

INSPECTION REPORT

VERYAN C of E SCHOOL

Veryan, Truro

LEA area: Cornwall

Unique reference number: 112011

Headteacher: Rev F SurrIDGE

Reporting inspector: Mr J Palk
23630

Dates of inspection: 6th – 9th May 2003

Inspection number: 247174

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: 5 to 11 years

Gender of pupils: Mixed

School address: Veryan

Truro

Cornwall

Postcode: TR2 5QA

Telephone number: 01872 501431

Fax number: 01872 501431

Appropriate authority: The governing body

Name of chair of governors: Miss H Couch

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	Foundation Stage Mathematics Geography History Music Educational inclusion, including race equality English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
23024	Mrs S Whitehead	Registered inspector	As above	As above
8986	Mr P Andrew	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10827	Mr M Marjoram	Team inspector	English Science Information and communication technology Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Veryan C of E Primary is a small school with 73 pupils on roll aged between four and eleven years. There are three classes, one for reception, Years 1 and 2 pupils and two others with pupils from Years 3 and 4 and Years 5 and 6. The number of boys and girls is about equal, but the movement of pupils in and out of the school is relatively high. The school serves the local area and pupils come from a mixture of privately owned homes and local authority houses. No pupils speak English as an additional language.

The proportion of pupils that is eligible for free school meals is average at 18 per cent. The proportion of pupils with special educational needs is average, at around 20 per cent. The range of needs includes learning difficulties and behavioural difficulties. Two pupils have statements of special educational needs; this is broadly in line with the national average.

There are currently eight children of reception age. Almost all the children who start school in reception have pre-school experience. On entry, their skills are wide-ranging but broadly average.

Since the last inspection, there have been significant improvements to the accommodation with the creation of a new reception area and computer suite.

HOW GOOD THE SCHOOL IS

This is a good school that provides a well-rounded education for all its pupils. Standards meet expectations with some that are above average. The teaching is good overall, with some that is very good. Results of national tests compare well with other schools and individual pupils achieve well. The leadership and management are very good. Teachers and governors form a strong team and manage improvements quickly and effectively. The school provides good value for money.

What the school does well

- Pupils achieve well in reading, science, art and design and games by the age of eleven.
- Teaching is good and some aspects are very good.
- The provision for pupils with special educational needs is good.
- There is very good provision for pupils' personal development; they are well looked after and develop positive attitudes to learning.
- The curriculum is enhanced by a good range of visits, visitors and special events.
- There is a very good partnership with parents.
- The school is very well led and managed by the headteacher and the governing body.

What could be improved

- The organisation of activities for children in the reception year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in December 1997 there has been good improvement. Overall standards have improved, in particular in those subjects which were falling behind expectations at the last inspection. The overall quality of teaching has improved and is more consistent throughout the school. There is now no unsatisfactory teaching.

Improvement in the issues identified in the last inspection has been good. The resources and guidelines to effectively teach information and communication technology (ICT) and physical education have been

well established. The quality of teaching and learning is regularly checked upon and the staff and governors are much better at planning how the school is to continue to give the very best education for its pupils. Systems that allow the school to assess how well pupils are learning as they move from year to year are in place and are used well to ensure all pupils make progress in their learning.

STANDARDS

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

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

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

The number of pupils that take national tests is very small and overall performance can vary considerably from year to year. Results are also affected by the proportion of pupils that have special educational needs and by pupil mobility.

Standards attained by seven-year-olds in the 2002 national tests were well above the national average and when compared with schools with a similar intake in reading and writing, and above the national average and similar schools in mathematics. The performance of seven-year-olds in mathematics and writing is improving, but remains static in reading. Results for eleven-year-olds have shown good improvement since 2000, and in particular in the proportion that attained higher levels. The performance of boys and girls has varied with each cohort and in the last two years boys have done better than girls in the tests for eleven-year-olds.

Challenging targets are set for pupils' performance in national tests. The school also sets individual targets; in 2002 these were met by all the eleven-year-olds.

The inspection found that pupils who have a sustained experience in the school make satisfactory progress and achieve well. Pupils are achieving well in reading. Most pupils are reaching the standards expected of them in writing because of the focus the school has had on improving standards in this area. Standards in mathematics are broadly average, and there are some inconsistencies in the rate of progress in some aspects of this subject. Standards are above average in science due to the emphasis placed on explaining scientific reasoning accurately. Pupils with special educational needs make good progress and often achieve average levels by the age of eleven.

The majority of children attain the expected standards by the end of the reception year. They achieve well in their knowledge and understanding of the world, physical and personal development.

In ICT, seven- and eleven-year-olds attain the expected standards. The standards attained in physical education and art and design are above those usually attained by eleven-year-olds. In design and technology, geography, history and music, standards meet expectations for eleven-year-olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest in learning.
Behaviour, in and out of classrooms	Very good. All pupils behave well in lessons and around the school. They are sensible and act responsibly.
Personal development and relationships	Excellent. Pupils work well together. Older pupils respond well to the opportunities to take on responsibility. Relationships between staff and pupils and the pupils themselves are very good.
Attendance	Good, with attendance levels above the national average.

Pupils' positive attitudes, their willingness to seek answers and the relationships between adults and pupils are key factors in their successful learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	Good	Good

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

The quality of teaching is good overall. There is no unsatisfactory teaching and teaching is consistent throughout the school. The overall quality of teaching in English and mathematics is good.

Throughout the school, teachers make effective use of resources and demonstration in lessons to make teaching interesting and to help pupils to learn. Work is carefully planned to meet the range of needs in each class. Support staff make a valuable contribution to teaching and learning, particularly in their work with individuals and small groups.

Teaching of the reception children is satisfactory but there is scope to make better use of the guidance from the Foundation Stage curriculum in organising opportunities for children to learn through creative activities.

Overall, the support pupils with special educational needs receive is effective, particularly in helping them to improve their reading and writing. Teachers' good subject knowledge makes a very positive contribution to lessons and this is particularly evident in music, ICT and physical education. Teachers are particularly good at developing pupils' English skills in all lessons. The very best teaching inspires pupils with confidence to share their thinking and this makes a powerful contribution to their learning. The smooth organisation and very good management of lessons ensure very little time is wasted. Teachers have very good quality relationships with their pupils and their strong commitment to treating each one individually leads to some very effective learning.

Resources are used well and classroom support assistants make a positive contribution to the success of many lessons. Teachers make good use of homework to supplement work in lessons. Marking is thorough and helpful to pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and significantly enriched by the links with the community. There is a very good range of extra-curricular clubs and opportunities for pupils to participate in productions and special events.
Provision for pupils with special educational needs	Good. Pupils receive good levels of carefully targeted support and make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a very positive ethos and individual pupils flourish in the caring environment. Work in subjects such as art and design and music and environmental education make a good contribution to pupils' spiritual development.
How well the school cares for its pupils	Very good. Pupils are well known and well cared for. There are good arrangements for health and safety. Pupils' progress is systematically tracked as they move through the school.

Throughout the school, good use is made of ICT to support learning across the curriculum. The school has a very strong and constructive partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear direction and is good at sharing responsibilities so that all staff are helping to improve pupils' education.
How well the governors fulfil their responsibilities	Very well indeed. They are well organised and very knowledgeable about the school's performance. They have very good strategies in place to fulfil their responsibilities.
The school's evaluation of its performance	Good. Good systems are in place to check on the quality of teaching and pupils' work, and the information is used to plan improvements.
The strategic use of resources	Good. There is very good planning of expenditure to improve facilities for teaching and learning.

The school is very well led and managed. There are now good systems in place to track pupils' progress that give a clear picture of how well pupils are doing and what expectations the school has of them. The school is good at determining the most effective action to be taken to improve and the governing body is very active in seeking best value.

There are sufficient, and suitably qualified, teachers. The school is adequately resourced. Whilst accommodation is satisfactory, the lack of a school hall incurs an additional financial burden on the school. The cost of this provision has yet to be calculated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents (90% or more) feel that:</p> <ul style="list-style-type: none">• Their children like school and make good progress• Teaching is good and children are expected to work hard• Behaviour is good• The school provides an interesting range of activities	<p>There were no significant areas of concern. A minority of parents felt that the school did not provide enough information about how well their children were getting on.</p>

The above views are based on the comments of those parents who attended a meeting before the inspection, together with responses from the questionnaires sent to all parents. Fifty-three per cent of parents returned completed questionnaires. The parents are justified in the confidence they have in the school. Children are well motivated to learn. A broad curriculum is taught well and the partnership with the parents and the community benefits pupils' learning. The inspection also found that the school has a good system for reporting on pupils' progress. The progress reports are of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards have improved since the last inspection. Seven-year-olds' performances in national tests in the last three years have been erratic, due to the nature of small cohorts, but results have generally been above or well above the national average. In the most recent tests in 2002, results in reading and writing were well above the national average and in mathematics above average. The teacher assessments of science were above average.
2. Results for eleven-year-olds have been improving steadily since the year 2000, particularly in mathematics and science. In the most recent tests in 2002, results in English, mathematics and science were well above the national average and the average of similar schools. The school's tracking data shows that the small cohort of pupils who had been with the school since Year 3 and those who joined towards the end of their primary schooling made good progress since taking national tests for seven-year-olds.
3. There is little variation in the performance of boys and girls. Boys' attainment in reading and writing has improved as a result of the emphasis placed on developing questioning skills and writing that communicates ideas. Pupils with special educational needs make good progress and achieve well in reading, writing and mathematics. The higher attainers achieve well and reach the standards they should in English and mathematics. Nearly all pupils reach average standards in science tests. The school exceeded its targets in the recent National Curriculum tests. The school wisely sets individual targets for attainment for pupils; these are challenging and pupils are on course to achieve them.
4. The standards seen during inspection are slightly lower than the most recent results due to the nature of the cohorts at ages seven and eleven but individual achievement is good. Those pupils who start school below or slightly below average make good progress overall, and by the time they leave school are reaching average standards. Standards in English are similar to those expected for seven- and eleven-year-olds. The improvements in teaching reading and writing are reflected in the current performance of the eleven-year-olds; lower attaining pupils' reading and writing are average. Standards in mathematics are broadly in line with those expected of seven- and eleven-year-olds. Overall, the majority of pupils reach appropriate standards in mathematics and there are average numbers reaching the higher levels. The standards attained in science are better than national expectations for eleven-year-olds and average for seven-year-olds. The improvements being implemented are having an impact on the achievements of higher attaining pupils in science and their progress is good.
5. The youngest children get off to a sound start and most of them are well on target to achieve or surpass the expected standards in the six areas of learning by the time they begin Year 1. They make a sound start in acquiring early skills in reading, writing and mathematics. Higher attaining children achieve well in these areas of learning, benefiting from the challenging work set them in this mixed-age class. However, there are insufficient opportunities for below and slightly below average attaining children to practise and extend communication, language and literacy skills through creative activities and this limits the progress they make. All children's personal and social skills

develop rapidly. Seven-year-olds continue to build well on this early start and develop good basic skills. They read simple books and learn to tackle new words through using sounds and other clues within the texts. Skills in writing improve as expected and most pupils write using basic grammar and are well on in the early phases of writing stories and accounts. Handwriting is clear and neat. Pupils' skills in mathematics and mathematical knowledge also develop well. Most pupils know how numbers work, they count confidently, are beginning to calculate successfully and are starting to get to grips with place value. They achieve well in science because of the emphasis on practical work and good quality questioning, and consequently apply their knowledge well to new situations.

6. By the time pupils leave school they have a good level of basic skills. They read fluently and with expression. The majority speak confidently, for instance in discussing the range of books they enjoy. All pupils present their work clearly and most use a joined script comfortably, but there is little handwriting that is above average and the presentation of work is below expectations. The majority have a good base in mathematics. They recall their tables, use high numbers confidently and have a range of strategies for calculating. They are confident in applying their skills to solve problems and explaining their mathematics. There are some gaps in their knowledge of algebra and graphs that are limiting some pupils reaching higher levels. In science, pupils are achieving well. They are knowledgeable about those aspects of science they have covered and have reached a good standard in their investigative work.
7. The school has successfully updated the information and communication technology (ICT) provision and this is well used across the subjects. Seven- and eleven-year-olds meet the expected standards and are well prepared for the next stage of education in this key learning skill. The school has also improved provision for physical education and eleven-year-olds exceed the expected standards in swimming and games skills. Throughout the school, standards in art and design are also above those normally attained by pupils. This is a significant improvement since the last inspection and reflects the efforts the school has made to improve the quality of teaching and learning in these subjects. It was not possible to make an overall judgement about the achievements of seven-year-olds in physical education and music. By the age of eleven, standards attained in music are in line with expectations. Pupils sing well and develop a sound base of knowledge and skills to help them perform and compose music. By the age of seven and eleven, pupils attain as expected in history and geography. Research skills are given appropriate emphasis throughout the school and pupils achieve well in this area. Pupils make satisfactory progress in design and technology and standards are in line with expectations for seven- and eleven-year-olds.

Pupils' attitudes, values and personal development

8. All the pupils have a very positive attitude to school that is encouraged and developed by the strong Christian ethos of the school. They are confident, but also realistic about their shortcomings. The pupils' enthusiasm for the school, their involvement with the organisation of the school through the school council and the Year 6 committee, very good behaviour and excellent personal relationships are major strengths of the school. These strengths underpin the attainment, development and achievement of all the pupils and reflect the cohesion of the pupils, staff, governors, parents and local community. The school has built upon the strengths noted in the previous report.
9. Children in the reception year have very good attitudes to learning and have settled into their routines well. They learn to share equipment and confidently share their ideas with

the rest of the class; taking their turn during discussions in lessons. The children respond positively to the help they get from staff who know their needs well.

10. The behaviour of the pupils is very good in all aspects of the school day, both in the classrooms and in the playground at lunchtime. The parents commented upon the good behaviour both at the meeting with parents and in the answers to the questionnaire. A quote from one parent effectively describes the overall view, 'Many times I have been proud to watch them hold their own among larger schools and always feel their behaviour is a credit to them'. No instances of inappropriate behaviour, including bullying, were seen during the inspection and talking to pupils confirmed that inappropriate behaviour was a rarity.
11. The pupils are very willing to accept responsibility and use their initiative. This is abundantly shown by their enthusiastic membership of the school council, and discussion with the members demonstrated how involved they feel with the management of the school and that they have influence and pride in the school. The Year 6 committee acts as a role model for the whole school and raises money, part of which is used to buy a gift for the school at the end of the school year, for example a trike cart for the reception children.
12. The pupils have very great respect for the feelings and values of others, both in the school community and in the wider community. The few pupils from other ethnic backgrounds are well integrated. The pupils' support for a wide range of charities and for the local community, for example the willow sculpture in the village park and entertaining grandparents at a Christmas lunch, very well illustrates their concern for other people. This school is helping the pupils to develop a comprehensive understanding of the duties and responsibilities of citizenship.
13. The level of attendance in the last academic year is broadly average at 94 per cent with the level of unauthorised absence above the national median. The impact of unsatisfactory attendance or prolonged absence by one or two pupils has a significant impact on percentage levels and the school monitors absence closely. Reducing unauthorised absence has been a target for the school. There is a reduced level of unauthorised absence so far this year. The instance of late arrival is minimal. Registration is carried out promptly and efficiently at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

14. Overall the quality of teaching is good and there is now no unsatisfactory teaching. During the inspection 80 per cent of lessons were good or very good. Good teaching is a key ingredient in the school's success. Teachers develop and sustain very productive relationships with pupils; they encourage them, praise them and give them confidence in their own abilities. Teaching assistants make a big contribution to lessons; they work closely with individuals and groups of pupils and have a quick grasp of what pupils need to learn. Teachers are skilful at making the learning interesting and enjoyable whilst at the same time making sure it is purposeful and rigorous.
15. Teachers' high expectations are also a key feature of the good lessons. Good planning ensures that lessons move along at a good pace; teachers have a clear idea of how much they want to cover and have the expectation that pupils will work hard and complete what is planned. Teachers also have a good awareness of the needs of individual pupils. The work that pupils are expected to do is carefully matched to what they need to learn. Some pupils are given extra support if they need it and the work is

usually adapted so that they can better understand what they are doing. Higher attaining pupils are also challenged and given work that stretches them and this ensures that they attain the standards of which they are capable.

16. Lessons have a good balance of activities that keep pupils interested. For instance, in a Years 1 and 2 literacy lesson, pupils had a chance to talk with each other about the pictures of an earlier walk and agree the order of events. They then worked on writing their account using a helpful set of prompts and this was followed by a chance to read out in front of the class. This was an efficient use of teaching time, it covered a lot of ground and the teacher, her assistants and pupils worked hard and achieved well.
17. Most lessons are carefully planned and generally take account of the range of pupils' needs. Many lessons are particularly successful because the teachers' good subject knowledge enables them to teach confidently and move learning along at a good pace. This good subject knowledge, combined with a real enthusiasm, results in some very good teaching. For instance, in mathematics lessons there is an air of real purpose and expectations are high. Pupils respond well, they listen intently and work accurately. This combination was evident in a mathematics lesson with Years 3 and 4. Following a well-planned starter activity, which provided challenges for higher attaining pupils at the same time as bringing along the confidence of lower attaining pupils, the teacher's penetrating questions helped the pupils explore how they could work out fractions of regular shapes. The activities that followed were extremely well matched to the pupils' needs and good use was made of a computer program to help the higher attaining pupils sort out the multiples of their tables to discover prime numbers. The good subject knowledge also ensures that questions teachers ask are sharp and challenging. During a Years 5 and 6 English lesson, focusing on giving explanations, the questions the teacher asked were open and encouraged pupils to provide better phrases to start paragraphs. Mindful of the different attainments in the class, the teacher used the final part of the lesson to evaluate a range of pupils' writing that ensured the lesson was successful for all.
18. The teaching of children in the reception year is satisfactory. The adults manage the time well, providing a good balance of direct teaching and small group work. Routines are very well established and expectations of what the children are to achieve are shared by all adults. There is regular checking on the progress the children are making and the teaching assistant is clear about what the children are to achieve. Reading, writing and number are taught well. There is good attention given to teaching, through children's experiences that enrich their knowledge and understanding. Planning for creative development is under-emphasised and does not identify specific details of how this area of learning is to be developed. Consequently, the opportunities for the youngest children to extend and develop creativity are limited.
19. Overall, the implementation of the two national strategies for teaching literacy and numeracy has been successful. Teachers make sensible adaptations to ensure the lessons match precisely what pupils need. Resources are well used. For instance, the use of ICT enables older pupils to present information in a range of interesting formats. The use of the computer suite and the library by pupils and to extend writing and mathematics skills are regularly incorporated into lessons. Teaching assistants are used well. They often work with groups of pupils and in the good and very good lessons they enhance the quality of teaching.
20. Teachers make good use of homework to support work in the classroom. It is matched well to pupils' needs in consolidating English and mathematical skills but also enhances their research skills.

21. Teachers make effective use of ongoing assessments. Lessons often begin with a useful question and answer session that recaps what pupils have already learnt. In one good example in a physical education lesson with Years 3 and 4, the teacher revisited some aspects of holding a tennis racquet, as he was aware that some pupils were unsure about the correct technique. This allowed him, through demonstration, to encourage the lower attaining pupils to make more use of their hand and eye co-ordination to strike the ball accurately.
22. Pupils with special educational needs are taught well. The teachers and teaching assistants track their progress diligently and tailor the work to meet targets in the individual education plans. The teaching assistants supplement and enhance the quality of teaching by working with these pupils individually or in small groups. This was very evident in a mathematics lesson with Years 5 and 6. During the middle part of the lesson the teaching assistant skilfully provided the two pupils with clear instructions and good questioning that helped them consolidate what they understood about calculating percentages.
23. The marking of pupils' work is usually positive and increasingly refers to the pupils' individual targets and gives them a clear indication of what they need to do to improve. Teachers' marking is conscientiously undertaken. There are some examples of concise evaluative comments that are developmental and effective. In the work of ten- and eleven-year-olds there is a continuous written dialogue between teacher and pupils that promotes learning well. For example, '*Good, F , try and start with your verbs*' and the response '*Yes, Thank you Mr. G*'. This marking is effective because teachers know what pupils are achieving and this is shared with the pupils and then used as an authentic source of reference to plan the next elements of work.

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

24. The curriculum is broad, balanced and relevant and covers all areas of the National Curriculum and the locally agreed syllabus for religious education. Consequently, pupils make at least satisfactory and usually good progress in their learning across the full range of the curriculum. The national strategies for teaching literacy and numeracy have been introduced successfully. The school has thought carefully about its curriculum provision in general and there are good links between different subjects. Overall the quality and range of learning opportunities are good. The Foundation Stage curriculum is satisfactory but there are shortcomings in organising creative experiences for the youngest children.
25. Effective policies and schemes of work are in place for all subjects. The well-taught French lessons enrich the statutory curriculum. The school ensures equality of access and opportunity for all pupils and the arrangements for these aspects are good. Provision for pupils with special educational needs is also good and, as a result, most of these pupils make good progress in their learning.
26. In their medium- and short-term planning, teachers take due account of the needs of the different age groups within their mixed-age classes. Consequently, there is no unnecessary duplication of work. The systematic approach to teaching speaking and listening ensures worthwhile opportunities for pupils to develop these skills which has a benefit on their use of vocabulary and grammar. Mathematics is enhanced by the effective use of ICT and good links are made to other curriculum areas. Older, higher

attaining pupils benefit from attending master classes in mathematics at the local secondary school. This provides them with a high level of challenge that they meet enthusiastically. In science, the curriculum has a strong emphasis placed on investigation and observation. This is a significant improvement because it was judged a weakness in the previous report.

27. There is good provision for personal, social and health education (PHSE). More recently the school has developed and promoted its citizenship policy. Consequently these two aspects are integrated fully into teachers' planning. In addition to other provision, the school uses discussion times to help promote personal development. The very good attitudes and behaviour that are prevalent throughout the school have a significant impact on learning. Teachers take advantage of the opportunities arising in other subjects to extend health education. Pupils learn about keeping healthy and participate in a successful 'healthy eating' week.
28. There is very good provision for extra-curricular clubs and curricular enrichment. Educational visits significantly enhance pupils' learning. In connection with their studies, pupils visit a wide variety of different places. Amongst a very full number, they include field trips to Bodmin, the Eden project, Portreath and Falmouth as well as local museums and neighbouring schools. These all broaden pupils' experience of the environment beyond their own. Visitors are regularly welcomed into school. Examples include a representative from Save the Children, an astronomer from Roseland Observatory, a potter, a poet and specialist teachers from local secondary schools, to name but a few.
29. Links with partner institutions are good. The school belongs to a local cluster of small schools that share events involving theatre groups, music and sports. Good use is made of another local primary school to enable pupils to participate in physical education activities. There are also good links to the local secondary school.
30. The overall provision for pupils' spiritual, moral, social and cultural development is very good. The provision for pupils' spiritual development is very good¹. It is promoted effectively through assemblies and circle time. Highly effective teaching strategies encourage all pupils to recognise their strengths and shortcomings and this leads to some very good quality discussions during lessons. In assemblies, pupils were asked to reflect on feelings. This encouraged them to think how they might help another person who may be experiencing a lack of confidence or who may be feeling lonely. In a special moment in assembly, pupils were in awe at the sight of a very old pressed flower that had been kept in a family bible for over a hundred years. Opportunities provided in art and design and music encourage appreciation of the efforts of others and of ways to express their own feelings and emotions, particularly demonstrated when playing music and singing together. Pupils are strongly encouraged to reflect on the purpose of life and helping others, whilst the environmental education programme teaches them to appreciate the uniqueness of the natural world.
31. Provision for pupils' moral development is very good. A strong moral code forms the basis of the very good relationships observed during the inspection. Adults working with children have a calm and confident manner. From the beginning of their time in school, pupils are taught right from wrong. Pupils are aware of the need for sensible behaviour and how school rules can promote this. Consequently, each pupil has been issued with a pocket-sized card that expresses the school rules and reminds pupils of what they

¹ Veryan is a voluntary aided Church of England school and is subject to a section 23 inspection to be carried out on behalf of the Diocese of education.

are. As a result of this consistent approach, pupils show high levels of respect for each other and for adults. There are regular opportunities for pupils to discuss moral issues in lessons. A good example of this was when some of the youngest children shared their views about the damage done to a local tree by other pupils in the village.

32. The school makes excellent provision for pupils' social development. This represents a substantial improvement from the previous inspection when it was judged good. It promotes a strong sense of community. Pupils contribute to community events but equally benefit from visits to the school from residents such as the local artist. From the time that they commence their education, pupils are encouraged to share and to co-operate. This is clearly evident in classes throughout the school as well as in playtime and extra-curricular activities. The resulting caring attitudes support pupils' social development very well. The school council is well established. It provides very good opportunities for the elected representatives to exercise leadership and responsibility and is a very good forum for pupils to influence the direction of the school. In addition, pupils in Year 6 manage a successful after-school club that involves some 20 or more pupils in a range of games activities.
33. Provision for cultural development is good. This represents an improvement from the previous inspection. Pupils share with older members of the community in celebrating local customs and traditions that enrich their appreciation of music and art. There is a regular programme of visits from travelling theatre companies and the school makes an annual visit to the local cathedral to share in dramatic and musical performances. As part of its curriculum enhancement the school offers French to its pupils in Years 5 and 6. Pupils are given good opportunities to appreciate cultural diversity and other people's beliefs and values. For example, as part of their study of Judaism, pupils visited a synagogue in Plymouth. Older pupils benefit from the school's membership of the Cornish Association for the Development of Education (CADE) that provides teaching materials to promote a better understanding of cultural development. There is good emphasis placed on how people from different ethnic backgrounds live and work in Britain today, when teaching from this material. The school has planned visits from an African teacher to enable pupils to learn about some aspects of African life. The headteacher has visited India in connection with pupils' geographical study of a village, and returned with a captivating range of photographs. Finding opportunities to experience life in multicultural Britain is not without difficulties for a small school in Cornwall, but such efforts are commendable and promote an awareness of the society in which they live and good levels of citizenship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school looks after the pupils very well and ensures their physical wellbeing in a supportive environment. This is a strength of the school and the previous good provision has been maintained and improved. All routine health and safety checks have been carried out satisfactorily. Fourteen pupils from across the school were asked about the procedures for evacuation in case of a fire or other emergency and all were fully conversant with the laid-down procedures and the reasons for them. The school has staff trained in first aid procedures. The governor responsible for health and safety and risk assessment works closely with the staff member charged with these duties and there is a regular briefing that ensures that any action needed is undertaken promptly.
35. Procedures for child protection are fully in place. There is a named member of staff responsible for the implementation. All the staff are fully aware of the procedures and all

have received training. The school works closely with the outside agencies.

36. The procedures for monitoring and promoting attendance are very good as can be seen from the current level of attendance that has improved since the last school year. The school secretary is responsible for monitoring and promoting attendance, skilfully combining use of computer analysis with manual systems very appropriate to this school.
37. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good as is demonstrated by the pupils every day. The principles are consistently applied by all staff and enhanced by the understanding that the staff have of all the pupils.
38. There are good procedures for monitoring and supporting personal development. These in the main are informal but, due to the relatively small numbers on roll, all the staff know all the children very well and this ensures that support is ongoing. There are written comments on personal and social development on the annual school reports that are kept in a folder for each pupil.
39. The school has satisfactory arrangements for assessing and recording pupils' standards of attainment. The recent innovation in keeping records of pupils' achievements on CD-Rom has the potential to further improve record keeping, but is at too early a stage to judge its overall effectiveness. Good use is made of established assessment information to plan for the whole school, for groups and for individuals. This represents an improvement since the previous inspection that reported deficiencies in assessment procedures, particularly in relation to the foundation subjects. Teachers assess pupils' achievements in the foundation subjects; these are recorded in a consistent format and therefore pupils' progress is easily tracked.
40. When children first enter the school they are assessed carefully to identify particular strengths and weaknesses. This information is used successfully to form groups and to plan teaching programmes. It is also used as a first step in the identification of pupils with special educational needs. As a result, early action is taken and the school is able to make good provision for these pupils.
41. The individual education plans (IEPs) prepared for pupils with special educational needs are of good quality. They contain realistic and attainable short-term targets that are shared with parents and pupils and are reviewed regularly. Overall, the IEPs enhance pupils' progress because they form a focus for the work of teachers and their assistants. Teaching assistants are usefully involved in tracking the progress of pupils with special educational needs towards these targets. Where appropriate, the school liaises with outside agencies in order to obtain the best guidance and advice for pupils. All statutory requirements in relation to special educational needs are met fully.
42. As well as the assessments and statutory tests, teachers carry out regular testing of reading and mathematics using standardised tests. In these ways, teachers gather a considerable amount of information about their pupils that builds over time into a detailed picture of their strengths and weaknesses. Consequently, teachers know their pupils well and are able to report accurately to parents at the open evenings.
43. The school makes good use of assessment information to inform planning for the whole school and individual pupils. The headteacher analyses the national test and assessment results in order to make comparisons with other schools. The school also

makes comparative judgements in respect of the achievement of pupils who have attended the school from reception to those who have been admitted at other times.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents have a very positive view of the school; this was very clear from the comments made at the meeting with parents and with discussions with parents during the course of the inspection. This positive view is reflected in the very good partnership between the school and the parents. This partnership is a strength of the school and has maintained the position noted in the previous report.
45. The school has very effective links with parents and this is well illustrated by the parent partnership meetings that are held twice a term. The recent resolving of problems connected with homework bear testament to the success of these meetings. The parent governors are very involved with the school and provide an additional link for all the parents. Every Friday there is a parents' assembly that is well supported and enhances the sense of community. The school has an open-door policy that parents are happy to take advantage of.
46. The quality of information provided for parents about their children's progress is very good. The school makes every effort to ensure parents and teachers can meet to discuss children's progress twice a year. The annual reports are detailed; they give clear judgements about attainment, general targets for improvement and specific targets for the next school year. The parents of pupils with individual education plans are invited to discuss the plans and can make a contribution; the plans are reviewed twice a year. There is a school newsletter published every fortnight, keeping the parents informed of all events.
47. The parents make a good contribution to learning at home and at school. Parents come into school to help in the classrooms, help with after-school clubs, with transport and school trips. The reading diaries and homework record books are well used by the parents.
48. There is a strong parents and friends association which raises on average £2,000 a year to be used on projects agreed between the school and the parents. This is a significant contribution considering the numbers on the school role and demonstrates the commitment of the community to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is very well led and managed by the headteacher. She provides the school with a very clear sense of direction and purpose and has successfully shared this with all the staff and governors. This is most evident in the strong pastoral support and the concern to provide a stimulating and challenging curriculum. A strong sense of teamwork pervades the school, with all staff, teaching and non-teaching, playing a full part in the life of the school.
50. Teachers are hard working and very committed and are keen to improve the education for all pupils. There has been an appropriate focus on improving teaching through careful monitoring and training. This has been successful in eliminating unsatisfactory teaching and improving its overall quality. The headteacher, staff and governors are beginning to use the information about pupil performance to supplement other well-

established systems of review to drive improvement in the school.

51. Subject management is effective. The role of the co-ordinators in the planned development of the curriculum is clear. This is particularly noticeable in several subjects, for instance English, mathematics, ICT and physical education, which have seen significant improvements in provision and standards. The management of special educational needs is effectively shared between the headteacher and class teachers. Management is efficient and good support is provided for colleagues in the preparation of individual education plans and liaison with outside agencies. The management of the Foundation Stage is also effective. The subject co-ordinators provide a good level of support to colleagues and the school's resources are well deployed, for example when utilising the strengths of teachers in the two junior classes.
52. The school has a very positive attitude towards performance management and benefits from the cohesive targets agreed by staff. Teachers undergo regular appraisal, and reviews are held which assess performance. The outcomes of these processes are used well to determine the direction of school development. This represents good progress since the last inspection.
53. Since the last inspection, the school has responded well to the key issues and implemented significant improvements. Most notable is the improving provision for ICT and physical education. The curriculum is better planned and there is a sharing of responsibility for improving pupils' achievement and attainment.
54. The governing body is also much more effective and fully involved in the work of the school. They keep themselves very well informed through visits and reports from managers and are very involved in setting the strategic direction of the school. They are extremely well organised and take their responsibilities seriously. The establishment of a committee to oversee the progress of pupils in English, mathematics and science is innovative and an extremely effective tool for governors to monitor the success of the school. They make a very big contribution to the work of the school and are very involved in bringing school and community together.
55. Financial management is secure. The governors are appropriately involved in setting and monitoring the budget. There is good use of the resources and a clear correlation between the school's priorities for action and the pattern of resource allocation. This is very evident in the strategic decision to increase the number of teaching assistants, improve resources for science and ICT, and to fund the costs associated with providing pupils with a full access to physical education. The school has obtained some funding for essential developments to the fabric of the building to ensure an outdoor activity area for pupils, but is still without adequate access to a hall on a daily basis for worship and physical education.
56. The school has a satisfactory number of qualified and experienced staff to meet the needs of all pupils and cover the full requirements of the National Curriculum. They have well-defined responsibilities and work co-operatively as an effective team. Teachers and pupils are well supported by a good number of trained and effective teaching assistants. They make a valuable contribution to the work of the school and in particular to the good progress made by pupils with special educational needs. Non-teaching members of staff carry out their duties effectively and contribute well to the smooth running of the school. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum and they all work very well together as a team. There are good arrangements made for the support of newly qualified staff and for teaching assistants.

57. The quality of the accommodation is satisfactory. This represents an improvement since the previous inspection that reported inadequate accommodation both inside and outside. Improvements stem from the substantial new building programme that comprises a classroom and ICT suite, although this has had a detrimental impact in that it diminishes the availability of outdoor space. There are still some weaknesses in accommodation because there is no confidential area for parents, carers and outside agencies to hold meetings with teachers. The school uses a number of facilities in order to provide the full range of the physical education curriculum, particularly gymnastics, dance and games. This is inefficient in terms of cost and time. The accommodation is maintained to a high standard of cleanliness. The environment is enlivened by displays of work of high quality that celebrate pupils' achievements.
58. The quantity, quality and range of learning resources are satisfactory and effectively support learning in all areas of the curriculum. Improvement flows from a number of factors that include targeted spending and the good husbandry that is managed by the finance committee of the governing body.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to continue to improve the quality of education provided, the headteacher along with the governing body should:
- (1) Improve the organisation of the learning environment for reception children so that it provides more opportunities for informal speaking, listening and independent writing and for children to explore, experiment, plan and make decisions for themselves. (Paragraphs: 5,18, 24, 60, 63, 67, 70 & 75)

Minor Issues

- Sharpen the focus on handwriting and presentation. (Paragraphs 6 & 83)
- Provide more opportunities for algebra and graph work. (Paragraphs 6, 87 & 91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	12	4	0	0	0
Percentage	0	36	48	16	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 four 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)	73
Number of full-time pupils known to be eligible for free school meals	8

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	14

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	13
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	5	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (89)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (89)
	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	10	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	14	14
Percentage of pupils at NC level 4 or above	School	86 (81)	100 (81)	100 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	64 (81)	79 (75)	86 (88)
	National	73 (72)	74 (74)	82 (82)

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

Separate scores for girls and boys are not supplied as the small number of each in this cohort could lead to the possibility of individual recognition.

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	69	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	24
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	61

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0

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.

Financial information

Financial year	2002-2003
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	£
Total income	201,877
Total expenditure	214,207
Expenditure per pupil	2,975
Balance brought forward from previous year	13,535
Balance carried forward to next year	1,205

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	58	40	0	0	3
Behaviour in the school is good.	65	30	3	0	3
My child gets the right amount of work to do at home.	58	33	10	0	0
The teaching is good.	73	18	0	0	10
I am kept well informed about how my child is getting on.	60	23	15	0	3
I would feel comfortable about approaching the school with questions or a problem.	73	15	10	3	0
The school expects my child to work hard and achieve his or her best.	80	18	0	0	3
The school works closely with parents.	60	28	10	0	3
The school is well led and managed.	55	33	8	5	0
The school is helping my child become mature and responsible.	68	28	5	0	0
The school provides an interesting range of activities outside lessons.	45	50	3	0	3

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

60. Children join the reception class on a mornings only basis in the term before they are age five and start full time in the term that they reach five. They share the classroom with six- and seven-year-olds and join in with them for many activities. All the strengths identified in the last inspection have been maintained. The accommodation for children has improved with an extension to the classroom and a wider range of outdoor play equipment. The improved ICT resources ensure good achievements in this area. The overall planning for meeting the children's needs is satisfactory. The planning follows the qualifications and curriculum authority (QCA) curriculum guidance for the Foundation Stage, together with the local education authority document on planning for reception children in mixed-age classes. This is carefully followed and appropriate adjustments are made in the provision for higher attaining children. In the main, the children join in with activities planned for older pupils and these are successfully modified for their needs. However, there is a lack of a distinct focus for their creative development and opportunities for speaking and listening and independent writing in the classroom. This is limiting the progress made by those children who start school below or well below expectations in their communication, language and literacy skills.
61. Arrangements for children starting school are good and parents comment on how well they settle into the reception class.
62. The quality of teaching is satisfactory overall. There are sufficient adults to support children and they make a satisfactory contribution to learning; there are very good relationships between all those working in the reception class. Support staff play an important part in the planning and record progress in a systematic way. There are no children identified as having special educational needs. However, the co-ordinator helps teach reception children drama once a week. This provides children with a good opportunity to develop their speaking and listening skills and also enhances the schools' provision for quickly identifying those children who would benefit from extra help.
63. When children start school, their attainment ranges from above to well below average, but is average overall. Higher attaining children do well and make good progress but those that find learning more difficult do not make as much progress as they should because of weaknesses in how the provision for creative development and communication, language and literacy is organised.

Personal, social and emotional development

64. In most aspects of their personal, social and emotional development children make good progress and most children are on course to exceed expectations by the end of the reception year. Children are keen to learn and quickly settle to work. They have very good relationships with each other. They help each other with the shopping tasks and take turns with the tricycles and outdoor play equipment.
65. The teaching is satisfactory overall. Social skills are discussed with the children and targets are given at the start of an activity. There are high expectations that children will put away small play equipment and play safely together. Role models presented by adults are good. Good behaviour is rewarded in an explicit fashion and this helps children develop a positive view of right and wrong and self-control.

66. Adults ensure that the activities are inviting to children, for example by using photographs, and this encourages them to become quickly involved. However, there are few opportunities for the children to make choices. Good opportunities are provided for children to talk about their feelings and care is taken to ensure that older pupils in the class do not monopolise the talking during discussion.

Communication, language and literacy

67. Children make satisfactory progress in this area of their learning and by the time they start in Year 1, nearly all reach expectations. They enjoy songs and stories and listen with attention. The classroom lacks areas for children to learn through role-play and imaginative play where children can extend speaking and listening skills through using language socially. The quality of discussion between adults and children lacks the challenge needed to develop the speaking skills of lower attaining children.
68. Teaching is satisfactory. Good use is made of the literacy framework for teaching children letter sounds and other strategies for reading, and all pupils make good progress in this area. Most children name sounds in the words they use frequently; average and higher attaining children use picture clues to tell stories whilst a small number read independently.
69. There are plenty of games to help the youngest children to retell the stories in their own words. Good use is made of computer programs, such as 'talking books', which encourage children to read independently. The support is well organised and a number of adult volunteers come into school regularly to share books.
70. The teaching of writing is satisfactory overall. Progress in forming and shaping letters is good and children quickly learn to copy their own short sentences or those composed by the class. What is lacking are times and places each day where children can practise their writing and develop a good view of themselves as independent writers.

Mathematical development

71. Teaching is good and most pupils are achieving well. Most reach the expectations by the end of reception year in simple counting and their knowledge of number to ten is good. Their mathematical language is meeting expectations; most recognise and use with confidence phrases such as 'more than', 'less than', 'below' and 'above' and recognise and create simple patterns. Children are encouraged to regularly think about numbers during the day and there are sufficient structured activities that reinforce mathematical language and pattern.
72. Children benefit from small group activities where the work is aimed at specific needs. For example, in a lesson on adding, higher attaining children worked with a teaching assistant to calculate the coins needed to reach a given amount. This was demanding of them and the pace of learning was effective in developing discussion and knowledge of addition. The lower attaining children took part in a session led by the teaching assistant where they chose a fruit and paid for the item using a coin stamper. The task of stamping the correct value quickly consolidated their early counting skills. The children had the necessary knowledge of numbers greater than six to take part in the activity.

Knowledge and understanding of the world

73. Children attain and achieve well. Enquiry features strongly in this area of learning. Planning ensures a broad range of experiences to teach children more about the world in which they live. Adults listen carefully and generally question appropriately. For example, there was some very detailed planning for a walk in the woods. The points to look out for and the questions to ask helped the adults enter discussions. Children's awareness of the immediate locality and its main features developed well. Most have a good knowledge of where they live and how they can get from their home to school.
74. There is good provision for teaching ICT skills and children learn quickly and confidently. The adult support is well focused on encouraging systematic skills across a range of subjects and consequently children attain well. For example, children were producing their own diaries on the growth of cress and their knowledge of parts of a plant are learnt through detailed drawings/paintings of sunflowers.
75. The teachers encourage children's natural curiosity well by using as much practical activity as possible but this is largely with the activities set for older, higher attaining pupils. Whilst activities in this area of learning are appropriate for the range of abilities, there is not enough provision in the room for children to regularly make choices about using constructional equipment, small world play or to investigate a range of phenomena.

Physical development

76. The provision for outdoor play is well managed and a good range of resources encourages good progress in physical development. Children's finer motor skills, such as cutting and sticking, are taught well and children's skills exceed expectations. There is good, regular access to the outdoor area each day for short periods and children are encouraged to venture outside even on dull days. The range of activities is varied, and the adults give good support during exploration. For example, two children were encouraged to set up their own game of uni-hoc whilst another was warmly praised as she learned to ride a bicycle without stabilisers.

Creative development

77. There was limited opportunity to assess the progress of children in this area of learning and the quality of teaching and learning. Most of the work available for scrutiny around the classroom belonged to pupils in Years 1 and 2 and judgements on artwork and craft are therefore unreliable. An activity involving children in selecting from a range of natural materials such as leaves and twigs as part of a composition lacked specific guidance on how children could develop responses to their work. Some children, happy with their initial efforts, went on aimlessly to fill all the available space left so spoiling their original balance and harmony in the picture.
78. This is an area of learning where the classroom organisation does not encourage children to explore, develop ideas and express their creativity in a more informal way. Consequently opportunities to explore and develop ideas through music making, painting and play are missed.

ENGLISH

79. Standards attained by seven- and eleven-year-olds are at the expected levels overall. Pupils continue to achieve well, as reported at the last inspection, and the quality of teaching has improved. Standards in speaking and listening remain above national expectations throughout the school. In addition, by the end of Year 6, pupils attain standards in reading that are also above the national average. Standards attained in handwriting are broadly average but there is little that is above average for eleven-year-olds. Throughout the school, pupils with special educational needs make good progress in their learning. This is due to the effective systems that are in place to identify their needs and the range and quality of the support that they receive from teachers and classroom assistants.
80. Standards of work seen during the inspection show that most pupils are achieving as expected and that many are making good progress. Progress in reading is good throughout the school. Lower attaining pupils make good progress due to the regular support from teaching assistants and small group teaching. By the time they leave the school they read accurately. Pupils make steady progress in their writing in Years 1 and 2. The lower attaining pupils receive effective support in the classroom and the work is generally well matched to their needs. The progress most pupils make between Years 3 and 6 is good. Average and higher attaining pupils build on a sound knowledge of grammar and, because of the good gains made in reading and speaking, respond well to the recently introduced strategies to support writing. In writing, for example, different groups receive work in a lesson that is matched well to their personal targets. The co-ordinator has successfully introduced guided writing, when the teacher and pupils write together, and consequently has broadened the repertoire of writing tasks. The quality of relationships within the school is very good and consequently pupils express their ideas confidently and are willing to experiment in their writing. This further contributes to their good progress. Teachers provide good opportunities for pupils to develop their skills in English, in other subjects and activities such as assemblies.
81. Standards in speaking and listening are above average and show many good features. One such feature throughout the school is the well-structured opportunities for pupils to develop their speaking and listening skills in other areas of the curriculum. For example, in circle time Years 3 and 4 pupils stated what upset them and similarly suggested to others how they might overcome their difficulties. They know they will be listened to sensitively and receive a sympathetic hearing from their peers. In a good science lesson in Year 6, pupils recalled accurately and described concisely how to construct a circuit that incorporated a battery and a range of switches.
82. Teachers' emphasise both the importance of learning skills and an enjoyment of reading. By the end of Year 2, most pupils read confidently for their age. They recognise many words, using context and pictures to help them read. They talk about what they have read, identifying the main plot and discussing their favourite parts. By the end of Year 6, many pupils talk analytically about their favourite authors and the types of books that they enjoy reading. They show a clear understanding of what they have read and develop good skills of inference and deduction in their personal reading and in class. Pupils correctly identify the author and illustrator of a given text. Throughout the school, pupils are enthusiastic about books and all read regularly at school and at home. Parents are actively involved in helping their children. This is clear from the detailed records of home-school links that are well maintained by teachers, support staff and parents. Pupils develop good library skills and show that they know how to locate both information and fiction books. Older pupils access the Internet successfully to find information that supports their learning.

83. Pupils' attainment in writing is satisfactory. By Year 2, pupils have standards of writing that are expected for their age. Handwriting and presentation develop soundly with some pupils beginning to produce work in a neat joined-up script. Sentences are usually well structured with many pupils using full stops and capital letters to mark sentences. Standards of spelling are broadly satisfactory and many pupils show a satisfactory understanding of basic spelling patterns; however these are not always applied when writing independently. As they move through the school, pupils learn to write in different styles and for different purposes, such as a story or a description. Most pupils make at least satisfactory and often good progress. By the end of Year 6, pupils significantly increase their repertoire of writing activities. There are good examples of report writing, persuasive writing and writing from another person's perspective. Average and higher attaining pupils write well-structured stories with effective characterisation and plot. Pupils are encouraged to use 'Tool Kits', prompts for learning that are displayed prominently in all classes, and to apply them in their writing. This has had a beneficial impact on raising standards. By Year 6, pupils are beginning to develop their own style of handwriting. However, there is no consistency in the way that pupils use either pen or pencil. Consequently, the quality of presentation of some work is below expectations. Overall, there is scope to improve both standards of handwriting and the presentation of work.
84. The teaching of English is consistently good. All lessons are planned well. In the best lessons, the pace of learning is brisk and the pupils work industriously in well-established routines. Teachers most frequently led whole-class introductory sessions and then set different tasks for different groups of pupils, matched to their ability levels. In turn, the pupils worked effectively, either individually or in small groups. Well-trained and competent teaching assistants often supported pupils effectively. This strategy has benefited both the higher attainers who responded well to the high expectations and challenge of teaching and also those with special educational needs. Good use is made of strategies to help those preparing for the national tests in Year 6. Teachers are conscientious in marking pupils' work. In the best examples of marking teachers offer comments that set clear targets for improvement. There are many examples of a worthwhile dialogue between teacher and pupils in the books of ten- and eleven-year-olds that shows their commitment to improvement.
85. Literacy is used effectively to support other subjects and there are good cross-curricular links using ICT. In religious education, for example, pupils have provided a descriptive text and related artwork to illustrate life in a Zambian village. The school enhances pupils' learning in English through its celebration of events such as Book Week and by inviting a poet into school to work with pupils during Poetry Week. Resources for learning are satisfactory in range and quality and are used effectively by staff and pupils.
86. The leadership and management of English are very good. The co-ordinator has worked hard to support colleagues in extending the opportunities for writing. Teaching has been observed, areas for improvement identified and in-class support provided by the co-ordinator. This has been instrumental in raising standards and improving the provision through the school. The headteacher and literacy governor are fully involved in monitoring standards and checking on the quality of teaching and learning through lesson observations. This has ensured that the expectations of pupils are raised, and that they achieve their best.

MATHEMATICS

87. Attainment in mathematics is in line with the average for seven- and eleven years olds. Teachers have greater confidence in teaching the subject since the last inspection, and, as a result, as pupils move through the school their achievement is good, particularly in their knowledge and use of number. Lower attaining pupils and those with special educational needs make good progress due to the good quality support they receive. These pupils are reaching average standards by the age of eleven. Higher attaining pupils make satisfactory progress, but are not always extended in their use and development of algebra or in their interpretation of graphs.
88. The rate of progress reflects the good teaching. Teachers ensure that all pupils are doing work that builds on what they have done previously and helps them to extend their understanding. Often this is done with judicious use of the teaching assistants who make a valuable contribution to the lessons. This was the case in a lesson with Years 5 and 6 pupils. The teaching assistant worked with a group of pupils following a sharp and effective introduction by the teacher. The teaching assistant helped the pupils use their existing knowledge, about how to find a half, to find 25 per cent. The pupils gradually increased their level of understanding and progress was good given their prior attainment. Other pupils also extended their understanding of how numbers work and were becoming increasingly confident about using multiplication and division to find percentages. Higher attaining pupils were also beginning to apply these strategies mentally to calculate 'value-added tax'.
89. Some very good teaching in Years 3 and 4 was enabling pupils to make good progress. The teaching was brisk, carefully focused and the teacher was very confident about what the pupils needed to learn. The teacher's enthusiasm and purpose resulted in the pupils applying themselves well and working hard. The work was well planned for the pupils with individual education plans. The excitement of learning how to sort numbers by their families and using a diagram for this led to great excitement as table facts were learnt or reinforced. The work was carefully structured so that the concluding session helped pupils towards a greater understanding of the numbers that belong to none of the table facts. This challenged many of the higher attaining pupils in Year 4, who thoroughly enjoyed the lesson.
90. By the time pupils leave the school they have a good grasp of the four number operations and are very confident about working with high numbers. They understand, for instance, the relationship between fractions, decimals and percentages and use these to solve practical problems. They are confident about their tables and most pupils have a good recall, as a result of the regular and successful strategies that encourage them to learn their tables and test themselves. There is also effective use of the ICT resources to supplement mathematics lessons. Pupils have opportunities to work with databases and spreadsheets, and they learn effectively how to manipulate increasingly complicated data.
91. The subject is well led and managed. The school has benefited from the successful introduction of the national strategy for teaching numeracy. The emphasis on teaching calculating strategies is paying off and the pupils are gaining confidence to explain what they have done. The subject manager has worked very hard and provides good support to colleagues. Resources are good and used well to support teaching. The pupils are set regular and well-chosen tasks to complete for homework and this encourages a positive attitude to the subject. The analysis of test results gives teachers a useful insight into the strengths and weaknesses of the curriculum. Satisfactory use is made of pupils' numeracy skills to support other subjects, such as geography, throughout the

school. The co-ordinator is aware of the need to focus on aspects of algebra and graph work in order to fully extend those pupils capable of higher levels of attainment.

SCIENCE

92. Two lessons were observed in the two junior classes but it was not possible to observe the teaching of science to pupils in Years 1 and 2 because it was planned to take place at a different time. Judgements are based on observations of the lessons, analysis of teachers' planning and from a range of other inspection evidence. Standards attained by seven-year-olds meet expected levels. Eleven-year-olds attain standards that are above the expected levels. This is an improvement on the findings of the previous report which found that standards overall were in line with expectations. The improvement in attainment stems from a number of factors. The curriculum now takes better account of the investigative element of the science programme of study. The quality of science teaching has improved as has the quality and range of resources that are available to support learning. This is due to better guidelines on how to plan for the range of abilities in the mixed-age classes. This has had a particular impact on achievement in Years 3 to 6, which is good. Pupils with special educational needs make good progress because of the good quality of support that they receive in lessons from their teachers and from classroom assistants.
93. By the end of Year 2, most pupils have developed satisfactory investigation skills. In the recorded work on friction, it was apparent that pupils use simple equipment competently and make accurate observations whilst carrying out practical experiments. The pupils show a basic understanding of the conditions that are required to undertake a fair test when measuring how far a vehicle will travel on a variety of different surfaces. They apply mathematical skill accurately to measure the distances that their vehicles travel and use literacy skills effectively to write about the results of their investigations. Very good use has been made of ICT in the form of a digital camera for pupils to record and store their findings related to forces.
94. By the end of Year 6, the pupils' standards are above expectations. Their knowledge of the main parts of the human lifecycle and of the major organs of the human body is good. When investigating the effect of exercise on the pulse rate, they use their skills developed in mathematics to compile an accurate graph to illustrate their results. During a Years 5 and 6 personal, social and health education lesson, pupils talked knowledgeably with their teacher about the reproductive features of flowering plants. In this activity they showed a good understanding of appropriate scientific vocabulary. Similarly, pupils in Years 5 and 6 show a good knowledge and understanding of electricity when they construct circuits using batteries and a range of devices. Good support is given to pupils with special educational needs to enable them to participate fully in the lessons and consequently they make good progress.
95. The quality of teaching, based on lesson observations and a scrutiny of work, is satisfactory overall with some good features. In the lessons in the Years 5 and 6 class, the teacher has a clear understanding and enthusiasm for the subject. The planning is thorough and reflects the range of ability in the mixed-age class and, although the lesson is long, it is delivered at a fast pace. All pupils are challenged appropriately at their level of need. The teacher uses resources well to support pupils in their learning. The use of speaking and listening skills within the lesson is effective and discussion sessions are used well to reinforce or extend learning. In a satisfactory lesson, too much time is taken up in giving explanations to pupils and consequently the pace of learning is slowed. The scrutiny of work indicated that teachers place good emphasis on investigations and practical experiments, which helps consolidate pupils' knowledge.

96. Leadership and management is good. The headteacher, as co-ordinator, maintains a strategic overview of the subject and takes a positive role in the monitoring of the delivery of science throughout the school. Assessment procedures are satisfactory and are used effectively to monitor pupils' levels of understanding and their rates of progress. Resources are satisfactory in range and quality and are used effectively to help pupils to carry out their investigations and to reach their conclusions.

ART AND DESIGN

97. One lesson was observed in Years 1 and 2, but it was not possible to observe the teaching of art and design to pupils in Years 3 to 6 because it was planned to take place at a different time. Judgements are based on this lesson, scrutiny of work and analysis of teachers' planning. Portfolios of completed work have been retained that show pupils' good standards of achievement. Overall standards attained at ages seven and eleven are above expectations, with particular strengths in pupils' three-dimensional work and painting. Pupils, including those with special educational needs, make good progress and achieve well, because of carefully planned lessons and the use made of visiting artists that strengthen overall provision. Standards have improved since the last inspection.
98. In Years 1 and 2, pupils use pencil techniques effectively when demonstrating a sense of proportion. They shade their work skilfully in order to give it some depth and to add lines in order to provide tone. By the end of Year 6, pupils have built well on their earlier skills. For example, they have worked collaboratively with a local sculptor to construct a life-size model of a pony and cart using willow twigs. This good quality sculpture was subsequently sited in the local play-park. Pupils are given good opportunities to develop their skills in links with other curriculum subjects. In history, for example, pupils in Years 5 and 6 used a range of materials very effectively in the style of the Bayeaux Tapestry to produce an authentic timeline that is associated with the Viking era. Art and design makes a positive contribution to pupils' spiritual, moral, social and cultural development. This is seen, for example, in their pictures of primulas using oil pastels and a black wash, and oil paintings completed in the style of Henri Matisse.
99. The quality of teaching is good. In the lesson in Years 1 and 2, the teacher skilfully demonstrated how to develop shading techniques to convey a sense of light. Recognising pupils were having difficulty capturing the shape of leaves as they bent behind stems she showed how to build the picture up in layers, using the pencil lightly before going over with further detail. The teacher had good subject knowledge. Skills were taught confidently, using an appropriate range of materials, and pupils were given time to reflect on the work of each other. Throughout the school, support is provided for lower attaining pupils, while higher attainers are challenged to develop their skills further. Pupils in Years 3 and 4 attend a local art centre for a residential visit where they learn about outdoor sketching of the sea and coastline. The school makes good use of ICT to enhance the subject, for example in the various software programs that pupils use on computers. The computer-generated pictures depicting shelters – snails in the style of Henri Matisse – showing awareness of natural colours gained first prize in the most recent Royal Institute of British Architects (RIBA) competition.
100. The co-ordinator has made a significant impact on raising pupils' standards of attainment since the last inspection, through her successful management of the subject. The improvements stem from a number of factors. She has provided good leadership and enthusiastic support for her colleagues throughout the school. Effective use has been made of support personnel, such as a local artist and an artist in

residence, to enrich pupils' learning and a regular art club makes a good contribution to pupils' techniques and understanding.

DESIGN AND TECHNOLOGY

101. Two lessons were observed in the two junior classes but it was not possible to observe the teaching of design and technology to pupils in Years 1 and 2 because it was planned to take place at a different time. Judgements are based on these lessons, scrutiny of work and analysis of teachers' planning. The standard of work seen in all age groups is in line with expectations, with some good or very good features in the work of nine-, ten- and eleven-year-olds. These findings are broadly in line with the findings of the previous inspection report. Most pupils make at least satisfactory progress, including those with special educational needs. Support in lessons is well deployed to support all pupils.
102. The scrutiny of work shows pupils in Years 1 and 2 develop early skills appropriately when they design and make a picture frame using cutting tools and adhesives or investigate how to make a healthy jelly. Pupils in Years 3 and 4 also have the opportunity to work with food technology when producing a booklet related to healthy eating that incorporates making a fruit salad. In the same year groups there are well-developed links to literacy. For example, pupils design and make storybooks that feature both pop-up and moving features. Further, the books are illustrated imaginatively.
103. Links to ICT are made effectively through pupils' use of the digital camera to take portrait photographs for their peers. Work completed by pupils in Years 5 and 6 is of a very good standard. Here they have designed and made pairs of slippers and completed detailed evaluations of their product. Pupils' work in connection with designing and making motor-driven controllable cars is impressive. They competently use a wide range of tools and equipment including a saw and a glue-gun and show a good understanding of how they might move the vehicles. This includes finding the best location for siting the batteries, connectors and pulleys when attaching the motor to the vehicle. As with the slippers project, the pupils' critical evaluations of their products are very analytical. They are clear about what modifications they could make in order to improve the outcomes of their work.
104. The quality of work kept as evidence and that on display indicates good teaching. Due emphasis is placed on the need to evaluate the products against the original planning intentions. Teachers maintain detailed assessment notes of pupils' work that they use effectively to plan subsequent activities.
105. The management of the subject is good as is the range, quality and accessibility of resources. Links to ICT to support learning are developing well, using carefully selected software.

GEOGRAPHY and HISTORY

106. It was only possible to see one geography lesson during the inspection. Together with a scrutiny of work, planning and discussions held with staff, pupils achievements are satisfactory in both subjects and seven- and eleven-year-olds are meeting expectations. The strengths reported at the last inspection have been maintained. The planning shows that there is a more systematic approach taken to developing pupils' research skills as they move through the school and this is well supported by a good range of visits. The curriculum is better organised following a sensible adaptation of the

national guidelines and the school has retained its strengths in using the local environment to support the teaching of geography and history skills. There is now a well-established link with the village that provides valuable experiences in studying local issues.

107. In a good lesson with Year 2, pupils' learning moved along at a good pace. The effective start to the lesson reminded pupils of the key features seen during their walk to the woods and photographs and captions very well supported the main activity. These helped lower attaining pupils to sequence the events as a map. The teaching also challenged pupils in Year 1 by getting them to think of ways to represent the features on their maps. Higher attaining pupils showed a good awareness of scale and proportion. Learning for those with special educational needs benefited from the good quality discussions and use of the photographic record.
108. Some well-chosen resources support the teaching of geography. For example, in Years 1 and 2 a good range of photographs and images of an African village helped pupils make comparisons with their experiences of living in rural England. Eleven-year-olds showed a reasonable factual knowledge during their work on water, and most pupils competently research for information on the school's computers or as part of their homework. This work is carried out in some depth, with pupils expected to consider the impact of modern farming techniques on water and land usage. There were clear expectations about organising their work, which encouraged higher attaining pupils to interpret information.
109. No lessons were seen in history. A scrutiny of work shows that by the age of seven, pupils develop a reasonable knowledge and understanding of the lives of people in the past, for example retelling the stories and using art work to show what times were like in the past. Some pupils have extended this work by showing how Florence Nightingale's work changed the nature of nursing and the role of women. By the age of eleven, pupils have a good knowledge of key dates and this is effectively presented as a series of pictures showing periods and events in British history. They make good use of experiences such as their interviews with older inhabitants of the community to explore ideas about life during the Second World War. Enquiry skills are developing well and this is shown in their work on comparing and contrasting the Viking way of life with modern experiences.
110. The subjects are effectively managed. There are good links established between geography and science, particularly in combining the purpose of visits and the use made of the local environment for learning about maps. There are regular, challenging and progressive opportunities for pupils to develop mathematical skills, for example during their river studies. A recent development in assessment has the potential for ensuring teachers have greater knowledge about pupils' needs.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. Seven- and eleven-year-olds attain standards in line with national expectations. This represents a considerable improvement since the previous inspection when standards throughout the school were judged to be unsatisfactory and well below expectations. The improvements in standards are relatively recent and stem from a number of factors. Teachers' expertise has increased significantly in the last two years and this has given them the confidence to plan work that develops pupils' skills alongside their work in other subjects. Resources have been updated and improved. National funding, along with school funds, has provided the school with a new computer suite, Internet access and opportunities for research and independent learning. Most pupils are

confident to use the computers for research and to record their work and make satisfactory progress in their learning. Pupils' application of skills in control technology is improving but lags behind skills in other areas of ICT. Pupils with special educational needs make good progress in learning basic skills because they are supported effectively by teachers and competent classroom assistants. Pupils talk enthusiastically about their use of ICT both inside and outside school.

112. By the end of Year 2, pupils use machines confidently and enjoy making things happen. Most pupils open, save and print work independently. Pupils successfully manipulate a photograph drawn down from the Catholic Fund for Overseas Development (CAFOD) Internet site, to produce a background for their work in art that is related to Africa. Art and design programs are used well for drawing and pattern making and pupils use a variety of different tools confidently.
113. In a Year 6 lesson, pupils confidently learned to use spreadsheet modelling to solve mathematical problems, such as working out the cost of funding a post-tests party. The teaching was particularly effective, as it built on skills the pupils had already learnt, such as using the menu to set a formula for particular cells. The teacher approached the lesson systematically, and frequently asked pupils to clarify what process they had used to get a successful result. In this way he was able to keep track of pupils' learning and encouraged higher attaining pupils to seek other methods. In further links to mathematics, pupils in Years 1 and 2 produce elaborate symmetrical patterns. Pupils in Year 2 present and interpret information from databases graphically as bar charts about their studies related to friction and pulse rates. CD-Roms and the Internet are used effectively as research tools for historical and other enquiry and good use is made of the digital camera to record their work in art and design, design and technology and environmental studies. Pupils respond well to new challenges and are developing very good attitudes towards the use of computers to help them learn.
114. The quality of teaching is good. Planning for ICT shows much improvement since the previous inspection. The nationally adopted scheme of work ensures the progression of learning and coverage of the requirements of the National Curriculum. Teachers evaluate pupils' progress effectively to inform the next stages of planning. Teachers' good subject knowledge and challenging activities promote pupils' enjoyment of ICT and make them keen to learn new skills. The co-ordinator has shown good leadership by ensuring teachers and teaching assistants are confident teaching new skills to pupils. Good use is made of all equipment, including the innovative practice of storing photographs of pupils' work in other subjects on CD-Rom as evidence of their attainment. Recently, the school was a winner in The Golden Owl Awards for school website design in 2002/2003. An Internet safety policy is in place that is signed by all parents as children join the school.

MUSIC

115. By the age of eleven, standards are meeting expectations. At the last inspection, standards were judged good and a strength of the school. Since then, the peripatetic music service has been withdrawn from the school and there is now no easily accessible provision for pupils to supplement their work in lessons, for example in learning to play orchestral instruments. Teachers continue to use their particular musical talents effectively and pupils are making satisfactory progress overall. There were no lessons seen in Years 1 and 2 and an overall judgement of attainment and achievement by seven-year-olds was not possible. They enjoy their music making and perform confidently. Seven-year-olds sing well in assemblies. Their singing is joyful and in tune.

116. The subject co-ordinator taught both the lessons seen. This is effective use of expertise in a small school. The teaching is good and there are regular opportunities to compose and evaluate music. In one lesson, Years 3 and 4 pupils competently used a range of tuned and untuned instruments to create a musical picture of a snail's journey. The well-planned and confident start to the lesson introduced two elements that formed the basis of the composition. The chance to listen to each other's interpretations led to valuable discussions using the correct musical terms throughout. Years 5 and 6 pupils were skilfully guided to a successful lyrical composition using a well-known folk song. The lesson was demanding and required plenty of collaboration to arrive at lyrics that would fit the length of each stanza. This was well delivered by the teacher whose enthusiasm was infectious. What made learning effective, particularly for those whose writing skills were less secure, was the help provided by the teaching assistant.
117. The subject manager has worked hard to maintain the strengths reported at the last inspection. She organises a number of concerts throughout the year in addition to preparing pupils to take part in concerts at the local cathedral. Many former pupils retain their links with the school and return to share expertise with younger pupils.

PHYSICAL EDUCATION

118. One lesson was seen along with an observation of the junior sports club held at the community sports ground. This is insufficient evidence to form an overall judgement about standards attained by seven-year-olds. An analysis of teachers' planning, sporting records and discussions clearly shows there have been significant improvements in provision for physical education since the last inspection. Most pupils make good progress in their overall physical development. Levels of fitness and the skills demonstrated during games lessons exceeded expectations for eleven-year-olds. The strengths in swimming reported at the time of the last inspection have been maintained and by the end of their time in Year 4, all pupils swim at least 25 metres. This is above expectations. No dance or gymnastics lessons were seen and in these areas of physical education a judgement on standards is not possible.
119. Teachers ensure that physical education activities are inclusive and that all pupils are fully involved in physical education. This approach ensures that all groups of pupils, including those with special educational needs, achieve well in relation to their prior attainment. There is no difference in performance between boys and girls. There are excellent opportunities for pupils to improve further their skills in extra-curricular activities. These are seasonal but include football, rugby, cricket, netball, tennis, athletics, running and walking. In turn, pupils become more proficient in these activities. One outcome of this improvement is seen in local competitive sporting events where the school is developing a strong tradition of success.
120. In the games lesson, Years 3 and 4 pupils built successfully on their tennis skills. Most bounced a ball successfully on a tennis racquet and hit and returned a ball to a partner. A good feature of their work was the positive regard that pupils showed for their partner and for the conventions of sportsmanship.
121. The quality of teaching in the lesson observed was good. This was characterised by the teacher's good subject knowledge and enthusiasm for the subject, combined with a high level of expectation and the very good management of pupils. Matters relating to personal, social and health education were addressed well. For example, both teacher and pupils dressed appropriately for physical education and due attention was paid to safety issues.

122. The curriculum is planned well and provides a good variety of learning opportunities for pupils. A very wide range of extra-curricular sporting and dance activities enhances the statutory provision for physical education. This is a strong feature of the school's provision that has a significant and beneficial impact on improving pupils' skill levels and on their achievement. There are regular swimming lessons for younger pupils. Major improvements to the play areas and the use of other schools for dance and gymnastic activities ensure full coverage of all areas of development. Whilst this ensures access to the curriculum it is not efficient in terms of time and cost.
123. The co-ordinator was appointed at the beginning of last year. He has worked strenuously to address the issues that were raised at the previous inspection and in this he has been largely successful. The beneficial links developed with partner institutions through the Poltair partnership and the Roseland cluster bring significant benefits to the pupils at Veryan School through the specialist physical education and games teaching that they receive.

RELIGIOUS EDUCATION

124. Reported on by a section 23 inspector.