

INSPECTION REPORT

GRAMPOUND ROAD VILLAGE C of E SCHOOL

Truro

LEA area: Cornwall

Unique reference number: 112009

Headteacher: Mrs Judy Uden

Reporting inspector: John Ayerst
3832

Dates of inspection: 19th – 21st May 2003

Inspection number: 247173

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: South Street
Grampound Road
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Cornwall

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Kwee

Date of previous inspection: 10th January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3832	John Ayerst	Registered inspector	English Art and design Music English as an additional language	The characteristics of the school The school's results and pupils' achievements How well pupils are taught Leadership and management of the school What the school should do to improve further
8986	Phillip Andrew	Lay inspector		The school's care for its pupils The school's partnerships with parents
27523	Graham Jones	Team inspector	Mathematics Geography History Physical education Educational inclusion Special educational needs	Curricular and other opportunities offered to pupils
1710	Thelma Edwards	Team inspector	Children in the Foundation Stage Science Design and technology Information and communication technology	Pupils' attitudes, values and personal development

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grampound Road Village C of E Primary School is much smaller than average with some 79 boys and girls of 4 to 11 years of age. Most of the pupils come from the village and the surrounding rural area, which is broadly average in terms of social advantage. While the proportion of pupils taking free school meals is well below average, a number of families choose not to take advantage of their entitlement. There are no pupils from minority ethnic families and none speak English as an additional language. The percentage of pupils identified as having special educational needs (25.6 per cent) is above average, as is the number of those with a Statement of Special Educational Needs (2.6 per cent). It should be noted, however, that with such small numbers these proportions can change quickly. Several pupils have mild learning difficulties, and some have emotional or behavioural difficulties. Taken together, pupils' attainment on entry is below average.

HOW GOOD THE SCHOOL IS

This is an effective school. Under the good and dedicated leadership of the headteacher standards of attainment are steadily improving. The better results in Year 6 tests, and until last year in the Year 2 tests, are a mark of this improvement. Teaching is now mostly good. The school makes good provision for its pupils across the full range of attainment. It is effective in promoting an inclusive society and a family atmosphere for all its pupils. The very recent move into a new school building is a significant step in improving the curriculum opportunities and raising the morale of both staff and pupils. The school provides good value for money.

What the school does well

- Pupils achieve well in English and mathematics, and standards are above average at the end of Year 6.
- Teaching and learning are good in the reception year and Years 3 to 6, and are never less than satisfactory.
- As a result of the very good provision for their personal development, pupils' attitudes to learning, their behaviour and relationships throughout the school are very good.
- The school is already making good use of its excellent, new accommodation.

What could be improved

- Not all teaching matches the good teaching seen in most lessons.
- Assessment in subjects other than English, mathematics and science does not provide sufficient detail to support well-focused planning of lessons.
- Subject leadership is not fully effective in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection. The school was last inspected in July 2001. All the issues identified in that report have been addressed and the quality of teaching and learning has improved. Pupils' achievements are now good in English and mathematics by the time they leave the school. Monitoring of teaching and of pupils' progress is now good. Subject co-ordinators are now effective in English and mathematics. In science the co-ordinator has successfully improved the standards of investigative work. Now that good standards have been, or are being, more firmly established in these core subjects, the school is planning to extend the opportunities for co-ordinators to

be more effective in other subjects across the curriculum. Overall, the management has good understanding of the schools' strengths and weaknesses and the action needed for it to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	A	C
Mathematics	A	B	A*	A
Science	B	C	C	D

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

The national test results for 2002 for Year 6 pupils show that standards were well above average in English, very high in mathematics and average in science. In mathematics the results were in the top five per cent nationally. In comparison with schools with a similar recorded take up of free school meals, the results were average in English, well above average in mathematics and below average in science. A similar proportion of pupils reached higher levels in all three subjects. Because each year group is very small the results from just one pupil can make a huge difference and thus no one year can be judged in isolation, but last year's results are in line with an improving trend in English and mathematics.

The results of tests for pupils at the end of Year 2 also show an improving trend until last year, when that particular cohort had a higher proportion of pupils with special educational needs. As a result, standards were well below average in reading, writing and mathematics, and in comparison with similar schools they were in the bottom five per cent nationally. In the teachers' assessments for science at Year 2, pupils' attainment was also in the bottom five per cent. At the last inspection standards on entry were judged average, but records show that attainment on entry to the reception class is now mostly below average, although there is considerable variation from year to year in these small groups. Boys and girls perform similarly.

From the evidence of their current work, pupils achieve well during the reception year and are on course to achieve the Early Learning Goals for children of that age by the time they enter Year 1. In English and mathematics pupils' achievements are satisfactory in Years 1 and 2 and good in Years 3 to 6. In subjects other than English and mathematics, standards are broadly in line with expectations at all stages and achievement is satisfactory. This reflects the quality of teaching at each stage. Standards at the end of Year 2 are broadly average across the curriculum. At the end of Year 6, standards are above average in English and mathematics; in other subjects standards are broadly average. In science at this stage, while standards overall are broadly average, pupils achieve well in the investigative and experimental aspects of the subject.

Pupils with special educational needs make good progress in English and mathematics because they receive good support during lessons. The tasks provided are closely matched to their needs and this helps them to make good progress towards the targets on their individual education plans. In other subjects, pupils with special educational needs generally make satisfactory progress. The school has been set appropriate targets and is well on course to meet them next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and enjoy school. They are attentive and work very well in class. They are pleased to be in their new school buildings.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know what is expected of them and readily comply with the school rules. There is no oppressive behaviour or bullying to be seen.
Personal development and relationships	Very good. Pupils take responsibility across the school and in class, and some are members of the school council. Relationships between pupils and with adults are very good.
Attendance	Attendance is good. It has improved since the last school year.

The very positive attitudes shown by pupils towards school and to their learning are important contributors to the good achievement made by pupils. The positive attitudes shown by the village towards its school are reflected in the attitudes of the pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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. It is satisfactory for Years 1 and 2 and good in the reception class and for Years 3 to 6. Pupils' learning follows a similar pattern; pupils across the ability range make good progress in most lessons and they achieve well over their time in school. In general, teaching is of a higher quality in English, mathematics and science than in other subjects. Literacy and numeracy skills are taught well across the curriculum and information and communication technology is being increasingly used in other subjects. Overall, the quality of teaching has improved since the last inspection.

In good and very good lessons, pupils are challenged to succeed in their learning and teachers have high expectations of pupils of all levels of attainment. The most significant difference between the good and the satisfactory teaching is in planning. In good lessons, teachers use assessments very well to plan their lessons, with clear learning aims for the needs of different pupils in the class. In satisfactory lessons the planning is sound, but does not have the same clarity of aims for each task or group of pupils in the class. This is particularly significant in classes where pupils have a wide range of attainment and age. Even so, pupils with special educational needs are well supported and helped to make generally good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has satisfactory breadth and balance, and pupils' learning is supported by a suitable range of extra-curricular activities. All statutory requirements are met.

Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they are well supported by teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal education is very good overall. Good provision is made for pupils' spiritual development and very good provision for their moral and social development. Provision for raising cultural awareness is satisfactory; the school could increase opportunities to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	The school provides good care for its pupils, who work in a stable environment that enables them to progress fully. The school's Christian ethos supports their developing maturity well.

The school works well in partnership with its parents. Information provided for parents is good. Parents are supportive of the school and make a sound contribution to their children's progress. They particularly value the small size and family atmosphere of the school. The school works very hard and effectively to promote social awareness and produce very good behaviour. Assessment is good overall. It is very good in English, mathematics and science, but mixed in other subjects, where it does not always give enough detail for teachers to plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a very clear educational direction for the school and is effective in driving forward the work to improve standards. Subject leadership is of varied effectiveness, but is satisfactory overall.
How well the governors fulfil their responsibilities	Governors have good understanding of the school's strengths and weaknesses. They are mindful of their responsibilities and fulfil their statutory duties.
The school's evaluation of its performance	The school evaluates its performance well and has a clear view of its strengths and weaknesses.
The strategic use of resources	Resources are used well to support the school's plans for development.

The school has adequate numbers of staff who work very well together as a team to cover the curriculum. Learning resources are good and the accommodation provided by the new school building is excellent. The school applies the principles of best value well. It has good potential to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Behaviour is good. The school is well led and managed. The school helps children to work hard and to do their best. 	<ul style="list-style-type: none"> Too much or too little homework. Limited opportunities for after-school activities.

The inspectors agree with parents about the positive aspects that they recognise in the school. They find that the amount of homework set is generally appropriate. Opportunities for extra-curricular activities are satisfactory, particularly for a very small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the last inspection in 2001, standards were judged average in English, mathematics, science and information and communication technology. Standards in other subjects were not reported. At that time standards of attainment on entry to the Foundation Stage were also average, but records and evidence from this inspection show that standards on entry are now below average. In the last two years the results from tests at the end of Year 6 indicate improving standards, although the size of each year group is too small to provide a secure picture. The results at Year 2 show long-term improvement, but last year's group had a larger than usual proportion of pupils with special educational needs and, as a result, average standards fell to well below the national average in reading, writing and mathematics. In comparison to similar schools the results were in the bottom five per cent nationally.
2. From the evidence of pupils' current work, attainment in English, mathematics, science and other subjects is in line to reach national expectations at the end of Year 2. At the end of Year 6 standards will be above average in English and mathematics and average in other subjects. The results from last year's tests indicate that English and mathematics were well above average and science was average. In mathematics standards were in the top five per cent nationally. In comparison with schools with a similar proportion of pupils claiming free school meals, standards were average in English, well above average in mathematics, but below average in science. The school has worked hard to raise the quality of its provision in English and mathematics. This has been most successful in the classes for seven to 11-year-olds and, in response to often good and very good teaching, pupils make good progress in English and mathematics lessons and achieve well. In other subjects pupils' achievement is generally satisfactory, but in science they achieve particularly well in investigative and experimental work.
3. Assessments taken when children enter the Foundation Stage indicate that attainment on entry is below average. The children make good progress during the reception year and most achieve the Early Learning Goals for children of that age by the time they begin Year 1. They make sound progress in the next classes and achieve average standards in all subjects by the end of Year 2. Overall, this represents a good level of achievement during the Foundation Stage, and satisfactory achievement for Years 1 and 2. Higher attaining pupils from Year 2 spend the afternoons with the Years 3/4 class, so that the teacher can more conveniently provide extension material for them. This is a recent arrangement and it is too early to judge its effectiveness. Provision for pupils with special educational needs is good and they make good progress in English and mathematics at all stages, and satisfactory progress in other subjects.
4. Throughout the school, pupils' attainment in speaking and listening is broadly average, but older higher attainers show a good use of powerful language in class discussions. Reading skills develop well as pupils move through the school. Standards are average at the end of Year 2 and above average by the end of Year 6. By the time they leave the school, higher attaining pupils read fluently and accurately with expression and understanding, and reach a good standard for their age.
5. In writing, pupils make satisfactory progress in Years 1 and 2, and good progress over Years 3 to 6. Standards are above average by the end of Year 6. Pupils write for a variety of purposes. They write poetry and produce extended imaginative writing. They take notes, tell stories, write descriptively and create scripts. Pupils frequently practise redrafting their work. Standards of handwriting, grammar and spelling are generally above average.
6. In mathematics, standards are average at the end of Year 2 and above average at the end of Year 6. Overall, pupils achieve well over their time at the school. The pupils currently in Year 2 can add tens and units, set their sums out appropriately and carry out simple subtraction. They count reliably in twos and fives and are beginning to know the main points of other times tables. Pupils in

Year 6 decide which strategy to use to solve mathematical problems and present their results clearly, using a variety of methods including graphs of appropriate types. They understand the terms 'acute', 'obtuse' and 'reflex' when applied to angles and they mentally subtract given angles from 360, 180 and 90 degrees.

7. Attainments in science are in line with national expectations at the end of both Years 2 and 6. This represents good achievement for the majority of pupils who enter the school with below average attainment. The school has been focusing on investigative and experimental work, and pupils of all ages have a particularly good understanding of this important aspect of science. By the age of seven they can suggest how to set up a class investigation, make sure they use a fair test and reach conclusions based on evidence. By Year 6, pupils have developed their investigative skills further and use diagrams, graphs and charts to present data clearly. Pupils demonstrate a range of scientific knowledge and facts and know how to work as young scientists.
8. Over the last few years the school has, of necessity, given priority to the raising of standards in English and mathematics. Consequently, there has been less focus on other subjects of the curriculum. Even so, standards in those other subjects are broadly in line with national expectations by the end of Year 6. This represents satisfactory achievement for pupils, most of whom begin school with attainment that is a little below average. Literacy and numeracy skills are developed well in literacy and numeracy lessons. The use of these skills across the curriculum is good and supports learning well.
9. Pupils with special educational needs make good progress in relation to prior attainment in English and mathematics, especially when fully supported by learning support assistants in the classroom. They make good progress in relation to the targets on their individual education plans, which are measurable and reviewed regularly so that new ones can be set. Teachers' planning and the quality of classroom teaching and learning shows that the tasks provided for these children in these two subjects are closely matched to their needs. In other subjects pupils with special educational needs generally make satisfactory progress. Higher attainers and the most able pupils generally achieve well, but could be extended still further.

Pupils' attitudes, values and personal development

10. Pupils have very positive attitudes and evidently enjoy school. They are attentive and work very well in class. They are very pleased to be in their new school building. Pupils come to school interested and ready to learn; they engage well with the lessons. They work sensibly together in small groups and as a whole class, sharing equipment, discussing the work and helping one another. Pupils who have special educational needs are readily accepted in class and pupils evidently understand that they sometimes need extra help. In the afternoons, when pupils from different classes work together, they integrate quickly and are very comfortable in their relationships with the different teachers and pupils.
11. Behaviour is very good. Pupils know what is expected of them and they readily comply with the school rules. There is no evidence of oppressive behaviour or bullying and no pupils have been excluded from school in recent years. Pupils respond politely and sensibly to visitors. In the dining hall, they explain the system to a visitor and engage in friendly conversation at the table. They move about the school with thought for others.
12. Personal development and relationships are very good. Pupils take responsibility in class and, as they get older, help within the school. For example, they prepare the hall for assembly. Some pupils are members of the school council and have made useful suggestions to improve the playground, such as setting up a 'Buddy Bench' for pupils who would like to have a friend for a game or chat. Relationships amongst pupils and with adults are very good. Adults set a good example by the way they work as a team in class and speak politely to one another and to the pupils. Pupils follow their lead. Pupils have developed good self-esteem and confidence, because achievement of all kinds is celebrated by the school.

- Attendance by pupils is good. The current rate of attendance is above the national average and there is no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

- The quality of teaching is good overall; it is good in the Foundation Stage and for pupils in Years 3 to 6, and satisfactory for those in Years 1 and 2. In two-thirds of the lessons seen during the inspection the teaching was good or better. There were no unsatisfactory lessons. This is an improvement on the last inspection when teaching was mostly satisfactory. Pupils' learning is also good; they make good progress in most lessons and achieve well over their time in school. Standards of teaching are generally higher in the core subjects of English, mathematics and science than in other subjects, where it is generally satisfactory. Literacy and numeracy skills are taught well in English and mathematics lessons, and strategies to promote them across the curriculum are effective. The use of information and communication technology in other subjects is sound. Teachers are becoming increasingly aware of the opportunities offered in information and communication technology by the facilities of the new building.
- When teaching is good or very good, teachers plan their lessons with clear learning aims that focus precisely on the different needs of all pupils in the class. The teachers know the subject they are teaching well and understand clearly the learning processes in it. They have high expectations of pupils, who then respond with a high level of mental and creative effort to the benefit of their learning. In a very good English lesson for Year 6 pupils, for example, the teacher rigorously questioned pupils to extend their use of language by using the most powerful words they could find when writing letters to a newspaper editor. The teacher's positive responses and praise for the pupils' efforts gave them a good awareness of their own learning.
- In good lessons, teachers use assessment from previous work well in their planning, so that tasks match pupils' attainments. Pupils know what is expected of them and rise to the challenges well. They acquire skills and understanding effectively. A good variety of teaching strategies is used; these match the content of the lessons and support learning well. For example, in a lesson with the reception class focusing on language, a range of strategies gave the children the opportunity to work on a variety of tasks. They moved from tables to the carpet as activities changed and they worked with either the teacher or the learning support assistant. In the lessons where teaching and learning are good or better, pupils across the ability range, from the highest to the lowest attainers, are challenged effectively and achieve well.
- In all lessons, relationships are very good and teachers have high expectations of the pupils' behaviour. Staff are caring and considerate of their pupils and value their contributions, so that pupils are confident in their learning and thus able to risk making mistakes. The use of homework is mostly satisfactory. It is marked carefully and regularly; this usually lets pupils know how to improve.
- In those lessons that are satisfactory rather than good, it is usually because planning is less successful. This happens mostly in subjects where assessment does not give sufficient information about pupils' achievements for teachers to use it to plan for the next lesson. Consequently, the lessons then lack focus on the needs of the different attainers in the class, their learning is less well directed and pupils are less than clear about the purpose of their learning.
- The quality of teaching for pupils with special educational needs is good and they are fully included in the activities of the school. Detailed planning for these pupils ensures that the work provided is structured clearly to meet these pupils' individual needs and is related closely to the targets on their individual education plans. Firmly established systems of day-to-day classroom assessment in English, mathematics and science concentrate specifically on the performance of these pupils and yield information for planning future work. Support assistants are well trained and give very competent and effective help. There are no pupils with English as an additional language in the school.

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

20. The curriculum is satisfactorily broad and balanced overall, and is well supported by a suitable range of extra-curricular activities.
21. The school has given appropriate and successful emphasis to developing the core subjects of English, mathematics and science and these are now well established. The National Literacy and Numeracy Strategies have been fully embedded in the work of the school and the provision for teaching these skills is good. The development of other subject areas has taken a lower priority. There has been much progress, but, as the school is well aware, there is still work to do. Nationally recommended schemes of work for each subject have been introduced, but are not yet fully supported by appropriate procedures for assessment.
22. The provision for pupils with special educational needs is good and the pupils are well supported both by teachers and classroom assistants. The statutory requirements for pupils with a Statement of Special Educational Needs are fully met. There is a comprehensive school policy that thoroughly meets the requirements of the Code of Practice and expresses the school's commitment to including all pupils fully in the school community. The register of special educational needs is accurate and the records of identified pupils are well kept. The school implements the procedures of the Code of Practice well and all identified pupils have good individual education plans. The targets on these plans are well thought out and straightforward to measure when reviewed. The school makes good provision for equality of opportunity and access for all pupils and it works hard and with success to promote an ethos that values all pupils.
23. A satisfactory range of extra-curricular activities and clubs enriches the curriculum. These include athletics, cricket, soccer, netball, art and design, choir, French, computers, drama, recorders, hockey and cross-country running. Pupils also go on excursions and outings to places of interest and participate successfully in competitions of various sorts. The overall programme plays a valuable part in extending the resources of the school and is enthusiastically run by teachers, parents and friends. The result is that pupils develop a range of interests that augment and support the skills they learn in class.
24. The school has very effective links with its partners in the local cluster of village schools. The schools join together for sports days, swimming galas, cross-country events, educational visits to London and outdoor educational centres. These joint activities ensure that the pupils benefit from these wider curriculum opportunities. There is good liaison with the local playgroup and with the Roseland Community School.
25. Links with the community provide satisfactory support for the wider learning opportunities of the pupils. The police, fire, ambulance services, beach safety and rail safety all work with the school. Older residents of the village have talked to the children of their experiences at the school thus helping to ensure the feeling of continuity in the community. The school is very much valued by the community, who have taken ownership of it and see it as 'Their School'.
26. Provision for personal, social and health education is also satisfactory, and is well supported by useful citizenship lessons, which are formally included in the school timetable. There are clear statements on health, sex and drugs education, which are effectively and appropriately implemented throughout the school, strongly supported by visits from the county health education and police drug awareness teams.
27. Provision for pupils' spiritual, moral, social and cultural development is very good overall. It includes very good provision for pupils' moral and social education, good provision for spiritual and satisfactory provision for cultural education. Teachers address all these aspects in their lessons in an appropriate range of subjects. The provision for spiritual development includes daily assemblies, which give pupils the opportunity to be thoughtful and reflective. There is also time for quiet reflection in many other areas of the curriculum. In English lessons, for example, pupils pause to think about the implications of sharing in life, while the teaching of art and music also effectively raises pupils awareness of spiritual matters.

28. The school works to a strong Christian ethos. All teachers emphasise appropriate values as part of moral development and pupils are taught to distinguish between right and wrong, often explicitly within their citizenship lessons. Adults take trouble to explain to pupils why some behaviour is inappropriate or unacceptable rather than just forbidding it, in line with the school's well thought-out behaviour management policy. In fact, this attitude and approach underpins all that the school does and is a central and effective feature of its ethos. Adults who work in the school provide positive role models both in the way that they behave towards each other and to the pupils.
29. Provision for social development is also very good. In its teaching and through its influence on the pupils the school works hard and successfully to promote social awareness and responsibility. There are good opportunities for pupils to relate to each other throughout the school day. The sensitive supervision at lunchtimes contributes to the development of good manners. Pupils are given appropriate responsibility to help teachers in a wide variety of ways; for example, putting out chairs and taking charge of the overhead projector in assemblies. Pupils also perform and take part in services, concerts, displays and visits, where self-responsibility and social awareness are strongly encouraged. Pupils elect members of the school council, which meets regularly to discuss matters of importance to pupils, such as the way the new school buildings were designed and decorated. Pupils show pride in their school and its history.
30. Provision for cultural development is satisfactory. Pupils' learning about their own and other cultures through a range of planned work and activities is satisfactory. A broad range of outings also plays an important part and, when the opportunity arises, people from other cultures are welcomed to the school. The school is currently seeking ways of expanding the opportunities for pupils to meet and correspond with children from other cultures, to ensure that they are as well prepared as possible for life in multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school looks after the pupils very well and ensures their physical well-being. This is very well demonstrated by the care given by the whole-school community to the disabled pupils. The care for the children reflects the Christian ethos of the school.
32. The procedures for child protection are good and meet the locally agreed guidelines. In this small school, teachers have very good awareness and sensitivity to children's concerns and anxieties. All the standard health and safety requirements are fully met. Staff have been trained in first aid. Although the children have only been in this new building for three weeks, they are fully conversant with the correct fire drill procedures.
33. The procedures for monitoring and improving attendance are good. The school secretary monitors attendance very effectively using modern technology combined with traditional methods; absence reports are produced monthly. Reasons for absence are monitored and prompt action taken when necessary.
34. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. It is a strength of the school that the school's policies are consistently implemented across the school, and the success is clearly demonstrated by the pupils' very good behaviour.
35. There are good procedures for monitoring and supporting pupil's personal development. In this small school with long-serving staff, the teachers know their pupils, and often their families, very well and give good support to their personal development. This support is reinforced by the written comments recorded each year on the annual report to parents.
36. The procedures for assessing pupils' academic attainments and progress are generally good and this is an improvement since the last inspection. The school has very effective systems for assessing performance in English, mathematics and science, which provide information for reporting to parents and planning the work that pupils undertake. This means that in these

subjects pupils build on their existing skills and knowledge. It also makes possible the accurate identification of pupils with the potential for higher attainment and facilitates monitoring of the progress that pupils make as they go through the school. In other subjects assessment is generally less well developed and in most cases does not provide sufficiently detailed information to fully inform the next stage of learning when teachers are planning their lessons. The school is aware of this weakness and appropriate plans are currently being drafted to remedy the situation. There is good provision for the assessment of pupils who have special educational needs and the procedures for their identification and review are good; they fully meet the requirements of the Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Responses to the parents' questionnaire and the meeting with parents demonstrate that they have a very positive view of the school. Parents particularly value the small size and family atmosphere of the school.
38. There is an easy dialogue between the parents and the school staff and this enhances the education of the children. The school's good links with parents are supported by the informative weekly newsletter. Parents have easy access to the teachers on a daily basis. All parents expressing a view agree that they feel comfortable about approaching the school with any problems. There is an active and very well-supported friends association that raises additional funds for the school.
39. The quality of information provided for parents on their children's attainment and development is good. The annual school reports give clear guidance on the progress made and, in the case of mathematics and English, a statement on attainment in relation to expected national levels. Targets are given for academic and social development. Meetings for parents with teachers are arranged in the autumn and spring terms, and in the summer term there is an open evening to see the children's work and to discuss the annual reports. Governor's reports and the school's prospectus are informative and comply with requirements. Parents sign a home-school agreement that sets out the expectations for each and is effective in helping their children to make progress.
40. Parents are involved with the school and currently a group have accepted responsibility for landscaping the new grounds. They help to provide extra-curricular activities by running the Saturday football and cycling proficiency scheme. Parents support their children's reading development by listening to them read at home, but few are able to help in school during the day. Overall, parents make a satisfactory contribution to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the school by the headteacher and key staff are good. This is an improvement on the findings of the last inspection when management was satisfactory. The headteacher provides a very strong and clear educational direction for the school. The immediate priority for the past two years has been to raise standards in the core subjects of English, mathematics and science, and this is being achieved. The monitoring and evaluation of the school's performance in these subjects are good and have led to effective action for improvement. The contribution of curriculum leaders continues to improve and is satisfactory overall. While curriculum leadership is effective in English and mathematics, leadership in other subjects is not yet as rigorous as it could be in raising standards. Teaching and planning in these other subjects is not monitored sufficiently often, or with sufficient rigour, to ensure that the needs of all pupils in the class are met. In addition, pupils' work is not monitored with sufficient consistency to ensure that pupils make more than satisfactory progress. Overall, however, the school's strategies for performance management have made an effective contribution to school improvement and the raising of the quality of teaching.
42. The headteacher and staff create a very positive and inclusive ethos, ensuring that pupils come to school to enjoy learning. Pupils are valued and they in turn value each other, so that the school is a strongly inclusive society. While there are no pupils from minority ethnic backgrounds in the

school at present, the inclusive nature and policies of the school would naturally provide respect and welcome to such pupils should they arrive. The school has an appropriate policy for promoting and monitoring racial equality.

43. The governing body is very supportive of the school and governors understand its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties well. They employ a professional clerk to ensure full compliance with statutory requirements. Governors regularly review the school's performance and work closely with the headteacher and staff to improve the provision the school makes and the standards it achieves. A number of governors regularly visit the school to work with pupils. The effectiveness of the governing body is now good and has improved since the last inspection.
44. The staff have a strong sense of teamwork and relationships are good. The headteacher, senior teacher and subject co-ordinators monitor teaching and pupils' work, mostly in English and mathematics. In these areas management information systems are used well and the monitoring, evaluation and development of teaching is good. However, there is room to develop teaching further by applying this good practice to other subjects across the curriculum.
45. Development planning is good. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan identifies the needs for professional training and development, and effective provision is made.
46. The school seeks successfully to set the best value when purchasing goods and services. Financial management is good and resources are used well to support the further improvement and development of the school's provision. All monies provided for specific purposes, such as those provided for pupils with special educational needs, are used well. The governors have planned a larger than usual carry forward of funds for the current financial year to cover staffing needs for the small groups in each year.
47. Over their time at the school, pupils of all levels of attainment achieve well. The quality of teaching is good and pupils make good progress in most lessons. In the context of a very small establishment, the school provides good value for money.
48. Since the last inspection the good management of the provision for pupils with special educational needs has been maintained and, as then, the pupils continue to make good progress. The co-ordinator ensures that good individual education plans are in place and that the statutory requirements of statements are met. Planning of schemes of work helps pupils to meet their targets and individual education plans continue to be carefully monitored. Resources are good and are well deployed to the benefit of the pupils.
49. Staffing levels in the school are good. There are enough teachers and support staff to meet the needs of the school and staff are well established. Teachers are well matched, through their qualifications and experience, to meet the demands of the curriculum. Provision for staff development, through the monitoring and training of both teachers and support staff, is effective, and the school has established the process of performance management well. Satisfactory arrangements are in place for the induction of newly qualified teachers and for teachers new to the school.
50. The school occupies a new building that was opened for use on the first day of this summer term, three weeks prior to this inspection. The buildings and the outside area are excellent and provide for the full delivery of the curriculum. The classrooms are spacious and very well equipped, there is a computer suite and a fully-equipped medical room. The outside facilities include a very good sports field, good playgrounds and an area designated for the under fives.
51. Resources are satisfactory overall. The school has benefited considerably from the equipping of the new school. There are an appropriate number of computers set out in a modern well-designed computer suite in the library. Reading materials for both individuals and groups to support the school's literacy strategy have been recently improved. The library is a new feature for the school;

there was no room for a library in the old building. At present it is set up and functioning, but its use will improve as pupils become more accustomed to it. Resources across the school are well organised and accessible; they are used well to support learning.

52. The day-to-day administration of the school is good and good use is made of technology and management information systems. The administrative staff meet the demands placed on them well and make an effective contribution to the smooth running of the school. Overall, the school is a close-knit and inclusive community that plays an important part in the life of its village. All adults working in or associated with the school contribute generously to it. The school is well organised and orderly and pupils are safe and secure. Relationships between pupils and all adults are very good and contribute to the purposeful working environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- (1) seek to extend the good practice seen in many classrooms, so that teaching in Years 1 and 2 matches the predominantly good quality seen in Years 3 to 6. In particular by identifying clearly the aims for each group in the class in lesson planning;
(this weakness is mainly discussed in paragraphs 14, 15 and 18)
- (2) improve assessment so that teachers have enough information to plan effectively for the next stage of learning in all subjects;
(this weakness is mainly discussed in paragraphs 18 and 36)
- (3) improve subject leadership in the foundation subjects so that:
 - co-ordinators frequently and systematically monitor teaching and pupils' work in their subject.
(these weaknesses are mainly discussed in paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

30

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	17	10	0	0	0
Percentage	0	10	57	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

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

79

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

1

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

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

26

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

2

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

1

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.7
National comparative data	5.4

School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	5	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	88 (100)	88 (100)	88 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	100 (100)	88 (86)	75 (29)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	4	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	100 (81)	100 (81)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	100 (81)	100 (81)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Numbers are not given for totals of ten or less.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	79	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	209,641
Total expenditure	219,799
Expenditure per pupil	2,747
Balance brought forward from previous year	49,597
Balance carried forward to next year	39,439

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	0	0
My child is making good progress in school.	69	25	6	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	30	53	14	3	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	72	22	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	78	19	3	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	80	14	0	0	6
The school provides an interesting range of activities outside lessons.	46	42	3	6	3

Summary of parents' and carers' responses

The responses are overwhelmingly positive, but a minority of parents are concerned about homework and the range of extra-curricular activities.

Other issues raised by parents

Written comments are positive and strongly supportive of the school and headteacher.

The inspectors agree with the positive comments made by parents. They did not share parents' concerns about homework and considered the amount set appropriate. The range of extra-curricular activities is satisfactory for a small school.

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

54. Children enter the reception class in the term after their fourth birthday and attend part-time for the first two terms before becoming full-time pupils. A few have attended a local playgroup or nursery, but most have had no pre-school experience. Assessments show that the children's average attainment on entry is below the average in most years, particularly in personal, social and emotional development. A number of children also have speech problems and spoken language that is rather immature for their age.
55. The teacher, classroom assistant and special educational needs support assistant work well together and develop a good relationship with the parents. Children enter a bright and secure environment where they are given good individual attention. As a result, the children develop confidence and settle quickly to school.
56. The reception classroom, in this new school building, has access to its own outside teaching area so that children can work outdoors as well as inside. Both the classroom and the outside area are in the process of being set up and fully organised. The existing equipment for the outside area is adequate for current use and the teacher has ordered more equipment so that activities to promote physical development and personal choice can be extended.
57. The children achieve well. They make good progress, particularly in their personal, social and emotional development and in their communication, language and literacy development. Progress in their understanding of early mathematics is also good. Children who have special educational needs make good progress in line with their targets and join in the work of the class. Observations show that the vast majority of full-time children have already reached the Early Learning Goals in all six areas of their learning as they prepare to move to Year 1.
58. The quality of teaching is good and this helps the children to learn effectively. The adults work well as a team and all the children are supported well. The adults have a pleasant manner and speak politely to the children, which sets an environment where the children are encouraged to be kind and gentle with each other. The classroom is in the process of being arranged so that the children can become suitably independent as they organise themselves and make choices. Class routines are well established and the children know what is expected of them. Both teacher and assistants make regular observations of what children can or cannot yet do, and keep informative records. They successfully identify and provide for the next step for each child in the six areas of learning. The curriculum is well planned to cover all areas of learning and the older children are well prepared for starting the National Curriculum.
59. Since the last inspection, baseline assessments indicate that standards on entry to the reception class are below average. Pupils' achievements and the quality of teaching have improved, so that pupils now generally enter Year 1 having achieved all the Early Learning Goals. This represents good improvement by the school.

Personal, social and emotional development

60. This is a strong focus for the Foundation Stage team and children are making good progress. Children work confidently together. They are able to sustain concentration at a level appropriate for their ages, working singly or in small groups. They share equipment and take turns, learning to work with other children and with adults. They sit quietly at tables, politely sharing and enjoying pieces of fruit during a mid-morning break. During the whole-school assembly in the hall, they behave confidently in the company of older children, and after assembly enjoy the extra space of the hall for some work in mathematics. Children are evidently beginning to feel comfortable in their new school building.

Communication, language and literacy

61. Children are making good progress in this area of their learning. They enjoy listening to stories and looking at books. In discussions, they show that they can recall the details and sequence of events. When listening to 'Who Sank the Boat?' they joined in with the teacher as she read some of the repeated phrases of a well-loved story. The children listened carefully and discussed, in pairs, which animal they thought finally tipped the boat. Some of the younger children do not respond very readily to questions, but older children, who have moved through the class, are now confident with language and answer questions clearly. Early reading and writing skills are developing well. Younger children are beginning to recognise letters and their sounds, while many of the older children can listen carefully to a spoken word and write it out correctly, using their developing knowledge of phonics. Children take books home to read. They enjoy reading books and some can give the names of favourite stories.

Mathematical development

62. Children make good progress in their mathematical development. They are able to count up to 20 in unison and, while the younger children sometimes have difficulty recalling individual numbers, many of the older class members have a good understanding; for example, when completing number lines by putting in the missing numbers. Older children can add on one or two to existing numbers and show that they can count backwards. They successfully match shapes and many know the names of basic shapes. They make a good attempt at writing figures. All children handle objects, use the water tray and mould shapes in sand, successfully developing an early knowledge of three-dimensional shapes and gaining an early understanding of capacity and weight. Many recognise coins of different denominations.

Knowledge and understanding of the world

63. Overall, children make good progress in this wide-ranging area of their learning. They have visited the Eden Project and been on a Bear Hunt in the Dome, learning to follow clues. They have made model boats and successfully tested them to see which will float and which sink. They have studied fabrics and then made patterns by overlapping squares. In a good link with mathematics, they have found that sand, when damp, will hold its shape. In using computers, they are learning that there are different programs and that it is possible to make a coloured picture on the screen. When using a computer, they are learning how to use the mouse effectively.

Physical development

64. Children make good progress overall, and particularly in their fine motor skills. For example, they are developing satisfactory control when using pencils, pens and crayons, forming letters correctly and beginning to draw recognisable and colourful pictures. They handle tools competently and are learning to co-ordinate their movements. They know that small movements will cause the computer mouse to move about the screen. In the outside area, children were seen to use their gross motor skills as they lifted and carried chairs and tables to set up a seating area. In a follow on from a story about animals crowding into a boat, children enjoyed acting it, jumping in and out of a boat made of giant 'Lego' pieces. This was well co-ordinated by a member of the support staff who encouraged a lively discussion. More opportunities for development of these gross motor skills are planned as further outside equipment arrives.

Creative development

65. Children make good progress overall in their creative development. They are learning to sing in tune and in time. They successfully cut and stick different materials, have made individual collages of rockets and contributed to a large frieze showing what they like to do on the beach. When using paint, they have made handprints and have experimented to see what happens when a shape is drawn with candle wax and is then painted over. In a good link with mathematics, children have used wool and other materials to make circular shapes. When passing on their news or retelling a story, children use drawing as well as writing in the process.

ENGLISH

66. Pupils' achievement in English is satisfactory in Years 1 and 2 and good in Years 3 to 6. The present Year 2 group demonstrate standards that are broadly average in all aspects of the English curriculum. Standards are above average at the end of Year 6. The school has made a good effort to improve the progress made by higher attaining pupils and this has to some extent been effective, but there is still room for greater challenge, particularly for the most able. Pupils with special educational needs are well provided for. In most lessons they have specific tasks and good support to help them to achieve well.
67. The results of national tests vary from year to year because the numbers taking the tests are small, but the results show an improving level of attainment over the last three years at both Years 2 and 6, with the exception of the latest tests for Year 2. This year's results for Year 2 were well below average because the group has a higher than usual proportion of pupils with special educational needs. In comparison with pupils from schools with a similar economic background they were in the bottom five per cent. Last year's Year 6 pupils, however, achieved standards that were well above the national average, but were average in comparison with schools with a similar number claiming free school meals. There is no consistent difference between the achievement of boys and girls.
68. Throughout most of the school, pupils show average skills in speaking and listening. Pupils speak appropriately in response to teachers' questions, or when putting forward ideas. They listen carefully to each other and use suitable language in discussions. Some more able pupils use language well as they grow older and become adept at contributing to class discussions. For example, in a discussion in the Years 5/6 class, pupils were talking about a local issue in preparation for writing letters to editors of newspapers. The discussion became quite intense as pupils became increasingly involved in the issue and, with the teacher's encouragement, sought to find and use more powerful language.
69. Reading skills are average at the end of Year 2 and above average at the end of Year 6. Pupils develop strategies for recognising unfamiliar words. Some of the reading at the top end of the school is of a very high standard where pupils read difficult text with good understanding and recall. Most pupils enjoy reading and do so regularly for pleasure. Library skills are relatively undeveloped, largely because the school has only just obtained a library on its move to the new building. As yet, pupils are not confidently finding their way around the books, but plans are in hand to address this issue quickly.
70. Writing skills have been less well developed, but the school has recently focused on this area and there is evidence of improvement. Overall, standards are above average by the end of Year 6. Pupils write for a variety of purposes. They take notes, tell stories, write descriptively and produce scripts. Pupils' books show that they write poetry and extended imaginative writing. They frequently redraft their work, often using their word-processing skills on the computers. Opportunities to write for different audiences and in different roles are not, however, sufficiently frequent; the teacher is usually the only envisaged audience. Standards of handwriting, grammar and spelling are generally above average.
71. The pupils' attitudes to learning are very good. They are well motivated and concentrate well for extended periods. Pupils behave well and listen attentively to their teachers or their peers. In lessons, pupils are encouraged to reflect on issues of significance beyond the immediately apparent and this has a positive effect on the development of pupils' spiritual awareness. Similarly, teachers are careful to build pupils' self-confidence by responding positively to their efforts and by stressing their personal strengths. Consequently, pupils are self-confident in their relationships and show generosity towards each other.
72. The overall quality of teaching in English is good; it is mostly satisfactory for pupils in Years 1 and 2 and good for those in Years 3 to 6. The quality of learning reflects the quality of teaching. All teachers have good subject knowledge and understanding, which enables them to teach

confidently, and reinforce and extend pupils' knowledge and understanding through a combination of good explanation and questioning. In all lessons the relationships between teachers and pupils, and between pupils are very good.

73. In good and very good lessons assessment is used very well to plan the next stage of learning. The learning aims for each group in the class, which are usually measurable, are clearly set out and often shared with the pupils. The aims are frequently referred to as the lesson progresses, so that learning is clearly focused and purposeful. When teaching is satisfactory the focus is less clear and learning not so well directed. In these lessons the teachers are not always specific about what pupils will be able to do, know or understand by the end of the lesson. Consequently, pupils are less than clear about the purpose of their work.
74. In most lessons expectations are high, so that pupils are challenged and learning is rigorous. Time is used well and lessons move at a good pace, but, even so, pupils have time to explore their ideas and reflect on what they have learned. Teachers employ a good range of strategies that provide support for different levels of attainment. Consequently, both higher and lower attainers are challenged and the quality of learning is good for all in the class, although the most able could be challenged still further. Learning support assistants are skilled and experienced and teachers use them well.
75. Satisfactory use is made of homework to extend and reinforce pupils' learning. The tasks provided are appropriate. Homework is marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age.
76. The leadership of the subject is good. There is evidence of considerable effort to raise standards and the quality of provision in the subject. Policies, schemes of work and assessment procedures are good. Pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. The subject is monitored regularly and rigorously. Teaching, teachers' planning and pupils' work are all monitored regularly.
77. The school has developed good strategies to promote literacy across the curriculum and pupils' literacy skills are used well to reinforce learning in other subjects, to take notes in history, for example, or to write up experiments in science. Sound use is made of information and communication technology, mostly in the use of word-processing programs. Overall, there are satisfactory resources for the subject and pupils have sufficient reading material to develop their reading skills.
78. The last inspection in 2001 reported that attainment in English was broadly average. The last tests show an above average attainment at the end of Year 6. The small numbers in each year mean that it is not possible to judge the school's improvement from any one-year's results, there are, however, indications in the pupils' work that standards are steadily rising. In most years pupils enter the reception year with attainment that is lower than average. The standards reached by the end of Year 6 indicate good achievement. The quality of teaching has also improved since the last inspection.

MATHEMATICS

79. The results of national tests for 11-year-olds in 2002 show that pupils' attainments in mathematics were higher than in English or science, and they were also well above the average attained by pupils in schools with a similar proportion taking free school meals. This represents a significant improvement over previous years and in comparison with the standards reported at the last inspection. At the end of Year 2, on the other hand, attainment was below average in mathematics and had fallen sharply. This was due to the high proportion of pupils with special educational needs in that year group.
80. The current provision for mathematics is good. Children generally enter the reception year with attainment below the level expected for their age. They reach an average standard by the end of that year and maintain that standard at the end of Year 2. They leave school at the end of Year 6

with attainment broadly above the national average. This represents good achievement over their time in school. The pupils currently in Year 2 can add tens and units, set their sums out appropriately and carry out basic subtraction. They count reliably in twos and fives and are beginning to know the main points of other times tables. Recently collected assessment data shows that most of these pupils are expected to attain Level 2 by the end of Year 2 and this is in line with the attainment expected for their age. During the inspection, pupils in Year 6 showed that they understand the terms 'acute', 'obtuse' and 'reflex' when applied to angles, with an appropriate awareness of which are more or less than 90 and 180 degrees. They have the ability to use protractors in accurate drawing and measurement. They can also subtract angles mentally from 360, 180 and 90 degrees with reasonably accurate calculations. Pupils' exercise books show that they are making satisfactory progress in learning their tables and are generally neat in the presentation of their work. They are using their own strategies for solving real life mathematical problems, presenting their results clearly using a variety of methods, including graphs of appropriate types. Most of the pupils are working at the level expected for their age (Level 4). However, although their progress is satisfactory, pupils with the potential for higher attainment are not always sufficiently challenged to extend their skills.

81. The quality of teaching is good in all year groups. Teachers use good visual aids that interest the pupils and help them to acquire skills more easily. For example, when teaching pupils how to approach real life mathematical problems written in words, the teacher focused their attention by encouraging them to use highlighting pens to pick out the key words and numbers. Classroom assistants are effectively deployed to work with small groups of pupils and give valuable support, especially to pupils with special educational needs.
82. Lessons are planned thoroughly and good emphasis is given to matching work to the abilities of pupils. This was seen in the organisation of a lesson on mean, median and mode where the class was split into groups and given appropriate investigative tasks of varying levels of challenge. The school is aware of the need for careful curriculum planning to ensure that the pupils do not repeat the same work in subsequent years.
83. Assessment of pupils' work in lessons is good; teachers check the progress of their pupils carefully and give guidance and pointers for improvement. This feeds back into the conduct of lessons generally, ensuring that they closely meet the immediate needs of pupils. Teachers also keep very useful day-to-day notes on individual and group performance, which helps them to plan future teaching. Exercise books are marked regularly and there are examples of helpful and constructive written advice, which gives pupils valuable short-term targets for improvement. On the other hand, there are some examples of more mechanical and perfunctory marking, which is less helpful. Relationships between staff and pupils are very good, with discipline being firm yet friendly and very effective. There is good use of humour, yet strong emphasis on the need to stay on task and get on at a brisk pace. Pupils are clearly used to trying hard and classroom conversation is almost always about the work in hand. Pupils have individual targets for mathematics and are enjoying the challenge of meeting these. They appreciate the way their achievements can be celebrated in assembly. This also motivates them to work hard and gives them a sense of personal achievement.
84. In addition to the assessment of pupils' performance in lessons, good use is also made of analysis of pupils' national test results at Years 2 and 6 and in the intervening years. This enables the school to identify strengths and weaknesses in curriculum design and coverage as well as to track the achievement of individual pupils and groups of children. Further, the staff plan the development of numeracy across the curriculum well. Mathematical skills are used effectively in other subjects to reinforce those skills and to facilitate learning in the different subjects. Appropriate use is made of information and communication technology, and the school's new facilities will enable this to develop further. The subject leader is appropriately knowledgeable and plans the curriculum well. She ensures that sufficient resources are in place to help pupils with their learning. In a small school such as this, she is able to take into account the views and needs of all the staff and also to take time to monitor and evaluate the teaching and learning in the subject.

SCIENCE

85. Attainments in science are in line with national expectations by the time pupils reach the age of 11 years. This echoes the judgements made at the time of the last inspection and also reflects the standards reached by last year's Year 6 pupils in national tests. In 2002, teachers, in their formal assessments, judged the seven-year-olds to be attaining standards well below expectations, but this was a class with a larger than usual proportion of pupils with special educational needs. The present class demonstrate attainment that is in line with the national expectation for this age.
86. The school has been focusing on investigative and experimental work, and pupils of all ages have a particularly good understanding of this important aspect of science. From the youngest classes, pupils learn how to observe closely and by the age of seven they suggest how to set up a class investigation, make sure they use a 'fair' test and reach conclusions based on evidence. They then record what they have done. This was seen very clearly in a lesson for the Years 1/2 class, where pupils set out to find which part of the classroom was warmest by putting ice cubes in different places. They arrived at their conclusion by using ice cubes of the same size, having strict timing and careful measurements. This work contributed to language development in their writing and discussions, to mathematics in their measuring and to their understanding of computers in recording the data. Pupils were able to say exactly why this had been a 'fair' test. In their work in other areas of science, pupils have learned that plants require certain conditions to grow and that animals also have particular needs, but are different from plants. They know that most people are alike, but display some differences, whether in skin colour, hair colour or body size. In looking at materials, they make correct judgements about those that are hard or soft, rough or smooth. They know that some materials are natural while others are man-made. They know that objects made from some materials can change shape if force is applied, as when a ball is squashed. In learning how to predict from their existing knowledge, pupils successfully consider how materials can change when they are warmed or cooled. From investigations, they find that heating can have an effect on a piece of bread, as it becomes dry. Pupils understand that there are different kinds of forces and that some equipment at home and in school is powered by electricity. They are aware of the need for safety when using electricity. In learning about healthy living, pupils understand that keeping fit involves exercise and a balanced diet.
87. By the age of 11, pupils have developed their investigative skills further and use diagrams, graphs and charts to present data clearly. They know, from experiment and measurement, that their pulse rate varies and that exercise can make it rise. In presenting these findings they make good use of line graphs. In developing their study of the human body, pupils successfully name parts of the skeleton and compare it with those of a dog. When learning more about plants, pupils successfully use a key to identify leaves and the trees from which they come; noting similarities and differences. In looking at materials, they are able to decide which will be the best to use as clothing if they wish to keep warm. Pupils have discovered that some substances will dissolve in water and that sometimes separation can be achieved by precipitation or evaporation. In studying friction, pupils, as part of homework, have found a practical example in bicycle brakes. In considering the air around them, pupils have noted the air resistance when running forwards holding a piece of card in front of the body; observing, writing and explaining what happens. When considering healthy living, they know that medicines must be carefully and properly used. Pupils are beginning to make use of their school grounds as they study the habitat of minibeasts. By Year 6, pupils have acquired a range of scientific knowledge and facts and know how to work as scientists. In their understanding and use of line graphs in some of their work, pupils are doing better than expected for their age and show that they can draw upon their knowledge of mathematics to show their findings clearly.
88. The progress pupils make as they move through the school is good. It is particularly good in investigative and experimental work. They build successfully on previous learning and work well singly or in collaboration with others. Most record their work clearly and all use what they are learning in other subjects to help their recording of science. Pupils are increasing their language skills as they learn scientific vocabulary; the higher attaining using it well in their conclusions. Both boys and girls achieve well in the subject. Pupils with special educational needs are well

supported in class by their teachers and classroom assistants, and progress as well as their peers.

89. Pupils enjoy science. Their attitudes and responses are good. Year 2 pupils eagerly offered suggestions for how an investigation might be conducted. All are pleased to explain their work to visitors in a polite and friendly manner. They co-operate well with their teachers and class members; engaging well in paired work, as when comparing their own pulse rates with those of another pupil.
90. The quality of science teaching is good. The school's scheme of work is well interpreted in the activities chosen. Teachers' presentations are clear and pupils waste no time in getting down to work. There is a good combination of investigations and direct teaching to impart information to pupils. There is deft management and organisation of classes and pupils behave very well. Brisk lessons keep pupils interested and this contributes to their good progress. Teachers comprehend the subject well and have high expectations that their pupils will understand and succeed in the work they are given to do. The quality of assessment is good and provides detailed information about the progress made by individuals. It is not, however, always used to full effect in planning to show clearly what is expected of different age or ability groups. Pupils respond eagerly to their lessons. Carefully constructed, detailed questioning encourages pupils of all ages to really think about their answers. Good use is made of links with other subjects.
91. The subject is well managed by its curriculum co-ordinator who sees teachers' plans of work and is given some time away from class to monitor teaching. The recent focus on the development of investigative work has been well managed and is successful. The co-ordinator is eager to add to this through the many opportunities afforded by having a new school building with quite extensive grounds. These facilities should be helpful in extending the work in environmental studies and in giving groups of older pupils further opportunities to plan and conduct their own investigations before reporting their findings back to the class. Satisfactory use is made of information and communication technology and this is likely to develop further as new opportunities present themselves as a result of the new provision in this area.

ART AND DESIGN

92. Opportunities to see art and design lessons were limited during the inspection, but the work on display, and other artwork seen, indicated average standards at the end of both Years 2 and 6. There are examples of some work of a higher standard in several classes, but overall, most pupils, including those with special educational needs, are achieving satisfactorily.
93. Drawing skills are taught consistently and regularly. Pupils generally show a developing competence in drawing and colouring as they move through the school. They represent their ideas successfully in visual forms in a good variety of media and they manage a range of different materials well. The pupils' attitude to learning appears to be good. They take care with their artwork and present it well.
94. It is not possible to make a judgement about the quality of teaching in art and design overall, but in the lessons seen the teaching was sound. Lessons were carefully planned and pupils knew the focus of their learning and what they were trying to achieve. Examples of previous work were used to illustrate expectations. In the week of the inspection teachers were beginning new projects, so that most of the time was spent in preparatory discussions. These demonstrated good understanding from the pupils about the issues under review and about how to improve the quality of work in art and design.
95. The school has sufficient resources for art and design and they are used well. The co-ordinator has been constrained recently while the school focused its development on other areas, but she is now keen to improve pupils' achievements in art and design. For example, the use of information and communication technology in art and design has not yet been established, but with the new resources available good opportunities now exist. The previous inspection did not report on art and design.

DESIGN AND TECHNOLOGY

96. No lessons were observed as the subject was not being taught during the three days of the inspection. Judgements are made on a study of pupils' previous work and displays of work in the school.
97. The attainments of pupils by the ages of seven and 11 are in line with expectations. Evidence shows that achievements are satisfactory. Pupils are making satisfactory progress in designing and making as they move through the school. Pupils plan and communicate their ideas by drawing what they intend to make. Their designs are carefully labelled. Pupils list the materials that they will need and plan the process of making, step by step. The format for planning is well understood by pupils and carefully followed. Pupils often draw on their own experience, as when Year 2 decided to make an ambulance. The drawing was very detailed and had plenty of informative labelling. Pupils in Years 3 and 4 made a careful study of pop-up books before using the technique in a similar project of their own where they have made stand-up scenes from stories. The work seen shows that pupils are learning to handle and select from different kinds of materials and that their making skills are developing satisfactorily. From the youngest age, pupils design and produce articles, such as the 'coat' made out of fabric and card by a Year 1 pupil. Food technology has taught pupils how to write out recipes for biscuits and bread, to cook and to sample the finished product. Year 6 pupils have considered texture, taste, appearance and price of foodstuffs. In designing and making an object for a particular purpose in the home, Year 6 pupils have studied different kinds of lamps. In using fabric, they have made waistcoats. By studying shelters, they have produced a home for a hedgehog. In all their work, pupils evaluate and sometimes write out 'What I would like to improve?'. The work seen is of good quality and the results well made. Pupils are satisfactorily developing a range of making skills. Designs are satisfactory, but the technique of labelling needs to develop into more informative annotation for the designs made by the older pupils in the school.
98. It is not possible to comment on teaching, but the curriculum is interesting for pupils and gives them a variety of experiences. There are sufficient resources for the subject in the school, but in general, teachers have not yet made full use of the new facilities for information and communication technology in design and technology. The co-ordinator oversees the subject, but does not have release from her own class to observe her colleagues teaching.

GEOGRAPHY AND HISTORY

99. One lesson, of combined history and geography, was observed during the inspection. However conversations with pupils, inspection of their work and teachers' planning shows that progress by the majority of pupils is satisfactory and they attain the standards expected for their age in all classes of the school.
100. Throughout the school, pupils demonstrate a growing awareness for chronology and the lives of people who lived before the present. They are encouraged to recognise similarities between the past and the present as well as beginning to understand the variety of factors that can influence the way in which people react to their environment. In fact, these geographical and historical themes run through much of what is done in the school. A good example is the way in which the recent move to new school buildings stimulated investigation of Grampound Road past and present. Pupils were seen studying aerial photographs and maps of the village in the 1950s and comparing them with today. Then, encouraged by their teacher's encyclopaedic knowledge of the local area and her searching questions, they compiled a thoughtful questionnaire about life fifty years ago. Before the school's move from the previous premises, open days were held and past pupils visited. On one of these, pupils tape-recorded an elderly resident of the village talking about life in the early years of the last century, giving them a real and immediate lesson in the value and meaning of primary sources of historical evidence. Looking further afield, pupils also work successfully and with interest on the location of places in Cornwall and the wider world as well as comparing everyday life in Grampound Road with that in Tocuaro in Mexico. They have made

some good use of information and communication technology, including the Internet, for historical research, and this is likely to increase further with the establishment of the new computer suite.

101. Pupils work positively and their behaviour is good. They show interest and cooperate well with each other and their teachers. They are keen to track down information and the older pupils demonstrate satisfactory research skills in their work. The quality of teaching seen during the inspection was very good. Pupils with special educational needs are always fully included through the provision of suitable work and the consistent support and assistance they receive.
102. In common with several other subjects, the coordination of history and geography has been of a lower priority than the recent emphasis on English and mathematics, although the school development plan has appropriate action scheduled for strengthening the roles of subject coordinators. Nevertheless, nationally recommended schemes of work are followed in a two-year rolling programme, which takes account of classes containing two-year groups, and this underpins the curriculum well. There is still work to be done, however, in establishing assessment systems to provide information for planning lessons. Geography and history were not reported upon at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Pupils' standards of attainment by the ages of seven and 11 are in line with expectations and they make satisfactory progress. This echoes the judgement made during the last inspection. Both boys and girls achieve satisfactorily in their use of equipment and as they discover what computers can do. Pupils who have special educational needs are well supported and make satisfactory progress. Some have the use of a personal computer to help them in their work.
104. By the age of seven, pupils have learned many keyboard skills and are competent in handling a range of programs, using the computer for different purposes. They use word-processing to write out stories and poems and, in mathematics, produced a bar graph to show the favourite pets in the class. They successfully write out instructions to make the 'turtle' move in the required direction. They use paint programs, draw coloured shapes unaided and print them out. Pupils were seen to use buttons to navigate through a CD-ROM. They were also seen to search using a menu. They have considered how computers are used for many purposes, such as remote-controlled cars, washing machines and television. In all classrooms and age groups, pupils have access to headsets and use them with computers and tape recorders as they listen to stories and music.
105. As they move through the school, pupils broaden their experience, particularly in their work with computers, and use information and communication technology as part of their work in other subjects. For example, word-processing skills are extended when pupils use text and graphics with a range of fonts, sizes and colour. In a link with history, pupils produced a poster headed 'Careless Talk Costs Lives', using text and graphics well. Understanding of the way in which computers can control movement is extended, by Year 6, by pupils understanding how sensors guide model vehicles. Year 5 pupils successfully used a Logo program to produce attractive patterns using rotating geometrical shapes. In this work, they explained clearly what they were doing and how it linked with geometry and number work in mathematics. The Internet has been satisfactorily used for research on the Tudors and for e-mail. Pupils know that there are rules for safe use of the Internet. These rules are seen in the teaching areas.
106. The teaching is satisfactory and teachers are knowledgeable in their selection of programs. They successfully balance the teaching of information and communication technology as a subject in its own right and the integration of it into other subjects. They also provide a satisfactory balance between the teaching of skills, knowledge and understanding. Teachers manage their lessons so that pupils can achieve and experience the pleasure of success while, as they get older, being able to draw on their developing knowledge to try to solve any problems that arise. All pupils respond well and enjoy their work. They are very interested and particularly enjoy working in their new computer suite. They very readily explain to visitors what they are doing and, when working with others, share ideas and strategies for using a program.

107. The subject is co-ordinated well by the headteacher who has provided good resources for the school both in the computer suite and in all classrooms. She has made sure that all the staff have received training in the use of computers and monitors how the subject is being taught in all classes. The curriculum is broad and balanced and gives pupils a suitable range of experiences. It is based on that suggested by the Qualifications and Curriculum Authority. Assessment of pupils' progress is under way and the co-ordinator intends to make assessments more detailed. Information and communication technology is a subject that is poised to be a particularly successful area of the school's work now that pupils are able to work together as a large group, using the good facilities in this new school building. The external environment should also provide opportunities for pupils to increase their understanding of how sensors monitor and measure external events such as temperature and light fluctuations.

MUSIC

108. Standards in music are average at the end of both Years 2 and 6. In all years pupils sing willingly and with a good tone. All pupils take part in assemblies with very evident enthusiasm. From an early age pupils work with instruments and know how to alter and manipulate sound. As they grow older pupils are increasingly engaged in composing, but more attention could be given to helping pupils to understand simple musical forms and compositional devices. Listening skills are good. Pupils listen perceptively and recall detail in discussion. Pupils of all levels of attainment, including those with special educational needs, achieve satisfactorily.
109. The quality of teaching is satisfactory in the subject. Teachers have sufficient musical knowledge to teach a range of aspects of the subject with enough confidence, but they have to be selective in the activities they choose. Even so, the music curriculum is satisfactorily covered. Relationships and class management are good in all lessons and pupils enjoy their music. They come to the lessons eager to take part and are consistently encouraged by positive responses to their efforts from teachers. Assessment is not yet developed sufficiently to inform planning. For the most part teachers plan from a general evaluation of the previous lesson, rather than from a clear view of the attainment levels of their pupils.
110. The headteacher, who is the music co-ordinator, is enthusiastic and keen to develop the subject, but in recent times the school has needed to give priority to other subjects. Resources are good and the school has recently purchased a programme of work to provide a range of teaching materials and content. There has not yet, however, been focus on professional development in music to improve teaching expertise in the subject.
111. Overall, the curriculum provided meets the requirements of the National Curriculum, but opportunities to use information and communications technology in music are underdeveloped and need to be extended. There is a recorder group, mostly of senior girls, that meets each week and a choir that meets at certain times of the year. Music was not reported on at the last inspection.

PHYSICAL EDUCATION

112. Two lessons of physical education were seen during the inspection. Discussions were also held with pupils and teachers, and teachers' planning was examined. The standards attained by pupils are generally in line with those expected nationally for children of their age and most make satisfactory progress. The last inspection praised the subject despite a relative lack of suitable facilities. A major change of circumstances that has recently taken place, however, is the move into new premises. This, of course, has dramatically transformed the availability and quality of indoor and outdoor space in which physical education can effectively and safely be conducted.
113. The work that was seen in the new hall during the inspection made good use of the space available to enable pupils to practise co-ordination and control of their bodies through a range of activities and simple games with beanbags and balls. Teaching, which was satisfactory overall in these lessons, was well planned so that pupils tried hard and co-operated well with each other, although the lesson was sometimes a little noisy because the acoustics of the hall produce a lot of echoes. For the same reason, pupils sometimes needed to listen hard if they were to fully

understand the instructions given by their teacher. The lesson seen on the playing field also made good use of the opportunity to spread out by breaking into groups of different sizes to practise striking skills with a variety of bats. Such a method, although effective, makes it necessary for the teacher to supervise all groups carefully as often as possible, especially as they tend to disperse widely to occupy as much space as they can. When not directly overseen, for example, there was failure of a few pupils to co-operate. In particular, a small number of boys failed to share the bowling fairly with the girls. It is to the girls' credit, however, that they firmly and successfully insisted on full participation.

114. There is a sound range of out-of-school clubs, organised and led by teachers, parents and friends, which supports pupils in their enjoyment of a variety of games and athletics, and helps them to compete with some notable success against other schools. Pupils also participate in adventurous outdoor activities by going with other children from the cluster of local schools to Delaware or Roseland activity centres. Swimming lessons take place in the pool at Truro Leisure Centre where all pupils attain awards in water skills, distance swimming and personal survival.
115. In discussion, pupils show themselves to be keen and interested in physical education and they understand the effect that exercise has upon their bodies. They appreciate the efforts that have been made to provide them with extra-curricular activities and are keenly aware and excited that the new school site makes it possible for them to enjoy a full range of activities. For example, there are now opportunities to develop the use of information and communication technology in the subject, which have not been explored so far.
116. The subject co-ordinator is enthusiastic and knowledgeable. She is keenly aware that, although the new premises present great opportunities to develop the range and quality of teaching and learning in physical education, there is also the need for suitable equipment and in-service training for teachers. Despite the time limitations caused by her duties as a full-time teacher, her clarity of vision and good relationships with other teachers will be invaluable in the further development of the subject.