

INSPECTION REPORT

GARRAS COMMUNITY PRIMARY SCHOOL

Mawgan in Meneage, Helston

LEA area: Cornwall

Unique reference number: 111816

Headteacher: Mrs Anne Shipman

Lead inspector: Marie Gibbon

Dates of inspection: 14th – 15th June 2004

Inspection number: 256194

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	45
School address:	St Keverne Road Mawgan - in - Meneage Helston Cornwall
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Appropriate authority:	Governing Body, Garras Primary School
Name of chair of governors:	Mr. Michael Davidson
Date of previous inspection:	22/4/02

CHARACTERISTICS OF THE SCHOOL

Garras Community Primary School is much smaller than most other schools of the same type. The school has 12 pupils on its register of special educational needs, which is above the level of the national average. None of the pupils has a statement of special educational need, which is below the national average. The most frequent form of special educational need is either physical or specific learning difficulties. Two pupils are known to be eligible for free school meals, which is well below the national average. None of the pupils is from minority ethnic backgrounds and none speaks English as an additional language. Both of these features are lower than in most schools. During the last school year, five pupils entered the school and six left the school at times other than the normal leaving or transfer times. This rate of mobility is higher than in most schools. In the last two years, one teacher left the school and was not replaced. This is a lower rate than in most schools. Pupils enter the school at broadly average levels of attainment. The school serves a village community with some pupils travelling from more rural areas outside the village. The school has achieved the Investor in People Award in 2000 and has had it renewed each year following. It received an Achievement Award from the Department for Education and Skills in 2002.

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 (RE), history, geography, art and design, music, special educational needs (SEN).
9582	Tony West	Lay inspector	
19227	Paul Missin	Team inspector	Mathematics, science, information and communication technology (ICT), design and technology (DT), physical education (PE), the foundation stage provision.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Garras Primary School provides its pupils with a good education. Teaching and learning are good and enable pupils to achieve well. The leadership of the headteacher is good and supports the strong family ethos of the school well. The governors are well involved with the work of the school. The rate of mobility is higher than in most schools and, in some year groups, this has a significant impact on the profile of standards in the school. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science in the national tests have been well above the national average over the last two years and, in 2003, were in the top five per cent in the country.
- The strong ethos of the school places high value on all individuals and enables pupils to behave well, to have very good attitudes to their work and to relate very well to each other and to adults in the school.
- Teaching and learning are good overall because teachers know their pupils well and this enables all pupils, including those with special educational needs (SEN) to achieve well.
- The headteacher's good leadership has enabled the school to make a good improvement since the last inspection.
- Governors have a good understanding of the strengths and weaknesses of the school.
- Very good links with parents, the community and other schools enhance the school's provision and pupils' learning well.
- Standards in ICT are below average and pupils' achievement is unsatisfactory.
- Subject responsibilities are not effectively organised and coordinators do not have a whole school overview of their subject.
- The level of classroom support restricts some aspects of the provision for children in the Foundation Stage.

The school has made a good improvement since it was inspected in 2002. The key issues relating to standards and provision in English and mathematics have been addressed well. There have been satisfactory improvements in the key issue relating to assessment. In addition, improvements in standards in Year 6, teaching and learning in Years 3 to 6, assessment procedures, the leadership of the headteacher and the effectiveness of the governing body have been identified by this inspection. The accommodation has been significantly improved and extended. Areas of strength have been maintained in pupils' attitudes and the partnership with parents. However the judgements of the inspection are lower than they were in 2002 in standards and provision in ICT.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	E	A*	A*	A*
mathematics	E*	A	A*	A*
science	D	A*	A*	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those who attained similarly at the end of Year 2. A* - Standards are in the top five per cent in the country.

Caution is needed in interpreting data from small groups of pupils.

Achievement is good. In Reception, achievement is satisfactory. It is good in Years 1 to 6. Children are on course to reach the goals they are expected to reach, by the end of Reception, in all areas of learning judged by the inspection, except for knowledge and understanding of the world, where standards exceed expectations. In Year 2, achievement is good and standards are above average in speaking and listening, reading and writing and average in mathematics, science and religious

education (RE). In Year 6, achievement is good and standards are above average in English, science and mathematics and average in RE. Standards across the school are above average in art and design and below average in ICT. The above average rate of mobility has a significant impact on the profile of some year groups and, in particular, the current Year 2.

Pupils' attitudes and attendance are very good, their behaviour and punctuality are good. Their spiritual, moral, social and cultural development is good. Pupils' behaviour is good in lessons and around the school. The attendance rate is well above the national rate.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Teaching and learning are satisfactory in Reception. Teachers have high expectations of pupils' work and of their behaviour. Teachers and teaching assistants know their pupils well. This enables them to plan carefully to meet pupils' needs. There are very good relationships throughout the school. These give pupils confidence and a good level of self esteem which help them to try hard with their work and to concentrate well. In a small school, staff monitor pupils' progress closely and give pupils good support in their learning, which helps them achieve well. Good assessment procedures are used well in Reception. Assessment procedures are good in mathematics and writing but are unsatisfactory in ICT. The school's relationships with parents are very good. The ethos of the school is very good. There are weaknesses in aspects of the provision for Reception children and in ICT.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The good leadership of the headteacher effectively promotes a strong sense of community where pupils' well being and achievement are the main focus. There is good leadership in Years 1 and 2. The management of the Foundation Stage is satisfactory. There is a strong team spirit in the school. Equality of opportunity and fairness are evident in the work of the school. There are weaknesses in the organisation of curriculum responsibilities. The governors have a secure understanding of the strengths and weaknesses of the school and ensure that statutory requirements are met. Their financial management is prudent and rigorous and seeks best value for money effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. No significant areas of concern were identified. Pupils also value their school highly. The only concern they expressed to inspectors was their desire for more frequent access to computers.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Fully develop assessment procedures in all subjects and use information from assessment to support pupils' good achievement.
- Improve the organisation and effectiveness of subject coordination.
- Ensure children in Reception have full experience of all aspects of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is good. Achievement is satisfactory in Reception. It is good in Years 1 to 6 because teaching is good. Standards are above average in English in Years 2 and Year 6. Standards in mathematics and science are above average in Year 6 and average in Year 2.

Main strengths and weaknesses

- Standards in the national tests in English, mathematics and science have been high in both Years 2 and 6 for the past two years.
- Pupils of all abilities achieve equally well.
- Achievement in the Foundation Stage is not as good as it could be due to curriculum planning and organisation.
- Standards in ICT are below average because teaching, curriculum planning and assessment have weaknesses.

Commentary

1. Achievement in the Foundation Stage is satisfactory. This reflects the overall satisfactory nature of the quality of teaching and learning they receive. This is because the effective partnership between the teacher and teaching assistant does not extend into the afternoon sessions. The scope of some of the children's experiences, in particular outside play and free choice activities, is restricted as a result. Children are on course to reach their expected goals by the end of Reception in all areas of learning judged by the inspection, except in knowledge and understanding of the world, where they exceed expectations.

2. In the end of Year 2 national tests in 2003, standards were in the top five per cent in reading, writing and mathematics compared with all schools. Compared with similar schools, based on the number of pupils known to be eligible for free school meals, standards were very high in reading and writing and well above average in mathematics. These results indicate improvements in standards over the past two years.

3. The findings of the inspection are that standards in Year 2 are above average in reading, writing, speaking and listening and art, average in mathematics and science, history and RE and below average in ICT. These were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, standards are similar to those found in the previous inspection in all subjects, except in writing where standards are higher and in ICT where standards are lower. Standards in ICT are lower as some aspects of the subject are now underdeveloped. The judgements of the inspection are not as high as the school's results in the 2003 national tests. The overall above average rate of mobility has a significant effect on some year groups in the school. In this year group, there are only two pupils who joined the school at the end of Year 1. They have achieved well during the year. Evidence indicates that standards are higher in Year 1. The varying results reflect differences in abilities of the very small groups who take the tests each year.

4. In the end of Year 6 national tests in 2003, standards were in the top five per cent in the country in English, mathematics and science compared with all schools. Compared with similar schools, based on those who achieved similarly in Year 2, standards were very high in English and mathematics and well above average in science. Similar high standards were seen in 2002 in English and science but there was an improvement in mathematics in 2003. Girls do better than boys in all three subjects. This is a significant improvement in standards since the test results of 2001.

5. The findings of the inspection are that standards in Year 6 are above average in English, mathematics, science and art and design. Pupils have achieved well in English and science and satisfactorily in mathematics. Standards are average in RE and below average in ICT. These findings represent similar standards to those found in the previous inspection in 2002 in speaking and listening, reading, art and RE. Standards have improved in mathematics, science and writing. This is due to improvements in teaching and assessment. Standards have fallen in ICT and are now below average. Standards have fallen for the same reasons as they have in Year 2.

6. In Year 6, standards in speaking and listening and reading are above average and standards in writing are average. Pupils have achieved very well from their test results in Year 2 in reading and they have achieved well in writing. In this small year group, fifty per cent of pupils are on the register of SEN. The use of writing and numeracy skills in other subjects of the curriculum is satisfactory. ICT is not used sufficiently to support pupils' learning in other subjects.

7. Pupils in this school achieve well in almost all the areas of the curriculum. Parents had similar views of their children's progress. Discussions with pupils felt that generally they were doing as well as they could, with the exception of ICT where they felt they could be doing better with improved access and resources. The school has identified the development of ICT as a priority and has already begun to address the weaknesses. Pupils with SEN essentially achieve similar standards to other pupils, because of the good support they receive. The school's results over the past three years indicate that girls generally do better than boys in reading and writing across the school. Boys do better than girls in mathematics in Year 2 but, in Year 6 girls do better in mathematics and science. However, the findings of the inspection are that boys and girls achieve equally well in all year groups. Improved standards since the previous inspection indicate that the school caters well for more able pupils. It also identifies gifted and talented pupils and ensures their needs are met. It ensures that these pupils have opportunities to take part in events and experiences provided in the local area for pupils of their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes toward their school and their attendance are very good and are strengths of the school. Their punctuality is good, as is their behaviour and their personal development, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils want to come to school and they arrive on time.
- Relationships between pupils and between pupils and adults are very good and are a significant factor in the strong ethos of the school.
- Pupils have very good attitudes to their work and enable them to concentrate well in class and to be well involved in their work.
- Behaviour in class and around the school is consistently good amongst all pupils.
- Pupils' personal development is good and there are good arrangements for pupils to be made aware of cultures other than their own.

Commentary

8. The pupils want to come to school and, as a result, attendance is very good. This is a similar judgement to that made in the previous inspection. Attendance and punctuality are monitored very well by the school. With the support of parents, attendance has risen significantly to well above the national average. Unauthorised absences in the reporting period were higher than the national average, including a high number generated by additional holidays. This year, the school has reported only 12 unauthorised absence sessions. This represents a significant improvement. No pupils have been excluded from school in the past year.

Attendance in the last complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School's data	0.6
National data	5.4	National data	0.4

9. Behaviour across the school is good and there is a very calm and happy atmosphere. Pupils are courteous and polite. In their questionnaires and in discussions, parents and pupils felt that behaviour is good. There is little they would describe as bullying and pupils are generally free from any other forms of harassment. The school has a family atmosphere. Pupils are responsive to members of staff and, apart from a few instances of robust play amongst the older pupils, the school is a friendly and orderly place.

10. Relationships are very good. The staff set very good examples for the pupils and pupils and adults form very constructive relationships. Pupils of all ages work and play together very harmoniously and pupils work well in groups.

11. Pupils willingly accept opportunities to take responsibility and they are happy to contribute to the running of the school. For example, they help as monitors, act as 'buddies' and have devised lunchtime rules. They have commented on how they would like to improve the school, individually and through the school council. Pupils from Years 3 to 6 have been elected by others in their classes to sit on the school council and are able to contribute meaningfully to the management of the school.

12. The pupils' spiritual, moral, social and cultural development is good overall. They have an enriched experience through assemblies, RE, a wide range of extra-curricular activities that include residential visits, visitors to the school and the creative activities. Pupils have good encouragement and praise. As a result they have high levels of self-esteem and self-worth. Despite the school's size and rural location, pupils are made well aware of their own and other cultures, preparing them well for life in multi-cultural Britain. All pupils in the school are of white, British heritage.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is good. Strengths include pupils' overall good achievement. This is promoted by good teaching and has resulted in well above average standards in the National Curriculum tests over the past two years. Provision for pupils with SEN is good. There is good enrichment of the curriculum. The care and support of pupils' health, welfare and safety are good. The school's relationships with parents and the community are very good. The ethos of the school is very strong. There are weaknesses in ICT and aspects of the curriculum in the Foundation Stage.

Teaching and learning

The quality of teaching and learning is good. Teaching and learning are satisfactory in Reception and good in Years 1 to 6. Assessment is satisfactory. In Reception, assessment is good.

Main strengths and weaknesses

- Very good relationships in lessons encourage pupils and promote good attention.
- Very good partnerships between teachers and teaching assistants ensure that teaching in mixed age classes is effective.
- Teachers have high expectations of standards of work and its presentation.
- Pupils with SEN are taught well.
- A small number of lessons do not make the best use of time.
- Assessment information is not always used sharply enough to identify pupils who are not doing as well as they could.

- ICT skills are not taught sufficiently progressively across the school.

Commentary

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	8	5	0	0	0

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

13. In the school's previous inspection, teaching was judged to be good in Years 1 and 2 and satisfactory in Years 3 to 6. One unsatisfactory lesson was seen. No judgement was made on teaching in the Foundation Stage as there were no children in Reception at the time of the inspection. In this current inspection, good teaching was seen in all classes and there was no unsatisfactory teaching. The quality of teaching and learning in the Foundation Stage is satisfactory overall with some good features.

14. Strengths of the teaching include the very good relationships that teachers and teaching assistants have with pupils. As a result, teachers and assistants know pupils well. This good knowledge is used, often very effectively to support and guide pupils' learning and to create a positive atmosphere for learning in the classroom. Teachers have high expectations of the standards that pupils achieve, their behaviour and presentation of their work. Standards and presentation of work were key issues from the previous inspection and the school has addressed them effectively. There is good teaching of basic skills in literacy and numeracy and this enables pupils to have a good foundation on which to build. In most lessons, teachers sustain a good pace and provide pupils of all abilities with a good level of challenge. They plan carefully for the needs of mixed aged classes and make good use of all staff's very good knowledge of individual pupils. In a small number of lessons, time is not managed sufficiently well to allow all the planned activities to be completed. Indications are that there are weaknesses in the progressive development of pupils' skills in the teaching of ICT. Although ICT is used to support pupils' work in a range of subjects, including English, much of the work is not structured well enough to ensure consistent progression in pupils' learning.

15. An important strength of teaching in the Foundation Stage is the effective co-operation between the teacher and her assistant. This means that there is a good consistency of approach. Both adults manage children well and secure their interest and commitment to their learning. Children are interested in the varied and lively approach adopted. This was seen well during the inspection when the teaching assistant was reinforcing children's understanding of number sequences up to 20. She used Pip the hand puppet to make some mistakes in his counting. These were corrected enthusiastically by the children. There is good integration of the work of the Foundation stage within the mixed age class. Assessment procedures are good. The teaching assistant plays a major part in the systematic recording of children's achievements in all areas of learning. This builds up a comprehensive record that is used well to complete the Foundation Stage profile. A shortcoming in teaching is that the information from the termly plan is not brought forward in sufficient detail into the weekly and daily plans for children. Planning lacks enough detail to provide a clear focus on the specific learning intended in each activity.

16. The quality of teaching for pupils with SEN is good. They are given work that is appropriate for their needs and the support they receive from teacher and assistants is effective. This enables pupils to be independent and confident. Procedures for monitoring and supporting pupils with SEN are good. Pupils are carefully assessed and this helps targets on their individual education plans to be clear and measurable. All parents, including parents of pupils with SEN felt that teaching was good. In their questionnaires, pupils indicated that teachers helped them to make their work better and that lessons were interesting and fun.

17. The school's previous inspection identified as a key issue the improvement of the quality of assessment and target setting in Years 3 to 6. The school has focused mainly on assessment in mathematics and English and has made a good improvement in these subjects. Assessment is now satisfactory. These improvements in assessment have resulted in improved standards since the previous inspection.

18. Procedures are now good in writing and mathematics and satisfactory in reading, speaking and listening and science. There is a good range of strategies to help pupils evaluate their own work in writing. All pupils now have individual targets in writing and mathematics that are regularly reviewed and arise from careful analyses of pupils' work. Targets are shared with pupils and parents and there are agreed criteria for the expected rate at which pupils progress. The school is continuing to develop this rigorous approach to assessment and target setting. Although the school uses its very good knowledge of individual pupils to supplement this provision, it does not have a consistent response to those pupils who do not achieve as expected. In history, geography and RE, assessment ensures that there is curriculum coverage but does not include the monitoring of pupils' progressive development of skills. In art and design and in DT useful strategies for monitoring the development of pupils' skills have been introduced but are not fully in place. There are no agreed whole school procedures for the assessment of ICT and, in this subject, assessment is unsatisfactory.

The curriculum

Curricular provision is satisfactory. The enrichment of the curriculum is good. The school's accommodation is satisfactory. Overall, the school is satisfactorily resourced.

Main strengths and weaknesses

- Provision for pupils with SEN is good, particularly when they are supported by teaching assistants.
- The curriculum is well enhanced through the school's partnerships with other schools in the area.
- The school provides a good range of activities, such as educational visits.
- Curriculum links with secondary schools prepare older pupils well for their transfer.
- The Foundation Stage curriculum does not provide sufficient opportunities for children to make free choices.
- Curriculum planning for ICT does not ensure that pupils' skills and experiences are developed progressively.

Commentary

19. The school is a caring, supportive community, which appreciates the full range of pupils' achievements highly and treats them as individuals. All the pupils are well known to the teachers and their academic and personal needs are well catered for. As a result pupils achieve well and take a full part in all aspects of the school's work. Provision for pupils with SEN is good. They are given work that is appropriate to their level of development and they receive good support from teachers and assistants. Although pupils take a full part in all aspects of the school's work, older pupils' access to computers has been, at times, more restricted than that of pupils in other classes. The school's resources have recently been updated and access has improved.

20. Educational visits and links with outside organisations are a strong feature of the good enrichment of the school's curriculum. The school's work with 'Creative Partnerships' significantly enhances pupils' experiences in art and design and science and visits to Tate of the West and local museums support pupils' work in art and design, history and science. There are opportunities for older pupils to enhance their life skills in an annual residential camp and to learn to sail, through links with the local Helford River Children's Sailing Trust. Visitors to the school also support pupils' learning well. These have included the local police, the school nurse, Plymouth Raiders, a circus skills workshop and a range of visitors from other faiths. The school has a good range of extra

curricular activities for its size and these include recorder clubs for all ages and for older pupils, cricket, French, music and Cycle Wise. A high proportion of parents expressed their appreciation of the range of experiences the school offers their children. Most pupils thought lessons were interesting and fun.

21. There is a good range of curricular links with the secondary schools most pupils attend, that ensure that they are well prepared for the transition to the next stage of their education. These links include a French Club, workshops in music, science and design and technology and additional classes for more able pupils.

22. ICT is used in some aspects of the curriculum. It is used in English to help pupils edit and draft their work and in science and RE to research topics on the internet. However, aspects such as the use of E mail, programming and controlling devices and using data bases and spreadsheets are under developed. The pupils' understanding of the range of the subject is limited and the curriculum does not provide sufficiently for the progressive development of pupils' skills.

23. The overall Foundation Stage curriculum is sound. Clear separate provision is made for Reception children within the mixed age class and the curriculum is broad and interesting. Provision for children's knowledge and understanding of the world is particularly strong. Children are taken on a good number of local visits and are developing a good appreciation of aspects of their own community. A shortcoming is that insufficient opportunities are planned for children to make choices in their work. They do not have regular enough access to a wide range of painting and modelling materials nor to an appropriate range of riding and climbing equipment. This is partly due to shortcomings in curriculum planning but also the result of the fact that the teaching assistant is not employed in the afternoon where some of these creative activities might take place.

24. The accommodation has recently been effectively and attractively extended and the school building now provides satisfactorily for the school's curriculum, which is an improvement on the last inspection. The school remains small with limited storage areas. However, the lack of a school hall impacts adversely on the school's ability to teach subjects such as physical education and drama. The school is able to use the local village hall but the path used to reach it from the school is not satisfactory. The school is addressing this issue and making arrangements to improve access by using a new footpath. There is no first aid room and a complete lack of suitable on-site parking. Foundation Stage children do not have ready access to the secure outside play area.

25. The school's resources are satisfactory overall. This is the same as in the previous inspection when they were described as sufficient. Some of the school's computers are outdated and do not provide for all aspects of the curriculum. However, new resources, which provide more satisfactorily for the subject, have been received by the school recently but are not in full use.

Care, guidance and support

The provisions for pupils' care, welfare, health and safety, for their support, advice and guidance, as well as their involvement through seeking and acting on their views are all good.

Main strengths and weaknesses

- Child protection, health and safety and welfare arrangements for pupils are well organized throughout the school.
- Members of staff know the pupils and their needs well.
- Induction arrangements are good.
- Pupils have very good relationships with adults in the school.
- The school provides good opportunities for pupils to contribute to the work of the school and places good value on their opinions and ideas.

Commentary

26. The school provides good support and guidance for pupils based on sound assessment

systems and the very good knowledge and understanding that members of staff have of pupils at the school. Pupils have very good and trusting relationships with adults. Members of staff are caring and supportive and the small numbers of pupils enable staff to support and nurture pupils very well. The head teacher and staff have received up-to-date training in child protection measures and enjoy good links with all the support agencies.

27. Pupils' support, care and welfare arrangements are managed well and if pupils are ill or injured they are well cared for by the school. Health and safety arrangements are well organized and address any hazards identified. The school ensures that risk assessments and appropriate checks and tests are undertaken. The school has a calm and orderly atmosphere. Pupils have very good and respectful relationships with adults and, as they move through the school, often display maturity beyond their years. Pupils are appropriately supervised during play and lunchtimes and they confirm that they feel safe in the school.

28. Induction arrangements for pupils are good. There are good procedures for children starting school. Parents and children visit initially and are given a useful booklet of information. Children gradually increase their familiarity with the school environment by visiting for one afternoon a week, in the summer term, before they start school. This helps children to settle into school quickly and happily. New pupils to the school have their needs carefully assessed and the friendly atmosphere helps pupils to adjust quickly.

29. Pupils with SEN are given good care and support. They benefit from the good knowledge that staff have of their pupils and from the good individual support given to all pupils. Their confidence and self esteem are well enhanced as a result. Teachers and support staff assess pupils' needs carefully and identify appropriate and realistic targets for individual pupils. There are good links with a good range of outside agencies when additional support is needed.

30. Pupils are involved well in the work and management of the school. Through the school council, they are able to make suggestions for improvement and the school actively pursues their ideas. Members of the school council regularly present their views at governors' meetings.

Partnership with parents, other schools and the community

The school's links with parents, the community and with other schools are very good.

Main strengths and weaknesses

- The very good links with other schools, and with the community significantly enhance the school's curriculum and pupils' experiences.
- Parents make a good contribution to pupils' learning.
- Annual reports to parents do not allow opportunities for parents or pupils to comment.

Commentary

31. This aspect continues to be a strength of the school. Parents think highly of the school and support the school very well. Parents have their views regularly sought by the school and they feel that the school is an "open" institution. They appreciate the newsletters and the quality of information that the school provides about school activities. In pupils' reports, the quality of information on pupils' progress is satisfactory. Reports do not always provide pupils with information on how they can improve, although it is evident that the teachers know the children very well. Pupils and parents are not able to comment on, or contribute to, pupils' reports. Parents confirm that they are well informed about pupils' progress when they attend meetings with staff.

32. There are equally effective links with the parents of pupils with SEN. The very good informal opportunities to approach the school, in addition to the planned parents' consultation evenings, are much appreciated by parents. The school ensures that parents are quickly informed when they have

concerns and involves parents well at all levels of support.

33. The school is well supported by the Friends' Association that has raised funds for the school and organizes several social events. Parents are encouraged to help in school by listening to pupils read, helping with sporting fixtures, accompanying visits out of school and swimming sessions and by working on a variety of improvement projects. They support pupils' learning at home and homework is used appropriately to support the curriculum. Parents are very happy with the systems of communication in place and are well aware of school activities. Parents confirm that arrangements to deal with any complaint or concern are good.

34. Links with local churches are strong and the school is supported well by visiting clergy, who talk to children at assemblies and in RE. The school organises performances in the community and at the local church and uses the village hall for lessons. It enjoys good relationships with local land-owners, who allow use of their land. The school is strengthening its links with local businesses and organisations through a variety of contacts including governors and parents.

35. There are good curriculum links with Mullion Community School. The curriculum has been enriched through sporting links, project work and subject support for pupils and members of staff. Transfers to secondary schools are very well organized. The local primary schools, through the good co-operation enjoyed with senior schools, provide access for pupils to curricular and other activities that enable primary pupils to work and socialise together before moving into the secondary phase. For Year 6 pupils from small schools, this is a significant support in their transfer to secondary school.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The leadership of the headteacher is good. The leadership of Years 1 and 2 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 good leadership of the headteacher supports and encourages the strong community ethos and partnerships within a small school.
- All members of staff contribute to the strong team spirit in the school. They give very good recognition and support to all individuals in the school and encourage good achievement.
- The governing body is committed and well involved with the work of the school.
- Financial management is rigorous and is well supported by the professional bursar.
- Responsibilities across the curriculum are not sufficiently shared among the staff and do not enable a whole school overview of individual subjects.

Commentary

36. The headteacher's good leadership is evident in the strong family ethos, which pervades the school and has, at its heart, the well being of the pupils and their academic achievement. Her emphasis on a shared approach ensures that all staff are well included in discussions of the school's priorities. Their good knowledge of pupils is used well to inform these discussions. This results in a strong team spirit in which all members of staff make important contributions to the teaching in the school. Parents were unanimous in their view that the school was well led and managed. The school has been well supported in establishing a clear planned approach to addressing the issues from the previous inspection and in identifying priorities for school development. This has ensured that the school has made a good improvement overall since the inspection two years ago. Pupils respond well to the leadership of the school. They respect and admire staff and want to do their best for them. This results in a school, where every individual is regarded as important and in which everyone does their best for pupils, who achieve well by Year 6.

37. Overall, the management of the school is satisfactory. The day to day management of the school is good and the school is a well ordered community. The good qualities of management are evident in the well detailed and careful self evaluation which provides a useful overview of the work of the school. Strengths are celebrated and ICT is acknowledged as an area for further improvement. Provision for pupils with SEN is well managed by the headteacher and ensures good partnerships between pupils' families and the school and involves good liaison with outside agencies when appropriate.

38. There are weaknesses in the organisation of curriculum responsibilities. Too many of these curriculum areas are currently managed by the headteacher who, in a small school, has an important teaching commitment, as well as other duties. In addition, responsibilities are divided across the two main age groups, thus making a coherent overview of curriculum development and of pupils' progress across the school more difficult to achieve.

39. The analysis of assessment information supports pupils' good achievement effectively. Performance management appropriately reflects the school's strong commitment to staff development. This is illustrated in the priorities for school development planning, which include further development of staff expertise in ICT. The school makes good use of the expertise of teachers and support staff. However, the time allocated to teaching support in the Foundation Stage does not allow for the full range of children's experiences in outdoor play and in free choice activities. Very good use is made of links with partner institutions to enhance pupils' experiences and to share teaching and curriculum expertise.

40. The governance of the school has strengths in terms of its commitment to the school and its involvement with the work of the school. Governors visit the school regularly and report on their area of responsibility. They are well involved in school development planning and in making decisions about budget planning. They show a good understanding of the principles of seeking best value. A good improvement since the last inspection has been the appointment of a data governor, whose role is to work with the school to ensure that data from national tests are analysed and the information used to identify priorities for school development. Governors have played an important role in the recently completed new extension to the school, which has improved the school's accommodation significantly. Their role as critical friends to the school is developing appropriately.

41. The school's finances are managed prudently and effectively and are well supported by the services of a professional bursar. The higher than usual balance carried forward from the previous year was because the school had put money aside for the payment of the new extension and the recent purchase of new computers. The higher than usual pupil expenditure reflects the additional costs involved in a small school. Good attention is paid to getting value for money as is illustrated in the considerations and discussions regarding the improvement of resources in ICT. This has have included visits to other schools of a similar size, to assess the best provision for the school.

Financial information for the year April 2003 to March 2004

Income and expenditure		Balances (£)	
Total income	170,366	Balance from previous year	22,262
Total expenditure	162,393	Balance carried forward to the next	7,973
Expenditure per pupil	3,608		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision in the Foundation Stage is **satisfactory**. Teaching and learning are satisfactory. During the time of the inspection, there were seven children in the Foundation Stage. They are taught in a mixed age class with Year 1 and 2 pupils. Induction procedures and links with parents are good. The school has devised a useful explanation booklet for new parents and there are meetings held with parents before their children start school. Parents are fully involved with their children's education. During the inspection, parents were helping in the classroom by hearing children read.

43. The leadership of the Foundation Stage is satisfactory overall with some good features. The most important strength is the close relationship between the class teacher and her assistant. They work as an effective team that ensures there is a continuity of approach in the class. A shortcoming is that the lesson and activity planning for the work of Reception children, particularly that managed by the teaching assistant, is not always sufficiently clear and detailed.

44. When they enter the school, there is usually a wide variation in the standards the children are achieving. Most are broadly average. In the current Reception group, one child has a significant language difficulty. Children achieve satisfactorily and, by the end of the year, most are likely to achieve standards that are expected for their age in all areas of learning. In their knowledge and understanding of the world, standards are above those expected. In this area they achieve well because teaching and learning are good. There were no children in the Foundation Stage at the time of the last inspection and provision was not inspected. Therefore, no comparisons can be made with the last inspection findings.

Main strengths and weaknesses

- An interesting and separate curriculum is provided for Reception children within the mixed age class.
- Children's understanding of the world is developed well and standards here are above those expected for their age.
- The very good relationship between the class teacher and her assistant ensure that there is a good consistency of approach.
- The teaching assistant supports and encourages children well.
- The lack of opportunities for children to make choices in their learning and have regular access to paint, modelling and outdoor activities, is exacerbated by the fact that the teaching assistant is only employed for morning sessions.

Commentary

45. Children's **personal, social and emotional development** is promoted soundly and teaching and learning are satisfactory. The smooth beginning to the school day, where children are welcomed and go immediately to an activity table, helps them to settle quickly into school routines. Children are supported and encouraged well and this helps them to feel safe and secure and ready to learn. The very effective relationship between the teacher and her assistant is a good model for the good relationships established in the class. The way that the Reception children follow a different work programme, but are still made to feel an important part of the class, adds to their confidence and self-esteem. An example of this was seen when the older pupils watched with interest a 'competition' between groups of Reception children to see who could read the highest number of key words in a given time. There was spontaneous applause for the winning group. The example of older pupils in the class positively promotes children's personal development. A weakness is that children are not given sufficient opportunities to make choices about their learning. The teacher, or her assistant, over-directs too many activities.

46. Most children reach average standards in their **communication, language and literacy**. Teaching and learning are satisfactory. The teacher and her assistant consistently encourage good listening skills and give opportunities for children to talk about what they have done. This was seen

during the inspection when the week began with a 'Show and Tell' time. Children were able to bring something from home to show others in the class and talk about it. The teaching of specific language skills is good. Letter sounds and names and sound blends are taught well and several of the children are already confident with many of the key words they need to learn. Higher attaining children read confidently and expressively and are already working well within Level 1 of the National Curriculum. There is a similar spread in children's writing ability. Higher attaining pupils write full sentences independently using some capital letters and full stops, while others are copying words scribed by the teaching assistant. The class activity area was developed as a Travel Agents' shop at the time of the inspection. However, during the inspection, children had insufficient opportunities to use this or to role-play using the dressing-up clothes that were available.

47. Children reach average standards in their **mathematical development** and the quality of teaching and learning is satisfactory overall but some good elements were observed during the inspection. An activity was managed well by the teaching assistant. This involved a short 'speed' input by the class teacher, where children showed the teachers their 'fast-fingers' to illustrate numbers to ten and then number bonds to 20. The children were then taken outside by the teaching assistant for some practical counting and ordering activities, before returning to the class for further reinforcement of the numbers up to 20. The use of Pip, a hand puppet, whose 'mistakes' were enthusiastically corrected by the children, added a good element of fun to their learning. Overall, higher attaining children are confident with sequencing numbers up to 20 and with number bonds to ten. Other children deal with numbers up to five and are beginning to appreciate terms such as 'more than', 'less than' and 'equal to'.

48. Children's **knowledge and understanding of the world** are developed well and most attain standards that are higher than most children of the same age. Teaching and learning in this area are good. This area of learning is emphasised well as the curriculum is planned. A scrutiny of children's previous work shows that a good range of opportunities and experiences has been provided. Children have considered growing things and planted their own beans. They have been made aware well of the local beaches and connections with the sea. The recent visit to St Ives was used well to develop children's interest in maps and directions. Photographic evidence showed that children had had great fun at the beach and visiting a church in St Ives. During the inspection, children's attention was drawn well to their main senses, as they were encouraged to consider things from their visit that they could see, smell and hear. Good use was being made of a robotic toy and children were beginning to control its movement over a predetermined route. Other displays and photographic evidence showed that they had been made aware of the changes that take place in the different seasons of the year and the main features of their local church. The bride, groom and all invited guests had a splendid time at a recent class 'wedding'.

50. There was insufficient evidence for an overall judgement to be made about provision and standards in children's creative and physical development. In **creative development**, evidence from an attractive wall display showed that children developed a good appreciation of detail and colour as they made copies of sunflower pictures. During the inspection, children took part well in a creative music activity and enjoyed their singing. In **physical development**, children showed some confident manipulation of different sized containers as they collected sand and water to make their sandcastles in the sand tray. However, in both these areas of development, children are given insufficient opportunities to make choices about their own learning. They have insufficient opportunities to access a range of painting and modelling materials and easy access to appropriate riding, climbing and clambering equipment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and speaking and listening are above average in Year 6 and Year 2.
- Standards in writing are above average in Year 2.
- Teaching is good overall, with very effective partnerships between teachers and teaching assistants. This helps pupils to achieve well throughout the school.
- Relationships are very good and help pupils to have positive attitudes to their work.
- The subject is well managed.
- Some lessons do not make the best use of time.

Commentary

51. Overall, standards in English are above average by Year 6 and pupils' achievement is good. This includes pupils with SEN and more able pupils. Standards in writing are average in Year 6 and above average in Year 2. This is an improvement in standards and achievement since the last inspection when standards were below average in writing in Year 6 and average in Year 2. Achievement was then judged to be unsatisfactory in Year 6 and satisfactory in Year 2. In this inspection, similar standards were observed in speaking and listening and reading. A key issue from the last inspection was to raise standards in Years 3 to 6, particularly in writing, handwriting and presentation. Standards have improved significantly in the two years following the last inspection. Although standards in Year 6 and Year 2 are lower than in the 2003 test results, this is because, in this small year group, there is a high proportion of pupils with SEN. The two pupils in Year 2 joined the school at the end of Year 1, with broadly average standards and have achieved well to reach above average standards in all areas of English. There is evidence of higher standards in both Year 1 and Year 5.

52. Standards in reading are above average across the school. Additional guided reading times provide good opportunities for pupils to discuss and explore the books they are reading. Most pupils read aloud with good expression and with good regard for meaning. This is an improvement since the last inspection when weaknesses were identified in these areas. Pupils in Year 2 are confident and independent readers, with a sure understanding of strategies to help them read unfamiliar words. They read a good number and range of books and talk about their reading and the characters in their books with a good understanding. In Year 6 pupils are interested in their reading and tackle a range of texts with confidence. The majority are becoming confirmed readers who read a good number of books both at school and at home. They are able to discuss their preferred genre, their favourite authors and the texts they share in class, often with thoughtful insight. Appropriate use is made of the school library and the support of the Schools' Library Service to add to the good range of reading books that pupils have in their classes. Reading diaries are kept consistently by all pupils. Parents are well involved in the reading of younger pupils and find the diaries a useful way of communicating with the school and of maintaining an overview of their child's reading development.

53. Standards in writing are above average in Year 2 and average in Year 6. The majority of pupils achieve well because of good teaching. In the school's previous inspection, the raising of standards in writing and the improvement of pupils' handwriting and presentation skills were identified as key issues. The school has addressed the issue of presentation and handwriting well. Teachers have worked hard to ensure that pupils organise their work neatly and to a consistent format. Most pupils use a neat joined form of writing, with some older pupils, in Year 5 and 6, achieving fluency. Standards in writing have also shown a good improvement over the past two years although this difference is less marked in the current Year 2 and Year 6 because of differences between groups of pupils in very small year groups. Pupils in Year 2 show a secure grasp of the spelling of common words and are beginning to use speech marks and a wider range of words in the forming of sentences. They benefit from good links with other subject areas to extend the detail and length of their writing, such as in their retelling of the story of Rama and Sita in their work in RE. Most pupils in Year 1 are confident in writing simple sentences and more able pupils write simple stories, using good detail for their ages.

54. In Year 6, the analysis of work showed that pupils write in an appropriate range of forms, including writing about their reading; formal and informal letter writing; poetry writing in such forms as Haiku, limericks and cinquains and discursive and report writing linked to visits. All pupils organise their writing into paragraphs and, in the best writing, ideas are organised concisely and clearly and

work is accurate and well organised. Some pupils have a lively and spontaneous style of writing which is interesting and often persuasive but there are sometimes careless, minor inaccuracies in spelling and punctuation. There is evidence of higher standards and greater accuracy in the work of Year 5 pupils. The school makes good use of half termly writing assignment books to assess pupils' progress. These are carefully marked according to set criteria using National Curriculum levels to provide clear indications of progress. Pupils' individual targets are set from these assignments and shared with parents. They provide clear guidance for the next stages of pupils' development.

55. The school provides pupils with good opportunities to develop their speaking and listening skills and this encourages effective learning. As a result, standards are above average across the school. Pupils listen well in lessons and speak confidently and courteously to each other and adults. Teachers regularly use and teach special terms associated with different subjects and ensure that pupils understand and can use them correctly. Pupils read their work aloud with good regard for their audience as was seen in a Years 3 and 4 literacy lesson when pupils were reviewing their partners writing. Recordings of whole school productions, such as 'The Snow Queen', show that older pupils develop a good dramatic awareness of how voices can be used to suggest character and personality.

56. Teachers have a secure understanding of the national literacy strategy and implement it effectively. Teaching in English is of good quality overall. This judgement includes evidence from pupils' work throughout the year where good teaching encourages pupils to achieve well. There was no unsatisfactory teaching. This is a good improvement since the last inspection when teaching in Years 3 to 6 was unsatisfactory. The strengths of teaching include the very good knowledge teachers have of their pupils and the very productive partnerships that teachers have with teaching assistants. This enables pupils to be well supported as individuals and is particularly effective in ensuring that pupils with SEN and lower attaining pupils make good, and sometimes very good, progress. Teachers work hard to ensure that resources are interesting and stimulating and this enables pupils to be well involved in their work. In a good Years 3 and 4 lesson, the teacher's own enthusiasm for writing and her supportive encouragement for pupils' own writing created a real 'buzz' of excitement as pupils discussed their ideas and helped each other to develop their ideas. When the whole class is being taught together at the beginning of lessons, questions are used well to direct and develop pupils' thinking. However, teaching is sometimes less effective when the timing of activities does not allow for all planned activities to be fully completed and pupils' learning is less effective as a result.

57. The management of English is good. There is a good range of assessment procedures in place for assessing pupils' writing. The school is making good use of strategies, which encourage pupils to evaluate their own work and to consider a range of relevant criteria. Procedures are satisfactory in reading and speaking and listening. Good use is made of the advantages of a small school in that teachers and teaching assistants know their pupils well and informal assessment supports school systems well. However, although the use of information from assessment is overall satisfactory, the school does not consistently use its own criteria for progress within Years 3 to 6, to identify pupils who are possibly underachieving. Results from national tests are carefully analysed to identify where pupils have difficulties and to help plan realistic targets for their improvement.

Language and literacy across the curriculum

58. Speaking and listening skills are well developed through all subjects. Older pupils use reference and resource books confidently and make appropriate use of the resources of the internet. Although there are some generally appropriate opportunities for pupils to practise their writing skills in other subjects, there are some missed opportunities for older pupils to practise their extended writing skills in subjects, such as RE and history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils attain standards that are above average.
- The quality of teaching and learning across the school is good.
- Assessment procedures are good and the data are used well to set learning targets for pupils.
- The use of ICT in the subject is not consistently or systematically developed.

Commentary

59. By the end of Year 6, pupils attain above average standards. Standards in Year 2 are average. This is similar to the 2003 national test results for 11 year-olds but lower than those for seven-year-olds. Since the last inspection, standards have been improved in Year 6 and have been maintained in Year 2. Pupils' achievement is satisfactory in Year 6. Pupils in Year 6 have made sound improvement from the high standards they achieved in the national tests when they were seven. The very small Year 2 group has made good progress since recently entering the school to reach broadly average standards. Pupils with SEN achieve well because they receive well focused support from their teachers and, where it is provided, very good support from teaching assistants. There have been important improvements in pupils' achievements since the last inspection, when they were judged to have been unsatisfactory.

60. Pupils in Year 6 investigate well. They consider different number patterns such as that made by prime numbers. Other pupils work out the fraction percentages of larger numbers and deal confidently with negative numbers. In several aspects of their work, pupils are attaining standards above those expected for their age. Pupils in Year 2 confidently double numbers up to 20 and add and subtract numbers involving hundreds, tens and units. They distinguish between halves and quarters and use non-standard measures to record quantities of liquids and measurements.

61. The quality of teaching and learning across the school is good. This has maintained strengths since the last inspection in Year 2 but has improved on the quality reported in Year 6. Across the school, teachers ensure that basic number skills are taught but pupils also have opportunities to deal with a range of other aspects of the subject. Strengths in teaching evident from the scrutiny of pupils' work are the high expectations which teachers have of the pace at which pupils work and the presentation of their work. Strengths from the lessons observed are the way in which lesson planning and organisation follow the format recommended in the National Numeracy Strategy and the effectiveness of the oral starter at the beginning of each lesson. This is helping to improve the speed and accuracy of pupils' mental work. Teachers also encourage pupils well to focus on the strategy they are using in their work and give good opportunities for them to talk about and explain their working.

62. The leadership and management of the subject are satisfactory. The co-ordinator has a satisfactory view of the working of the subject across the school. Assessment procedures are good. Pupils undertake tests at the end of each unit of study and the trends from the results of recent national tests are analysed well. Data are used well to identify pupils requiring further support and also to set individual learning targets for pupils. These are helping to raise the standards that pupils achieve. However, the use of ICT in the subject is not sufficiently developed.

Use of mathematics across the curriculum

63. The use of mathematics across other curriculum areas is generally satisfactory. Pupils in Year 6 record data on a graph, to show the flow of water down a river, for their geography project and as they analyse data showing changes of temperature in their classroom in science. Pupils in Year 3/4 use graphs to illustrate the results of science experiments. These include showing the effect of sliding a plimsoll down slopes of different angles and how far a cotton reel toy would move with different numbers of twists of its elastic band. However, across the school, opportunities are not sufficiently planned or developed systematically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the time they leave the school, most pupils attain above average standards and achieve well.
- Important strengths in older pupils' achievement are, the ways in which they understand and use specific scientific vocabulary and undertake interesting and challenging investigations.
- Teaching and learning in Year 6 are good.
- The co-ordinator does not have a sufficiently clear responsibility for the subject across the school.
- Some work in Year 2 is not recorded in sufficient detail.

Commentary

64. Pupils in Year 6 attain standards that are above those expected for their age. Pupils in Year 2 attain average standards. This represents an improvement since the last inspection, when standards were judged to have been average across the school. Pupils in Year 6 achieve well, whilst those in Year 2 achieve satisfactorily. There was insufficient evidence for a judgement to be made about provision for pupils with SEN in this subject.

65. In Year 6, pupils have a good understanding of all the required elements of the subject. Detailed work on physical processes illustrates strengths in the provision. The topic is covered in depth and pupils have a clear understanding of elements such as how shadows are formed and how we see objects from a light source. Some of their investigations are very challenging. They were challenged to devise ways in which they could see the back of their heads, and to design, make and explain how a periscope works. Their work in life processes on the functions of the internal organs of the body and the process of germination and seed dispersal, extends their understanding to higher levels. A strength in pupils' achievement is the way in which they make detailed records of their work using specific scientific vocabulary and draw relevant conclusions from their work.

66. In Year 2 pupils reach average standards in their understanding of senses and in their appreciation of pushing and pulling forces. Pupils undertake some experiments as, for example, they investigate which materials are the best at waterproofing and the best conditions for healthy plant growth. Some shortcomings are that the procedures for exploring and investigating are not fully developed and some topics that have been taught have not been recorded in sufficient detail.

67. The quality of teaching and learning is good in Year 6 and satisfactory in Year 2. At the last inspection, teaching across the school was satisfactory. A strength in teaching, particularly in Year 6, is in the way in which the needs of higher attaining pupils are met well through the good pace of teaching and pupils' learning and the high expectations of teachers. Pupils are continually reminded of the importance of producing clear, accurately recorded work and the quality of presentation is consistently good. Teachers ensure that specific subject vocabulary is introduced and that pupils soon become confident in using it. The investigational approach is more clearly established in Year 6 than in Year 2. A lesson to pupils in Years 3/4 on the subject of light allowed pupils to make predictions and then to observe and record which materials let light pass through fully, partially or not at all.

68. The subject is satisfactorily led by an enthusiastic co-ordinator, who teaches at the school part-time. She has a clear view of the subject in Years 3 to 6, but a weakness is that she does not have sufficient responsibility for the subject in Years 1 and 2 to ensure a sufficiently consistent approach across the whole school. Planning is sound. Assessment procedures are developed satisfactorily. Pupils' knowledge and understanding are assessed at the end of each unit of work but there is insufficient analysis of the data available from national tests. There is no collection of work that has been assessed according to National Curriculum criteria to give teachers a clearer view of the levels of work being taught. The responsibility of the co-ordinator to monitor teaching and learning and to

sample pupils' work is underdeveloped. Links with work in mathematics are established well, but the use of ICT is not sufficiently regular or systematically planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Across the school, pupils attain standards that are below those expected nationally and they do not make sufficient progress in this subject.
- Although resources meet the requirements of the curriculum, recently purchased computers are not fully in use and too much of the hardware that pupils use is unreliable and does not have the most up to date functions.
- Specific skills are not taught progressively across the school.
- Assessment procedures are unsatisfactory.
- In Years 3/4, pupils achieve soundly.
- The use of ICT in other subjects is under developed.

Commentary

69. Across the school, pupils attain standards that are below average. Most pupils, including those with SEN, are not achieving as well as they should. Pupils with access to computers at home achieve significantly better than those who do not have computers. This is in contrast to the position at the last inspection, where standards were judged to have been average. Insufficient improvement has been made since then.

70. Pupils have appropriate opportunities to develop their word processing skills. In Years 3 to 6, older pupils present their limerick poems and design and print their Christmas and Easter cards. A group of pupils worked successfully to complete a school magazine in tabloid form. In Years 1 and 2, pupils devise and print labels for photographs of their journey to St Ives. There are fewer opportunities to use data handling facilities. Older pupils have insufficient knowledge of features such as spreadsheets and databases. Although some work has been done on control, further progress in this area has been limited by lack of appropriate resources. Some use is made of the Internet as older pupils discover information about the solar system, but the use of e-mail is underdeveloped. Pupils in Years 3/4 attain higher standards because they get more regular access to computers. Here, pupils print colourful repeating patterns using an art program, interrogate a database about 'Ourselves', and draw interesting patterns using a screen turtle.

71. Indications are that teaching and learning are unsatisfactory. During the inspection, there was evidence that some teachers were just getting used to a recently acquired data projector. Good use was made of a parent in the Year 1/2 class who supported individual pupils well as they printed their captions to explain photographs of their recent visit to the beach. However, a scrutiny of pupils' work and conversation with pupils indicated that teachers had not taught the necessary concepts and skills progressively across the school to enable the pupils to reach average standards. Some opportunities were provided for pupils to use computers but there was insufficient teaching of specific skills. Overall, the curriculum and assessment procedures are unsatisfactory. There is, in practice, no scheme of work that provides for the progressive development of pupils' skills and no agreed procedures for assessing what pupils know and can do and for recording the progress they make.

72. Co-ordination of the subject is unsatisfactory. The headteacher is formally responsible for the subject and one teacher is being prepared to assume responsibility. This teacher is enthusiastic and has a good vision of how to move the subject forward. This situation has not provided the subject with the determined leadership that it requires. The subject meets statutory requirements but has significant weaknesses. The school is aware of these weaknesses and has identified as a priority, the need to improve and develop provision for ICT. There is a useful action plan that has identified

appropriate priorities for development in the subject. Resources have very recently been updated and are now satisfactory. However, there are too many older machines that do not have the most modern functions and some equipment is unreliable. The new resources are not yet fully deployed. Photographic evidence around the school indicated that the digital camera was being used well. Interest in the wider application of computers was generated well through the recent visit to the Goonhilly satellite earth station.

Use of information and communication technology across the curriculum

73. ICT skills are not used sufficiently to support work done in other subjects. There are some examples where this has been achieved, such as where younger pupils in science use computer generated pictures to identify parts of flowering plants. Older pupils use the Internet to discover more about the Olympic Games for their history project and more about world aid agencies in RE. Word processing is being used to help pupils edit and draft their work in some classes but this is not consistent across the school.

HUMANITIES

74. During the inspection, one lesson in history was observed and two lessons in RE. There was insufficient evidence in history to make a judgement on standards and provision across the school. Geography was not inspected.

75. In the very good lesson seen in **history**, very effective partnerships between the teacher and teaching assistant gave pupils in Years 1 and 2 a stimulating and interesting introduction to life at the seaside now and in the past. Pupils were very well involved. They thoroughly enjoyed 'helping' the teaching assistant select suitable clothes and objects for a day at the seaside and exploring the differences between them and examples of clothes worn in Victorian times. The teacher used a good range of vocabulary relating to time, emphasising the differences between then and now, and reinforced pupils' understanding well. Good use was made of old photographs to help pupils make their own observations and of pupils' learning in science on materials and their different properties. By the end of the session, pupils were able to begin their own recording confidently and in good detail. Standards in the lesson seen were above average.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of Christianity are soundly established.
- Learning makes an effective contribution to pupils' personal, social, moral and cultural development.
- There are too few opportunities for older pupils to explore and extend their responses and ideas in their recorded work.

Commentary

76. Standards of attainment seen during the inspection were in line with the expectations of the locally agreed syllabus. Similar standards were observed in the school's previous inspection. Lessons are taught in two classes and lessons were observed in both classes. Analyses of pupils' recorded work indicate that pupils' achievement is satisfactory throughout the school.

77. Teaching and learning were satisfactory overall with good teaching in the lesson seen in Years 1 and 2. In the good lesson seen, pupils were recreating the story of Vishnu and linking with the story of Noah and how they saved the world during a flood. The teacher and teaching assistant made good use of puppets and songs to remind pupils of what they had learned in previous lessons. Good links were made with pupils' skills in literacy, as they were given opportunities to sequence pictures telling

the different stories of the flood. The lesson finished on a high note, with pupils exploring how they might tell the story of Vishnu through dance and mime, accompanied by Indian music. As a result of an interesting and stimulating range of activities, pupils had been very well involved with the lesson and made good gains in their learning. Pupils in Years 3 to 6 discussed and compared the importance of their education to them and to children in an Ethiopian village, who were being helped to achieve their ambitions, as a result of aid from Christian churches. There were good opportunities to reflect on the differences between the pupils' opportunities and those of the children seen in the video. Activities linked appropriately with the focus of the lesson and encouraged pupils to record their observations to make a poster asking for aid for children in Ethiopia. Older pupils in Year 6 were given a good opportunity to explore their ICT skills, in their use of the internet to research other world aid organisations.

78. Analyses of pupils' recorded work indicate that there is an appropriate emphasis on Christianity. Pupils know about the major festivals in the Christian calendar and, through their links with the local parish church, they understand the significance of the church as a place of worship. The school makes good use of sometimes limited opportunities within the local area, to introduce pupils to representatives of other faiths. There are some useful links with other subjects, such as geography, literacy, ICT and art. Although pupils' work in Years 3 to 6 indicates that their knowledge and understanding develop satisfactorily as they move through the school, there are some missed opportunities for older pupils to reflect in increasing detail on what they have learned and to explore their own individual responses. Good use is made of visits to local churches and to the cathedral in Truro to enhance pupils' experiences.

79. Management in the subject and curriculum planning are satisfactory, with appropriate provision for mixed age classes. Assessment in the subject follows the guidance in the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No lessons were seen in art and design, design and technology or music during the inspection. One lesson was observed in PE. Inspectors did not obtain enough evidence to make judgements on provision or standards in design and technology, PE or music. Pupils' work in art and teachers' planning were scrutinised and discussions held with the subject coordinator. No music lessons were observed but inspectors heard pupils singing in collective worship, analysed recorded evidence and held a discussion with the subject leader.

81. In **art and design**, indications are that standards are above average across the school. Similar standards were observed in the school's previous inspection. The school benefits from its links with 'Creative Partnerships', which enable professional artists to work on projects with pupils in groups of local schools. These experiences have a positive effect on the development of pupils' skills and understanding of techniques and processes.

82. In Years 1 and 2 pupils show a good awareness of shape and colour in their paintings of sunflowers in the style of Van Gogh. They use paint boldly and with confidence. They use their observational skills well to paint and draw seascapes and seaside towns based on their study of the paintings of Alfred Wallis. They have an awareness of proportion and a confident use of line which is above that normally expected for pupils of this age.

83. A good example of the projects in which the school has been involved is the joint art, science and literacy project undertaken with 'Creative Partnerships', and focused on Trebah Gardens. Pupils in Years 5 and 6 made observational drawings of plants on their visit and then spent four days back in school, working alongside poets, sculptors, printmakers and environmental scientists to develop their ideas. Pupils were able to make their own paper and their own lino tiles for printing and used plaster of paris, to make impressions of plant forms and structures. As a result of these experiences, pupils have a good understanding of a range of processes and materials and how to use them in their work. The school makes good use of opportunities in the local area to enhance the curriculum. Visits include the Barbara Hepworth museum and pupils' clay sculptures indicate that

they have thought carefully about how shapes and spaces can reflect abstract ideas. Whilst older pupils use their observational skills appropriately, and sometimes in good detail, as is shown in their work on Tudor portraits, drawings in their sketchbooks and the portrait drawing seen during the inspection do not show a consistent development of their skills.

84. Evidence from teachers' planning and from work on display indicate that in **design and technology** a sound range of topics has been taught. Evidence from the work on photographic frames, Moving Monsters and money containers completed by older pupils showed that appropriate attention had been given to the designing, making and evaluating elements of the subject. During the topic on photographic frames, pupils had researched and evaluated several different types of frames before making their own. Designs were completed with satisfactory detail and precision and evaluations included comments such as; 'How could I have made this better?', and 'What do I like and dislike most about my model?'

85. In **music**, pupils' singing in collective worship shows that they are able to use their voices to follow a melody line effectively and confidently and show that they have a suitable regard for the meaning of the words. In video recordings of whole school productions, there was evidence to show that pupils' performance skills are appropriate for their ages. The curriculum is well enhanced by opportunities for pupils to have additional guitar and woodwind lessons from visiting specialists. In addition, the school organises recorder clubs for all age groups.

86. Evidence from teachers' planning and conversation with pupils showed that in **PE**, an appropriate range of skills have been developed across the school. The school is aware of the limitations posed by the lack of a school hall and this is partly compensated for by the use of the local village hall for some gymnastics lessons. In the single lesson observed during the inspection, pupils in Years 1 and 2 were undertaking athletics activities in preparation for the forthcoming sports day. Pupils showed running, turning and co-ordination skills appropriate for their age. Interest and opportunities are enhanced by a sound range of clubs, including tag rugby and cricket. The school also competes in cross-country competitions and joins with other local schools for a combined sports day. The school indicates that pupils achieve well in swimming, and sailing is provided as an extracurricular activity for some older pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. The pupils demonstrate a good understanding of many elements of **PSHCE**. They show this in the high quality of relationships and care for each other, evident in the school.

The school teaches PSHCE and citizenship in regular sessions either as Circle Time or for younger pupils as 'Show and Tell' sessions. There are opportunities for pupils to discuss issues that are of concern to them, or are relevant to their stages of development. Aspects of the subject are taught through science, RE and literacy and are well fostered through the strong community ethos of the school. Pupils show a good practical awareness of many aspects of this subject in their everyday lives in, for example, the care and support older pupils give younger pupils.

In the one good lesson seen, pupils discussed the work of the RSPCA and what they felt would be the role of the organisation in the future. Pupils showed an appropriate care and concern for other living creatures and how they felt this could be further fostered. Good use is made of local services such as the police or the school nurse to discuss specific aspects of the planned programme such as drugs awareness and sex education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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