

INSPECTION REPORT

MARAZION PRIMARY SCHOOL

Marazion

LEA area: Cornwall

Unique reference number: 111792

Headteacher: Mrs S Visick

Lead inspector: Mr Stephen Dennett

Dates of inspection: 10th – 12th January 2005

Inspection number: 267274

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: 4 to 11
Gender of pupils: Mixed
Number on roll; 48

School address: School Lane
Marazion
Cornwall

Postcode: TR17 0DG

Telephone number: 01736 710618

Appropriate authority: The governing body
Name of chair of Mrs D James
governors:

Date of previous 10th February 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

Marazion Primary School is a community school serving the coastal town of Marazion and the surrounding communities. It provides full-time education for 48 pupils aged four to eleven. At the time of the inspection only three children were under five years of age. The school's roll has fallen since the last inspection. Nearly all the pupils are from a white British background, although a few pupils are of mixed race origin (Asian and White). No pupils speak English as an additional language. The number of pupils eligible for free school meals is well above the national average, and is rising. The social and economic circumstances of pupils are significantly disadvantaged. The context of the school has changed significantly over the past few years, with increased numbers of pupils from socially disadvantaged circumstances and with special educational needs. Sixteen pupils (33%) have been identified as having special educational needs and this figure is well above the national average and rising. There are no pupils attending the school who have statements of special educational needs. Pupils have been identified as having moderate learning difficulties, speech and communications problems and significant behavioural difficulties. A significant proportion of pupils come from single parent families. The school has very small groups entering each year. Pupil mobility is well above average and the majority of pupils joining the school from other areas have significant special educational needs, including social, emotional and behavioural difficulties. The composition of year groups varies considerably, but overall, pupils' attainment on entry to the school is well below average. The school received a Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Mathematics Science Religious education Information and communication technology Art and design Design and technology Physical education
11564	Jean McKay	Lay inspector	
18498	Denise Morris	Team inspector	English Geography History Music Pupils' personal, social and health education The Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Marazion Primary School provides its pupils with a satisfactory level of education overall, although it has serious weaknesses that need to be addressed as a matter of urgency. Specifically, these weaknesses are standards that are well below average in English throughout the school, and the quality of teaching and learning and standards in Years 1 and 2. The overall quality of teaching is satisfactory, and pupils are currently making satisfactory progress in their learning. The overall leadership and management of the school are also satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, especially writing, are well below average and this is a serious weakness.
- Provision and standards in Years 1 and 2 are unsatisfactory and this is a serious weakness.
- The provision for pupils with special educational needs is good and they consequently achieve well in relation to their prior attainment.
- Pupils generally have good relationships with others and their moral and cultural development is good.
- The governing body is effective and plays a good role in monitoring the school progress.
- Attendance is well below that found in most schools.
- The deployment of teaching assistants is good and they make a valuable contribution to pupils' learning.
- The school provides good opportunities for the enrichment of the curriculum, especially through clubs and after-school activities.

The school has made satisfactory progress in addressing the key issues raised by the last inspection. Improvements have been made in the curriculum, monitoring of teaching, learning and standards, and assessment procedures, although work remains to be done in using the information gathered to adjust planning and set precise targets to raise pupils' achievement. The progress made in raising standards has been slow. Although they have risen in religious education, they have not risen sufficiently in information and communication technology (ICT) throughout the school and in English, mathematics and geography by the end of Year 2 as required by the last report.

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	D	E	C
mathematics	D	E	E	C
science	C	D	E	E

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Standards are **below average**, but pupils' achievement is **satisfactory** overall.

Children enter the school with levels of attainment which are well below average. Although standards are below the expected level by the time they enter Year 1, their achievement is satisfactory. In the 2004 national tests, standards at the end of Year 2 were very low, both

in comparison with national averages and with similar schools, in reading, writing and mathematics. Teachers' assessments showed that standards in science were well below average. Half of the pupils in this year group have been identified as having special educational needs. As the numbers in the year group are small, care should be taken in interpreting the results from one year's tests. Inspection findings show that standards at the end of Year 2 are well below average in English and science and pupils' achievement is unsatisfactory. Standards in mathematics are below average and achievement is unsatisfactory. Standards in physical education are above average and pupils' achievement is satisfactory. Standards in geography are below average, but pupils' achievement is satisfactory.

In the 2004 national tests, standards were well below the national average. However, they were average when compared to this group of pupils' attainment at the end of Year 2. In mathematics, standards were well below the national average, but average when compared to this group of pupils' attainment at the end of Year 2. Standards in science were well below the national average and when compared to this group of pupils' attainment at the end of Year 2. At the end of Year 6, inspection findings show that standards are well below average in English. They are below average in mathematics, but as pupils are now making satisfactory progress, their achievement is satisfactory overall. Standards in science are below average, but pupils' levels of achievement are satisfactory. In ICT, standards are below average and pupils' achievement is unsatisfactory. Throughout the school, standards in religious education meet the requirements of the locally agreed syllabus and pupils' achievement is satisfactory. Standards in geography are below average, but pupils' achievement is satisfactory.

Attendance is well below average, but pupils are generally punctual. Pupils' attitudes and behaviour are both satisfactory overall. However, pupils' attitudes and behaviour are unsatisfactory in Years 1 and 2. Pupils' spiritual and social development is satisfactory and their moral and cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**.

Teaching and learning are satisfactory overall. The effect of teaching over time is unsatisfactory in Years 1 and 2, although the majority of lessons seen during the inspection were satisfactory. As a result, pupils' learning at this key stage is unsatisfactory. Weaknesses of teaching in Years 1 and 2 are the lack of challenge and insecure management of pupils' behaviour. The effect of teaching in Years 3 to 6 is satisfactory overall, although a significant proportion of teaching seen during the inspection was good. As a result, pupils' learning is satisfactory. Throughout the school good use is made of teaching assistants to support pupils' learning and this has a positive effect on the progress pupils make. Assessment is satisfactory overall, but insufficient use is made by teachers of assessment information to adjust planning and to ensure work is better matched to the needs of individual pupils.

The curriculum is satisfactory and is sufficiently broad and balanced. The school makes good provision for pupils with special educational needs and, as a consequence, these pupils make good progress. The school provides good opportunities for the enrichment of the curriculum. The accommodation is good and resources are satisfactory overall, although there are insufficient computers to teach ICT effectively.

Provision for pupils' care, welfare, health and safety is satisfactory. There are satisfactory links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The governance of the school is **good**. The governors play a vital role in monitoring the school's performance. The information they have gathered is beginning to have a positive influence on policy making and the quality of provision. The leadership by the headteacher is satisfactory and she is adequately assisted by other staff. However, there have been significant staff changes recently, and this has adversely affected the management structure of the school. Some teachers have very significant curriculum responsibilities, which prevent them from fully carrying out their roles. The management of the school is satisfactory overall, but there has been insufficient detailed analysis of performance data. This has meant that the school has not had detailed information to take action to raise standards quickly enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are **satisfactory**, but they are concerned at the incidence of unsatisfactory behaviour and bullying in some classes.

Pupils' views of the school are **satisfactory**, but they would like their views to be taken more into account when decisions are made by teachers.

IMPROVEMENTS NEEDED

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

- Raise standards in English throughout the school and ensure that pupils make at least satisfactory progress in their learning as they move through the school.
- Improve provision and raise standards in Years 1 and 2.
- Continue to raise standards in mathematics, science and ICT as planned.
- Continue to improve assessment procedures by making more detailed analysis of performance data and using this information to adjust planning and to ensure pupils have work that is best suited to their individual needs, so that they make better progress in their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **below average**, but pupils' achievement is **satisfactory** overall.

Main strengths and weaknesses

- Overall standards by the end of Year 2 are below average and pupils' achievement is unsatisfactory.
- Standards in English throughout the school are well below average and pupils' achievement is unsatisfactory.
- Pupils' achievement in physical education is good by the end of Year 2.
- Achievement is good for pupils with special educational needs.

Commentary

1. Children enter the school with levels of attainment that are well below average overall. Their literacy and social skills are low. Achievement is satisfactory through the Foundation Stage in all areas of learning, with the exception of children's physical development, where achievement is good. Children are unlikely to achieve the early learning goals by the time they enter Year 1 in all the areas of learning except their physical development.
2. The school has small year groups and care should be taken when analysing the results from national tests. The school has above average pupil mobility and evidence suggests that the majority of pupils joining the school from other areas have significant special educational needs, including social, emotional and behavioural difficulties. Some year groups contain a large proportion of pupils with special educational needs. Although these children make generally good progress in their learning, in relation to their difficulties, their generally well below average test results adversely affect the overall test results for the school. Having said this, pupils' 2004 test results at the end of Year 2 were very low in comparison with national averages and in comparison to similar schools. Standards have not risen sufficiently quickly and remain below the national trend. Standards are very low in reading, writing and mathematics. Teachers' assessments also show they are very low in science. Very few pupils achieve the higher Level 3. The proportion of pupils gaining these higher levels was very low in reading and mathematics and well below average in writing and science.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	10.5 (14.1)	15.8 (15.7)
writing	10.3 (11.0)	14.6 (14.6)
mathematics	11.8 (16.5)	16.2 (16.3)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

3. Inspection findings confirm these low standards. In English and science, standards are well below average at the end of Year 2. Pupils' writing skills are very poorly developed and this has an adverse effect on their performance in other subjects. Standards are below average in mathematics and pupils are not developing their skills at a fast enough rate. Poor presentation also adversely affects standards in other subjects. In all three subjects, pupils' achievement is unsatisfactory. These low standards and unsatisfactory achievement are a serious weakness and need to be addressed as a matter of urgency.
4. Due to the short nature of the inspection, it was only possible to sample other subjects. Insufficient evidence was available to make judgments about standards and achievement by the end of Year 2 in ICT, art and design, design and technology, history or music. By the end of Year 2, standards in geography are below average, but achievement is satisfactory. In physical education, standards in gymnastics are good and achievement is satisfactory overall. Standards in religious education meet the requirements of the locally agreed syllabus and achievement is satisfactory.
5. In the 2004 national tests at the end of Year 6, standards were well below average in English, mathematics and science when compared nationally. However, in English and mathematics, standards were in line with those found in similar schools, when compared to this group of pupils' attainment at the end of Year 2. In science, standards were well below average, when compared to this group of pupils' attainment at the end of Year 2. No pupils gained the higher Level 5 in English, but in mathematics, although the number achieving this level was below the national average, it was well above the average found in similar schools. Overall, the progress made by this year group from the end of Year 2 to the end of Year 6 was well below the national average.

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

Standards in:	School results	National results
English	24.8 (25.3)	26.9 (26.8)
mathematics	24.8 (24.8)	27.0 (26.8)
science	25.5 (29.3)	28.6 (28.6)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

6. Inspection findings confirm these below and well below average standards. However, recent improvements in teaching mean that pupils are making satisfactory progress in some subjects and their achievement is satisfactory overall. However, standards in English at the end of Year 6 are still well below average and pupils' achievement in this subject is unsatisfactory. This is a serious weakness that needs to be addressed as quickly as possible. Standards in mathematics and science are below average, but pupils are now making satisfactory progress and, as a consequence, their achievement in these subjects is satisfactory. In ICT, pupils have insufficient opportunities to develop their skills and standards are below average. Pupils' achievement is unsatisfactory. In religious education, standards meet the requirements of the locally agreed syllabus and their achievement is satisfactory. Standards in geography are below average, but pupils' achievement is satisfactory. In physical education, standards are below average and pupils' achievement is unsatisfactory.
7. Pupils with special educational needs achieve well in lessons throughout the school because of the good support that they receive from the teaching assistants. They also achieve well in relation to the targets set for them in their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are **satisfactory** overall. Pupils' attitudes and behaviour are satisfactory. Pupils' moral and cultural development is good whilst social and spiritual development is satisfactory. Attendance is well below that found in other schools. Pupils' punctuality is satisfactory.

Main strengths and weaknesses

- Most relationships across the school are good and are well promoted by staff.
- The attendance at extra-curricular clubs and residential experiences is good.
- The behaviour and attitudes of some pupils are not as good as they should be.
- The behaviour policy is not consistently applied across the school.
- There are not enough examples of pupils taking on responsibilities.
- Attendance is well below that found in other schools.

Commentary

8. Pupils constantly work with each other displaying positive attitudes and enjoy playing together. They generally work well in groups and share resources appropriately. Relationships are promoted well by staff. Pupils consequently enjoy coming to school. They take part in most activities with enthusiasm. Pupils enjoy going to the extra-curricular clubs provided by the school, and all pupils have the chance to attend residential camping trips each year. They talked enthusiastically about these trips during the inspection.
9. There is some variation in the behaviour of pupils throughout the school. Where the school's behaviour policy is applied effectively, as it is in Years 3 to 6, pupils have positive attitudes to work and behaviour is good. Pupils quickly settle to the tasks they are given, answer appropriately when they are questioned and follow teachers' instructions promptly. However, in Years 1 and 2, where the behaviour policy is not always applied consistently, the challenging behaviour of a few pupils significantly disrupts the learning of the whole group. Overall, behaviour in these year groups is unsatisfactory and is a major contributory factor to the unsatisfactory achievement of these pupils. A majority of children at the Foundation Stage come in to the school with very poor personal, social and emotional development. Although they make satisfactory progress, they do not reach the expected level in this area of their learning by the time they enter Year 1.
10. In lessons, teachers often explore moral and cultural issues that help to improve pupils' awareness. In religious education and geography, many cultural issues are raised and discussed. During the inspection, there was a planned virtual visit to a Sikh Temple by pupils in Years 5 and 6, to explore aspects of Sikhism, while Year 4 pupils were learning about the cultural traditions of Judaism. Cornish culture is also celebrated in the work pupils undertake with local artists, and by joining local concerts.
11. There are too few examples of pupils across the school taking on simple responsibilities, and to learn about aspects of citizenship, although a school council has been introduced

to improve this. Several parents expressed concern over incidents of bullying and racism which have occurred in the past. However, there was no evidence during the inspection that bullying was taking place and pupils spoken to about the issue said that when bullying occurred, it was dealt with quickly and effectively. One pupil reported that a younger pupil had made a racist comment recently, but that the teacher had dealt with the situation effectively.

Attendance

12. The school's attendance rate of 93.2 per cent is well below that found in most schools. Unauthorised attendance is high at 1.1 per cent. The majority of parents are clear about their responsibilities to send their children to school regularly and on time, but a few continue to keep their children away for minor reasons, and for extended family holidays. The school has been successful in improving pupils' overall attendance rate since the last inspection. Punctuality is satisfactory at the beginning of the school day, and a prompt start is made to individual lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.7	School data:	1.1
National data:	5.1	National data:	0.4

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

Exclusions

13. There were no exclusions in the previous school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are satisfactory. The curriculum is satisfactory and provision for pupils' care, health and safety is also satisfactory. There are satisfactory links with parents, the community and other schools.

Teaching and learning

Teaching and learning are **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- The impact of teaching over time is unsatisfactory in Years 1 and 2.
- The quality of teaching has recently improved in Years 3 to 6.
- Good use is made of teaching assistants.

- Insufficient use is made of assessment information to adjust planning and ensure that tasks are well matched to pupils' needs.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	8	10	1	0	0

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

14. There is some variation in the quality of teaching throughout the school. Although the quality of teaching seen during the inspection was generally satisfactory and sometimes good, the impact of teaching over time in Years 1 and 2 is unsatisfactory. Pupils do not make sufficient progress in their learning at this key stage and standards are consequently not high enough by the end of Year 2, even taking account of the pupils' low attainment on entry to the school. Pupils make better progress overall in Years 3 to 6, and consequently the impact of teaching overtime at this key stage is satisfactory. A significant proportion of teaching seen during the inspection in Years 3 to 6 was good and in these lessons, pupils made good progress in their learning. Recent changes in staffing have considerably improved the overall quality of teaching in Years 3 to 6 and this is evident in pupils' work and attitudes to learning. In Years 3 to 6, pupils concentrate well and are beginning to make better progress in their acquisition of knowledge, understanding and skills. Teachers have made a detailed analysis of pupils' performance and set challenging targets for improvement, especially for pupils in Year 6. This good quality teaching has yet to have sufficient impact on standards in writing, although pupils in Years 5 and 6 are now making better progress in the subject. Pupils' learning in ICT is unsatisfactory still, as the school has insufficient computer equipment to enable pupils to practise their skills sufficiently.
15. Good teaching is characterised by clear planning, including the identification of what pupils need to learn and well-matched learning tasks to meet the needs of pupils. All teachers make effective use of teaching assistants to support pupils' learning. This especially benefits pupils with special educational needs, who achieve well overall as a result. Effective use is made of these pupils' individual education plans to set tasks that are well matched to their needs. In good lessons, teachers engage pupils' attention well by using video projectors to explain difficult concepts. Where teaching is good, pupils work together well in pairs and groups and show good levels of concentration and this has a positive effect on their learning.
16. Where teaching is unsatisfactory, teachers fail to engage pupils sufficiently and behaviour deteriorates. This has a negative effect on pupils' learning. In Years 1 and 2, behaviour management strategies are less well developed, and for a small minority of challenging pupils, ineffective. This results in the learning for the majority being impeded by a few disruptive pupils. Another weakness of teaching throughout the school is the insufficient use of assessment information to adjust planning to better meet the needs of individual pupils. In several lessons, it was observed that all pupils in a year group were given the same task, irrespective of ability. This resulted in more able pupils not being sufficiently challenged and less able pupils struggling to understand what was being asked of them. Evidence from the sampling of pupils' work shows this is regular practice and is a major reason why pupils have not made as much progress as they could.

17. Assessment systems are satisfactory overall and have been developed effectively since the last inspection. Teachers now have the means of tracking pupils' progress in several subjects and are beginning to have a good database of performance over the past two years. However, teachers are not yet making sufficient use of this information to set realistic targets for improvement or to adjust lesson planning to take account of individual learning rates. Consequently, the use of assessment to respond to individual needs remains unsatisfactory. However, in Years 5 and 6, better use is now being made of assessment information and the teacher is setting clear targets for improvement. In this class, pupils are developing a better understanding of their own learning and what they need to do to improve. Teachers' marking is not always used effectively to improve pupils' work, although again this has improved recently in Years 3 to 6.

The curriculum

The curriculum provided by the school is **satisfactory**. Activities to enrich the curriculum are **good**. The accommodation is **good**, and the range of resources is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in the breadth of curriculum experiences offered.
- Provision for pupils with special educational needs is good, leading to good inclusion.
- The curriculum for religious education promotes good awareness of other faiths and cultures.
- The number and quality of resources for ICT are unsatisfactory and this has a negative effect on standards.
- Preparation for the later stages of education is unsatisfactory.

Commentary

18. The curriculum has improved since the last inspection. It is now satisfactory overall. It ensures that the requirements for all subjects and religious education are fully met. The use of the local education authority's planning for mixed-age classes ensures that all pupils have appropriate entitlement to all the activities on offer at the school.

19. Provision for pupils with special educational needs is good. This is because they are well supported by good individual education plans, and because teaching assistants work hard to help them succeed. In almost all literacy and numeracy lessons teaching assistants work closely with groups of pupils with special educational needs to explain tasks and offer guidance so that learning becomes accessible and pupils achieve well.

20. The curriculum for religious education, which is based on the locally agreed syllabus, is a strength of the provision. It promotes good awareness of faiths such as Christianity, Judaism and Sikhism, focusing on cultural traditions to extend pupils' awareness and understanding of customs and lifestyles that are different to their own.

21. After-school clubs are well attended and include a satisfactory range of sports and musical experiences. A major strength is the opportunity created for all pupils to experience residential activities on an annual basis. Pupils talked about the value of these experiences and about how much they looked forward to them. The local environment is used well to develop pupils' artistic and musical skills and experiences, and a good range of visitors to the school extends pupils' knowledge and understanding of the world of work.

22. The accommodation overall is good and has improved significantly since the last inspection. The new hall is having a positive effect on many areas of learning, particularly physical education and assemblies. The spacious new building has raised morale and the school community is very proud of it. However, accommodation for children in the Foundation Stage needs further improvement. The school has plans to provide a safe outdoor play area for this age group.

23. Resources for ICT are unsatisfactory. There are insufficient computers and other technological aids and the quality of those available is poor. Consequently, provision and standards in ICT are not good enough. The preparation of pupils for the next stage of their education is unsatisfactory. Pupils in Year 2 do not have sufficient literacy, numeracy and ICT skills to meet the demands of the curriculum in Years 3 to 6. Pupils in Year 6 do not achieve high enough standards to be fully prepared for life in a secondary school environment.

Care, guidance and support

There are **satisfactory** procedures to ensure pupils' care, welfare, health and safety. The school provides pupils with **satisfactory** support and guidance. There are **satisfactory** arrangements for involving pupils in the school's work and development.

Main strengths and weaknesses

- Most pupils were seen to have good relationships with their teachers and each other.
- Staff are fully aware of their roles and responsibilities to guide and support all pupils.
- There are good induction arrangements for young children entering the school.
- The school cares well for pupils with special educational needs.

Commentary

24. Most parents believe that the school provides satisfactory care for its pupils within a secure and caring learning environment. Pupils spoken to during the inspection say they like their teachers and readily turn to them for extra help and guidance. Established teachers know pupils very well and informally monitor and track aspects of their personal development. New teachers are rapidly gaining a good knowledge of their pupils and this is having a positive effect on relationships in the classroom.

25. Pupils with statements of special educational need have good individual education plans which are linked well to identify targets. Other pupils with learning difficulties are set appropriate targets and these are monitored well by teachers, teaching assistants and pupils themselves. This good provision has a positive effect on pupils' achievement in relation to their capabilities and prior attainment.

26. Procedures for ensuring child protection are well known by all staff and are carried out in accordance with local practice. Teaching staff are well supported by outside agencies who regularly visit the school. All members of staff have received first-aid training. The school takes seriously the health and safety of all its pupils, and makes regular safety checks of the school. During the inspection pupils were able to say exactly what they

would do in the event of a fire. Most pupils also said they knew who they could approach if they had a problem.

27. The school has recently enlisted the help of ABC (Anti-Bullying Cornwall), involving pupils and parents, in an attempt to reinforce the aims of the anti-bullying policy. Parents believe there is not a consistent approach to behaviour management and inspection findings tend to confirm this view. Systems are in place for eliminating bullying, intimidation, racism and oppressive behaviour. Although these systems are effective for the majority of pupils, some parents believe that for the minority of disruptive pupils they are not successful. No incidents of bullying were seen during the inspection and inspectors judge that there is no significant incidence of bullying at the school. This was confirmed by conversations with pupils. A few parents reported that their children had been bullied or harassed in the past, and the school has no written record of how these incidents were dealt with. However, evidence from pupils indicates that most incidents of bullying are dealt with quickly and effectively.
28. Seeking pupils' views and involving them in the work of the school is at an early stage and the school has recognised that there is room for further development. Pupils spoken to were proud to be members of the school council, and understood their role of representing the opinions of their classmates. Pupils clearly take their responsibilities seriously and are currently exploring the development of a quiet area in the playground and the purchase of laptop computers.
29. Induction arrangements ensure that children settle happily into the Foundation Stage. There are several opportunities to visit the school, and 'learning together' sessions where parents can bring young children into school prior to their entry into the Foundation Stage.

Partnership with parents, other schools and the community

There are **satisfactory** links with parents and the community. There are also **satisfactory** links with other schools and colleges.

Main strengths and weaknesses

- There are unsatisfactory procedures for dealing with parents' concerns and complaints.
- The links with the community help to enrich the curriculum and make pupils aware of their own culture.
- There is a supportive Friends and Parent Teacher Association.

Commentary

30. The information provided by the school to parents is satisfactory overall. Parents are well informed about the school through the prospectus, weekly newsletters and frequent other correspondence. Annual reports to parents, although informative, do not provide parents with clear targets for pupils' improvement. Parents are also appropriately informed about their children's progress through consultation evenings, parents' evenings and open days. Procedures for ensuring that parents are satisfied with the way in which the school deals with concerns and complaints are unsatisfactory. Incidents,

and the way in which they are dealt with, are not recorded and several parents expressed the view that they felt that issues were not dealt with effectively.

31. The local community gives support to the school in many ways, for instance two local clergymen regularly take assemblies, and members of the community help in the school. Since the new hall was opened in September last year, an independent after-school and breakfast club meets on the premises, and it is also used by the community for arts and sporting events. Pupils from the school have sung carols at a local nursing home, and also sang at the opening of the Cancer Research UK Spring Fair. Money raised from the school's harvest celebrations was used to sponsor a child in India. These activities have a positive effect on the development of pupils' moral and social skills. The school receives regular press coverage, which also raises its profile and ensures that everyone in the town can be fully involved in its activities.
32. Parents have raised significant funds for the school through the Friends and Parent Teacher Association (FPTA), including a substantial donation towards the building of the new hall. A small core of parents also provides very good support on school visits, swimming lessons, in the classroom and helping their children with learning at home. The satisfactory links between the school and local secondary schools mean that a smooth transition is managed when pupils leave at the end of Year 6. Pupils spoken to said they were looking forward to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership by the headteacher and key staff is **satisfactory**. Management is **satisfactory**.

Main strengths and weaknesses

- Governors have a good grasp of the school's strengths and weaknesses and have worked tirelessly to move the school forward since its last inspection.
- Improvements have been made in the monitoring role of subject co-ordinators.
- The school management does not analyse performance data sufficiently to detect patterns and bring about improvements in standards.
- Despite some previous improvements, recent staff changes mean the effectiveness of subject management has been reduced.
- The leadership and management of special educational needs are good.

Commentary

33. On their own admission, the governing body were galvanised into action by the last inspection report, which judged that the school had serious weaknesses. Since then, governors have taken action to improve their role and have significantly influenced the work of the school for the good. Through their observation of lessons and conversations with teachers, they now have a good grasp of the strengths and weaknesses of the school. They are very supportive of the headteacher and provide valuable advice when it is requested. They have worked closely with the local education authority to bring about improvements, as well as with the headteacher and staff. Governors have undertaken training, which has improved their ability to assess the effectiveness of

teaching and learning. The school faces a challenging situation, with a falling roll, a disadvantaged social and economic catchment area and significant numbers of pupils with special educational needs. The governing body has come to terms with these circumstances and has identified with the local education authority some relevant targets for improvement. However, in the relatively short space of time between this present inspection and the last one, only limited progress has been made in addressing these issues. The school still has serious weaknesses in the provision for Years 1 and 2 and the delivery of English.

34. The headteacher provides satisfactory leadership for the school and has a clear vision for the pastoral development of pupils. She has a significant teaching commitment that places demands on her time reducing that available for other tasks. The headteacher has monitored teaching and learning and this has resulted in some improvements to curricular planning. However, the action taken to raise the quality of teaching and learning in Years 1 and 2 has not been sufficiently rigorous to bring about improvement in this area. The leadership by other staff is generally satisfactory, but due to a significant turnover of staff, the progress made in developing the role of co-ordinators has been temporarily retarded. At present, as one teacher is newly qualified and does not have a subject leadership role, co-ordination is carried out by the headteacher and two other teachers, one on temporary contract. This means that each teacher has too many subjects to manage, which in turn leads to reduced effectiveness. The school is aware of the problem and is seeking advice as to how best to deal with it. Evidence suggests that, until recently, co-ordinators had improved the breadth and balance of the curriculum, providing good plans for teachers to follow and ensuring that subjects were generally adequately resourced.
35. The school has been working with the local education authority to produce a school improvement plan. The current plan is satisfactory and has identified a number of relevant areas for development, such as improving provision for ICT and raising standards in English, mathematics and science. Previous improvement plans have successfully brought about the significant improvements to the building and provision at the Foundation Stage. Improvements have also been made to the breadth and balance of the curriculum.
36. The management of the school is satisfactory. Appropriate financial systems are in place and the school can account well for its spending plans. The large carry forward from last year was in part for the completion of the building works and to keep staffing at its present level until the end of the current academic year. The current budget indicates that the surplus will be reduced to less than £12,000 by the end of the financial year. Staff training is satisfactory and appropriate staff appraisal and performance management systems are in place.
37. A weakness of management is the inadequate analysis of performance data to detect patterns in pupils' performance so that effective action can be taken to raise standards and meet the needs of the significantly changing nature of the pupils who enter the school. Although this information is available from the local education authority, the school has not routinely analysed its own information. Records are disorganised and incomplete. This makes it difficult for teachers to detect which aspects of which subjects need more emphasis and which pupils are not achieving their full potential. One exception to this is the provision for special educational needs, where assessment is good. Leadership of special educational needs is good. The co-ordinator is experienced and fully aware of the responsibilities of the task. Documentation is thorough and there are good links with educational support services.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	195,839
Total expenditure	216,169
Expenditure per pupil	3,664

Balances (£)	
Balance from previous year	69,711
Balance carried forward to the next year	49,381

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Children enjoy school, have positive attitudes and behave well in lessons.
- Children achieve well in physical development because of good teaching.
- The nursery nurse is used well to promote children's learning.

Commentary

38. Children in the Foundation Stage of learning are based in the youngest class in the school, together with pupils in Years 1 and 2. The number of children entering the school is very small and, at the time of the inspection, only three children were in the Foundation Stage. For the majority of their day they have their own room in which they work and play with the nursery nurse on tasks designed and managed by the teacher. A satisfactory range of learning opportunities is planned, incorporating the early learning goals expected for this age group. This is an improvement since the last inspection, when this aspect was found to be unsatisfactory. The children benefit from working with the older pupils for physical education, assemblies, registration and some story and news times.
39. On entry to the reception class, many children are well below expected levels in **personal social and emotional development** and in **communication, language and literacy skills** and some pupils' skills are very poor. They achieve satisfactorily in these areas during their reception year due to satisfactory teaching, but many remain well below the expected levels in both areas by the time they enter Year 1 because of their very low levels of attainment on entry.
40. Children's positive attitudes and good behaviour have a positive effect on their learning. However, there are not enough opportunities for them to take on simple responsibilities. Although they join in well with all the activities, they often do not become involved actively in lessons and become passive learners during discussions and stories. This reduces their **personal development** and their **language and literacy skills**. However, in some lessons, the nursery nurse encourages children to talk about what they are doing and to explain their reasoning. This has a positive effect on their language skills and their ability to interact with others.
41. On entry to the reception class, children are below expected levels in all other areas of learning. In their **mathematical development** they make satisfactory progress due to satisfactory provision and teaching. They are beginning to count to five and beyond, and they are learning their shapes and numerals. They recognise some of their shapes and colours, but do not always take part actively in counting and number games. By the time they enter Year 1, they are still below expected levels in mathematics. The nursery nurse provides good opportunities for children to use apparatus to reinforce their concepts of number.

42. Children's achievement in their **knowledge and understanding of the world** is satisfactory. Teachers promote children's observation and enquiry skills by asking interesting, open-ended questions. During the inspection, children played in a 'café', taking the parts of a waiter or a customer. They served each other and tried many different types of food from around the world, including pizza and rice. Children are not expected to quite achieve the early learning goals in this area by the time they enter Year 1, because they have limited skills when they enter the Foundation Stage.
43. Children's achievement in their **creative development** is also satisfactory. They enjoy painting and exploring different textures, cutting, sticking and making models. Teaching is satisfactory, but children are not expected to achieve the goals in this area by the end of their reception year as they have very limited skills when they enter the Foundation Stage.
44. Children achieve well in **physical development**. They benefit from good teaching in this area of learning and generally enter school with average physical development. The good new hall provision encourages them to use space well. They are likely to achieve the goals in physical development by the end of the year.
45. Children work well with the nursery nurse and she is skilled in working with young children and providing for their needs. She has a good relationship with children and this has a positive effect on building their confidence. The nursery nurse encourages children to explain their work and supports them well as they seek to improve their verbal skills. Behaviour management at the Foundation Stage is good and children sit and listen quietly when being given instructions. They know what they should do and follow instructions quickly. This has a positive effect on their learning. The nursery nurse is well deployed by the teacher and planning now relates satisfactorily to the Key Stage 1 National Curriculum. This is an improvement since the last inspection. The informal assessment of children is good and the information gathered is used effectively to set new tasks.
46. Improvements have been made to the accommodation for the Foundation Stage since the last inspection. Reception children now have their own room and equipment. However, the room in which they work is uninviting and lacks the stimulating environment necessary to improve standards further. The lack of outdoor play space for reception children and large wheeled toys to expand their personal and physical skills further are weaknesses in the provision, but have already been identified for improvement by the school.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards in English are well below average in Years 2 and 6 and pupils' achievement is unsatisfactory.
- Expectations by teachers of how much pupils can achieve are not high enough.
- The marking of pupils' work is unsatisfactory and does not help them to improve.
- Teaching assistants are used well to support pupils with special educational needs.
- Leadership of the subject is unsatisfactory.
- The new library facility is good and is being used well.

Commentary

47. Results from the 2004 national tests for pupils at the end of Year 2 and Year 6 showed that standards were well below average. However, standards were average at the end of Year 6 when compared to this group of pupils' attainment at the end of Year 2. Care should be taken when drawing conclusions from this data, as the number of pupils taking the test is small and the effect of each pupil is considerable. In addition, half of the pupils taking the test had special educational needs. The work seen during the inspection indicates that standards in the current Year 2 and Year 6 are well below average and pupils do not make sufficient progress. Improvement since the last inspection is unsatisfactory and provision for the subject remains a serious weakness.

48. Standards in speaking and listening are well below average across the school. Pupils lack confidence in talking aloud and many do not understand the rules of conversation. Not enough attention is paid to improving speaking and listening skills in many lessons. Standards in reading are well below average across the school. In the younger class, not enough emphasis is placed on developing early reading skills so that pupils consistently practise their sound-symbol relationships on a regular daily basis. Records show that pupils have made too little progress over time in their reading skills. Many pupils did not achieve their targets for reading during the past two years. Standards in writing are well below average across the school. This is due to a lack of rigour and urgency in writing lessons. Too little extended writing was seen in the sample of pupils' work.

49. The quality of teaching seen during the inspection was satisfactory overall. Lessons were well planned and the range of work offered was varied and appropriate to pupils' needs. New teachers demonstrated a good grasp of the needs of pupils and presented lessons that engaged pupils' interest. This had a positive effect on the progress they made. However, the effect of teaching over time is unsatisfactory, and consequently, pupils' achievement is unsatisfactory. Expectations of what pupils can achieve has been too low and there has been too little monitoring of how well each pupil is doing. Because the marking of work has not been rigorous enough, pupils are unclear about how they can improve. Pupils with special educational needs are well supported in English lessons and benefit from the close links and help from teaching assistants who work

hard to ensure success. This helps these pupils to achieve well in relation to their difficulties.

50. Leadership and management of the subject are unsatisfactory. There has been too little time allocated to the monitoring of lessons and of standards. Data from standardised tests has not been sufficiently analysed to identify areas of weakness, and the drive to raise standards has not been sufficiently rigorous.

51. The good new library facility is a strength of the provision. It is new since the last inspection and is being used well by many pupils. It is beginning to have a positive effect on standards in reading and in developing pupils' research skills.

Language and literacy across the curriculum

52. The use of pupils' language and literacy skills across the curriculum is poor. There are examples in past work of pupils writing historical accounts in history, writing up their science experiments and describing the aspect they are studying in geography. However, there is not enough extended writing and the work is not well enough marked to improve standards and help pupils to move forward.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Recent changes in staff mean that the majority of teaching in Years 5 and 6 is now good and pupils are making good progress in their learning.
- Good use is made of support staff to support pupils' learning.
- Pupils with special educational needs make good progress.
- Work is not always well matched to pupils' individual needs.
- There is insufficient analysis of performance data to review patterns and take effective action to raise standards.

Commentary

53. Standards in the 2004 national tests at the end of Year 2 were very low, both compared nationally and to similar schools. Standards were well below the national average at the end of Year 6, but average when compared to this group of pupils' attainment at the end of Year 2. As year groups are small, caution should be taken in interpreting a single year's test results. Inspection evidence indicates that standards are below average at the end of Years 2 and 6, but that pupils make better progress overall in Years 3 to 6 than they do in Years 1 and 2. Pupils' achievement is unsatisfactory in Years 1 and 2, but satisfactory in Years 3 to 6.

54. Teaching and learning are satisfactory in Years 5 and 6 but unsatisfactory in Years 1 and 2, because pupils do not make sufficient progress during their time in this key stage. Good use is made of teaching assistants to support pupils' learning, and this has a

positive effect on their achievement. In Years 3 to 6, pupils with special educational needs have well-focused individual education plans, which include targets for improvement in mathematics. Both teachers and teaching assistants use this information to help pupils with special educational needs learn at an appropriate level. As a result of good support, pupils with special educational needs make good progress in relation to their prior attainment and provision for these pupils is good.

55. A weakness of teaching at both key stages is the use of assessment information to adjust planning sufficiently to ensure pupils have tasks that are well matched to their individual needs. Most lessons are planned to teach the same concepts to all pupils in a year group, regardless of the ability range. As a result, some more able pupils are not sufficiently challenged, whilst less able pupils struggle to understand what they have to do. However, the recently appointed teacher in Years 5 and 6 has done a thorough analysis of pupils' attainment and is in the process of readjusting planning to ensure that pupils have work that is well suited to their needs. She makes good use of the teaching assistant to support the less able, while she concentrates on raising the attainment of the average and more able pupils. In the lesson observed during the inspection, the tasks given to pupils were very well matched to their needs.

56. The leadership and management of the subject are satisfactory and steps have been taken, especially in Years 3 to 6, to improve provision. There is a good scheme of work and resources for the subject have been increased. The co-ordinator has monitored the quality of teaching and learning and this has led to some improvements to the way in which the subject is planned. Good work has been done in improving assessment procedures and there are now effective tracking procedures to measure pupils' progress. The teacher in Years 5 and 6 is making good use of the information to set pupils targets for improvement. However, insufficient analysis is made of national test results to detect patterns in pupils' performance, so that individual and group targets can be set to improve pupils' learning. Improvement since the last inspection is satisfactory.

Mathematics across the curriculum

57. As pupils' competence in mathematics is below average, this limits its use to support their work in other subjects. However, some effective use is made by pupils of their data handling skills in science to produce tables, graphs and charts. They use measurements appropriately in design and technology and art and design. Younger pupils in the juniors use their knowledge of capacity when measuring out amounts in science, for example. Overall, pupils' use of mathematics across the curriculum is unsatisfactory

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Teaching is unsatisfactory in Years 1 and 2.
- Pupils have positive attitudes towards the subject.
- Pupils' presentation and recording of work are unsatisfactory.
- The encouragement and engagement of pupils in learning in Years 3 to 6 are good.
- The leadership and management of the subject are unsatisfactory.

Commentary

58. Standards in the 2004 national tests were well below the national average at the end of Year 6 and well below average when compared to this group of pupils' attainment at the end of Year 2. As year groups are small, caution should be taken in interpreting a single year's test results. Teacher assessments at the end of Year 2 indicate that standards were very low. Inspection evidence indicates that standards are well below average at the end of Year 2 and below average at the end of Year 6. Pupils' achievement in Years 1 and 2 is unsatisfactory, but is just satisfactory in Years 3 to 6.
59. Although the teaching of science is satisfactory overall, the impact of teaching over time in Years 1 and 2 is unsatisfactory. Pupils at this stage are making insufficient progress in their learning, even though they come from a low base initially. Insufficient care is taken to ensure that pupils' work is correctly presented and standards of writing are poor. In addition, work is not sufficiently well matched to the needs of individual pupils, with pupils of all abilities undertaking similar tasks. Teaching and learning are satisfactory in Years 3 to 6 and occasionally good. Pupils generally have positive attitudes towards the subject and enjoy their science lessons. They investigate practical problems with enthusiasm and take part in lively discussions about what they observe. This has a positive effect on their personal development. Again, teachers do not take sufficient pains to ensure that the presentation of pupils' work reflects the need for precision and accuracy. Marking is too general and does not regularly inform pupils what they need to do to improve their work. Occasionally, patently incorrect results are marked as correct. In the lessons seen, teaching was effective and pupils made good progress in their learning. In Years 3 and 4, pupils are developing a satisfactory understanding of materials and their properties and can tell the difference between solids and liquids. In the lesson observed, pupils made good progress and their achievement was good.
60. Leadership and management of the subject are unsatisfactory. Unsatisfactory progress has been made in addressing the issues raised by the last inspection, especially in Years 1 and 2. Standards are not yet high enough, although pupils in Years 3 to 6 are now beginning to make better progress. Systems for assessment, although now in place, have not been used effectively to analyse trends in pupils' performance or to ensure that weaknesses are addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- The teaching of the subject over time is unsatisfactory.
- There are insufficient up-to-date resources for the effective teaching of the subject.
- Pupils have positive attitudes to the subject and enjoy using computers in their learning.
- Assessment information is not used effectively enough.

Commentary

61. As time on the inspection was limited, it was only possible to assess pupils' work in Years 3 to 6. Standards by the end of Year 6 are below average and pupils' achievement is unsatisfactory. The impact of teaching over time is unsatisfactory, as pupils are making insufficient progress in their acquisition of skills, knowledge and understanding as they move through the school. All too frequently, pupils are given the same task, even though some pupils do not have sufficient skills to tackle it. This results in frustration and a lack of progress. In the lesson seen, teaching was good and pupils made good progress, but evidence from the sampling of pupils' work shows that this good progress is very recent.
62. The school does not have sufficient up-to-date equipment for the teaching of the subject. Computers are old and cannot run the most recent software. Only a few pupils can use computers at a time, which means that the reinforcing of skills is very limited. Good use is made by some teachers of video projectors to demonstrate techniques and this has a positive effect on pupils' understanding. However, other teachers need further training in the use of this equipment for it to be fully effective throughout the school.
63. Pupils are very keen to learn about ICT and have positive attitudes towards the subject. However, there is a big discrepancy in the skills of pupils who have computers at home and those who do not. The school has not taken steps to adjust this situation to ensure that disadvantaged pupils are given additional time on computers to increase their skill levels. In the lesson seen, there was very good encouragement of pupils and all were engaged effectively in their work. This had a positive effect on the progress they made.
64. The leadership and management of the subject are unsatisfactory. ICT was identified as a weakness during the last inspection and unsatisfactory progress has been made in raising standards and improving provision since then. Although assessment systems are in the process of being implemented, insufficient use is made of the information gathered to adjust teachers' planning or to set targets for improvement.

Information and communication technology across the curriculum

65. The use of ICT to support pupils' learning in other subjects is unsatisfactory. Although some programs are used to reinforce pupils' numeracy skills, the lack of sufficient computers means that access is severely restricted. Opportunities are missed to develop pupils' writing skills in English, history and religious education. Very little use is made of ICT in science and there is no evidence that pupils have had the opportunity to use remote data capture equipment, for example. What text processing was seen in the sample of pupils' work was of poor quality and indicated a lack of adequate ICT skills, both on the part of teachers and pupils.

HUMANITIES

History

66. It is not possible to make a judgement about the quality of provision in history as it was not being taught during the inspection. A scrutiny of the planning documents shows that pupils experience a broad and relevant range of topics. History is effectively planned to meet the needs of the pupils and to ensure enrichment through a range of local historical visits.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Expectations of what pupils can achieve are not always high enough.
- Good practical approaches to geography help to keep pupils focused and ensure that they enjoy lessons.
- The local environment is used well to develop pupils' knowledge and understanding and geographical skills.

Commentary

67. Standards in geography are below those expected of pupils in Year 2 and Year 6, but their achievement is satisfactory overall. In Years 3 and 4, learning is good. Pupils learn best when teaching focuses on practical activities that help to keep them interested and on task. Standards are not as high as they were at the time of the last inspection. This is mainly due to the fact that many pupils have poor writing skills.

68. Teaching and learning are satisfactory overall. The local environment is used well by teachers to enhance pupils' understanding and promote their knowledge of geographical issues. The practical approach to learning and the use of an area that pupils know ensure that pupils maintain their interest and use their observation skills well to respond to the questions about the environment. Sometimes, expectations of what pupils can achieve are not high enough, and teachers do not always make use of appropriate geographical vocabulary to extend pupils' skills. At these times, pupils become restless

and behaviour deteriorates. Their capacity to complete their work is consequently reduced and their achievement then dips.

69. The geography co-ordinator has recently left the school, but documentation indicates that recent management has been good and planning has developed well. The subject is now in a state of maintenance until a new co-ordinator is appointed.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Teaching is good in Years 3 to 6.
- The leadership and management of the subject are effective.

Commentary

70. Pupils reach standards in Years 2 and 6 that are broadly in line with the expectations of the locally agreed syllabus. Their achievement is satisfactory through the school. The good balance across the school between the studies of Christianity, Judaism and Sikhism helps pupils to build steadily on their previous knowledge. It enables them to compare similarities and differences in major world religions. Overall, religious education helps to develop tolerance and knowledge of other cultural differences well. As a consequence, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

71. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers have good subject knowledge, which they use effectively to extend pupils' knowledge and understanding of religion. Pupils' learning in Years 3 to 6 is good and they are currently making good progress in their acquisition of knowledge, understanding and skills. Pupils are encouraged to express their views and this also has a positive effect on the development of their social and moral skills. Younger pupils discuss why certain people are special to them and give reasons why these people should be treated with love and care. Pupils' studies into Sikhism are also developing their understanding of world cultures well.

72. Religious education was identified as a weakness during the last inspection. Since then the co-ordinator has revised the school policy and scheme of work. Greater emphasis has been placed on the subject and as a consequence improvement since the last inspection is good. The leadership and management of the subject are good. Staff confidence and subject knowledge has improved and so have resources for learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

73. Art and design was not a focus of the inspection and it not possible to make a judgment about provision in the subject. However, from the sampling of pupils' work, standards appear to be broadly average throughout the school.

Design and technology

74. Design and technology was not a focus of the inspection and it not possible to make a judgment about provision in the subject. However, from the sampling of pupils' work, standards appear to be broadly average throughout the school. Pupils' skills in making objects seem to be stronger than in designing them.

Music

75. Music was not a focus of the inspection and only one lesson was observed. Consequently, no judgement is being made about standards or provision. However, it is evident from the lesson seen, and from discussions held, that the curriculum for music is at least satisfactory with some good features. A good, planned programme of activities is in place and there are many extra-curricular musical experiences for pupils to enjoy. In the lesson observed in Years 3 and 4, teaching and learning were good and the pupils achieved well. They were able to use percussion instruments to compose their own piece of music, using different layers of sound. Several pupils are learning to play an instrument and many join in with concerts in the community. It is evident that music contributes significantly to pupils' social and cultural awareness.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are now making good progress in their learning in Years 3 to 6.
- A good improvement in accommodation is having a positive effect on pupils' standards of achievement.
- Standards in gymnastics are good at the end of Year 2.
- Standards in games are below average at the end of Year 6.

Commentary

76. The school has only recently obtained a hall. The lack of a hall in the past has had a detrimental effect on pupils' standards of achievement, particularly in Years 3 to 6. However, older pupils are now beginning to make good progress in their learning. This is also due to good teaching in Years 5 and 6, where a recently appointed teacher has good subject knowledge, which she is applying effectively to train pupils in basic physical skills.

77. Standards in Year 2 are above average. This year group are especially good at gymnastics and games, although these good standards are not reflected elsewhere in the school. Teaching is satisfactory overall and pupils' progress is also satisfactory. They generally enter Year 1 with reasonable physical skills and consolidate these as they move through the key stage. However, the pace of lessons sometimes slows due to insecure behaviour management and learning time is lost. Good use is made of teaching assistants to support the youngest children and, as a result, they derive great benefit from their lessons with older pupils. Standards in games are below average at the end of Year 6. Pupils find it difficult to pass, bounce and catch balls in pairs. They

have only a rudimentary understanding of tactics or team play. Some have poorly developed social skills, which inhibit their ability to work with others effectively. They are still finding the new hall a novelty and do not know how to use the space to its best advantage when playing simple ball games.

78. The leadership of the subject has just passed to a new member of staff, but evidence suggests that the leadership of the subject has been satisfactory. Good progress has been made in addressing the key issues raised by the last inspection, especially in the provision of the new school hall. The school has identified the need to improve staff expertise and subject knowledge in its action plan and training is due to start shortly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Provision in personal, social and health education and citizenship is **satisfactory**. Although only one lesson was seen, planning indicates that requirements for this subject are fully met. A comprehensive programme of sex education is taught in Years 5 and 6, and pupils are made aware of issues relating to drugs education and citizenship. The recent introduction of a school council is helping pupils to understand the responsibilities of citizenship and is enabling them to begin to have some autonomy over their school lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
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).