

INSPECTION REPORT

CARBEILE JUNIOR SCHOOL

Torpoint

LEA area: Cornwall

Unique reference number: 111969

Headteacher: Mr M Richards

Lead inspector: Mr M S Burghart

Dates of inspection: 3rd - 5th May 2005

Inspection number: 266562

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 –11
Gender of pupils: Mixed
Number on roll: 379

School address: Trevol Rd
Torpoint
Cornwall

Postcode: PL11 2NH

Telephone number: 01752812474
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Appropriate authority: The Governing Body
Name of chair of Mrs L Brown
governors:

Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a large community junior school which draws pupils from a range of backgrounds in Torpoint in Cornwall. There are 379 pupils on roll, which because of a falling roll situation, common to many schools locally, is 123 less than at the time of the last inspection six years ago. There are 13 classes three in each of Years 3 to 5 and four in Year 6. All classes contain pupils from single age groups. Overall the school has an average proportion of pupils with special educational needs including eight with statements as defined by the DfES Code of Practice. However, this varies year on year and in the current Year 6 the proportion is above average. No pupils require extra help for having English as an additional language. The proportion of pupils joining or leaving at times other than in Year 3 or from Year 6 is above average and a quarter of pupils in Year 6 this year were not present in Year 3. The proportion of pupils eligible for free school meals is broadly average. The attainment of children on entry to education, although above average for those who came from the local infants school, is average overall when all pupils are considered. The school holds an FA Charter Award and is working towards the Healthy School Award. Currently, in a move to replace old temporary accommodation, three new permanent rooms are being built.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Information and communication technology, Physical education, Personal, social and health education, English as an additional language. Music.
9487	Dr F Hurd	Lay inspector	
22578	Mr D G Jones	Team inspector	Science, Geography, History,
20977	Mr R W Thelwell		Mathematics, Art, Special educational needs, Religious education.
27180	Mrs E Whiting	Team inspector	English, Design and technology.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

In this very good school pupils learn enthusiastically and achieve well. Standards are above average and national expectations because teaching is good. Strong, very good leadership and management support good quality education and ensure that the school's ethos is very good. The school now gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are usually above average when pupils leave the school.
- Teaching is good and frequently better.
- The curriculum is well balanced and relevant.
- The school's commitment to inclusion of all pupils is excellent.
- Special educational needs (SEN) provision is much improved and is now very good.
- The head's leadership and management give the school real stability whilst continuing to take it forward.
- Pupils have very positive attitudes, behave very well, and show good personal development.
- Some aspects of assessment need further improvement and reports do not show, as required, how well pupils are doing compared with national expectations.

The school has made very good progress since the last inspection in 1999. Planning, resources (especially for information and communication technology (ICT)), the quality of teaching, consideration of multicultural development, and SEN provision have all been improved. Assessment, although still an area to develop further, is now good as opposed to the key issue it represented in the last report. Strengths have been sustained and enhanced as part of the comprehensive school improvement plan. Curriculum provision is underpinned by much improved strategic management and planning and by the change in the school day. A determined effort to improve accommodation has resulted in the near completion of three new classrooms to replace aged temporary rooms.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	B	B
Mathematics	D	C	A	B
Science	B	B	C	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Due to above average levels of pupil mobility similar schools comparisons are made on the basis of eligibility for free school meals.*

The table indicates that standards have improved and are now above average compared with similar schools. The school can show that it adds value to pupils' performance. Inspection evidence confirms that pupils in the current Year 6 are above average in English, maths and science and pupils usually achieve well for their ages and abilities. The school has done well to address a notable difference in the performance with girls doing worse than boys in English. Standards in ICT (where requirements are much more exacting than in 1999) are at national expectations when pupils leave and progress is good. In religious

education pupils' attainment is above the expectations of the locally agreed syllabus. In all other subjects standards are at least as good as is expected nationally with strengths in art and design, history, and design and technology. There was insufficient evidence to judge standards in music and physical education. Pupils' personal development is good with very positive features in moral and social aspects. Multicultural awareness criticised in 1999 is now satisfactory. Pupils' attitudes and behaviour are very good, as is the quality of relationships throughout the school. Attendance is good being above average.

QUALITY OF EDUCATION

The school provides a good curriculum which is relevant to pupils' needs and is suitably broad and balanced to challenge pupils and keep them interested. Improvements to planning underpin this provision as well as supporting the good, and frequently very good, quality of teaching. There is still room to develop some aspects of physical education teaching. Teachers manage pupils very well and use questioning very well to prompt improvements. Teaching assistants make a strong contribution to teaching and support, especially for special educational needs where overall provision has been improved substantially from unsatisfactory in the last report to now being very good. The school takes very good care of pupils. Very good links with parents, and good links with the community and other schools, play an effective part in pupils' learning.

LEADERSHIP AND MANAGEMENT

The school benefits from the very good leadership and management of the head and governors. Together with staff they ensure that the school has very good educational direction and that very good strategic management supports both the curriculum and the quality of teaching. Finances are very well managed (very well supported by office staff and local education authority finance officers). Strengths in subject management include maths, science, English, design and technology, art, music and physical education. Overall staff make a very good contribution to the management of the school as a very good team. Although some aspects of assessment still need development its management has been improved since 1999 and is good overall. The management of SEN is now very good, with that of inclusion excellent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views of the school. Its reputation is very good. Parents are especially pleased with how approachable the school is and the high expectations of work and behaviour. A minority of parents have concerns about bullying. The school is aware of this and is constantly working to overcome any potential problem. Procedures are judged as excellent. Pupils usually enjoy school and are most pleased with staff and extracurricular opportunities.

IMPROVEMENTS NEEDED

In the context of this very good school there are no issues to address that are unknown to the school. The most important things (which already feature in forward planning) the school should do to improve are to:

- Further develop assessment opportunities in non core¹ subjects to gauge pupils' progress and set targets for improvement.

¹ Non core subjects are those other than English, maths and science.

- Improve the quality of pupils' annual reports to parents to show, as required, how pupils are doing compared with national expectations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

For pupils currently in Year 6, standards in English, mathematics and science are above average. In the context of the year group, this represents good, and for a small number of pupils, very good achievement.

Main strengths and weaknesses

- For pupils now in Year 6 attainment in speaking and listening is well above nationally expected levels. Attainment in reading and writing are above the norm. Overall, performance represents good achievement.
- Pupils currently in Year 6 achieve well to attain above average levels of performance in mathematics and science.
- Pupils with special educational needs make very good progress in terms of prior attainment.
- At the end of Year 6 attainment in religious education exceeds requirements of the locally agreed syllabus.
- Across the school pupils make good gains in their personal development.

Commentary

1. Although in recent years the overall attainment on entry to Year 3 has been above average for those pupils who came from the local infant school, the above average rate of pupil mobility² has had a marked impact on the make-up and performance profile of each year group as it moves through the school. Attainment on entry to the school is considered average when all pupils are taken into account. For those pupils assessed in Year 6 in 2004 there was less than an eighty per cent match between those who joined Carbeile at the start of Year 3 and those assessed at the end of Year 6. The picture is similar for pupils currently in Year 6.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.8 (27.0)	26.9 (26.8)
Mathematics	28.0 (28.7)	27.0 (26.8)
Science	29.4 (29.1)	28.6 (28.6)

There were 113 pupils in the year group. Figures in brackets are for the previous year

2. Results of eleven year olds for 2004 saw gains made in English and science over those of the previous year. Notwithstanding the slight dip in points scored in mathematics, attainment in each subject was above the national average when compared with results of either all schools nationally and those of similar schools. In view of the average proportion of pupils in the year group with SEN, achievement was good.

² For the purposes of this report, the term 'mobility' is taken to mean the transfer of pupils either in or out of the school between the start of Year 3 and up to the time they are assessed at the end of Year 6.

3. Following a review of statutory assessments in 2004 it was decided that in order to raise standards further a greater emphasis would be given to the development of pupils' writing skills. Lesson observations, together with a review of pupils' work, confirm this focus has been successful in terms of pupil performance.

4. Pupils currently in Year 6, where the proportion of pupils with SEN is above average, achieve well overall to attain standards in reading, writing, mathematics and science that are above levels expected for their age. Pupils achieve very well to perform at levels well above expectations in speaking and listening. Whilst standards in information and communication technology match those expected for eleven year olds, attainment in religious education surpasses the expectations of the locally agreed syllabus. Work sampled in other National Curriculum subjects indicated work to be at a standard above that expected for pupils' ages in art, design and technology, and in history. Work in geography was at an appropriate standard for the ages of pupils concerned. Insufficient evidence was available in music and physical education to make definitive judgements.

5. In marked contrast to the findings of the previous inspection, pupils with special educational needs are very well provided for. As such, they achieve very well and make very good progress in terms of prior attainment and targets in their individual education plans.

6. The school surpassed targets it set for the proportion of pupils to reach either expected or higher levels in English and mathematics in 2004. Whilst the targets set for 2005 are challenging, particularly when taking into account the above average proportion of pupils in the year group with SEN, inspection evidence indicates the school is on line to achieve them. This reflects the school's very positive attitude to maintaining high standards and its commitment to giving pupils every opportunity to achieve their full potential.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance and punctuality are good. Pupils' personal development is good, with particular strengths in moral and social development.

Main strengths and weaknesses

- The school's management and suppression of any form of harassment is excellent.
- Procedures to monitor attendance, and promote its importance, are very good.
- Relationships in the school are very good.
- The school's management of pupils' behaviour and expectations of conduct are very good.

Commentary

7. Regular attendance is rewarded: similarly, if pupils are late twice without a valid excuse, they lose their 'Golden Time'. Patterns of attendance are monitored electronically and any unexplained absences are followed up on the day they occur. The rise in regular attendance since the last inspection is probably due to these improvements in monitoring. Parents and carers are well aware of the importance the school places on regular attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
421

Number of fixed period exclusions	Number of permanent exclusions
4	0

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

8. Ninety-seven per cent of parents responding to the Ofsted pre-inspection questionnaire thought their children enjoyed school, and this is confirmed by the inspection. Pupils are considerate, friendly and enthusiastic. Whilst outstanding levels of concentration and behaviour were seen in the best lessons, even in lessons where teaching was less inspired, pupils remained on task and worked hard. Outside the classroom, the school has done much to make midday playtime more enjoyable by providing some playground toys and lunchtime clubs. Individual children who find playtimes daunting are given sensitive and caring support. 'Buddies' from Year 6 provide peer mediation in the playground for younger pupils, and from next term trained play leaders will introduce other children to traditional games and activities. No unsatisfactory behaviour was observed during the inspection, and all pupils interviewed by inspectors were very good ambassadors for their school.

9. The school places much emphasis on co-operative working. Pupils are used to sharing discussions and tasks, listening to each other's suggestions, and focusing well on the job in hand. Staff (following the example set by the headteacher) set a good example by their strong teamwork and concern for the individual. Pupils clearly know right from wrong and benefit from the clear moral guidance given in assemblies and class 'circle times'. In discussion pupils were confident that on the rare occasions when bullying occurred, staff dealt with it quickly and effectively. Pupils are encouraged to help others through charitable fundraising: several were running their own events during the inspection. Assemblies make a satisfactory contribution to pupils' spiritual development, but it is the excitement and wonder felt in the best lessons which aid pupils' spiritual development. The school ensures pupils have a good knowledge of other faiths and cultures (and the local Cornish cultural heritage) through the planning for religious education and other areas of the curriculum. Personal development is well promoted by displays around the school, many featuring pupils' work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good with a variety of very good features.

Teaching and learning

Teaching is good and frequently better and this has a positive impact on pupils' learning.

Main strengths and weaknesses

- Very good use is made of interactive whiteboards in all classes.

- Very good teaching and support for pupils with special educational needs ensures all pupils are fully included in all activities.
- Relationships are very strong throughout.
- Literacy, numeracy and science are consistently well taught.
- There is a lack of pace and challenge in a minority of lessons.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (9%)	10 (19%)	31 (59%)	7 (13%)	0	0	0

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

10. Teaching has been systematically improved since the last inspection. This has been achieved through much better curriculum planning and good attention to staff development. All teachers were observed by a variety of inspectors across a range of subjects. No lessons were unsatisfactory compared with eight per cent in 1999 and all teachers had good sessions. Seven teachers had at least very good lessons. There were five excellent lessons taught by three different teachers in Years 5 and 6.

11. Good teaching at this school particularly features:

- Very good class management which makes good use of support staff, resources, space and (usually) time;
- Perceptive questioning which draws pupils of all abilities into discussions and challenges them to predict and evaluate before answering;
- Very good use of interactive whiteboards as tools for learning: for example in maths to create and interrogate spreadsheets, and in English to encourage creative writing and begin to produce multimedia presentations;
- Very good use of assessment in English and maths to gauge progress, confirm standards, and set targets for the school, the class and the individual;
- A lively approach to lessons seeking a variety of ways to present information and promote learning so pupils will enjoy what they have to do;
- Very effective development of pupils' speaking and listening which successfully supports work: for example in experimental and investigational maths and science.

12. Staff work well as a very good team and set excellent role models for colleagues and pupils in their thorough approach to planning, the use of homework and in maintaining high expectations of work and behaviour. As a result pupils are keen to learn, show very positive attitudes and respond very well in relationships with each other and staff. This makes it possible for pupils to try things out and learn from their mistakes without fear of embarrassment.

13. Teaching and support for pupils with SEN is much improved since the last report when it was raised as a key issue for attention. Such pupils achieve well and often very well because assessment and planning are good. Teachers and teaching assistants provide work which is well matched to pupils' ability and experience. Care is taken to ensure that pupils are not over helped and that they have opportunities to develop independence whatever their needs.

14. Good cross curricular links made with other subjects were evident particularly in the very good lessons seen in Year 4 science and geography, Year 5 maths, and Year 6 history.

15. Aspects that even in this good profile of teaching could still be improved are in:

- Developing the pace and challenge of some games lessons to ensure pupils are fully extended both physically and mentally;
- Improving assessment opportunities and the use of information gained in subjects, in addition to the already very good situation in English and maths, to note how well pupils are doing compared with national expectations.

The curriculum

The overall quality of the curriculum is good. It is enriched by very good extracurricular provision. The quality and range of resources are good. Accommodation is very good.

Main strengths and weaknesses

- The curriculum is broad, well balanced and stimulating.
- The reorganisation of the school day has maximised opportunities for learning. The curriculum is fully inclusive.
- Teachers are well matched to their subject area responsibilities.
- There are effective links across subjects. These benefit pupils' learning.
- Good quality planning and monitoring have a positive impact on the quality of teaching and learning in most subjects.
- Interactive whiteboards enhance the delivery of lessons.
- Provision for pupils with special educational needs is very good.
- The school has a good number of teaching assistants who provide very good support for pupils.
- The good range of visits and visitors with expertise brings a sense of purpose and life to pupils' learning.

Commentary

16. The quality of the curriculum has been improved since the last inspection. This is partly due to the reorganisation of the school day. An extended morning session has had a positive impact on the quality of education provided, particularly in the subjects of English and maths, where more time is allocated in longer blocks for pupils to work in a sustained way. The mid-session break of 'Wake up and shake up' ensures that pupils are refreshed ready for the next lesson.

17. The curriculum is regularly reviewed with particular strengths in provision for pupils with special educational needs. Within the teaching staff there is a good balance of experience and expertise. Some subject co-ordinators excel in their own subject, and this is a strength of curriculum provision: for example in music, physical education and ICT.

18. Pupils' personal, social and health education programme includes sex education appropriate to pupils' ages and an awareness of the dangers of drugs. The school effectively presents many subjects through topics, which broadens pupils' knowledge and understanding.

19. Provision for special educational need is very good. Pupils receive special help in lessons and are supported by well planned programmes. Teaching is inclusive and individual education plans are followed effectively.

20. Lessons are planned well to take into account a range of abilities. Teachers regularly assist the learning of lower attainers yet stretch higher attainers wherever possible. Additional booster classes for Year 6 pupils enhance curriculum provision in English and maths as part of a programme to raise standards.

21. The school provides a very good programme of extracurricular activities in the course of the school year, with all teachers providing a club at least once. There is an annual sports day and school teams compete in a number of tournaments including football (where success has been outstanding). Pupils are able to join clubs such as choir, guitar, dance and games club. Both Year 5 and Year 6 pupils take part in residential trips and pupils in Year 6 swim weekly. These activities have positive effects on pupils' attainment and progress in academic subjects and in their personal and social development.

22. Educational visits, and very good use of the rich local environment, enhance the curriculum in a broad range of subjects. The school has good links with the community, including nursing and residential homes, with the local secondary school to which pupils transfer, and very good links with Callington Sports College. A good variety of visitors enliven the curriculum with their expertise, and pupils visit local churches and Truro Cathedral.

23. The school continues to cultivate pupils' personal development and the aim to promote spiritual, moral, social and cultural development is met well. Arrangements for transfer to secondary school are planned so that pupils look forward confidently to the next stage of their education.

24. The school curriculum fully meets statutory requirements and is broad and balanced. It provides interesting lessons for pupils of all abilities in the subjects of the National Curriculum. There is a daily act of collective worship which basically meets requirements.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are very good.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Induction arrangements are very good

Commentary

25. Health and safety procedures are very well managed by a member of the teaching staff, who has had relevant training. She makes every effort to ensure that risk assessments, first aid, equipment checks, and all other aspects of health and safety management are dealt with efficiently. Another colleague acts as the designated child protection liaison officer. She too is fully trained and regularly updates all staff on appropriate procedures. Improvements have been made to site security, and further steps will be taken when the new classrooms are finished.

26. This is a very caring school. Pupils know themselves to be valued and respected by all staff from the headteacher downwards, and are confident that they can approach adults formally or informally for help and advice. Assessment procedures for monitoring pupils' progress in English, mathematics and science are very well developed, and the needs and progress of those with special educational needs are especially well managed and monitored. The school works closely with Torpoint Infant School to ensure a smooth transition from Year 2 to Year 3, and prospective pupils are regularly invited to attend special events, and meet their new teachers and classmates before starting. Parents spoke highly of the welcome given to the many children who join the school in older age groups.

27. Through very good questioning pupils learn to be confident when expressing their thoughts and to put forward coherent arguments. The school's ethos of mutual respect and courtesy means that even before the establishment of the new school council pupils knew their opinions were valued. Although the council's role has not yet had time to develop fully, councillors are proud that they have been elected to represent their fellow pupils.

Partnership with parents, other schools and the community

Links with parents are very good overall. Links with the community, and with other schools and colleges, are good.

Main strengths and weaknesses

- Procedures to ensure satisfaction and to deal with any complaints or concerns are very good.
- The provision of information for parents about the school and about pupils' standards and progress is satisfactory but annual reports do not show how well pupils are doing compared with national expectations.

Commentary

28. Over a third of parents responded to the Ofsted pre-inspection questionnaire. All think the school has high expectations of its pupils, 99 per cent think pupils are encouraged to become more mature, and 97 per cent think the school is approachable. Inspection findings confirm these views. Only 79 per cent thought the school sought parents' views, and although parents' suggestions are welcomed, there have been no formal efforts to gauge parental opinion. Complaints or concerns are resolved effectively and sensitively. Parents whose children have special educational needs feel particularly well informed. The high level of verbal communication may explain why written information is not of exceptional quality.

29. Pupils' annual reports focus on the curriculum covered and on pupils' attitudes and behaviour rather than on achievement. Many reports do not clarify whether performance is at, above or below the level expected, even for the core subjects of English, mathematics

and science. The prospectus is informative, but does not include admissions information, a statutory requirement. The governors' annual report to parents fulfils statutory requirements. A termly newsletter is supplemented by notes from individual class teachers. A website has been established. Homework is well planned and regularly marked.

30. The school has a high reputation locally. Parents support their own children's learning well, and contribute generously to fundraising appeals. Some find it possible to help in class or on visits, and a determined few organise the very successful activities of the parent-teacher association.

31. The school has a particularly strong link with the naval training establishment HMS Raleigh, whose staff and trainees have landscaped the grounds, loaned specialist equipment, and raised funds. The school uses the naval swimming facilities weekly for Year 6. Many Torpoint residents are former pupils and attend the Christmas Fair and other special events. Local clergy take assemblies and pupils provide Harvest Festival food parcels for elderly people.

32. The Torpoint Community College shares the site: increasingly, administrative positions will be shared. Transition arrangements are well established, including meetings between Year 6 and Year 7 teachers. English and mathematics projects begun at one school are finished at the other. Year 6 attend social events. More able mathematicians receive tuition at the College, and specialist staff will teach all pupils French from next term. Torpoint Infant School shares some assessment procedures and Year 3 staff regularly meet with their Year 2 counterparts. The schools' cluster group organises shared sporting events and some staff professional development. A specialist sports college has provided additional physical education opportunities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are both very good and he is very well supported by his senior management team and the governing body.

Main strengths and weaknesses

- The headteacher has a very clear insight into the needs of the school, and staff share this vision.
- The school is totally committed to inclusion, enabling every pupil to take advantage of curriculum opportunities.
- Very good teamwork ensures very good consistency in planning and good teaching overall.
- Improvement to the quality of teaching over time is in part due to the very effective professional development of staff and implementation of performance management procedures.
- Several subject leaders have developed their subjects very well through their very good subject knowledge and clear annual reviews.
- Key governors understand the strengths and weaknesses of the school very well, whilst all governors give very good support to the headteacher and his staff. The governance of the school is good.

Commentary

33. The leadership and vision of the headteacher are very good and these have been major factors in raising and maintaining standards in the school in the recent past. The key senior managers share the headteacher's vision, and through very effective teamwork, ensure good quality teaching and learning, standards above those expected nationally, and very good behaviour throughout the school.

34. Very good management inspires a sense of commitment and purpose to provide the best, and most appropriate, education for all pupils. The commitment to provide equal access to the curriculum cannot be faulted, as a result, every pupil with a special need is treated as an individual, and is able to reach their potential. The headteacher leads by example and has the confidence of both staff and parents. The Ofsted parent questionnaire showed that 95 per cent of parents, who responded, felt the school is well led and managed.

35. Year group leaders, who are at the same time subject co-ordinators, lead and manage their teams, planning together in order to maintain a common approach to teaching and learning. The co-ordination of mathematics, science, physical education, special educational needs, music and health and safety are all very well managed. Annual subject reviews give both staff and governors a clear picture of the strengths and weaknesses in each subject and the ways in which the subjects are to be developed.

36. Through effective performance management and a range of classroom observations, all members of staff are supported in order to ensure that their professional development not only meets their own personal needs, but at the same time, the needs of the school.

37. There is an effective school improvement plan which gives details of the school's development and shows the vision for its future. However, it is not easy to see the school's priorities in this plan and several teachers do not appear to know the plan as well as they might.

38. The financial management of the school is very good and very good care is taken when ordering goods and services to ensure best value is obtained. Office staff make a very good contribution to financial control.

39. The governing body gives very good support to the school and key governors have a very good understanding of the strengths and weaknesses of the school. Many governors have an active involvement in the school and the governing body meets statutory obligations with the exception of induction procedures in the prospectus. Overall the governance of the school is good.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	999,989	Balance from previous year	87,237
Total expenditure	930,645	Balance carried forward to the next	72,144
Expenditure per pupil	2309		

40. Of the £72,144 carried forward, £5679 was used to pay outstanding invoices, £8093 to support 'booster' supply cover and residential visits, which left £58,372 to help set the 2004/05 budget. With spending below the national average, standards above average, and at least good provision generally the school gives very good and improved value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good** and this leads to good standards by the end of Year 6.

Main strengths and weaknesses

- Very good teacher subject knowledge has a positive impact on the teaching of English.
- Standards in speaking and listening are very good throughout the school.
- Standards of presentation are good.
- Whilst marking comments help pupils to improve, overuse of red pen sometimes devalues pupils' contributions.
- Teaching assistants support pupils well and make a strong contribution to maintaining high standards.

Commentary

41. English is taught well throughout the school. All staff are committed to raising the profile of literacy skills, both in English lessons and across the curriculum in other subjects. Very good planning across year groups ensures equality of provision, continuity and progression in the subject.

42. Standards in speaking and listening are very good throughout the school. The very good modelling of language, clear explanations and skilful use of questioning by class teachers, means that standards in literacy are more than meeting expectations by the end of Year 6. Pupils answer questions confidently and are eager to contribute to lessons. Their ability to keep up with the dynamic pace of many lessons is impressive. Throughout quite long periods of very focused teacher input, pupils behave very well, concentrate well and are able to apply themselves to the task required. This is a clear indication of pupils' ability to follow instructions. Most lessons include discussing with a partner or reporting back to the whole class at the end. One Year 5 class worked in groups to act out a play, using excerpts from 'The Lion, the Witch and the Wardrobe' as their starting point. They worked collaboratively as a group, well managed by the class teacher.

43. Standards in reading are good. Pupils benefit from a range of reading activities. They have quiet reading sessions and group guided reading. Pupils read from extracts, shared texts and their own reading books with confidence, expression and fluency. They confidently use dictionaries and thesauruses from Year 3 onwards. Many older pupils are avid readers and are able to explain their preferences. Home school reading records record comments and indicate progress. Parents are keen to support their children with reading. The well organised library acts as further encouragement for pupils to read, as do the good quality labels provided by teachers for displays both in classrooms and around the building.

44. The school places much emphasis on the development of writing skills with timetabled periods for extended writing. In one Year 5 class, the class teacher's own enthusiasm for classics such as 'Just William' and 'Little Women' had a direct impact on pupils' understanding of terms such as metaphor and biography. With appropriate support all pupils were competent in writing a play script. Pupils' written work is displayed prominently

in most classrooms and pupils are keen to share their writing with visitors. In one Year 3 class, pupils were editing and publishing their own work and they fully understood the conventions of book structure. Pupils with special educational needs were well supported by a teaching assistant who used a word bank so that individual children could construct their own sentences. In a Year 6 class pupils worked with enlarged text to assist with skills necessary to the task.

45. Good attention is paid to spelling and handwriting. Pupils respond well to all opportunities and learn well as a result. Spelling skills are meeting national expectations, handwriting is joined, and neat. Pupils take pride in their work. Their books are well maintained.

46. In many English lessons pupils use a range of systems to ensure understanding of written tasks. These include writing frames that offer structure, toolkits in Year 4 that identify features of different styles of writing, and marking ladders for pupils to check their work against learning objectives. In many lessons seen pupils used a traffic light system to indicate their level of understanding at the end of a task. This range of self assessment and support offers pupils the opportunity to write independently. There were some examples of pupils' work where mis-spelt words were crossed out heavily in red and work was written over by the marker. The best marking can be seen when teachers draw attention to pupils' individual and group targets and follow them up with praise and suggestions for what they might do next to improve

47. Teaching in English is good and in Years 5 and 6 it is sometimes excellent. The most able pupils are often challenged further. One example of very high teacher expectations includes the use of Oberon's speech from Shakespeare as a starting point for writing a poem on 'My Idyllic Place'. The quality of the work produced was exceptional and offered a spiritual dimension to the subject, as well as high standards in the use of language. The best aspects of teaching include thorough planning which takes account of previous work, with clear lesson objectives, and includes different work for different abilities. Many lessons are taught at an impressive pace, with an expectation of high concentration levels from pupils. Well prepared resources further enhance the quality of provision offered: for example interactive whiteboards are well managed by class teachers and enhance the relevance of texts and teaching points.

48. Pupils with special educational needs are identified early and given very good assistance either in class or when withdrawn for small group tuition. This enables them to be fully included in all English lessons.

49. Leadership and management of English are good overall. The co-ordinator recognises the need for regular subject evaluation with very good emphasis placed on the value of assessment. She has completed a comprehensive review of standards through careful analysis of results and emphasis on the quality of teaching. Resources are well maintained and managed, including literacy resources for pupils with additional needs. There is a whole staff commitment to raising the profile of English. Improvement since the last inspection is judged good.

Language and literacy across the curriculum

50. As outlined above language and literacy skills are used well and developed in subjects across the curriculum. Highlights are in the quality of discussion work: for example in art, design and technology, music and physical education, where pupils were seen to evaluate and express their own views and opinions. Literacy skills support work in experimental and

investigational work in maths and science very effectively as well as recording accounts in geography and history.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards for pupils currently in Year 6 are above average. In view of the higher than average proportion of pupils with SEN, this represents good, and for a minority of pupils, very good achievement.
- Very effective teaching results in pupils' very positive attitudes to mathematics.
- Very good use is made of interactive whiteboards to enhance teaching and learning.
- The subject is led and managed very well.
- Across the curriculum, pupils use their developing skills in mathematics to good advantage.

Commentary

51. Results of end of year assessments in 2004 showed overall standards, when compared with either all schools nationally or those of similar schools, to be above average. Inspection evidence based on lessons, a review of past work, and discussions with pupils, indicate levels of attainment for current eleven year olds to be above average. Such standards represent good achievement and are in keeping with the findings of the last inspection.

52. The very good support given to the above average proportion of Year 6 pupils with SEN results in the majority achieving very well and attaining levels in keeping with those expected nationally for their age. As such, this marks a significant improvement on the last inspection.

53. During the inspection, the quality of teaching in mathematics was at least good in all lessons observed. It was very good or better in nearly a half of lessons. Teaching in one Year 6 class was excellent. Teachers' planning, based on the National Numeracy Strategy, is very thorough and is underpinned by teachers' very good subject knowledge. As a result pupils are given interesting tasks with a degree of challenge very well matched to their stages of learning, ranging from those with SEN to higher attainers. In all lessons seen learning objectives were shared with pupils so they knew what was expected of them during the lesson. The school's team of teaching assistants contribute very well to pupils' learning in mathematics lessons. They work in close partnership with teachers who ensure they have a clear understanding of learning objectives, methods and resources to be used. An outstanding feature of all mathematics lessons seen was the very effective use of interactive whiteboards to enliven teaching and develop further pupils' understanding of concepts taught. For their part, pupils responded confidently when they were required to operate and use the boards.

54. The impact of very effective teaching is that pupils are very keen to learn and respond equally well to the tasks they are given. In nearly all lessons seen pupils thrived on the dynamic pace of lessons and the high expectations teachers had of them. Pupils respond very well to teachers' praise and encouragement in lessons. Work in pupils' books and in folders is well presented and is a further reflection of pupils' attitudes to the subject and

their ability to sustain concentration and effort. A particularly successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. Whether in the 'warm up' session to the lesson, or during the main activities, pupils are most eager to answer questions and show much confidence when asked to explain how they arrive at their answers.

55. Mathematics is led and managed by an enthusiastic and talented co-ordinator. Effective systems are in place to monitor pupils' work and the quality of teaching, thus allowing good practice to be shared. Assessment procedures are very thorough and resulting information is used very well to inform lesson planning and in the formulation of individual education plans. Detailed analysis of statutory and other assessment results enables the school to monitor and track pupil performance, to modify curriculum provision, and set targets for learning. As such, pupils are given every opportunity to perform to the levels of which they are capable.

Mathematics across the curriculum

56. Pupils use mathematical skills effectively in many aspects of the curriculum: for example data handling in ICT, and in calculating results in science investigations; weighing and measuring in food and design technology; and co-ordinates and scales in geography.

SCIENCE

Provision in science is **good** with some very good features.

Main strengths and weaknesses

- Teaching is very good overall.
- Standards are above those expected for this age group.
- The vast majority of pupils achieve well, with a significant minority achieving very well.
- Work on investigations has been the subject of development in recent years and standards have improved well.
- The subject co-ordinator leads and manages the subject very well.
- Assessment of standards, against those shown in the National Curriculum, is not yet fully developed.

Commentary

57. Since the last inspection the school has maintained its standards, in spite of some year groups having above average levels of special educational needs. At the same time it should be noted that when making judgements about how the school has added to pupils' achievement in the four years they spend in the school, some 25 per cent of pupils have not been in the school from Year 3 to Year 6. Thus, when comparing the school's standards against similar schools, the school shows itself as above average.

58. Teaching was very good overall, an improvement since the last inspection, with an equal number of good and very good lessons being seen during the inspection. The

scrutiny of previously completed work exemplifies the very good teaching, with pupils regularly attaining standards above those expected for their ages. There are key features of teaching which have had a direct bearing on the good results achieved by pupils. These include the thorough planning seen throughout the school, teachers' own subject knowledge, the very good questioning skills of teachers, and their excellent use of their interactive whiteboards to bring information to pupils in an exciting and accessible way. As a result, pupils are very well motivated, often show very good attitudes to the lessons, and work hard. This has a very positive effect on standards and achievement.

59. In the lessons seen the vast majority of pupils achieved well, bearing in mind that they enter the school with average standards. However, very many pupils with special educational needs reach the expected standards for their age group, showing that they achieve very well. Equally, the higher attaining pupils reach levels above those expected for their age showing very good achievement as a result of the very good challenge of the work in lessons.

60. The very good subject co-ordinator has led and developed the subject very well over a number of years and has in no way been complacent about results. Improvements have been made in investigational science, with many good examples seen of pupils planning investigations, understanding how to make investigations fair, using ICT to log results, and comparing their predictions with the conclusions of their experiments.

61. At the same time teachers have been encouraged to make very good use of new technology. They prepare their lessons using their laptops and regularly explain scientific knowledge to their pupils on screen. They are able to access the Internet for up to date information and act as very good role models for the use of current computer technology. For instance, in a Year 5 lesson the class teacher revised work on plants through a range of questions and diagrams on the interactive whiteboard. He presented new vocabulary to pupils in the same way. The lesson then moved on to illustrate the ways in which bees could pollinate flowers. When pupils were carrying out their work some were able to put their flower specimens under the microscope and show details of flowers on the large screen, making learning not only more accessible, but fun.

62. The subject co-ordinator understands that there is still a little way to go before assessment procedures are complete. At the same time, she is looking into the possibility of extending the way pupils assess their own work in order that they themselves might see how they can improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** and improved since the last inspection.

Main strengths and weaknesses

- Resources are good.
- The introduction of interactive whiteboards in all classrooms has been very successful in supporting the curriculum as a whole.
- Although well planned for, pupils' performance is not thoroughly assessed in all classes.

Commentary

63. Standards are consistent with what is expected nationally when pupils leave the school. This is apparently a lower judgement than when the school was inspected in 1999, but this is explained by there now being much more rigorous requirements for the subject. In reality there has been improvement since the last report especially in how ICT supports other subjects and in the quality of learning in terms of what pupils know, understand and can do. There are positives in:

- Year 3 pupils being able to import moving pictures in working towards multimedia presentations;
- Years 4 and 5 use of word processing;
- Year 6 use of the microscope linked to the computer.

64. That standards are not higher is a reflection on the newness of some initiatives. For example, the present very good curriculum planning and much improved resources and networking system have only been in place for two years and hitherto have had less effect on Year 6 than other year groups. There are signs of rapid progress lower down the school and the future looks secure. Pupils are achieving well as a result of developments to provision and the school's commitment to using ICT to support the curriculum as a whole.

65. Teaching in the discrete ICT lessons seen was good with very positive features in the use of interactive whiteboards and the effect of working together on pupils' reasoning and social skills. Pupils were well managed and sustained high levels of interest because they were well challenged and given plenty of hands on opportunities. The success of in-service training for staff is obvious in their confidence with new equipment and on the quality of pupils' learning. Teaching assistants play a good part in developing ICT provision and the full inclusion of all pupils (regardless of need or ability) in all ICT work. Throughout the school pupils have very positive attitudes to ICT and behave very well in the suite.

66. The subject is very well led and managed by an enthusiastic and knowledgeable co-ordinator who is a very good role model and support for his colleagues. He is supported well by a volunteer who acts as a technician to help maintain resources and troubleshoot problems. The co-ordinator has managed the budget very well to improve and maintain resources, especially effective in terms of the new interactive whiteboards, ICT support for teachers, and in maintaining a thorough portfolio of planning and work to demonstrate expectations. He provides very good vision for the subject's further development: for example extending the network system to the whole school, and setting up a learning resource base which will incorporate ICT opportunities for research and the school library. However, the co-ordinator lacks sufficient monitoring time to observe all other staff and be sure of standards across the school and this leads to some inconsistency. An area for further improvement is in ensuring that the system of assessment and recording available to all teachers is actually completed to track the progress of pupils and accurately report to parents how well their children are doing against national expectations.

67. The enthusiasm of the co-ordinator is readily transferred not only to staff but to pupils. As a result extracurricular opportunities in computer clubs for different age groups at lunchtime are well attended. The school maintains an informative website and has plans to develop this still further.

Information and communication technology across the curriculum

68. As referred to above good use is made of ICT to support other subjects. In turn this has a good impact on the development of ICT skills. Good examples not already mentioned

include use of CD-Rom and the Internet for research in history and geography, and the use of sensors to measure changes in science. Staff use of interactive whiteboards is very effective and sets an excellent example to pupils of the potential of ICT to enhance learning. However, there is a lack of discrete planning in some subjects to ensure that the subject is used and promoted to the full.

HUMANITIES

GEOGRAPHY

As a result of limited opportunities to collect evidence no overall judgement can be made about provision.

Main strengths and weaknesses

- Some topics completed in geography show that pupils' work is at least in line with national expectations.
- Assessment in geography does not yet give teachers a clear picture of how well pupils are working in comparison to the demands of the National Curriculum.

Commentary

69. As only three lessons in geography were seen during the inspection, it is not possible to judge overall provision, standards or teaching across the school. However, in the three lessons seen and with a limited amount of previously completed work to examine, the strong impression is that standards are in line with those expected nationally.

70. Teaching in the lessons observed showed that teachers had good subject knowledge and used this well to ask and answer questions. Planning was of good quality and the teachers' use of stimuli such as the interactive whiteboard and a good range of photographs, motivated pupils, and all abilities of pupils achieved well. For example in a very good Year 4 lesson, pupils watched a video of a Kenyan village. They were able to point to similarities and differences when compared with their own town and were engaged very well by the teacher in discussion about the way of life in Kenya. They had remembered a good deal of information from previous lessons and were given good opportunities for both discussion and writing.

71. In two good Year 6 lessons, the teachers used their subject knowledge well to engage pupils in discussion about the way of life in Peru. Pupils were motivated to learn more by the presentation of a wide range of photographs. Pupils could recall information about climate, the Sierra, the rainy season and they knew where Peru was located on a world map.

72. The good subject co-ordinator is aware that there is still a need to develop assessment further in the subject. Currently, in individual lessons, teachers ascertain, through questioning, whether pupils understand the work and have reached the learning objectives of the lesson. However, there is yet no system of analysing completed work and comparing it with the levels of the National Curriculum in order to show how well pupils are learning or how successful is the teaching. The co-ordinator is making a collection of pupils' completed work, but class teachers have not previously assessed this.

HISTORY

No overall judgement can be made about provision in history because too little evidence could be collected.

Strengths and weaknesses

- Some displays show that pupils have been working at standards above those expected for their ages.
- Teachers make good use of new technology and other resources in order to motivate pupils in their learning.
- Good links are made between history and other subjects.
- The co-ordination of the subject is good.
- Assessment is not yet fully developed.

Commentary

73. As only one lesson in history was seen during the inspection, it was therefore not possible to come to a secure judgement about provision, teaching or overall standards in the subject. However, because of the wide range of work on display in classes and in pupils' books, the standard of work in the topics seen was above that expected of pupils of this age. This showed good and sometimes very good achievement, especially for those pupils who had special educational needs and the small groups of higher ability pupils.

74. In the very good lesson seen in Year 6 pupils were looking at food rationing and propaganda in World War II. The teacher recapped well on previous work through a wide range of good questions. She showed her own very good knowledge of the subject in the range of questions she asked and in the way she used a range of stimuli to present pupils with images of rationing and posters of the period. As a result, all abilities of pupils were keen to start their work and completed well considered posters to encourage people to grow more food.

75. Good quality work was noted in Year 3 books on a Greek topic. Pupils showed a good understanding of the chronology of the time and were given good opportunities to link their work with both literacy and art. In the same way, work on the village of Minions showed that pupils had gained a great deal of interest and information from a visit there. They understood about the mining in the area and saw the results of that coming to a halt. Once again art work, writing skills and pupils' cultural development were enhanced through the project.

76. However, overall, it was the work on World War II displayed in a number of classes and corridors which showed the widest range of literacy skills being used. Here, pupils wrote letters as evacuees, poems of the Blitz and persuasive texts about how much they imagined they would like living away from home. They were able to write in the style of a newspaper article and used their ICT skills to good effect.

77. The well informed and effective co-ordinator has developed the work in the subject well. There are very many links to other curriculum areas and overall the use of interactive whiteboards and the Internet has given a new dimension to the work of both teachers and pupils. It remains now only for assessment in the subject to be organised in a way that shows both teachers and pupils how well they are working when compared with the levels of the National Curriculum.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Attainment for pupils currently in Year 6 exceeds expectations of the locally agreed syllabus.
- Effective teaching results in pupils' positive attitudes to religious education.
- The subject provides good opportunities for the development of pupils' communication and research skills.
- Religious education successfully promotes pupils' spiritual, moral, social and cultural development.
- The subject is led and managed well.

Commentary

78. When last inspected, standards in religious education (RE) were reported to meet the expectations of the locally agreed syllabus. Standards have since risen. Inspection evidence indicates attainment for pupils now in Year 6 exceeds expectations of the agreed syllabus. Whilst this represents good achievement overall, for the above average proportion of pupils in the year group with SEN, it reflects very good achievement.

79. By the end of Year 6 pupils have developed a good understanding of the beliefs and practices associated with Christianity. They have a clear knowledge of the life and work of Jesus, the importance and centrality of the Bible within the faith, and the layout and 'furniture of worship' within Christian places of worship. Further evidence confirms pupils' good knowledge of the beliefs and practices associated with Judaism and Sikhism. A further unit of work undertaken in Year 3 enables pupils to gain a clear awareness of the need to take care of God's world - our Earth, and our environment. In considering aspects such as pollution and conservation, the unit links well with pupils' work related to citizenship and environmental science.

80. The subject is used to good advantage to develop pupils' listening and speaking skills. For example, pupils in Year 5 worked in groups to research and undertake activities relating to religious symbols, the findings of which they reported confidently to the rest of the class. Across the school, effective use is made of writing skills within RE, as for example, when pupils in Year 3 write their own accounts of parables of Jesus, and those in Year 6 who write entries for Moses' diary, and give well written and informative accounts of the work of a Jewish scribe.

81. Teaching was good in four of the five lessons observed. Effective use is made of questioning, and teachers ensure there is a well balanced approach to learning *from* the teaching of religions as well as learning *about* religions. Very effective use is made of interactive whiteboards to enhance learning. The good range of interesting and purposeful activities teachers provide results in pupils' positive attitudes to the subject. In nearly all lessons observed, pupils listened attentively, were eager to respond to questions, and began work quickly and with enthusiasm. Visits to Truro Cathedral and a nearby church support pupils' appreciation of the layout, architecture, furniture and vestments used in a Christian place of worship. The many opportunities for pupils to reflect and work together, along with their studies of other faiths, enable RE to promote successfully pupils' spiritual, moral, social and cultural development.

82. The subject is led well by an enthusiastic co-ordinator. She has recently completed a subject review that included several lesson observations. This has yet to be presented to senior management and governors. The co-ordinator is now working to improve further the assessment procedures regarding what pupils know and can do, and how it is recorded.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. These curriculum areas were not main foci of the inspection. Few lessons could be observed and detailed judgements of provision, standards, teaching and learning have not been made. Comments made are drawn from examples of pupils' work, school planning and records, and discussions with staff and pupils.

84. Insufficient lessons were observable to make firm decisions regarding overall standards or the quality of teaching in **art and design**. However, observation of three lessons, together with attractive and well presented displays – such as the impressive and life-like oil pastel studies of potted plants undertaken by Year 5 – indicates pupils' skills in this subject are developed well and that provision meets requirements of the National Curriculum. Work on display shows pupils' awareness of the styles of well known artists, such as Lowry, and a good ability to work in their style. Inspection evidence confirms the subject contributes well to pupils' cultural development; such works include vibrant 'Kenyan paintings' and noteworthy clay models of a Cornish engine house. In a particularly effective lesson observed, which focused on Year 5 pupils using a variety of media to create and present studies of flowers, pupils responded with much enthusiasm to the teacher's good subject knowledge, enthusiasm and encouragement as they produced art of a high quality.

85. Standards have improved in **design and technology** since the last inspection and are now good. The highest attaining pupils are demonstrating work above expectations of the National Curriculum. Class teachers in Year 3 and Year 6 both show enthusiasm for the subject, which in turn motivates pupils who make rapid progress. For example in one Year 6 lesson about moving toys pupils were well aware of criteria for designs and were able to articulate their ideas to the class. One higher attaining group showed diversity in their thinking by choosing a boat when all other groups chose a car as a moving vehicle. Additional evidence in the form of displayed work showed good progress.

86. The pace of lessons is very good, especially where time parameters are set. Interactive whiteboards and cross-curricular links with literacy further enhance the quality of teaching in the subject. The school has adapted a range of units of work to make the subject cross-curricular in its approach. As a result, pupils now spend adequate time in designing and evaluating, as well as in making their products. Girls as well as boys show interest in the subject and all pupils are encouraged to pursue original designs and develop strategies within design and technology. In a lesson in Year 3 for example, pupils were interpreting rock formations based on a recent class trip. Previously, these rock formations had been closely observed and sketched. During the lesson pupils were able to show evidence of cutting, joining and sticking. They were able to choose the most appropriate materials for their constructions and give reasons for their choices. Displays around the classroom provided evidence of previous projects, and an impressive display of parts of the human body in the school entrance hall shows that standards by the end of Year 6 are good. Pupils can talk knowledgeably about their models and are keen to discuss the processes involved in making them.

87. The subject is very well managed by the co-ordinator. There is a recently written policy that is reviewed on a regular basis and the co-ordinator has plans to extend resources and

increase the profile of the subject throughout the school. Assessment procedures are integrated into the scheme and teachers use their findings effectively to inform their planning. The subject co-ordinator has a clear action plan for the development of design and technology.

88. Only two **music** lessons were seen, but in these pupils responded very positively. Teaching was good in one and excellent in the other (Year 5). Pupils were given plenty of practical things to do and each aspect of curriculum requirements (appraising, composing and performing) was considered. From these lessons, an excellent after school club choir session, the spontaneous singing in 'Wake Up and Shake Up' times, and comments from parents, pupils and staff about the quality of school productions, it is possible to speculate that standards are at least consistent with national expectations, and in some cases above them. Music has a positive impact on pupils' personal development particularly in terms of social opportunities to work and perform together, and enhancing cultural development.

89. The subject is very well led by a well qualified musician who sets an excellent example to colleagues. His enthusiasm is infectious and pupils clearly relish working with him. He has successfully reviewed planning and modified a commercial scheme to support non specialist teachers. He has made good use of a small budget to maintain good quality resources and has monitored teaching in each year group to good effect.

90. The co-ordinator has introduced a simplified assessment system which involves pupils as well as staff in gauging skills, success and progress. This is currently being trialled in Year 5, but has yet to prove successful in enabling staff in other years to identify whether pupils are at, above, or below, national expectations. The co-ordinator has a good vision for the development of music. His intentions to raise its profile still further and to introduce more links with, and make more use of, ICT are appropriate.

91. Five **physical education** (PE) lessons were observed all featuring outdoor games activities which are timetable in the summer term to complement: work in dance and gymnastics covered during the winter; swimming which Year 6 are involved in all year; and opportunities for adventurous activities on a residential trip for Year 5. Teaching in the lessons seen ranged from adequate to excellent (in a session in Year 6 led by the co-ordinator). A lack of expertise and confidence was evident in some of these lessons and there were times when the pace and challenge of activities failed to extend pupils sufficiently physically or mentally. To the credit of the school's high expectations of behaviour and response, pupils' attitudes were never unacceptable even when this was the case.

92. The profile of PE has been developed since the last inspection. Pupils have good opportunities to take part in extracurricular activities (many run by staff) and to join in competitive sports. The school has had considerable success recently in football (narrowly missing out on a place in the national final for under eleven year olds) and has begun to see better provision pay off in performance in netball.

93. The subject is well run by a dedicated and very enthusiastic co-ordinator who has in a short space of time introduced a new scheme of work and encouraged new games and activities such as tag rugby and Kwik cricket. He has developed very strong links with local sports clubs and with other schools (especially in a very effective partnership with Callington Sports College). The co-ordinator is aware of the need to develop an assessment system which will measure standards and record pupils' progress.

94. PE has a good influence on pupils' social skills with pupils learning the need for rules and experiencing playing as part of a team. In a very good link with ICT pupils are very enthusiastically involved in fantasy football where as managers they learn to make decisions, evaluate performance, and think creatively about tactics. The accolade of manager of the month is much valued.

95. There are good resources and facilities for PE in and outdoors. Pupils take good care of equipment and benefit from a good range of small apparatus to play with and practise skills such as throwing and catching at breaktimes.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social, health and citizenship education is **good**.

Commentary

96. Appropriate provision for drug education is made with the help of a community police officer. A detailed programme of sex and relationship education, as part of the study of human development, is delivered with the aid of the local health visitor and the school nurse. The curriculum co-ordinator for citizenship has established a school council and an environmental action group. The school is working towards the Healthy School Award with innovations such as daily warm-up sessions and healthy food on offer. All classes hold 'circle times' to discuss issues such as bullying.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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