnières' support spiritual development through writing on the peaceful scene.
89. The quality of teaching is good throughout the school, with a number of very good lessons and one excellent lesson seen during the inspection. Teaching and learning are most effective in lessons where pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Pupils respond to these lessons very well, show lively interest and are very enthusiastic, particularly in drama lessons and role-play, where they are actively involved. Teachers demonstrate very confident class management, good subject knowledge and warm relationships with their pupils and, as a result, the atmosphere in literacy lessons encourages hard work. This has a positive impact on pupils' learning. Teachers make effective use of

extensive assessment information to see how well pupils are doing and to set targets for improvement. Teaching assistants are well briefed and considerably enhance the learning of pupils with special educational needs.

MATHEMATICS

90. Following the previous inspection report, attainment in Year 2 fell to well below the expected level for several years. Although the percentage of pupils attaining the expected Level 2 has been high, too few pupils have achieved the higher Level 3 and this has held down the overall scores. The evaluation of the detailed assessments has been insufficiently rigorous to identify specific areas for improvement for these pupils. Work seen during the inspection indicates that pupils are on target to achieve the expected level of attainment. Teaching for these young pupils is satisfactory or better. By the age of eleven, all pupils, including those with special educational needs, are achieving very well in relation to prior attainment. Standards are well above the average expected. This is partly due to the high percentage of good teaching for pupils from Year 3 to Year 6, with some very good teaching in Year 6.
91. By the age of seven, pupils demonstrate a growing understanding of place value. Most find a number with four tens and eight units, and successfully combine the numbers to make forty-eight. However, there are a significant minority of pupils who remain confused. The more able pupils make good progress and add on 10 to three-digit numbers. There are a few examples of numbers being written in reverse when pupils record work. Many pupils do not achieve as well as they might because tasks do not always give sufficient opportunity to reinforce learning before progressing to the next step. By the age of eleven, pupils successfully use their knowledge of the place value of digits to support their mental calculations of multiplication. Most pupils have secure knowledge of multiplication facts. Pupils use a suitable range of mathematical vocabulary when giving oral responses. Most make good progress in understanding equivalent fractions. Pupils who are less confident have very good support, through practical activities and good interaction, to help their understanding and reinforce associated vocabulary.
92. The quality of teaching and learning throughout the school is good overall. In the lessons seen in Year 1 and Year 2 teaching is usually satisfactory or good. In the least successful lessons work is not always effectively set to build on pupils' level of understanding. However, good support is available for pupils who experience difficulty. In Years 3 to 6 the teaching is mainly good. Lessons are well structured, build on knowledge, skills and understanding, and have good pace, which ensures that interest is maintained. In the very good lesson, resources are effectively used to promote understanding, and very good interaction with pupils continually reinforces vocabulary and understanding.
93. The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is soundly established and planning is good, with the use of clear questions at the end of sessions to assess what pupils have understood. However, this assessment is not always used effectively, with pupils being taught the next theme before they fully understand the first. What is to be learnt in a lesson is clearly defined in the planning and mostly shared with pupils, who then understand what it is they are going to learn. The teachers use a good range of mathematical vocabulary, and pupils make good use of terminology when explaining their work. However, insufficient opportunities are given to pupils to explain in detail how they arrive at answers, which would help to establish pupils' level of understanding and their ability to apply their knowledge in a range of situations.

94. In all areas of the school the pupils' ability to use information technology to develop their mathematical knowledge, skills and understanding is underdeveloped. Information technology is a developing area in the school and is only just being used effectively to support learning in mathematics. Pupils use mathematics to help learning in other subjects. For example, they are involved in numerical work when drawing graphs to record the readings of sensor equipment used for taking temperatures in science.
95. Assessment is used appropriately to set challenging targets for Year 2 and Year 6. The school uses non-statutory test materials to track pupils' progress from year to year. However, these are not always rigorously analysed to identify areas for improvement. This has been a key factor holding down standards at Key Stage 1. The assessment co-ordinator has recognised this and this term is using the information gained more effectively to identify areas for improvement.

SCIENCE

96. Standards in science are above average when pupils are aged seven and eleven. All pupils, including those with special educational needs and the more able, are achieving well in relation to their prior attainment. Their investigative skills are good. The standards seen at the time of the previous inspection are being maintained.
97. At the age of eleven there is no significant difference between the attainment of boys and girls. Pupils with special educational needs benefit from the effective use of support staff and the provision for them to work in mixed-ability groups when carrying out scientific investigations. As a result they make good progress.
98. By the age of seven, pupils have a sound knowledge of living and non-living things. Pupils are developing an understanding of different habitats through simple investigations. They know about simple electrical circuits and are able to sort materials according to simple properties. They understand that a force makes an object move or change shape, and have started to understand what might make a test fair. Teacher designed force meters in Year 1 make an investigation simpler and more fun, enabling good learning to take place. Pupils in Year 2 predict what might happen in an investigation; for example, what might happen to two different amounts of water placed under a heat source. A few able pupils understand that evaporation may also occur.
99. At Key Stage 2 pupils build upon their prior knowledge well. They carry out investigations with increasing understanding and cover all of the required National Curriculum programmes of study. By the age of eleven, pupils' understanding of fair tests is good. All understand that to make a test fair there must only be one variable and all are able to design and carry out their own investigation with only a small amount of guidance from the teacher. They record results accurately, using a range of literacy, numeracy and information-technology skills to present information in different ways.
100. Pupils have a good understanding of science investigation and explain well what they are doing. For example, pupils carrying out an investigation into shadows explained clearly what they thought would happen and why. They understand that light travels in straight lines and that a source is needed.
101. The high quality of the teaching in Year 6 is a key factor in the standards attained by pupils at the age of eleven. Pupils develop a good understanding of the investigative process through lessons such as an investigation on shadows. This took place over several lessons, enabling pupils to reflect on the ideas that were raised in discussion

before attempting the investigation. As a result the level of debate that took place during the investigation was of a high quality and contributed well to pupils' learning.

ART AND DESIGN

102. The school is successful in maintaining the standards found in the last inspection, which exceed national expectations in at the ages of seven and eleven. Much of the work is effectively linked with other curriculum areas. For example, very effective work in Year 2 illustrates the exploration of the visual qualities of shells following a visit to the seaside. Very effective use is made of wax and paint to illustrate carefully-observed patterns. Some pupils successfully cut and stick paper, using curved and straight edges. To add interest to the class collage some pupils use fabric, cut around paper patterns with acceptable accuracy and sew with simple running stitch to interpret the design of the shells.
103. Art and design successfully builds on pupils' skills and experiences throughout the school. Pupils in Year 6 make very good progress in obtaining the correct position of facial features when drawing themselves. Very good use is made of teacher expertise to guide pupils in using tones and shades with pencils to produce depth in their portraits. The portraits are of high quality and a good likeness of the person drawn, demonstrating very good observation skills and confident use of proportion, tones and shading.
104. Throughout the school pupils are introduced to the work of great artists like Cézanne, Monet and Van Gogh. They are encouraged to develop language skills to express their ideas about art and use different media to express their work. This was evident when Year 3 pupils successfully produced in oil pastels the very detailed patterns found on the skins of fruit.
105. Teaching overall is good. An example of excellent teaching, where the session was very well planned, good use was made of expertise, and the learning outcome was clear and shared with pupils, and effectively built on their skills and understanding. Pupils experience a wide range of techniques and styles throughout their time in the school, including good opportunities for working in three dimensions. This was evident in work on chairs developing in Year 4. Pupils successfully use a range of materials such as straws, pipe cleaners or clay to make their chairs. The school was very successful in displaying a group of chairs in the Eden Project, following a visit by an artist who works with willow. Such is the school's dedication to the arts that it has been awarded the Arts Mark this year. Pupils have positive attitudes and behave well. They are enthusiastic and have confidence in their own ability.
106. Art is used effectively to promote pupils' cultural understanding; for example, the Japanese painting exchange in which all pupils sent a painting to a Japanese school that reciprocated. The paintings by Japanese children were displayed in the school hall for the community as well as the school to appreciate and discuss. Art is well managed by an enthusiastic co-ordinator who supports teachers effectively. The art club is popular and gives pupils more opportunities to practise and learn more skills.

DESIGN AND TECHNOLOGY

107. It was only possible to observe one lesson at Key Stage 2 in design and technology during the inspection due to the timetabling of this subject across the year. Additional evidence was obtained through an examination of pupils' previous work and discussions with them and the subject manager. The available evidence indicates that

attainment meets national expectations at the ages of seven and eleven, and all pupils, including those with special educational needs, achieve satisfactorily. The standards noted in the last inspection are being maintained.

108. Pupils at Key Stage 1 learn basic techniques of designing and joining, and use these skills appropriately to make pop-up toys and simple moving figures in cards. They learn about simple structures through the use of construction equipment. In the lesson observed at Key Stage 2, it was clear that pupils enjoy this subject and discuss their work freely. Good attention is given to the detail of design. In a lesson on designing biscuits, pupils proposed some very creative designs based upon research into other biscuits and their own personal likes and dislikes. The debate on this was lively and interesting.
109. Some good examples were seen of ways in which design and technology can be linked to other subjects; for example, the work on designing a cover for the pond in the wildlife area, which linked design and technology with science. However, the good lesson on designing biscuits was not linked to the science work on healthy eating because the curriculum planning means that these two topics are not taught at the same time. The subject manager is aware of the possibilities for making more effective use of time by linking design and technology to other subjects and is investigating ways in which to do this in order to make more effective use of teaching time.

GEOGRAPHY

110. It was only possible to observe one lesson during the inspection and only a limited amount of work was available for examination. As a result, a reliable judgement on the quality of teaching is not possible. Additional evidence was obtained from discussions with pupils and the subject manager. In the lesson observed, standards of attainment were above national expectations, but indications are that the standards noted in the last inspection are being maintained at the ages of seven and eleven, and that attainment is in line with national expectations.
111. Pupils in Key Stage 1 know that simple maps can show them the way around the school or the way home. Pupils know about different locations, such as the difference between a beach location and their own village. They develop their understanding of maps at Key Stage 2 and, by the age of eleven, have a satisfactory understanding of all of the key elements of a map. Pupils study their own locality and compare it with others, including some abroad. Good opportunities are provided in this subject to develop pupils' cultural awareness. By the age of eleven, pupils know about the water cycle and rivers. They know key features of the world such as oceans and continents, and many have a sound knowledge of European countries and their capitals.
112. Discussions show that many opportunities are taken to integrate this subject with other parts of the curriculum and to use a wide range of skills. Information and communication technology is used to find information about other parts of the world. For example, the computers have an atlas readily available for pupils to use.
113. The subject manager has a clear understanding of how to improve standards in this subject and provides good support for colleagues to enable them to develop pupils' learning effectively.

HISTORY

114. Standards at both key stages are in line with national expectations. This is a decline since the last inspection, when standards were found to exceed national expectations.
115. By the age of seven, the pupils develop their knowledge and understanding of the past through artefacts and events familiar to them. They consider how the teddy bear got its name and demonstrate a satisfactory understanding through their pictures and simply written accounts. Within the class theme of a visit to the seaside, pupils enthusiastically consider photographs of visiting the seaside taken during the Victorian era. Most pupils point out how some things have changed and others are similar to today. They are becoming familiar with a timeline and the clothes people wore in the past. At the age of eleven, pupils are familiar with the Roman period. They recount main events such as Boudicca's Revolt and compare the way the Romans fought to that of the British.
116. Pupils learn how to compare events and social conditions well through the topics studied, such as when they look at the different sections of Tudor society. However, although they understand the information, they are not as skilled at interpreting causes and effects. This apart, the teaching is effective throughout the school. Suitable use is made of visits to historical places that support the period being studied. This successfully brings more meaning to history and motivates pupils and stimulates their interest. Artefacts, photographs, videos and other available resources are used effectively to make learning more meaningful. Role-play activities effectively support pupils' knowledge and understanding, but other literacy skills, in particular extended writing, are not sufficiently promoted in this subject.
117. The subject is managed satisfactorily. However, time has not yet been allocated to enable effective monitoring of the subject. An enthusiastic staff effectively support the subject manager. Assessments are in place at the end of each topic and are shared with the next teacher. These include assessments of key skills. However, the assessments are not always used effectively to inform the future planning of skills associated with history. This is limiting further improvement in standards of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards of attainment are in line with national expectations when pupils are aged seven and eleven. This is an improvement since the last inspection, when they were below national expectations. All pupils, including those with special educational needs, are achieving satisfactorily.
119. A key issue in the last report was *'to provide the necessary hardware and software for the National Curriculum programmes of study to be met in information technology.'* Since the time of that inspection in 1999 significant changes have taken place. The revision of the National Curriculum in 2000 changed some of the programmes of study and raised the importance of information and communication technology (ICT) as a learning tool in other areas of the curriculum. The school has responded very well to the changes in addressing the key issue of the last inspection. This had a significant impact upon standards of attainment. Taking the changes into the National Curriculum into account, the improvement since the last inspection is good.

120. Key changes in the school are:

- A move away from the older Acorn machines to the use of PCs
- Programmable robots are available to enable pupils to learn how to control events
- Suitable equipment is available to allow older pupils to monitor events such as temperature change as part of science
- The school is connected to the Internet
- A computer suite is available

As a result of the changes listed above attainment has risen. All required elements of the National Curriculum are covered and pupils make effective use of information technology in other subjects.

121. At Key Stage 1 the youngest pupils know that some equipment that uses batteries or mains power and some may use ICT to operate. Pupils are introduced to an appropriate range of programmes and taught the essential skills, such as the use of the keyboard and mouse. They use programmes such as 'Talking Write Away' to write in a variety of situations; for example, deleting or inserting text and ensuring that sentences start with a capital letter. Pupils are confident when using computers. They switch on, access the program and print their work. Pupils learn how to use information technology in a range of situations. They control programmable robots and extend this through an after-school club where they use 'LOGO' to explore patterns and learn simple programming commands such as 'repeat'.
122. As they move through Key Stage 2 pupils are building in a systematic manner on the skills already learnt. They use an increasing range of programmes including simple desktop publishing and spread sheets. However, this is not as great as that normally found, as some of the computers contain only very old software. Although used effectively, this limits the work that some pupils can do in areas such as multimedia presentations. This is being addressed and a digital projectors and new software will be available later this term. Pupils access the Internet to send and receive emails. In Year 4 some pupils use the Internet and CD ROMs to research information for history and geography. By the age of eleven, pupils are confident in using the digital camera to take pictures to enhance their work and include these in accounts that they write. The use of information technology as a tool for supporting learning in other areas of the curriculum is improving. For example, to support literacy good use was made of ICT to allow pupils to translate a story from a book into a play script. In many lessons

teachers make good use of learning-support assistants to enable smaller groups to use the ICT suite.

123. Some limitations in the use of ICT still exist:
- Some teachers are still developing confidence in using the new computers.
 - Subject schemes of work do not contain enough guidance on areas where computers can be used to support learning.
124. The co-ordinator is aware of this and is supporting teachers well. Training under the New Opportunities Fund³ did not start until this year and is not complete. However, the impact of this training can already be seen in the confident way that many teachers are using the computers. The current building work is limiting further development of the ICT suite until building is complete when a new area will be available for the suite. Plans are in place to increase the number of computers in the suite and network all computers in the classrooms.

MUSIC

125. By the age of seven, pupils attain standards expected for their age group and enjoy their music-making activities. Standards among this age group have been maintained since the last inspection. By the age of eleven, pupils' standards are below those expected and have fallen since the last inspection. The school has identified this and has employed a part-time music specialist to teach music across the whole school, except to the reception class. At the time of the inspection teaching was good or better in all lessons seen, with one lesson being exceptional. However, this consistently good teaching has not yet had time to have a positive impact on standards.
126. Pupils are very responsive and by the time they are seven, they have a sound idea of how pitch can be used to describe action. For example, a pupil decided that a xylophone is good for interpreting the activity of going up and down stairs. Pupils are very eager to play instruments, although they have some difficulty with their names. Overall, they listen well, and pupils of all abilities are well involved. Good progress is made, resulting in pupils understanding how music added to a story makes it more interesting.
127. By the age of eleven, pupils confidently explore lyrics and melody, and are developing the ability to identify how lyrics can be used to convey mood and attitude, or tell a story. Working with a suitable range of percussion instruments pupils explore how the same instrument can be used in different ways to create effect. In groups, pupils are successful at interpreting different moods. They listen to each other's ideas and decide the best way to interpret the mood they have been given.
128. All pupils are involved in music lessons because the teachers plan the work well. The specialist teacher has a good subject knowledge and teaches in a confident way. Due to this, pupils work in a relaxed atmosphere where they are able to achieve their best. The good teaching ensures that each lesson successfully builds on pupils' knowledge, understanding and skills.
129. Pupils are assessed at the end of every class session to find out whether the learning objective has been achieved, and at the end of every unit of work, to check whether

³ Funding made available by the government to enable schools to move forward with staff training initiatives.

they have understood its musical content. Assessments are used well to inform planning and allow maximum progression.

130. Resources are adequate, with an appropriate range, but many need replacing as they are well worn. Peripatetic instrumental tuition is available, for which parents pay. A few pupils take this opportunity. The school choir has recently been established and had a secure start, with many pupils showing interest.

PHYSICAL EDUCATION

131. Standards of attainment are above the national expectation by the time pupils leave the school at the age of eleven and have been maintained since the last inspection. No judgment can be made on standards at the age of seven as it was not possible to see any infant physical-education lessons during the inspection. A high priority is given to all aspects of physical education, and the school has recently applied for the 'Active Mark Gold Award' in recognition of standards achieved. The school is justifiably proud of numerous sporting achievements, including the selection of many pupils to represent South East Cornwall teams and take part in events. Pupils in Year 2 and Year 4 have the opportunity to regularly attend swimming lessons at the local Lux Park Leisure Centre and 75 per cent of pupils can swim at least 25 metres by the end of Year 4. The school provides an excellent range of physical activities including: football, tag rugby, quick cricket, basketball, netball, cross country, gymnastic and athletics, which are well developed both in school time and through extra-curricular activities, including residential outdoor pursuits.
132. Pupils know the importance of warm up at the beginning of lessons and the effect of exercise on healthy living. They are aware of safety and the necessity to respond to commands and to wear appropriate clothing for physical exercise. In gymnastics, all pupils showed refined control and co-ordination while balancing on different parts of the body to create bridge shapes. Year 4 pupils begin to understand and develop passing and catching skills in tag rugby. By Year 6 all pupils show good ball control skills, for example passing and controlling a football.
133. The quality of teaching is good with a significant proportion of very good teaching, which has been maintained since the last inspection. Teachers plan lessons well with clear learning objectives, which encourage pupils to participate enthusiastically, work hard and enjoy their lessons. Teachers' confidence, good subject knowledge and good teaching of basic skills enhance pupils' learning. In many lessons teachers intervene appropriately and use demonstration well. They support pupils with special educational needs with plenty of encouragement to participate fully in lessons. As a result, all pupils respond quickly to instructions, persevere well to refine and develop movements and skills, and work effectively together. Good use is made of the extensive grounds and the school is eagerly looking forward to the opening of the spacious new hall to support pupils' learning, which has been inhibited recently by the lack of space. The co-ordinator is very enthusiastic and dedicated and receives good support from many colleagues who willingly give their time to support numerous activities in and out of school, such as the local dance extravaganza. Pupils' social development is very effectively enhanced through the subject where there is an excellent team spirit and sense of fair play.

RELIGIOUS EDUCATION

134. Standards in religious education are below those expected in the locally agreed syllabus and have declined since the last inspection, where they were reported to be good. Inspection evidence indicates that the subject has been neglected and less than the recommended teaching time is allocated to the teaching of religious education throughout the school. Apart from religious education lessons, evidence is drawn from teachers' planning, a limited amount of pupils' work from last year, displays and discussions with staff and pupils.
135. Infant pupils develop an awareness of Christianity and the Old Testament through the stories they hear, such as 'The First Christmas'. They understand that a church is special to Christians and that Hindus worship in a temple. However, many pupils are confused when comparing religions and have only limited knowledge and understanding of different faiths. Junior pupils learn about various festivals associated with world religions such as Divali, the Passover, Eid and Easter. They recognise that the Bible is a special book for Christians that consists of many books and authors. They learn about special people, such as Martin Luther King and how he was influenced by his religious beliefs. However, in some classes there is little or no evidence that world religions are taught appropriately, even though older pupils in Year 6 extend their knowledge of world religions by beginning to understand the importance and effect of Guru Nanak's teaching within the Sikh faith. Older pupils have opportunities to explore thoughts and feelings, such as how Saul felt about Christians before his conversion.
136. The quality of teaching seen during the inspection was satisfactory and occasionally good. Teachers manage their pupils well, encourage them to show respect for other people's feelings and have high expectations of behaviour. As a result, most pupils have positive attitudes and behave well in lessons. However, a scrutiny of pupils' work from last year indicates that learning overall is unsatisfactory. Many teachers lack subject knowledge and confidence since there has been only a limited opportunity for in-service training. Teachers' planning is brief and not always consistently following the locally agreed syllabus for religious education. Time is not used well in some lessons, which are too short and pupils are unable to finish their work, or in lessons that start at the end of the day, when pupils find it difficult to concentrate. Pupils have few opportunities to record their work or thoughts in exercise books. This inhibits their learning and opportunities to develop skills in extended writing. The subject manager has identified the need to revise the scheme of work to help teachers plan more effectively. Currently she has no opportunity to monitor teaching and learning, but the school has identified the subject as a priority area to develop this year. Additional staff have been appointed to help teach the subject, and assessment procedures have been revised to assess what pupils know, understand and can do in religious education. Good use is made of assemblies and circle times to consider moral issues and promote pupils' spiritual and social development.