

INSPECTION REPORT

FOWEY PRIMARY SCHOOL

Fowey

LEA area: Cornwall

Unique reference number: 111881

Headteacher: Mr. Andrew Earnshaw

Lead Inspector: Marie Gibbon
Dates of inspection: 1st – 3rd March 2004

Inspection number: 256160

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	180
School address:	Windmill Fowey Cornwall
Postcode:	PL23 1HH
Telephone number:	01726 832542
Fax number:	
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Judith Taylor
Date of previous inspection:	28/9/98

CHARACTERISTICS OF THE SCHOOL

Fowey Primary School is situated on the northern edge of the small seaside town of Fowey. While the overall social and economic profile of the school is broadly average, national comparisons indicate some evidence of the rural deprivation which characterises the wider area. There is a well above average level of mobility in the school, which reflects the seasonal nature of some employment and the growth in the population in the town. There are one hundred and seventy pupils on roll, which is higher than at the time of the previous inspection. The percentage of pupils with special educational needs (SEN) is in line with the national average. Most of the pupils on the SEN register have moderate learning difficulties. Attainment on entry to the school is average, although there is some variation in different year groups. Approximately two per cent of pupils are from minority ethnic backgrounds. No pupils receive additional support to help them learn the English language. The school received an Achievement Award from the Department for Education and Skills in 2001; the Investors in People Award in 2002 and the Basic Skills Quality Mark in 2003.

In this report, the **Foundation Stage**, refers to the **Reception** year, **Key Stage 1** refers to **Years 1 and 2**, and **Key Stage 2** refers to **Years 3 to 6**.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23434	Marie Gibbon	Lead inspector	English, religious education, art, music, English as an additional language.
9508	Tony West	Lay inspector	
19227	Paul Missin	Team inspector	Foundation Stage, science, information and communication technology, geography
11769	Jim Bishop	Team inspector	Mathematics, special educational needs, history, design technology, physical education.

The inspection contractor was:

Phoenix Educational Consultants
'Thule'
60 Joy Lane
Whitstable
Kent
CT5 4LT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

PART A: SUMMARY OF THE REPORT	Page 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with good features. It provides satisfactory value for money. Pupils achieve satisfactorily across the school. Attainment on entry to the school is broadly average but this is variable in different year groups. By Year 2 and Year 6 attainment is average. The quality of teaching is satisfactory overall. It is good in Reception, satisfactory in Years 1 to 6 with a higher proportion of good teaching seen in Years 3 to 6. Leadership and management are satisfactory overall.

The school's main strengths and weaknesses are:

- There is good achievement in the Foundation Stage, in information and communication technology (ICT) and in mathematics in Years 3 to 6 as a result of good teaching and a well organised curriculum.
- Standards in writing are lower than other subjects in both Year 2 and Year 6.
- The leadership of the headteacher is good. His realistic and thorough evaluation of the work of the school provides a good foundation for raising achievement.
- Systems for assessing pupils' attainment are not yet fully developed and there are weaknesses in the use of assessment information to track pupils' progress through the school.
- While there is good and effective management in English and mathematics the roles of senior staff, including the role of the deputy head teacher are not yet fully developed.
- Current school development planning does not place sufficient emphasis on raising standards and improving pupils' achievement.
- Good provision for pupils with special educational enables them to achieve well.
- The school's strong ethos supports very good relationships in the school and helps pupils to behave well and to have good attitudes.
- Very good links with parents and good links with the community support pupils' learning well.

There has been satisfactory improvement since the school was inspected in 1998. The two key issues from that inspection, improving standards and provision in ICT and English have been well addressed with regard to ICT and satisfactorily addressed with regard to English. Pupils' achievement overall remains the same but it has improved in ICT and mathematics in Years 3 to 6 where standards are now above average. Writing remains a priority in school development planning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A	D	D
Mathematics	B	B	C	C
Science	C	B	B	A

Key: A* very high; A-well above average; B-above average; C-average; D-below average; E well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is generally satisfactory. In Year R children generally achieve well. Children are on course to achieve expected goals by the end of the year. However they exceed the goals they are expected reach in their personal, social and emotional development and their knowledge and understanding of the world. Pupils in Year 2 achieve satisfactorily. Standards are average in all subjects seen except in ICT where they are above average and in writing where they are below average. Standards are lower than in the test results of 2003. This is because pupils in Year 2 entered the school with overall below average attainment and writing was a

lower element in their attainment profile. In Year 6 standards are above average in ICT and mathematics. They are average in all other subjects inspected excepting in reading where they are below average and in writing where they are well below average. The overall attainment of the current group of pupils in Year 6, has been adversely affected by the high level of pupil mobility in the school. There is also some evidence of past underachievement in English in this year group.

Pupils' attitudes, behaviour and punctuality are good. Their attendance is unsatisfactory. Their spiritual, moral, social and cultural development is good. Pupils have positive attitudes to their work and to school. They are interested in their lessons and enthusiastic about their work. They behave well in lessons and around the school. The attendance rate is below the national average. However attendance has improved this year and is very well monitored by the school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory with some good features. The quality of teaching and learning is satisfactory. Teaching and learning are good in Year R. During the week of the inspection, good teaching was seen, particularly in Years 3 to 6. However analyses of pupils' work in English and science, and in mathematics in Years 1 and 2, indicate that teachers' expectations of the rate at which pupils' progress were variable. This affected both the amount of work pupils produced, and the extent to which they were challenged. Relationships in classes are very good and this helps pupils to develop their confidence and interest in learning well. Teachers plan carefully to extend and enhance pupils' experiences and learning. They make good use of the expertise and the inspiration of the local area. Assessment is unsatisfactory. The school's systems for recording how pupils are progressing across the school have not, in the past, provided a sufficiently clear and coherent overview. This is now improving. Recently introduced systems for assessment in English and mathematics are satisfactory but are not yet having an impact on standards pupils achieve. Assessment in science, in ICT and other subjects inspected is underdeveloped. The school has very good relationships with pupils' parents. It has a strong community ethos.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. Raising standards and pupils' achievement are central to his careful and thorough evaluation of the school's priorities. Recent improvements to school development planning are not yet fully in place. While the management of, the Foundation Stage, the provision for special educational needs, and of literacy and numeracy are effective, senior staff do not yet have a secure overview of whole school issues. There is a strong team spirit in the school. The governors have a good understanding of the school's strengths and weaknesses. Their financial management is prudent and rigorous and they have a secure understanding of seeking value for money. They ensure that all statutory requirements are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They appreciate the care and support their children receive and the school's strong community spirit. Pupils also value their school. They appreciate the good range of experiences and their teachers' help and support.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in writing across the school.
- Improve the use of information from assessments to monitor pupils' progress more effectively.
- Improve assessment systems in subjects where they are underdeveloped.
- Develop more fully the roles of senior staff, including the role of the deputy headteacher.
- Strengthen the focus on raising standards and improving pupils' achievement in school development planning and subject management.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils' achievement is satisfactory. Children in the Foundation Stage achieve well. Achievement is satisfactory in Years 1 to 6. Standards in Year 2 and Year 6 are average.

Main strengths and weaknesses

Pupils with SEN achieve well because they receive good support and teaching.

Children in the Foundation Stage achieve well and exceed expectations in their personal and social development, knowledge and understanding of the world.

Standards in ICT and mathematics in Years 3 to 6 are above average across the school.

Standards in writing are weaker than other aspects of pupils' attainment in both Year 2 and Year 6.

Commentary

1. The standards pupils achieve and the progress they make are significantly affected by pupil mobility. This is clearly seen in the analysis of the results achieved by the current Year 6 pupils in the national tests. Analysis of the test results of the current Year 6 pupils, when they were in Year 2, indicate that those pupils who have remained in the year group have achieved satisfactorily. However a higher than average number of these pupils left the school before Year 6 and these pupils were mainly those who achieved the higher grades in the Year 2 tests in reading and writing. Almost fifty per cent of the group have joined the school since Year 2 and these have, in the main, contributed to the proportions of average and below average pupils in the group. This group of pupils therefore has fewer more able pupils than is usual and this has had an adverse impact on the overall standards pupils achieve, particularly in writing, where standards were relatively lower in Year 2.
2. Analysis of assessment data shows that there is some variation in the attainment of different year groups when they enter the school, and that children's language skills are less well developed than their mathematical or social skills. While most children attain average standards overall on entry to the school, language skills are below average. By the time they leave the Reception class, most children are on line to achieve above average standards in their personal, social and emotional development and in their knowledge and understanding of the world and average standards in all other areas of learning. Most children achieve well. Children make good progress in their communication, language and literacy from a below average level when they enter the school. This is because teaching is good and the curriculum well planned to meet children's needs.

Standards in national test tests at the end of Year 2 –average point scores in 2003

Standards in:	School results:	National results:
Reading	16.7(15.8)	15.7(15.8)
Writing	15.0(13.3)	14.6(14.4)
Mathematics	17.2 (15.6)	16.3(16.5)

There were 21 pupils in the year group. Figures in the brackets are for the previous year.

3. In 2003 the performance of pupils in Year 2 in the national tests was higher than in the previous two years. Compared with all schools standards were above average in reading and mathematics and (and) average in writing. Compared with similar schools standards were above average in reading and mathematics and average in writing. Overall, the trend in test results for Year 2 is below the national trend. This is mainly due to the higher than average proportion of pupils with SEN in the year groups of the previous two years. The results also reflect some of the variations in attainment on entry to the school in language

and communication skills. In 2003 girls' results were slightly better than boys in reading and writing. There were no significant differences between the standards achieved by either boys or girls in mathematics when compared with their national counterparts.

- The findings of the inspection are that standards in Year 2 are average in speaking and listening, reading, mathematics and science, religious education, art, and physical education (PE). They are above average in ICT and below average in writing. These were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, these standards are similar to those found in the previous inspection, except in ICT where they are higher and in writing and speaking and listening where they are lower. The judgements of the inspection are not as high as the school's results in the 2003 national tests. This is because a different group of pupils is involved. Pupils in the current Year 2 entered the school with overall below average attainment and weaker attainment in writing.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results:	National results:
English	26.4(28.6)	26.8 (27.0)
Mathematics	27.0(28.2)	26.8(26.7)
Science	29.7(29.3)	28.6(28.3)

There were 20 pupils in this year group. Figures in brackets are for the previous year.

- Standards in the national tests in 2003 in Year 6 were average in mathematics, below average in English and above average in science, when compared with all schools. When compared with similar schools, based on pupils who performed similarly in Year 2, standards were below average in English, average in mathematics and well above average in science. As the school's cohort is generally small, statistical comparisons need to be treated with some caution. Overall the trend in results is in line with the national trend but there are some wide variations over the past three years in results in English and mathematics. Results in science have improved steadily over the past two years. Girls' results are better than boys in all three subjects with slightly greater variation in English. The school is aware of this variation and teachers have focused on using shared texts and writing assignments which are interesting for boys.
- The findings of the inspection are, that standards in Year 6 are above average in mathematics, average in science, and below average in English. This represents similar standards in science, when compared with the previous inspection, improved standards in mathematics and a fall in standards in English, with writing remaining the weaker element. Standards have improved significantly in ICT because the teaching of skills and concepts are good and pupils make confident use of the school's good range of resources. In mathematics improved standards are the result of effective revision of the curriculum and raised expectations of teachers. Standards have remained the same in RE. No judgements were made on standards in PE and art in the previous inspection. In Year 6 standards in speaking and listening are average. In reading they are below average and standards in writing are well below average. The school provides good opportunities for pupils to speak to a range of audiences and this enables them to develop a good level of confidence. However pupils do not develop their skills progressively as they move through the school and this limits the rate at which they develop. The use of writing skills and ICT in other subjects of the curriculum is satisfactory.
- The school's recently improved systems for tracking pupils' progress indicate that there has also been some underachievement in English in the past. This is no longer the case and the school is becoming more appropriately aware of the rate at which pupils are achieving. Pupils with SEN achieve well and many achieve similar standards to other pupils in the class because of the good support they receive. The findings of the inspection are that boys and girls achieve equally well in all year groups. While the school provides appropriately for more able pupils it does not yet identify those pupils who are gifted and talented. The school has already identified the need to identify and provide for these pupils more specifically.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their attendance in the reporting period was unsatisfactory. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' attendance is below the national median but has since improved. Unauthorised absence is higher than the national average. Punctuality is good.
- Pupils show interest in learning and generally behave well in lessons and around the school. Relationships between pupils, and between pupils and adults, are very good and there is a high degree of racial harmony.
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of cultural diversity is good but they have a limited exposure to life in multi-cultural Britain.

Commentary

8. Attendance is unsatisfactory as it was below the national median for the reporting period, with unauthorised absences higher than the national figure. However attendance has improved this year. Members of staff monitor attendance very well and are very effective in using a new system to check the performance of individuals and groups of pupils. The school also uses incentives to encourage attendance. Although not all unreported absences result in calls home, the school does follow absences up very well. Parents do not always ensure that their children always attend school or obtain authority for their absences. The majority of authorised absences are for medical reasons or for additional family holidays. The latter absences are often due to parents working in seasonal employment and their having to take term time holidays. Most children arrive at school punctually. There have been no exclusions in the reporting period.

Attendance in the last complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	School data:	0.5
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	121	0	0
White – other background	3	0	0
Mixed – White and Asian	1	0	0
Mixed – other background	2	0	0
Asian	2	0	0
Information not obtained	49	0	0

The table gives the number of exclusions which may be different from the number excluded.

9. Pupils show good interest and curiosity in lessons and most concentrate well on their work. Behaviour is good in most lessons, around the school and on the playground. Some pupils in Years 1 and 2, can be restless or behave inappropriately in lessons. This is sometimes due to over enthusiasm and immaturity of behaviour. Pupils are aware of the school and class rules and fully understand the difference between right and wrong. Their moral development is good. At the pre-inspection parents' meeting, parents confirmed that they thought pupils' behaviour was good and that there was no bullying at the school.

10. Pupils have good opportunities for taking on responsibility and they respond well to them. Pupils are consistently consulted about their views of the school and were consulted about the appointment of the new head teacher, the school's initiatives in healthy eating and outdoor play provision. Most pupils are very happy at the school and feel secure and well cared for. They have a clear picture of what they need to do to improve their work in writing because a good new system has been introduced recently and is being used consistently across the school. However in other areas of their learning pupils have a more limited and variable understanding of what they need to do to improve their work. Pupils have a good level of respect for the feelings and values of others and are given opportunity to reflect on these feelings.

11. They are encouraged to think of others, by raising money for a range of local and international charities. Pupils' social development is good. Relationships between pupils and with all the staff are very good. Pupils get on well and are able to work and play together collaboratively. Pupils have a good understanding of their own culture, for example through links with the local church. Their association with last year's Comenius project effectively promoted international cultural awareness and greater knowledge. However, the pupils currently are not enabled to experience sufficient opportunities to learn about the cultural traditions of Britain's multicultural population.

12. Pupils have a good level of respect for the feelings and values of others and this contributes significantly towards the quality of relationships found between all members of the school's community. The pupils are provided with appropriate opportunities to consider moral values and spiritual concepts, particularly through the school's provision for RE and during acts of worship. Pupils value justice and fair play and they have a good understanding of the difference between right and wrong.

13. All staff act as good role models and encourage pupils to work co-operatively and to develop their self-discipline. The school makes very effective use of the cultural diversity of Cornwall to enhance pupils' personal development during planned activities such as in local history fieldwork and in links with Newlyn Art Gallery.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Strengths of the provision include children's good achievement in the Foundation Stage and pupils' good achievement in ICT and in mathematics in Years 3 to 6. This is promoted by good teaching in these areas. The curriculum provides a good range of opportunities for pupils. Provision for pupils with SEN is good. Pupils are confident in school and have good attitudes to their work. The school's relationship with parents is very good. The school's ethos is good. There are weaknesses in the school's use of assessment information and standards in writing.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Teaching and learning are good in Year R. Overall, assessment is unsatisfactory. In Year R assessment is satisfactory.

Main strengths and weaknesses

- There are very good relationships between adults and pupils and pupils are well managed in Year R and in Years 3 to 6.
- In the best practice there is good planning for the needs of mixed age classes with clear identification of what pupils are expected to learn.
- Teachers have good subject knowledge and use their knowledge to plan interesting and stimulating activities.
- Pupils with SEN are taught well because staff work well together and good use is made of the time of teaching assistants.
- Expectations for the amount of recorded work older pupils achieve, are not always high enough.

- New assessment procedures are not yet fully implemented.
- There are inconsistencies in the way assessment information is used in all subjects.
- Tracking pupils' progress across the school is not yet providing an effective basis for raising achievement.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
[0]	[0]	[15]	[13]	[0]	[0]	[0]

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. In the school's previous inspection teaching was judged to be good overall, including the Foundation Stage. Teaching continues to be good in the Foundation Stage and for pupils with SEN but is now satisfactory in Years 1 to 6. As in the previous inspection there was no unsatisfactory teaching. During the week of the inspection a significant proportion of good teaching was seen in Years 3 to 6 but, when the evidence from the scrutiny of pupils' work over the year was taken into account, teaching overall was judged to be satisfactory. Good teaching in the Foundation Stage and for pupils with SEN enables these pupils to achieve well. There has been a good improvement in the teaching of ICT since the last inspection. It is now good across the school, resulting in above average standards. Teaching in numeracy in Years 3 to 6 is also good and is enabling pupils in those classes to achieve well. Teaching in literacy, science and in other subjects inspected is satisfactory. In the school's previous report teachers' use of learning objectives in lessons and the marking of pupils' work were identified as areas of weakness. There has been good improvement in the way teachers' focus on identifying and reinforcing learning objectives in lessons. Improvement in marking has been satisfactory. While there are good and helpful comments in pupils' half termly assignments in writing, marking in other areas and subjects is variable.

15. Strengths of the teaching include the very good relationships in all classrooms. They encourage pupils to take an active part in lessons and to respond with interest in both group, paired and individual work. These features were seen in a good mathematics lesson in the Year 4/5 class. The focus of the lesson was the measurement of time. The lesson began with a very effective timed introductory session which pupils enjoyed and gave them good encouragement to concentrate and apply themselves to their tasks. As a result of careful planning to meet the needs of the wide range of ability in the class, good subject knowledge, and the teacher's effective use of questions, pupils were learning to reason and think mathematically and to apply their knowledge and skills. By the end of the lesson the majority of pupils had been well challenged and had made good progress in using a range of measuring instruments and recording their findings in a clear and organised way. Less able pupils were well supported by the teaching assistant. As a result all pupils achieved well.

16. In Years 1 and 2 there are some inconsistencies in the management of a small number of pupils' inattentive, and sometimes immature behaviour and calling out. This slows down the pace of the lesson and pupils' learning, in lessons which otherwise have good features. Expectations for the amount of work older pupils in Years 5 and 6 achieve in their lessons are not always sufficiently challenging. This leads, for example, to some limited coverage of areas of the subject curriculum, such as in science, and in weaknesses in pupils' abilities to sustain and develop their ideas in their extended writing assignments in literacy. Assessment information is not always used sharply enough to plan work and, activities which develop pupils' skills and knowledge progressively. This is evident in the analyses of pupils' work in, for example, literacy, art and religious education. The school is aware of these issues and has already begun to address them.

17. The quality of teaching and children's learning in the Foundation Stage is good. The teacher's warm approach settles and motivates children well. They are interested in the good range of activities provided and are keen to do their best. The teacher's good partnership with the teaching assistant enables them to work effectively with individual and groups. Assessment procedures are sound. Appropriate preparation is being made for the collection of data for the end of year profile. Useful information is collected in the Early Years' profiles which the teacher completes in the child's first term at school. A relative weakness is that this information is not analysed or used sufficiently. A further shortcoming is that the regular collection of day-to-day assessment data by the teacher and her assistant on what the children can do, is underdeveloped.

18. Particular strengths of the good provision for pupils with SEN are the effectiveness of the teamwork, training and commitment of the teaching assistants, and also the quality of their communication with pupils' class teachers and the SENCO. Teachers routinely ensure that pupils with SEN are included, integrated and taught in class lessons whenever possible. As a result of this, pupils are encouraged to work with other pupils and most sustain their attention and concentration on tasks in lessons. This leads to successful learning and improved achievement. Their individual education plans are related to class lesson objectives and promote effective learning.

19. The school recognises that there are areas for development in the systems and procedures used to assess pupils' progress across the school. There have been some new recent developments which are beginning to address the weaknesses but these are as yet too new to have had an impact on the standards pupils' achieve. Overall assessment is unsatisfactory. In the school's previous inspection assessment was judged to be good. Systems for assessing pupils' progress within a year and across the school are satisfactory in English and mathematics and some good new procedures are being developed to assess pupils' work in writing. However systems for assessing pupils' attainment in other subjects, including science and ICT, are underdeveloped.

20. The tracking of pupils' achievement across the school has not been consistent or fully coherent in the past. This has made it difficult to be clear about the rate at which pupils were developing. Appropriate systems are in the process of being introduced which make good use of ICT. Teachers now have agreed criteria for judging how well pupils are progressing. However these are not yet fully implemented and have not yet begun to have an impact on pupils' achievement. Effective individual pupil target setting has recently begun in writing and is being used consistently across the school. In conversation, pupils were able to explain their targets and the systems used to review them and felt that they are helping them to improve their work. Teachers keep careful records of pupils' test and other results but these are not yet sufficiently linked to National Curriculum levels to provide a secure and coherent basis for planning the next stages in pupils' learning. The marking of pupils' work is variable. In the best practice there are regular helpful and supportive comments which assist pupils to improve their work. In all marking teachers are encouraging and supportive but sometimes comments tend to be over congratulatory.

The curriculum

Overall, the curriculum provided is good and meets statutory requirements. The school also makes good provision for enriching the pupils' learning, and has good, attractive and well-resourced accommodation.

Main strengths and weaknesses

- The school provides a broad and balanced curriculum, and it ensures equality of access and opportunity for all of its pupils.

- The enrichment of the curriculum is given a particularly high priority by the school. It ensures that the curriculum is enlivened and made relevant by a good range of well planned enhancements.
- The pupils' learning is enhanced very well through the range of educational visits and visitors, and the good range of after-school activities it provides.
- The curriculum benefits greatly from the very good accommodation available at the school.
- The school has good and effective links with its community.
- Planning for the progression of key skills in foundation subjects is not consistent across the whole school.
- Time allocated to science is lower than is found in most schools.

Commentary

21. The effectiveness of the school's curricular provision is kept under review and it takes account of new developments. This occurred when the school recently reviewed the content of its long-term plans and its levels of expectation for mathematics teaching for the older pupils. This has a positive impact on pupils' achievement. Appropriate time allocations are provided for each subject. In Years 1 and 2 the organisation of the curriculum does not enable science to have a sufficiently high profile or for pupils to have continuity of experiences. In other subjects pupils receive an effectively balanced provision. All subjects fully reflect the requirements of the National Curriculum.

22. The school takes particular pride and attaches significant importance to providing a rich and creative approach to its curriculum. For example, it has created and is trialling a cross-curricular project for the pupils in Years 4 and 5, called "Sense of Place." This has been designed to make the best use of the creative opportunities in the local area for pupils to learn about subjects such as history, geography and art. Further examples of innovation include the school's involvement in the Healthy Schools project, and the Comenius project, which promotes links with schools in Finland, Italy and Germany.

23. The planning, monitoring and evaluation of the curriculum currently are mainly carried out by the Headteacher and core subject coordinators. While generally effective provision has been established for numeracy and literacy there are weaker areas in the progressive planning for writing in Years 3 to 6 and numeracy in Years 1 and 2. In science and foundation subjects planning for the development of pupils' skills progressively and their effective monitoring are not yet in place. This is particularly relevant for the mixed age classes in Years 3 to 6 and to the effective planning for cross curricular topics.

24. The provision for pupils with SEN is good. They are given work that is pitched at appropriate levels for their development and they receive good support from teachers and assistants. Pupils are fully and successfully included in all aspects of school life and no significant differences were observed in the provision for different groups of pupils.

25. An important strength in the school's curriculum is the way in which the quality of pupils' experiences is improved by clear links made across different subjects and through interesting and challenging enhancements. These improve the quality of pupils' learning. Wherever possible, links are made between the work done in different subjects. For example, Year 2's topic on Fiji included locational and geographical work, a consideration of typical Fijian patterns in art, making grass skirts in design and technology and looking at the importance of social and religious ceremonies. Recently the school organised a European Day and effective cultural links have been established through the school's work with the Comenius project, providing an important European dimension to its work. Links have been established with Truro Museum and the Newlyn art gallery. Effective work is also done to increase pupils' appreciation of their local area and links with the National Trust are used well to develop pupils' understanding of local history and geography.

26. The curriculum is well supported by the variety of visitors to the school and the arrangements for relevant and stimulating educational visits by the pupils. Visitors to the school also support and contribute well to the pupils' learning. These have included local artists and coaching by Fowey Cricket Club. For its size, the school has a good range of after-school activities which further complement the provision for pupils of all ages. These include sport, music and ICT. The school takes part in competitive sports with other schools, for example in netball, football and swimming. Conversations with pupils showed that they value and enjoy their clubs and activities.

27. The school building is still relatively new and offers very good facilities for the delivery of the school's curriculum, and its design promotes the development of the school's sense of community and caring ethos. Classrooms are of an appropriate size to enable pupils to have space for a range of methods for learning, and the school has plenty of additional space for the teaching of subjects such as music and physical education. Resources are well matched to the demands of the curriculum.

28. The school has established good and productive links with its local community and this results in an enrichment of the pupils' experiences. There are strong links with the parish church, and the vicar regularly leads acts of worship in the school. Good pre-school and home links help young pupils to transfer smoothly into the school, and strong links with the Community College support an effective mechanism for the transfer of Year 6 pupils to the secondary phase of their education.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is unsatisfactory. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- Systems to monitor pupils' academic standards and progress and to provide pupils with advice and guidance are unsatisfactory.
- The involvement of pupils in the school's work and development is very good, pupils are given responsibilities that enable them to contribute to the life of the school.
- There is good support for pupils with SEN and very good relationships help them to achieve well.
- The induction arrangements for pupils into the foundation stage and their transfer to secondary school are very good.
- There are good procedures for health and safety and good arrangements for child protection and first aid.
- Adults know pupils very well and provide good levels of care for their well-being.

Commentary

29. There are very good induction arrangements for pupils when they start at the school, which are enhanced by the good relationship with the local pre-school. These procedures include opportunities for parents and children to visit the school in the term before they start. There are satisfactory procedures for monitoring their achievement on a day-to-day basis, well supported by the good knowledge staff have of pupils.

30. The systems and the criteria the school has used for monitoring and assessing pupils' progress across the school until the beginning of this year, have not provided a sufficiently coherent picture of pupils' achievement as they move through the school. Recent improvements have begun to address these issues and the school now has clear and consistent procedures in place, to track pupils' progress from year to year. An effective system for identifying targets for individual pupils in writing has recently been introduced. These systems are not yet fully

implemented and it is too early for them to have had an impact on pupils' achievement. In other subjects, including numeracy, procedures are still too variable. The school is aware of these inconsistencies and has appropriate plans in place to improve the provision.

31. The school's health and safety procedures are good. Governors and staff make health and safety checks and risk assessments and regular checks are made to grounds, buildings and equipment. A school policy for child protection is in place, in line with local requirements, and members of staff have been trained in the school's procedures. All members of staff are aware of the need to inform should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell are good and help pupils to feel safe and secure at school.

32. Members of staff working in the school, form close and trusting relationships with the pupils. They know them well and provide good role models for pupils' behaviour. Discussions with pupils show that they feel safe and secure and can turn to an adult if they need help or comfort. The pupils are able to contribute in a number of ways to school life. The school council is very much involved in the life of the school and enables the pupils to influence the organisation of the school and school life. Pupils were involved in the selection and recruitment of the head teacher, the school's healthy eating initiative and in the school's provision for outside play.

33. Pupils with SEN receive good support and guidance. Staff have a good knowledge of pupils' needs and provide clear, relevant goals in their individual education plans to help pupils progress. Very good relationships in the school help pupils to develop confidence in both their personal and academic development.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community are good. There are also very good links with other schools, including pre-school institutions.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- Very good links with the pre-school, secondary school and other local schools providing many benefits for pupils.

Commentary

34. As in the previous inspection, parents and carers have very positive views of the school. The school works well with parents, encouraging them to support the school through the parent staff association and to help their children at home.

35. The school provides a good range of information for parents about the curriculum with a fortnightly newsletter. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. The school operates an open door policy and the headteacher is often in the playground at the start and end of the school day; that is greatly appreciated by parents.

36. Written annual reports for pupils are good and are supplemented with an additional progress report in the school year. Reports inform parents what their children know, understand and can do, and give areas for improvement and development. Comparative figures against national standards of core subject performance are provided and all legal criteria are met. As well as curriculum events, progress meetings and open days, parents and families are invited to attend assemblies and other school events and performances. These events are greatly appreciated and successful.

37. There are very good links with the local pre-school groups and with the receiving secondary school. The links with the local community school provide good curriculum enrichment and support. Members of staff from the college also teach in the school. Pupils visit the college for sport and PE. As part of a local initiative for all feeder primaries, the Year 6 pupils will be joining a pilot scheme to transfer to the secondary college three weeks before the end of their last term. All parents have been able to contribute to the debate on this.

38. The links with other schools are also very good, the headteacher and staff meet the staff of other schools regularly and this has provided a good level of curriculum enrichment and has led to the exchange of skills and information amongst members of staff.

39. Links with the community are good. Pupils make visits to the local church, into the community and beyond, enjoying residential visits, adventure activities and other enriching experiences. Pupils have been involved in fund raising for local and national charities, they have links with the Royal National Lifeboat Institution, the National Trust, local recycling schemes and numerous visitors have attended the school. While the school is linked to schools in Germany, Italy and Finland through the Comenius project, there are no significant links that enable the pupils to deepen their understanding of life in multi-cultural Britain. The school has very strong links with the local education authority, local services and support providers.

41. Parents of all pupils who have special educational needs have very good links with the school and the strong links with the community school ensure smooth transition of pupils onwards.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the Headteacher is good. The leadership of the Foundation Stage is good; other leadership roles are fulfilled satisfactorily. The management of the school is satisfactory. The school's governance is good.

Main strengths and weaknesses

- The newly appointed headteacher has a clear vision for the further development of the school. He has a secure understanding of its strengths and weaknesses.
- Staff teamwork, including the good management and deployment of teaching assistants, is strong in the school.
- The expertise, commitment and involvement of the governing body, includes rigorous and prudent financial management.
- Effective leadership and management in the Foundation Stage and good management of the provision for pupils with SEN is promoting good achievement.
- The roles of key staff, including the deputy head teacher are not sufficiently developed.

Commentary

42. In the school's previous inspection leadership and management of the school were good, with very good leadership by the Headteacher. The recently appointed Headteacher has made a good start in his new role. He is fostering well the strong and inclusive ethos of the school. This is demonstrated in the good level of discussion, which has already taken place within the school community, to express the values and goals of the school. His clear and realistic evaluation of the work of the school has at its heart the achievement and well being of the pupils and the staff. However many new and relevant initiatives, such as developments in whole school assessment procedures and a sharper focus on evaluation of standards, pupils' achievements, and evaluation and accountability in school development planning, have not yet been fully implemented or had time to have an impact on pupils' achievements. The leadership of the Foundation Stage co-ordinator is good. She works effectively with her assistant and other adults in the class and creates a good staff team.

43. There is a strong team spirit within the school. This creates a positive atmosphere and enables the school to function well on a day to day basis. All staff work effectively together to create a supportive learning environment for all pupils. This has been recognised in the school's 'Investors in People' award. Parents appreciate the good care and value placed on each individual. This supports the very good links they have with the school.

44. Management in the school has good features but overall is satisfactory. Key staff work effectively to promote curriculum developments and are beginning to analyse test results carefully to understand strengths and weaknesses in pupils' skills and understanding. However they do not yet have a clear overview of how pupils are achieving in their subjects across the school. This is because the assessment systems that were in place in the past, did not provide a sufficiently coherent picture of standards in the school and because there were too few opportunities for coordinators and other key staff to look at teaching and pupils' work. The school is already beginning to address these issues and is well supported by the headteacher's thorough and careful evaluation. The development of the roles of senior staff, has already been identified by the school, as an area for improvement. The impact of the good management of the SENCO has resulted in most pupils doing well given their starting points and individual barriers to learning. The school's governing body has contributed well to this by playing an active role in monitoring the school's SEN provision and the progress its pupils make.

45. Performance management is fully in place and appropriately reflects the priorities of school development planning. The school makes a good contribution to the initial training of teachers. It regularly has students on teaching practice and they appreciate the positive atmosphere and the good support they receive. The school has a good mixture of new and long serving staff. There have been no recent new teaching appointments but staff's strengths are used well to fit into the school's ethos and needs.

46. The governance of the school provides a good forum for discussing the school's priorities for improvement and governors are well involved with school development planning. Statutory requirements are fully met. Governors are secure in their role as critical friends and are well involved in the day to day work of the school. Individual governors have been active in developing initiatives such as the recent focus on healthy eating and are very supportive of the school's tradition of providing pupils with a wide range of creative and aesthetic opportunities. Their reports of their visits are well detailed and their active partnership is appreciated by the staff. The school's finances are managed prudently and effectively. The governing body has seen as a priority the need to sustain existing levels of staffing, despite some fluctuations in the increase of pupils in the school since the last inspection and the high level of pupil mobility. This security of staffing has been achieved by ensuring that there were funds available to support possible fluctuations in staffing allowances and has resulted in slightly higher reserves than usual being maintained. Discussions on how these funds might now most beneficially be used, have already taken place.

FINANCIAL INFORMATION FOR THE YEAR APRIL 2002 TO MARCH 2003

Income and expenditure (£)		Balances (£)	
Total income	388,461.00	Balance from previous year	23,500.00
Total expenditure	360,923.00	Balance carried forward to the next	27,538.00
Expenditure per pupil	2,281.20		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

47. Children who are five in the autumn term are admitted to school during September and spring and summer born children are admitted from January. There are currently 26 children in the Foundation Stage and they are taught together in the Reception class. Good links are established with the local playgroup and with children's parents. This enables children to settle quickly when they first start school and they are soon ready to learn. There is a close relationship with the local playgroup. The leader visits the school for a morning each week in order to support children as they transfer. Links with parents are also good. The procedures, which were observed during the inspection whereby parents bring their children into the class when they arrive in the morning and work with them with their sounds, are very good. Parents were very pleased with this opportunity.

48. By the end of the Reception year, most children are attaining average standards in all areas of learning except in their personal, social and emotional development and in their knowledge and understanding of the world where standards are above average. Overall, children achieve well. They make good progress in all areas of learning, except in mathematical and physical development where progress is satisfactory. There was insufficient evidence for judgements on standards or achievement to be made in children's creative development.

Main strengths and weaknesses

- The quality of leadership, teaching and children's learning is good.
- Children are confident and happy in school and achieve well.
- The curriculum develops children's knowledge and understanding of the world well and they attain above average standards.

49. All children make good progress in their **personal, social and emotional development**. Teaching in this area of learning is good. The effective induction procedures and the well organised daily routines for settling children into class ensure that children feel safe, secure and valued. Children are warmly welcomed into class each morning. The teacher and her assistant are calm but firm and children are introduced quickly to class routines. Relationships in the class are good. Opportunities are taken to develop children's confidence and self-esteem. The school has successfully addressed two areas of weakness identified at the last inspection, when there was insufficient opportunity for free choice and structured play activities.

50. Children's personal development is now promoted well as they make and record choices about the activities that they intend to follow in their play activities. A further very good initiative, which promotes children's personal development well, is the 'buddy' link between Reception children and Year 5/6 pupils. The 'buddies' meet to share mathematics games or to undertake some writing activities. This initiative impacts positively on children's social skills, their emotional development and their appreciation of the wider school community. During a lesson observation a delighted Reception child told an inspector that she had invited her Year 6 'buddy' home for tea!

51. The teaching of **communication, language and literacy** skills is good. This enables children to achieve well and make good progress in their learning. By the end of the Reception year, although standards are average, pupils have made good progress from the generally

below average standards when they entered the school. The teacher ensures that every opportunity is taken to encourage and develop children's appreciation and use of words and that all elements of children's language are linked together well. For example, a language lesson observed during the inspection included development of phonic, reading and writing skills. The lesson began with an effective reinforcement of children's understanding of the sound made by letter blends. These were accompanied by interesting actions. There was opportunity for shared reading in a big book about Owls and then children undertook an appropriate writing activity.

52. Children's 'emergent' writing skills are developed well as they begin to write for a different range of purposes. They regularly write about their news and things that are important to them. They also write factual accounts such as reporting their visit to Helligan gardens and they work together to compile a class book about owls. Children listen attentively to stories that are read to them and the teacher helps their understanding by the use of carefully targeted questions. Most put their hands up before speaking formally in class and then talk confidently. Some are still learning this convention. Most show an interest in books and some higher attaining pupils read simple words and sentences confidently. They are encouraged to take reading books home to share with their parents.

53. Children attain average standards and achieve satisfactorily in their **mathematical development**. Teaching and learning are satisfactory. The teacher and her assistant adopt an appropriately practical approach to children's number work. During the inspection a teaching assistant managed well a practical counting activity with a group of children which involved selecting objects labelled with money values and finding the differences between them. Others were involved in matching coins to their number value and adding coin values together. A relative weakness here is that insufficient attention is given to encouraging the development of early writing and recording skills, especially for more able children.

54. Provision for children's **knowledge and understanding of the world** is good and is an important strength. Here teaching and learning are good. There is a clear emphasis in and around the classroom on life processes and living things. There is an attractive outside play area which is used well to grow a range of plants and shrubs. There is a small greenhouse and garden areas that are planted in the spring. The current topic is focused on birds and is being developed well. There are good displays of children's work, for example, in drawing different birds that might be seen in their gardens or at school. Children were able to distinguish different features of common birds such as their different coloured coats and the size and shape of their beaks. Photographic evidence of children's previous work showed that they had fun in making and tasting vegetable soup and tiny Christmas cakes and they had enjoyed their visit to the church. Children have very good opportunities to use the computers and as a result proficiency in using them is beginning to be very good. They use programmes confidently and show good levels of computer mouse control.

55. Children attain average standards in their **physical development and** achieve satisfactorily. Teaching and learning are also satisfactory. In their regular physical education lessons, children show a sound appreciation of space and are able to roll and stop a ball with reasonable control and precision. Children's manipulative skills are developed as they use modelling materials and cut and stick their paper collages. However, opportunities to use the outdoor area for the development of pupils' riding and clambering skills are not sufficiently taken.

56. There was insufficient evidence to make a judgement about children's **creative development**. During the inspection some children were making models of birds with recycled materials and modelling nests and eggs with plasticine. Displays of work in the classroom included effective colour wash pictures of winter trees, polystyrene robots and papier-mâché shakers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are lower in both Year 2 and Year 6, than other aspects of English.
- Information from assessments in English is not being used sufficiently sharply to enable teachers to have consistent expectations of the rate at which pupils develop from year to year.
- Good management in the subject is introducing useful procedures for assessing pupils' progress in writing. Effective target setting in writing is being used consistently across the school.
- New assessment procedures have not had sufficient time to impact on the standards pupils' achieve.
- Pupils with SEN achieve well because teachers and support staff are effective in identifying and meeting their needs.
- Pupils have positive attitudes to the subject.

Commentary

57. Overall, standards are average by Year 2 and below average by Year 6. Pupils' achievement, including that of more able pupils, is generally satisfactory. Pupils with SEN achieve well because they receive good support from teachers and support staff and because their individual needs are clearly identified and met. A similar rate of achievement was observed in the school's previous inspection. In Year 2 standards are broadly similar to those found in the previous inspection in reading and writing but they are lower in speaking and listening. Standards in Year 6 have been adversely affected by the high rate of pupil movement in this year group and as a result standards are lower than in the previous inspection. This rate of mobility is higher than at the time of the previous inspection in 1998 and in this year group, the mobility factor has had a significant and adverse impact on the proportion of higher attaining pupils. Analyses of the school's documents which track pupils' progress across the school indicate that there has also been some past underachievement in writing in this year group.

58. Standards in speaking and listening are average by the end of Year 2 and Year 6. These are lower than at the time of the previous inspection. This is mainly because, while the school provides good additional opportunities for pupils to develop and practise speaking to different audiences there is insufficient attention paid to the progressive development of pupils' skills year by year. The school is aware of this and has plans to address the issue. Pupils respond confidently in class and higher attaining pupils of all ages are able to explain their ideas in often good detail. The majority of pupils in the school listen well and pay good attention in class. However a small number of younger pupils, mainly boys in Years 1 and 2, are sometimes restless and inattentive and do not always listen well to other pupils or their teachers.

59. By Year 2 standards are average in reading. These standards are similar to the previous inspection but lower than the 2003 test results. This variation reflects the differences between different groups of pupils when they enter the school. The current group of pupils in Year 2 entered the school with below average skills in language and communication. Higher attaining pupils in Year 2 are confident in using both fiction and non fiction books and understand a good range of strategies to help them, in their reading. Most pupils read simple texts accurately and know how to sound out unfamiliar words. They are able to talk about the books they are reading, giving brief summaries of the story and the characters in their books. Standards are below average in Year 6. While most pupils are able to discuss the books they are reading confidently, only the small number of higher attaining pupils are able to consider an appropriately wide range of texts and discuss the books they like in appropriate detail. Additional guiding reading times provide good opportunities for pupils to explore a range of texts but in their independent reading

pupils are often reading comfortably rather than challengingly. Records of pupils' achievement in reading were identified as an area for improvement in the previous inspection. While they appropriately reflect developments in the frequency of assessment they still do not provide a sufficiently clear picture of how pupils can improve their skills.

60. In writing, standards are below average by the end of Year 2 and well below average by the end of Year 6. Analyses of assessments on pupils' entry to the school indicate that writing is generally the weakest element in pupils' language and literacy skills. Standards in writing were a key issue in the school's previous inspection. While in some years since the previous inspection standards have improved the school recognises that this remains a key priority for the school. The school has recently introduced individual pupil targets for writing. These are used consistently in all classes and pupils in both Years 2 and 6 are familiar with their use and feel they are helping them to improve their work. It is too soon for them to have had a significant impact on the standards pupils achieve. Most pupils in Year 2 are secure in writing simple sentences, which communicate meaning clearly. They have a good number of opportunities to practise their skills. However only a few higher attaining pupils are using a wider range of words to create interest and effect and making consistent use of full stops and capital letter. While most pupils are able to use their knowledge of sounds to spell simple familiar words correctly, levels of accuracy are too variable even in the best writing.

61. In Year 6, the analyses of pupils' work showed that they write in an appropriate range of forms including biography, stories, letters and instructional and discursive writing. In the best writing, seen only in a few examples, pupils use language in a lively style with interesting detail and show some understanding of how to use more formal language. They are able to organise their work appropriately for different purposes and are beginning to use paragraphs. Too few pupils are able to sustain their ideas to an appropriate length. The majority of pupils do not sustain a good level of accuracy in either spelling or punctuation and their ideas are often not well developed. The more structured teaching of spelling and more opportunities to write at length were areas for improvement in the previous inspection. The school now has a clear structure for teaching spelling and has recently introduced a half termly writing assessment task which enables teachers to set targets for improvement. These are useful developments but they have not yet had time to support clear improvements in standards.

62. Teachers have a secure understanding of the national literacy strategy and implement it satisfactorily. Teaching in English is of a satisfactory quality overall, with stronger teaching in Years 3 to 6. There was no unsatisfactory teaching. Teaching seen during the inspection was good in Years 3 to 6. However when pupils' achievements over the three years and the evidence of work scrutiny are taken into consideration, there is evidence of some underachievement in the past, particularly in writing. This underachievement is closely linked to the previously less rigorous systems for tracking pupils' progress across the school and teachers' sometimes inconsistent expectations for the rate at which pupils develop their skills. New and improved systems are now in place in English and the school has clearly defined expectations for pupils' progress.

63. Throughout the school teachers work hard to ensure that pupils are given interesting and varied resources and activities. Relationships in the classroom are very positive and help pupils to develop their confidence well. Learning objectives are clearly shared with pupils and very good use is made of the new interactive whiteboards to provide clear and well organised explanations. Teaching assistants are well prepared for lessons and make a good contribution to pupils' learning in both whole class teaching and in group work. Where teaching has weaknesses these are related to inconsistencies in teachers' expectations in Years 1 and 2 for pupils' concentration and listening. There is a loss of time while the teacher addresses the situation and the rate of learning for the whole class is affected. In some lessons for older pupils, teachers do not have high enough expectations for the amount of work pupils produce in their group work or in their writing assignments.

64. Assessment procedures in English are satisfactory overall. They have recently improved and are now good in writing. These include half termly assessments, individual pupil target setting

and procedures for assessing writing which provide a clearer and more coherent picture of pupils' progress across the school. However the school is only just beginning to develop a more consistent picture of the rate at which pupils are developing their skills. The school is making the further development and use of assessment information a priority.

65. The leadership of English is good. The coordinator is enthusiastic about the subject and is committed to its development in the school. Together with colleagues she has analysed national and other test results to identify areas in need of further improvement. She has had opportunities to monitor teaching and to support new and less experienced colleagues. The management of the subject is satisfactory. The overview of standards and the rate at which pupils achieve in English across the school have improved since the beginning of the year and the coordinator is beginning to use her knowledge to good effect as is shown in the recent development of a useful system of assessing writing. The key issues from the previous inspection have been satisfactorily addressed but there remain issues related to the raising of standards in writing. The school has quite appropriately retained writing as a key area for improvement. Resources are being carefully developed to meet pupils' needs and that of the curriculum but reading resources for older, more able pupils remain an area for further development.

Language and literacy across the curriculum

66. Overall the use of language and literacy across the curriculum is satisfactory. The curriculum in English and pupils' literacy skills are well supported by interesting and stimulating links with other subjects such as art and history and there are good opportunities in science for pupils to use their recording and research skills. The use of ICT to support pupils' organisation and presentation of their work is satisfactory. There are some missed opportunities for older pupils to use their literacy skills in religious education and other subjects to develop and extend their ideas and their responses.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils' achievement is good.
- Teaching is good overall with more effective teaching in Years 3 to 6.
- Recently revised planning and improved monitoring arrangements for older pupils have raised teachers' expectations.
- More able pupils in Years 1 and 2 do not achieve high enough standards.
- The subject coordinator is effective and makes increasingly good use of performance data to raise standards.
- Support in mathematics for those pupils having SEN is good.
- The use of assessment and pupil tracking arrangements are underdeveloped, and do not effectively promote the raising of standards in numeracy for all pupils.

Commentary

67. In Year 6, standards are above average and pupils achieve well. Pupils in Years 3 to 6 make better progress than those in Years 1 and 2. These standards were evident in lessons observed, the pupils' work and in conversations with pupils. This judgement is different from the grades the school achieved in the 2003 national tests, especially for Year 6 pupils. The difference is largely due to the school's recent amendment of the curriculum provision for pupils in Years 3 to 6 and improved lesson planning, which have raised standards. Improvements to the monitoring of lessons and pupils' work, have raised teacher expectations, especially in older pupils' work. This year's effective grouping of pupils by age and ability in the classes for the older pupils, has also promoted learning opportunities. Most pupils in the year group are reaching at least average standards in their understanding of number and in using and applying

their knowledge of mathematics. Above average pupils are working confidently at above average standards in all areas of mathematics. This indicates good achievement, particularly for average and lower attaining pupils and a good improvement in standards since the last inspection for pupils in Year 6.

68. In Year 2 standards are average, which is the same as that of the school's 1998 inspection, but is not as high as the standards reached in the national tests in 2003. This is mainly due to this group's level of attainment on entry, which was below average and lower than the previous year.

69. The quality of teaching and learning is good overall with satisfactory teaching and learning in Years 1 and 2. Evidence gathered from the scrutiny of pupils' work and lesson observations in Years 5 and 6 also indicated that some of these lessons have very good features. Examples of this were seen in the high quality of lesson planning, the very good attitudes of the pupils towards their learning, and their consistent interest in their work. Teaching in good lessons moves along at pace and uses appropriately differentiated tasks for the pupils. Classes are organised and managed well, which provides a work ethic where pupils can both enjoy their lessons and know and understand what they need to do to succeed in their learning.

70. In Years 1 and 2, the pupils are not always sufficiently challenged with the range and levels of work set, neither are these arrangements consistently monitored and re-evaluated. As a result not all pupils regularly work to capacity, particularly the most able. ICT is used well to enhance the effectiveness of teaching. Planning is good. Some pupils in Key Stage 1 do not always pay good attention during their lessons, in particular, during the introductory and plenary sessions. Standards of presentation in the pupils' books are variable. Pupils' written work that is, either unsatisfactorily presented or difficult to read, is rarely commented upon.

71. The school does not yet make sufficiently effective use of assessment processes to focus sharply on how well pupils are doing. Currently, inconsistent use is made of information to track pupils' progress and to predict future targets for them to achieve. Apart from pupils who have SEN, no individual pupil targets for mathematics have been set, although the subject's development plan does intend for this to happen in the near future. There is also little evidence to show that teachers consistently use assessment to influence their future lesson planning. Additionally, the marking of pupils' work by teachers often does not provide the pupils with guidance as to how they might improve their work in the future.

72. There are good inclusion procedures, which ensure that pupils are supported very well. Pupils who have SEN are fully included in all activities and are provided with particularly good support, which enables them to make good progress towards their individual education plans.

73. The subject's enthusiastic coordinator provides good leadership and sound management of the subject. Despite being the coordinator for just over a year, she has a clear sense of direction about how to improve standards in mathematics across the school. She is putting the use of performance data to increasingly better use. Her training has been appropriately selected to meet the school's needs and she has ensured that good resources for the teaching of the subject are available. The coordinator does not yet monitor pupils' work or the effectiveness of mathematics teaching across the school. Her current monitoring of planning and test results has identified where certain aspects of the curriculum have not been appropriately covered during teaching in recent months.

Mathematics across the curriculum

74. Provision for developing pupils' numeracy skills across the curriculum is satisfactory. There are some links with other subjects, such as in history where pupils in Years 3 and 4 use a timeline to show the period when Ancient Greece was a dominant force. There are also a few examples in ICT, but the full potential for cross-curricular planning has yet to be realised.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Across the school there is a good emphasis on learning through investigation.
- Teachers devise and introduce interesting and challenging topics.
- Good opportunity is generally taken to use pupils' literacy skills in their writing and record of work, but in Years 1 and 2, there is an over use of photocopiable worksheets.
- Assessment procedures are not sufficiently regular or consistently applied.
- Teachers do not have a sufficiently clear view of the National Curriculum levels at which pupils are working.
- Insufficient effective curriculum time is given to the subject in Years 1 and 2, and the pace at which pupils in Year 6 have worked is too slow.

Commentary

75. Across the school, pupils attain standards that are in line with those expected for their age. This was also the judgement of the previous inspection. The current inspection findings represent a drop in attainment in Year 2 and Year 6 since the national tests and teacher assessments in 2003. Across the school, pupils of all abilities achieve satisfactorily and make sound progress.

76. Pupils are taught an appropriate range of concepts and skills as they move through the school. In Year 2, pupils know some of the names of the main external parts of the human body and why some foods are healthier than others. They understand how some materials are better at keeping out water than others and how to make an electrical circuit with a switch. In Year 6, pupils investigate the effect of exercise on the pulse rate and that salt water evaporates quicker than washing up liquid.

77. Strengths in provision across the school are the way in which topics are introduced through an investigative approach wherever possible and the interesting way in which work is presented and introduced. A shortcoming, particularly in Year 1, is the occasional overuse of photocopiable recording sheets, which limits the opportunity of pupils to develop their own recording skills. A shortcoming, particularly in Year 6 is that the pace of learning is too slow. As a result, there is an insufficient amount of recorded work in pupils' books.

78. The quality of teaching and learning across the school is satisfactory. At the last inspection, teaching was good. Strengths in teaching are the way in which teachers prepare and use resources and devise interesting and challenging work for pupils to do. As a result, pupils enjoy their work, are committed to their learning and behave well. Teachers provide good opportunity for pupils to make predictions in their work. For example, pupils in Year 2 were predicting how far their toy cars would run down a slope. Good work is also being done in encouraging pupils to devise their own investigations and to make good use of their literacy skills in the recording and organisation of their work. This was seen during the inspection as Year 5 pupils were devising their own experiments to demonstrate that light travels in straight lines. Planning is generally sound, but lesson and curriculum plans do not make sufficiently clear reference to the National Curriculum levels of the work which pupils are doing.

79. The subject is soundly led and managed. Procedures for enabling the co-ordinator to sample pupils' work and to monitor teaching and learning are beginning to be established. The co-ordinator has devised a clear curriculum overview of topics to be taught across the school. However, the teaching of science in Years 1 and 2, does not ensure that sufficient curriculum time is given to the subject nor that this core subject has a sufficiently high priority. The subject has not been a main whole school focus for development for some time. The assessment of units of work and the recording of pupils' progress matched to National Curriculum criteria are

underdeveloped. There is no collection of work which has been assessed to National Curriculum levels to help teachers judge the standards that pupils are achieving. Appropriate opportunities are developed to use numeracy skills as, for example, pupils in Year 5 draw graphs to show the rate at which hot water cools.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are above average across the school.
- Teachers use the new interactive whiteboards and the facilities in the computer suite confidently and well.
- Pupils enjoy their work and they are fully committed to their learning.
- Teaching assistants are used well and their work makes important contributions to the quality of pupils' learning.
- Computers are used well in several curriculum areas, but in some, work needs to be further consolidated.
- Procedures for assessing and recording the progress pupils make in the subject are not sufficiently developed.

Commentary

80. Across the school, pupils attain standards that are above those expected for their age. This represents very good improvement overall, since the last inspection, when standards were judged to have been average in Years 1 and 2, and below average in Years 3 to 6. Improvements have been achieved through the confident use of the computer suite and the new interactive whiteboards in each class and the careful, progressive development of concepts and skills across the school. The good use of the computer suite in Year R means that pupils are beginning to enter Year 1 achieving well. This good progress is maintained as they move through the school. As a result, pupils of all abilities achieve well and make good progress in this subject.

81. Pupils, in all classes, develop confidence with a good range of word processing skills. Pupils in Year 2 write and print their dragon poems using different fonts, while pupils in Year 6 confidently move and adapt text and illustrations as they design tabloid newspapers to re-tell fairy tales and nursery rhymes. During the inspection, pupils in Year 4 were using a PowerPoint presentation confidently to display work they were doing on stories associated with Hercules. Pupils also have good opportunity of using data handling processes. Year 2 pupils use computers to reinforce their understanding of addition facts while others used a spreadsheet to record the information from their science experiment. Pupils in Year 5 prepared a spreadsheet and added details of a shopping survey that they had done, while those in Year 4 add information to a database on pets in their class and generate graphs to show the results. Good use is made of the Internet across the school. Younger pupils sent e-mails to Father Christmas, older pupils discovered information about figureheads and Year 2 pupils used the internet to research Fiji for their history and geography topics.

82. The quality of teaching and learning across the school is good. Teachers use the facilities in the computer suite and the new interactive whiteboards confidently and effectively. The teaching of specific skills is secure. This has addressed well the main weakness identified at the last inspection. Teachers organise class groups well to maximise each pupil's opportunity to use a computer and ensure that all pupils are involved well with worthwhile and challenging tasks. The targeted use of teaching assistants to support work in this subject is good. Teachers explain tasks clearly and ensure that pupils know what is expected of them. They insist on high standards of behaviour and pupils respond well.

83. The subject is well managed and led by an enthusiastic co-ordinator who is relatively new to the role. She is beginning to have opportunity to monitor teaching and learning across the school. There is a clear progression in the development of skills as pupils move through the school. Assessment procedures are not sufficiently developed. There are no consistently applied, whole school procedures for assessing what pupils know and can do nor of recording the progress they make which are matched to National Curriculum criteria. This is a weakness. Resources in the subject are good.

Information and communication technology across the curriculum.

84. The overall use of ICT in literacy and numeracy is sound. Across the school, good use is made of the school's digital camera to illustrate work done and activities undertaken. Some good links have been established with other subjects. For example, history work in Year 4 on the challenges of Hercules was linked effectively with literacy as pupils wrote their own accounts of some of the adventures, and the Internet was used to find out more information. In their history project, pupils in Year 3 used the Internet to find out information about Indian elephants and the Taj Mahal.

HUMANITIES

No history or geography lessons were seen during the inspection and one lesson was seen in RE. Inspectors also spoke to groups of pupils, analysed their work, scrutinised teachers' planning documents and held discussions with subject coordinators.

85. There was insufficient evidence to make an overall judgement about provision in **geography**. A scrutiny of teachers' planning and pupils' previous work indicates that an appropriate range of topics is taught. For example, pupils in Years 1 and 2 locate on a map where Barnaby Bear has been on his holidays and understand some of the geographical features of the Fijian islands. Pupils in Years 3 to 6 consider some world rainfall and climate patterns and undertake useful local studies work as they compare the shopping facilities in Fowey and Wadebridge.

86. As no lessons were observed in **history** there was insufficient evidence to make a reliable judgement about teaching and learning in the subject. From the work analysed and observed, the indications are that standards overall in history, are at least average, which matches the findings of the last inspection.

87. The subject clearly benefits from the expertise and special interest of staff. Teachers are using local history to stimulate and enhance much of the provision. The older pupils benefit from a school - designed topic on Smuggling. As a result pupils are able to recognise buildings and features in their local area and know how the locality has changed over time. The topic has also provided them with opportunities to improve their interpretation skills and to be able to extract information from historical sources. Younger pupils learn about Ancient Greece and famous events from British history such as The Gunpowder Plot and The Fire of London. The curriculum planned has been deliberately and effectively designed to enable the school to teach the subject by using both creative approaches and cross- curricular opportunities. Evidence of the success of this was noted in the Year 4/5 classroom where an attractive display of ships' figurehead models had been created as part of the Smuggling topic. The curriculum planned for history has appropriate content and coverage. However it does not make sufficient use of National Curriculum levels to ensure an effective progression of skills across the whole school.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of Christianity is appropriately established.
- Learning makes an effective contribution to pupils' personal, social and moral development.
- Pupils' knowledge of other religious faiths is weaker.

Commentary

88. Standards of attainment seen during the inspection were in line with expectations of the locally agreed syllabus. Similar standards were observed in the school's previous inspection. Only one lesson was observed and much of the work covered in RE lessons centres around discussions, so written work was limited. However analyses of the available work and talking to pupils indicate that pupils' achievement is sound throughout the school.

89. Only one lesson was observed and there was insufficient evidence to make an overall judgement on teaching and learning. In the lesson seen, Year 5 and 6 pupils were building on their existing knowledge of Judaism through the study of a traditional Jewish tale about Rabbi Meir and the Bear. The lesson began with a review of what pupils were able to recall of what they already knew about Jewish traditions and beliefs. Through careful questioning and good use of her own subject knowledge the teacher was able to reinforce and develop pupils' sometimes limited recall of what they had learnt previously. While reading the story through with the pupils she identified the key features of Jewish belief referred to in the story enabling pupils to build on their earlier learning well. Pupils were interested and showed a good level of respect for traditions and beliefs different from their own. There was good involvement in role play and quiz activities which enabled the teacher to assess what pupils had learned. These activities provided an effective opportunity for pupils to use their speaking and listening skills. Analyses of older pupils' recorded work indicate that other religious faiths are suitably covered, although in discussion there is some lack of understanding in their knowledge of different practices. There are some missed opportunities for them to explore their responses and their knowledge in more detail in their recorded work and to make productive links with their literacy skills.

90. Younger pupils in Year 2 showed a confident knowledge of some of the main Christian festivals such as Christmas and Easter and are able to describe in simple terms some of the reasons why these celebrations are important to Christians. As a result of their visits to the local parish church they are able to identify some of the special features of a Christian church such as stained glass windows, the font and the pulpit. There are good examples of cross curricular work when pupils make simple books about the Creation story in the Bible and in the project combining work in history, literacy and art to create a church banner for the Fowey community to hang in Truro cathedral. Good use is made of close links with the local church which pupils visit on a regular basis.

91. Management in the subject is satisfactory. There are informal procedures in place to enable the coordinator to have an overview of the provision for the subject but there are as yet no systems for assessing and monitoring the development of pupils' knowledge and understanding across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in art or music during the inspection. Inspectors did not obtain enough evidence to make a judgement on teaching or learning in either subject or on standards in music. Pupils in Years 3 to 6 were heard singing in an assembly and one lesson was observed in design technology. Inspectors analysed pupils' work on display in art and design technology, scrutinised teachers' planning and talked to subject coordinators.

92. No lessons were observed in **art and design** during the inspection. Pupils' work on display and in their sketchbooks was analysed, curriculum planning was scrutinised and discussions were held with pupils and teachers. As attractive and interesting displays around the school

indicated, pupils benefit from the wide range of experiences and opportunities they are offered in the curriculum. The school has a well established tradition of enriching pupils' experiences through well organised projects and initiatives which link a number of curriculum subjects. Teachers make good use of the expertise of local artists and the inspiration of the local environment, to plan interesting and stimulating activities.

93. A good example of the school's effective organisation, was seen in the project undertaken by pupils in the Year 4/5 class. In well planned links with work in history and RE, pupils researched the story based on the local saint of the early Celtic Christian church, St Fimbarrus. In their art and design lessons they planned and designed a church banner to represent his life and their community in Truro Cathedral. Pupils wrote their own versions of the stories and selected the symbols which they felt would best represent the life of the saint. These were translated into preparatory sketches which were used as templates for the textiles used in the banner. Projects such as this, contribute well to pupils' spiritual, moral, social and cultural development. Indications are that standards at the end of Year 2 and Year 6 are average. While their understanding of the process of planning, developing and improving their ideas is above average, the focus on the progressive development of their drawing, painting and observational skills is not yet sufficiently sharp to support higher than average standards.

94. No lesson were observed in **music** but Years 3 to 6 were observed in a singing assembly. There was insufficient evidence to make a judgement on standards or teaching and learning. Older pupils use their voices with enthusiasm and develop their abilities to sing in rounds and simple parts appropriately. The school's planned curriculum appropriately reflects all the required elements. Under the enthusiastic direction of the subject coordinator the school offers pupils a good range of opportunities to take part in school productions and concerts in the local area. The school organises lunch time recorder groups and the specialist skills of a visiting music teacher are used well to provide lessons in the guitar and violin for a small number of pupils.

95. Inspectors only observed one lesson in **design technology**, and there was insufficient evidence to make a reliable judgement about standards, teaching and learning or provision across the school. From evidence that was provided, indications are that standards in design and technology are satisfactory. This would match the findings of the last inspection for Year 2, but no judgement was provided then for the standards in Year 6.

96. A Year 5/6 lesson was observed, where pupils were expected to design a fabric picture of an animal, as part of a topic about rainforests. The teacher used effective questioning which stimulated and motivated the pupils. The pupils were required to select a variety of stitches and fabrics to create textures and patterns. It was judged to be a good lesson, because the pupils effectively developed their understanding of the process of creating a planned diagram. They also reflected on their designs as they developed. In addition, the pupils experienced appropriate opportunities for selecting and working with a range of tools and equipment. The quality of the teaching was enhanced by the teacher using clear explanations and by being well prepared.

97. Discussions with Year 6 pupils revealed that they clearly enjoy this subject. Other evidence observed indicated that Year 2 pupils had generated ideas and could plan what to do next as they designed vehicles. This was part of their investigation into how toys work. An extensive display of pupil- constructed model cars included examples of pupils' learning about axles, their drawings of diagrams and making and evaluating their vehicles. The subject's coordinator has ensured that curriculum-planning places appropriate emphasis on every aspect of the expectations for covering the subject. The provision of resources to support the teaching of the subject is satisfactory.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There are some weaknesses in teachers' subject knowledge and planning to help pupils develop their skills, knowledge and understanding.

- Most lessons are well structured and developed.
- Most pupils evaluate their work successfully and understand the effects of exercise on their bodies.
- The curriculum does not sufficiently identify the progressive development of pupils' skills.
- On-going monitoring and assessment of pupils' performance is under developed.

Commentary

98. Standards are average overall. Standards in dance in Year 6 are average. Most pupils can create and perform dances using a range of movement patterns and respond to various stimuli. Standards in dance in Year 2 are average. The pupils show appropriate co-ordination and some imagination when working and performing in a group. However, they showed insufficient knowledge of dance techniques in their movements. Swimming was not observed during the inspection because it is usually taught during the Summer Term. The school's records and the quality of the provision indicate that standards are above average. Virtually all pupils swim at least 25 metres safely and unaided using a recognised stroke by the end of Year 6. Teachers from the Community College assist in the teaching programme. The school takes part in local school leagues for netball and football. It also regularly participates in the Par Area Sports Day.

99. Overall, teaching and learning are satisfactory and promote satisfactory achievement, although good teaching was observed in Year 3 to 6. In the school's last inspection, whilst there were no clear judgements about standards in the subject, teaching was deemed to be good in all classes. All lessons begin with an appropriate warm up session and teachers make sure that pupils understand why this is necessary. In the Year 4/5 lesson observed there was a suitable discussion of how the warm up had influenced the rate of the pupils' heart beat. In most lessons planning was well structured and appropriately developed the lesson's learning objectives. In the Year 2 lesson there was effective use of ICT to demonstrate certain skills to the pupils. However the pace of learning and the amount of physical activity were insufficient to develop the pupils' performance, and some pupils lost interest. In most lessons, the teaching of the specific skills, knowledge and understanding required to improve the pupils' performance was not adequately emphasised, which meant that pupils improved largely through practice.

100. Currently the subject is temporarily managed by the Headteacher, and in those circumstances the management of the subject can be judged as satisfactory. However, the curriculum and its long and medium planning does not sufficiently provide for the progressive development of pupils' skills across the school. Teachers do not currently have an appropriate understanding of the expectations concerning the learning and standards expected for pupils of this age. Development planning is underdeveloped as is monitoring of teaching and standards. Assessment procedures do not sufficiently identify how pupils need to improve. The school plans to improve provision through developing partnerships with local colleges and through training in the use of Top Sports cards. Resources provided for physical education are adequate, but storage arrangements are limited.

101. The school benefits from a good range of extra-curricular activities, but the distance from some neighbouring schools limits competitive events with other schools.

Personal, social, health and citizenship education

Provision for pupils' personal, social, health and citizenship education is **satisfactory**.

102. The school follows a programme of work for PSHCE which includes topics from the nationally recommended scheme and elements from science and religious education when appropriate. Work includes circle time, where pupils are given the opportunity to discuss issues which are important to them and the school in an open but confidential setting. Pupils' understanding of citizenship is developed as they learn about their own locality and receive visits from people who provide local services. There is an appropriate sex and drugs awareness education programme. In the single lesson observed, pupils in Year 1 were encouraged well to consider the important theme of bullying. Through effective role-play, pupils considered the effects of bullying and the importance of being a friend.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).