

INSPECTION REPORT

TROON COMMUNITY PRIMARY SCHOOL

Troon

Camborne

LEA area: Cornwall

Unique reference number: 111844

Headteacher: Mr D Ratcliffe

Lead inspector: Mr L Lewin

Dates of inspection: 13 - 15 September 2004

Inspection number: 268145

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	144
School address:	New Road Troon Camborne Cornwall
Postcode:	TR14 9ED
Telephone number:	01209 714289
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend P Douglass
Date of previous inspection:	September 2000

CHARACTERISTICS OF THE SCHOOL

Troon Community Primary School is in Troon village, which is a few miles outside the town of Camborne in south west Cornwall. There are 115 pupils on roll with a further 29 children attending part-time in the nursery and reception classes. The roll has declined from a peak of 173 in 1999 due to changes in the local population. At 24 per cent, the proportion of pupils with special educational needs is above the current national average (17.5 per cent). The proportion of pupils with statements of special educational needs, at 3 per cent is below the national average (5.9 per cent). Twenty-seven per cent of pupils are known to be eligible for free school meals, which is above the national average (17.9 per cent). No pupils in the school speak English as an additional language and all of the pupils in the school are from white U.K. heritage backgrounds. There is severe social deprivation in this part of Cornwall with a high level of unemployment compared to other areas nationally. The school is part of the Camborne and Redruth Education Action Zone. Attainment on entry is generally well below average, particularly in oracy, literacy and numeracy. The school is accredited as part of the national 'Healthy Schools' scheme and also achieved Investor in People status in 2002. The school has experience much turmoil in staffing in recent years with five different headteachers since 2000 and many changes in the teaching staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Science Information and communication technology Music Physical education
11437	Mr A Anderson	Lay inspector	
3855	Mr D Langton	Team inspector	English Geography History Religious education
31862	Mrs J Coop	Team inspector	Foundation Stage Mathematics Art and design Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school. It is improving and good leadership by the headteacher is helping the school to move forward at an increasing pace. Although standards of pupils' work are still too low in some subjects, sound teaching is enabling pupils to achieve satisfactorily overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership for the staff.
- Pupils attain below average standards in English and science by the end of Year 2 and in religious education across the school. Standards in mathematics are well below average throughout the school.
- Higher attaining pupils are not sufficiently extended by the work provided in Years 1 to 5.
- Teaching is good in the Foundation Stage and very good in Year 6.
- Very good provision in the Foundation Stage helps children make a good start to school.
- Pupils show good attitudes to school and generally behave well.
- The school has established good links with the parents, community and other schools.
- The school enriches its curriculum well through a good range of extra activities.
- Governors' systems for monitoring the school's performance are not rigorous enough.
- Systems for assessing pupils' progress are underdeveloped.
- Attendance and punctuality remain unsatisfactory.

Since its last inspection in October 2002, the school has improved at a satisfactory rate. Standards have improved overall, but in mathematics and religious education standards remain below average. Good work has been done to improve teachers' planning. Slight improvement has been made with attendance, but this remains an ongoing issue for the school. The headteacher and staff have worked hard together over the last year to implement a wide range of initiatives that now leave the school well placed to accelerate its progress in the future. The school has come through a phase of staff turbulence and frequent changes in the leadership. The current headteacher has now established greater stability in the school. Staff morale is good and there is a good commitment and capacity to ensure further improvement.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E indicates pupils performing in the lowest five per cent nationally.*

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

Overall, the achievement of pupils across the school is **satisfactory**. When they start school most children show attainment that is well below average. They achieve well and are on course to attain below average attainment in all of the areas of learning by the end of the Foundation Stage. Standards reached by Year 2 pupils are below average in reading, writing and science and well below average in mathematics. Year 6 national test results have been improving in line with the national trend. The table above shows that results for 2003 were too low in English and

mathematics but better in science. Early indications from 2004 tests show pupils reaching average standards in English and science, but well below average standards in mathematics. These results are confirmed by inspection evidence. While pupils' achievement in Years 2 and 6 is satisfactory overall, in mathematics it is weak. Overall, pupils make adequate progress from a low starting point when they begin school, except in mathematics. In religious education, standards are below the expected levels across the school, while in information and communication technology (ICT) pupils now attain average standards. Pupils reach the expected levels in art and design and design and technology across the school. Not enough evidence was collected to enable standards to be judged in any other subjects. Pupils with special educational needs usually progress as well as other pupils although their achievement in mathematics is unsatisfactory.

Overall, provision for developing pupils' spiritual, moral, social and cultural development is **satisfactory**. However, while provision for pupils' moral and social development is good, provision for raising their spiritual and cultural awareness is unsatisfactory. Pupils show good behaviour and develop positive attitudes towards school. Attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education throughout the school is **satisfactory**. Teaching and learning are **satisfactory**. Teaching is good in the Foundation Stage and very good in Year 6. Higher attaining pupils are not sufficiently challenged by the work provided in Years 1 to 5. Pupils' progress in learning in mathematics has been unsatisfactory over the last year and the school has rightly identified the need to improve teaching in this subject across the school. Staff form good relationships with the pupils. Assessment procedures are underdeveloped. Marking of pupils' work does not help them understand how to improve.

Curriculum provision is satisfactory overall and very good in the Foundation Stage. Provision for ensuring pupils are adequately cared for, guided and supported is satisfactory overall. The partnership established with the parents and the community is good.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory** overall. The leadership by the headteacher and assistant headteacher is good. Governors carry out their roles satisfactorily and ensure all statutory requirements are met. However, their procedures for monitoring the quality of the school's performance are not sufficiently well structured to ensure they have a clear view of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussions with parents and their responses to the pre-inspection questionnaires issued show that the vast majority believe that the school and its staff are doing a good job. The pupils' pre-inspection questionnaire and discussions with them show that nearly all of them like their school and the staff that work with them.

IMPROVEMENTS NEEDED

- Improve standards in English and science by the end of Year 2 and in mathematics and religious education across the school.
- Improve the provision for extending higher attaining pupils in Years 1 to 5.
- Fully develop systems for assessing pupils' progress in all subjects.
- Provide structured systems to aid governors in monitoring the work of the school.
- Continue to work with parents and seek further assistance from outside agencies to improve pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall the achievement of the pupils is satisfactory. However, their achievement is uneven across the school and between different subjects. Despite the low level performance registered in national tests in recent years, there are now clear signs, particularly from current inspection evidence, that standards are improving overall.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage and in English and science in Year 6.
- Pupils' achievement is unsatisfactory and they attain below average standards in English and science by the end of Year 2 and in religious education across the school. Mathematics standards are well below average throughout the school.
- Generally, higher attaining pupils are not sufficiently challenged by the work they are given.
- A good range of initiatives has been implemented to ensure standards improve in the future.

Commentary

1. The attainment of children on entry to school varies from year to year. It is mainly well below average, but occasionally very low. The cohort that started school this year shows well below average attainment. Due to good teaching, they are achieving well and are on course to improve their performance to attain below average attainment in all of the areas of learning by the end of the Foundation Stage.

Standards achieved by Year 2 pupils

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

Standards in:	School results	National results
Reading	14.3 (11.4)	15.7 (15.8)
Writing	13.4 (11.2)	14.6 (14.4)
Mathematics	16.1 (13.0)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

2. Standards have varied over recent years, but have mainly been well below average and often very low. The number of pupils in cohorts is usually low and so some variation in standards is to be expected. Nevertheless the following conclusions can be drawn:
 - Results from 2000-02 show standards being mainly well below average.
 - 2003 results, when compared to all other schools nationally, show improvement, with below average standards in mathematics and well below average standards in reading and writing.
 - 2003 results, when compared to other ¹similar schools, show a stronger picture still, with average standards in mathematics and below average standards in reading and writing.
 - 2004 tests ²indicate that results have fallen back and are well below average – although this cohort showed particularly weak attainment on entry to school. Also, 50 per cent of the cohort have special educational needs and three pupils have complex needs.

¹ Schools banded according to the proportion of pupils known to be eligible for free school meals.

² No national comparative data yet released at the time of writing this report.

Inspection findings

3. Although very early in the academic year, observations of lessons and pupils' work confirm that standards are slowly improving in reading and writing, with this year's cohort on track to reach at least below average standards by the end of the year. However, there is slippage in mathematics standards, with work observed being at a well below average standard. Pupils are on course to attain at least below average levels in science. There is some inaccuracy of teachers' assessment of the work – placing last year's cohort at a well below average standard, whereas inspection observation indicates the work was below average. Much of the work seen in science is approaching an average level but standards are depressed in this subject because not enough work is covered to give pupils the necessary skills, knowledge and understanding.

Standards achieved by Year 6 pupils

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

Standards in:	School results	National results
English	24.7 (23.5)	26.8 (27.0)
mathematics	24.7 (23.2)	26.8 (26.7)
science	28.8 (26.4)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

- As at Year 2 results have varied in recent years.
- Results are improving overall in line with the national trend of improvement.
- 2003 results when compared to other schools nationally were average in science, but well below average in mathematics and English.
- 2003 results when compared to other ³similar schools put pupils at a well above average level in science and below average in English and mathematics.
- Indications for the 2004 tests show that pupils are likely to achieve average results in English and science, but well below average results in mathematics.
- Good progress has been made in 2004 in improving English results with the school exceeding the targets set for pupils. Mathematics results are slightly below the target set.

Inspection findings

4. Observations confirm the picture of the 2004 test results. While this shows a continuing picture of improvement in English and science, it also shows that mathematics standards are in decline. Achievement in English and science is good overall by Year 6, but unsatisfactory in mathematics. Evidence of pupils' recent work in Year 6, shows all groups of pupils, including those with special educational needs, are now making very good progress, including in mathematics, as a result of very good teaching. However, in mathematics, this very good teaching has not had time to affect overall standards attained, as pupils have too many significant gaps in their learning.
5. Overall, the picture for the whole school is one of improving standards in English and science, but deteriorating standards in mathematics. The rate of improvement is slowed, in Years 1 to 5, because higher attaining pupils are not sufficiently challenged by the work they do. Also in these year groups, in mathematics, improvement is hampered by the lack of progress made by lower attaining pupils and those with special educational needs. Too often these pupils are given work that does not sufficiently challenge them at the right level. Although test results

³ For Year 6 pupils similar schools comparison relates to how well this cohort performed when they were in Year 2.

indicate that girls perform better than boys, no evidence was noted during the inspection of any differences in performance.

6. The school has made good progress in improving pupils' handwriting skills. The great majority of pupils learn to write neatly and presentation of work is often good. However, staff have correctly identified the need to improve widespread weaknesses in pupils' speaking skills – where a lack of vocabulary and an inability to use standard English often impedes pupils' progress and, in particular, holds up the pupils' development of good writing skills. Activities are now planned to boost these skills. A particular weakness in mathematics is the lack of experience pupils have to develop their knowledge through practical investigations.
7. Across the school, pupils attain levels in ICT that match those expected nationally. The newly equipped ICT suite and confident staff skills give a good momentum to improving the quality and breadth of work carried out in this subject. The school now rightly identifies the need to extend the use of ICT into other subjects to a greater extent.
8. Pupils attain below average standards in religious education across the school. The quality of written work is at a low level in many instances and there are too few lessons in some classes for sufficient coverage of the locally agreed syllabus.
9. In art and design and design and technology, samples of work seen indicate pupils reach the expected levels throughout the school. In all other subjects, insufficient evidence was gathered to make judgements about standards.
10. During his year in post, the headteacher has worked hard with the staff to put an impressive range of initiatives in place to increase the rate of improvement in standards. This includes a rigorous approach to improving lesson planning, assessment systems and procedures to monitor work across the school. In particular, using support from the local education authority and support from the school's new numeracy co-ordinator, plans are well set to drive up standards in mathematics. Signs from pupils' work this term and lesson observations during the inspection show these initiatives to be working and that that through improved teaching, standards are improving. The strong commitment and enthusiasm of the staff along with clear action plans mean that the school is now well placed to continue the improvement at an increasingly rapid pace.
11. Pupils with special educational needs, and those with more complex learning needs, are supported in lessons by hard working teaching assistants. This support ensures that the pupils generally make the same progress as their classmates, and overall are achieving satisfactorily in relation to their capabilities. However, these pupils do not make the progress they are capable of in mathematics because work they are given is often too difficult for them and in this subject their achievement is unsatisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, as is their personal development. The provision for pupils' moral and social development is good, but for their spiritual and multi-cultural development it is unsatisfactory. Pupils' attendance and punctuality at the school are unsatisfactory. There have been slight improvements in pupils' attitudes, behaviour and attendance since the last inspection.

Main strengths and weaknesses

- Most pupils exhibit positive attitudes towards school.
- Pupils are well behaved around the school and in the playground.
- Pupils' form good relationship with adults.
- Attendance is unsatisfactory.

Commentary

12. Most pupils behave well in lessons and around the school, and generally work well together in pairs and small groups during practical projects. In the very good lessons seen, pupils were particularly enthusiastic towards their learning. Very occasionally, a minority of pupils show unsatisfactory behaviour and this is usually associated with periods where they find it hard to sustain concentration or the work lacks interest for them. Pupils play well together at break-times and they demonstrate good relationships with teaching and support staff. Staff use their good relationships with pupils well as a basis for encouraging good behaviour. They ensure that all pupils understand the parameters set for good behaviour and are persistent in ensuring that the code of behaviour set is followed. As a result, behaviour is seldom an issue and pupils develop a very positive approach towards learning. Pupils with special educational needs, and particularly those with more complex needs, are welcomed into the school and other pupils have very caring attitudes towards them.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	144	2	0

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

13. There have been a small number of fixed term exclusions from the school over the past year. All procedures connected with the exclusions have been handled properly and the school keeps the best interests of the pupils concerned at the forefront of all decisions made, and handles the situations with great sensitivity.
14. Discussions with pupils show they are very happy at school and feel safe and secure. They feel that the behaviour of most pupils in the school is good, but acknowledge that there are a few who occasionally do not behave properly. Parents and pupils say that any difficulties with behaviour are sorted out quickly and effectively by members of staff. Pupils are encouraged to take on responsibility. For example, older pupils work responsibly as house captains, tidy up the library, run the tuck shop and man the school office over the lunch time period. Pupils are given opportunities to comment on how the school could be improved. Staff listen to these views and act on them where possible; for example, with a wider range of play equipment being introduced in the playground.
15. The good moral development of pupils is enhanced by the clear expectations set by staff. Staff ensure pupils have a clear understanding of right and wrong. Pupils often collaborate and work together in school and during school trips. Social skills are improved by the residential visits in which older pupils participate during the year. Elements of spirituality were lacking in some of the assemblies observed and also in subjects of the curriculum such as music, art and history. Generally, the school does not place enough emphasis on developing pupils' awareness in this area. The school's use of the environment to study the local culture is good, but there are not enough opportunities for pupils to learn about the richness and diversity of other cultures and traditions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.7

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

16. Despite a recent small improvement, the overall attendance of pupils at the school is unsatisfactory and is below the national average. Some pupils are late and a few parents do not ensure that their children attend school regularly and promptly. The school monitors attendance and encourages punctuality, but recognises that there is further scope for developing strategies to make improvement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Satisfactory teaching, curriculum provision, care and guidance and good links with the parents and the community result in pupils receiving sound learning opportunities.

Teaching and learning

Teaching and learning are satisfactory and have improved since last inspection.

Main strengths and weaknesses

- Teaching is good in the Foundation Stage and very good in Year 6.
- Good teaching is seen in ICT lessons.
- Higher attaining pupils are not sufficiently challenged by the work provided in Years 1 to 5.
- Weaknesses in the teaching of mathematics have led to pupils in Years 1 to 5 not progressing well enough with their learning.
- Assessment procedures are under-developed.
- Marking of pupils' work does not help them understand how to improve.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10 (32 %)	11 (36 %)	9 (29 %)	0	1 (3%)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. As the number of lessons seen in this inspection is relatively low, care is needed in interpreting the above table. All of the very good teaching occurred in Year 6 and the Foundation Stage. Also, six of the good lessons were in the Foundation Stage. The balance of lessons seen in Years 1 to 5 was mainly satisfactory. Indications from samples of work for these year groups also point towards satisfactory teaching provision. Therefore the quality of teaching and learning is judged satisfactory overall.
18. Strong teaching provision in the Foundation Stage helps children to learn at a good and sometimes very good pace. Staff know the children well and cater for them sensitively. They use this knowledge very well to provide activities that match the children's needs precisely. Staff have a strongly intuitive sense of what works best for particular children and use a wide range of interesting resources to keep individuals interested. For example, the use of a 'Squawking' toucan glove puppet in a phonics lesson kept all individuals thoroughly engrossed and keen to learn more. Teaching runs at a good pace. Work is monitored very effectively so

that once children show success in an area, they are rapidly moved onto the next step in their learning.

19. Teaching by the assistant headteacher in Year 6 also provides a very good model for other teachers in the school. She has established a strong rapport with all of the pupils who, as a result, are keen to learn. Her lessons provide interesting and exacting tasks that cater precisely for pupils of all attainment levels. She supplies explanations in a very succinct and clear way so that all pupils know exactly what to do and get on with their work without wasting any time. As a result of this approach, pupils are enthusiastic and learn quickly. For example, in an ICT lesson the teacher made very effective use of the interactive whiteboard to focus pupils on the task and show them how to proceed. The very clear presentation and use of resources enabled pupils to rapidly to understand a fairly complex scientific concept.
20. In Years 1 to 5 over the last year, teachers have not been providing activities that extend higher attaining pupils enough. Too often a worksheet activity has been given to a whole class, providing little scope for extending pupils of different abilities. There has been a tendency for excessive use of worksheets and, occasionally, this has led to the unnecessary repetition of work; for example, with the same work sheet used in different year groups. This problem is especially prevalent in mathematics, where, in one class, pupils of all abilities completed the same worksheet and then repeated this several days later. At other times, exercises concentrate too much on only one method of calculation. The school has recently upgraded its planning systems so this does not happen. Although still early in the school year, there are signs that improved planning and a strong lead from the new numeracy co-ordinator are making a positive impact upon improving teaching across the school and eradicating these problems. For example, teachers now plan more precisely, have higher expectations of groups and individuals and are better at ensuring work matches precisely with the needs of all pupils.
21. Pupils with special educational needs usually receive help in lessons. The support staff are diligent and sensitive in their manner, and always ensure that the pupils understand what they need to do. However, occasionally pupils become over reliant on this help and do not have enough chances to learn to work independently. Occasionally, the targets on pupils' individual education plans are not specific enough.
22. In all of the best lessons seen, enjoyment in learning was apparent. For example, in a good Year 1/2 ICT lesson the teacher's 'conversation' with the floor robot and its subsequent lack of response to her verbal instructions caused much amusement for pupils. As a result, a sense of fun shared between the teacher, teaching assistant and pupils pervaded the whole of the lesson in which the teacher also demonstrated a confident approach towards using ICT.
23. The headteacher has worked hard with staff across the year to set in place systems to assess and record pupils' attainment in English and mathematics. Clearly the work done has raised teachers' awareness and information is used well to help plan groups within classes. However, the use of assessment information is still at an early stage of development. Teachers do not yet use the information rigorously enough to monitor the progress of pupils and set and review targets. Additionally, the school has yet to develop whole school systems for assessing pupils' attainment and progress in all other subjects.
24. Samples of the work done by pupils over the last academic year show that marking has been mainly superficial – usually based on ticks and brief comments, although occasionally pieces have been left unmarked. The marking did not give pupils much indication as to how they are progressing or what they need to do to improve their work. The school has rightly identified this area as a focus for improvement and has put measures in place to address this problem over the current year.

The curriculum

The curriculum is satisfactory overall and is well enriched by the extra activities provided. It has improved since the previous inspection. The accommodation is good; learning resources and staffing levels are satisfactory.

Main Strengths and weaknesses

- Provision for after-school clubs and activities is very good.
- There is a wide range of planned visits and visitors to the school to enhance pupils' learning.
- The Foundation Stage curriculum is very good.
- Too little time is given to teaching religious education.
- Provision for ICT has improved.
- Activities provided through current curriculum planning do not always sufficiently extend higher attaining pupils.

Commentary

25. Overall, the school provides a broad and balanced curriculum, with the exception that too little time is given for the teaching of religious education. The headteacher is leading curriculum development well, and ensuring that planning in all subjects is improved and brought up-to-date. The curriculum provision for the Foundation Stage is very interesting and varied. It provides children with a very good mixture of activities for them to either work on their own, or to work supported by an adult. Resources are used very well to make learning interesting, relevant and enjoyable.
26. Overall, the provision for pupils with special educational needs is satisfactory, although they do not always have enough opportunity to learn to work independently. Their needs are identified early and the part time special educational needs co-ordinator undertakes further assessments to identify if there are any specific literacy difficulties. Pupils with more complex needs are fully included into the life of the school and participate in all activities due to the dedication of their individual teaching assistants and the care taken by the headteacher to ensure that these pupils are valued members of the school community. Overall, the school makes every effort to ensure all groups of pupils including those with special educational needs participate in all activities on offer. However, in many lessons, planning does not sufficiently cater for the needs of higher attaining pupils and occasionally mathematics work is too difficult for lower attaining pupils and those with special educational needs.
27. The curriculum is well enhanced by the good provision of a programme of visits and visitors to the school and by the very good range of after-school clubs made available to pupils, which are enjoyed and very well attended. During the inspection almost 75 per cent of pupils in Years 1-6 attended a variety of clubs such as origami, soccer, recorders, computers and dance. Such provision, especially for the younger pupils, is much better than in most other schools of this size. Artists, poets and scientists lead good quality workshops for pupils. Also, regular visits and visitors to the school support pupils' learning well. One innovative aspect of the curriculum is the 'Sense of Place' project that uses local expertise to develop pupils' knowledge and understanding of their local environment.
28. There are good arrangements for the transfer of pupils to the local secondary school. However, the school has rightly identified a need to improve transfer arrangements of Foundation Stage children into Year 1 to ensure that their good progress in learning is fully continued into the Year 1 and 2 classes.
29. For the number of pupils on roll the accommodation is good. The original building has been refurbished and extended, and the school is fortunate to have large classrooms, changing rooms and a new hall. Since the previous inspection a second computer suite has been added and equipment has been recently upgraded. This has done much to promote pupils'

learning in ICT across the school. Resources are satisfactory overall, good for ICT, with identified needs for improvement in geography and music.

Care, guidance and support

Provision for ensuring care, welfare, health and safety is satisfactory. The support and guidance of pupils is also satisfactory. Procedures for child protection and welfare are good. The school has sound provision for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Teachers and teaching assistants have a good knowledge of pupils' pastoral needs.
- Although good first aid assistance is given for minor accidents, medical records are not sufficiently well maintained.
- Good links are maintained with outside agencies to support pupils with special educational needs.

Commentary

30. Child protection systems are effective and all staff are fully aware of and vigilant about observing the procedures in this area. Relevant staff training in child protection matters has also taken place.
31. Teachers and teaching assistants know the pupils well and provide good quality welfare and pastoral support to individual pupils. The school acknowledges pupils' achievement well through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. There are effective systems to record achievements so that staff can track pupils' personal development. The school makes full use of its 'house system' to promote social development and team spirit.
32. The school operates a good first aid system for treating minor accidents although it is not clear from the records whether parents are informed of all accidental head injuries to pupils. Medical files are kept on all pupils and relevant staff are made aware of any particular allergies or disabilities. However, although accidents are logged when they occur, the current recording systems do not at present keep records of each and every example of medical administration.
33. There is a close relationship with outside agencies to support pupils with special educational needs, and the school is quick to act upon any advice they receive. As a result, pupils with more complex needs are well cared for, guided and supported, so that they can benefit from all that the school offers.

Partnership with parents, other schools and the community

The school's provision in this area is good and has improved since the last inspection.

Main strengths and weaknesses

- The majority of parents and pupils like the school.
- The school is improving the quality and frequency of the information it provides for parents.
- The school uses the community and other schools well to support the curriculum.

Commentary

34. The pre-inspection questionnaires, along with views expressed at the pre-inspection meeting show that the great majority of parents have a high regard for the school. A small minority of parents feel that the school does not always keep them well informed. However, inspection evidence does not support this view with the provision of information to parents judged to be satisfactory. For example, in response to a questionnaire that it issued, the school has increased the number of parent consultations that it offers over the year. Also, the headteacher makes himself available to parents at the start and end of each day in the playground. In addition, special parenting courses have been organised to show parents how they can help their children at home and there have also been courses on ICT, literacy and numeracy. Many of these courses have been well attended and much appreciated by those parents who were able to join in. Pupils' written reports to parents provide a satisfactory level of information, but they lack any targets to show how pupils can improve in the future.

35. The school has good links with the community and regular field trips are made to study the local and wider environment. For example, one group made a recent visit to a local tin mine and the assistant headteacher is planning to take a group of Year 6 pupils on a residential visit to Devon. Good use is made of the links with local churches and a church minister regularly takes school assemblies.
36. The school has good and growing links with the secondary school to which most pupils will eventually transfer at the end of Year 6. Both Year 5 and Year 6 pupils pay occasional visits to the secondary school for 'taster' lessons and Year 6 pupils start a project in their final year, which is then completed when they transfer to their new school. The school has good links with the Education Action Zone and has received much useful support for boosting extra activities to enrich the curriculum and to help provide more hours of support from teaching assistants. This partnership is set to provide further strong assistance for the school in the future.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are satisfactory. The leadership of the headteacher and assistant headteacher is good. Governance of the school is satisfactory and governors ensure all statutory requirements are met.

Main strengths and weaknesses

- The headteacher leads the school well and has achieved much during his year in post.
- The assistant headteacher provides strong support for the headteacher and her colleagues.
- The governors lack clear procedures to help them monitor the school's performance more rigorously.

Commentary

37. In his relatively short time in post the headteacher has led the staff well in implementing a range of initiatives to help improve the quality of provision and standards achieved by pupils. In particular he has led the staff in:
 - Reviewing, revising and upgrading the current curriculum planning systems.
 - Introducing systems for monitoring teaching and learning and the curriculum.
 - Reviewing school policies.
 - Introducing new assessment procedures to track pupils' progress.
 - Reviewing and improving provision for pupils with special educational needs.
 - Producing new aims and targets to raise standards.
 - Improving systems for liaising with parents.
38. In addition, the headteacher has improved systems for regularly reviewing how well staff perform and has improved systems to help the governors work together efficiently. All of the new systems are now 'bedding in' and beginning to make an impact upon accelerating the rate of school improvement.
39. The headteacher has managed the school out of a period of staff turbulence that included five changes in the leadership and significant turnover of the staff. He has worked through much of the year without an assistant headteacher, taken on much of the special educational needs co-ordination and full responsibility for co-ordinating literacy and ICT. He has taken on the full management of the school's budget and this term operated the administration systems in the absence of the school secretary. He has established good relationships with the staff, parents and governors. The drive and tenacity of the current headteacher, supported very effectively by the assistant headteacher, means that the school now has much greater stability. Teaching and the curriculum provision have improved and observations of this inspection show increased momentum in the rate of improving standards and pupils' achievement overall. Through sensitive leadership, the headteacher has created an atmosphere in which all staff

work together as a highly committed and enthusiastic team. This has re-energised the school and given it a strong capacity for moving forward. Although it is still relatively early in establishing this new staff team, roles and responsibilities have been taken on with enthusiasm and carried out conscientiously. The school's good leadership, overall good achievement by the pupils and sound teaching mean it now offers satisfactory value for money.

40. The headteacher has established a clear vision for the school's future direction, which although rightly focused on driving up standards further in English and mathematics, looks to broaden and enrich pupils' opportunities across the curriculum. All of this vision is clearly encompassed in the school's clear and detailed school improvement plan.
41. The assistant headteacher, who has recently returned from maternity leave, provides strong support for the headteacher and her colleagues. Through her own high quality teaching she provides a very good role model for the staff, and in her planning and preparation she shows very good organisational skills.
42. Many of the governors have a close involvement with the school and visit on a regular basis. They are suitably involved in the main decision making processes and have a reasonably clear view of how well the school is doing. However, there are no systems in place to help them gain a clear overview of the school's strengths and weaknesses; for example, there is no organised structure to indicate when they will monitor lessons or what the focus of their visits will be.
43. The headteacher has managed the school's budget well over the last year and ensured that the best use is made of all allocated funding. Although the current carry forward in the budget is above average, much of the extra funding is already 'earmarked' for projects in the near future.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	371,785
Total expenditure	391,565
Expenditure per pupil (based on 144 pupils on roll)	2,719

Balances (£)	
Balance from previous year	48,392
Balance carried forward to the next	28,612

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the nursery and reception class, as found at the last inspection, is **very good** overall. Teaching is consistently good and often very good. All staff work very effectively as a team and the provision is well led and managed. The curriculum is very varied and includes a very good mix of independent and adult led activities. These features, coupled with very good use of resources to make learning interesting and relevant, ensure that the children are happy and settled, make good progress and achieve well overall. Children enter the nursery with well below average skills especially in speaking and listening, personal and social development and their knowledge and understanding of the world. By the time they start in Year 1, most will not have attained the expected levels in all areas of learning. All staff know the children very well, and are consistently encouraging and extending the children's learning. Teachers are adept at identifying children who may have special educational needs and seek advice accordingly.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal and social development is **very good**.

Main strengths and weaknesses

- Children are provided with very good opportunities to develop their cooperation.
- Staff are very supportive, so that children are rapidly gaining in confidence.

Commentary

45. Children start in the nursery with very limited personal and social skills. Very good teaching based on high expectations, sensitive support and a very clear routine, foster children's skills, and nurtures their social and emotional development very effectively. As a result, children rapidly develop their confidence so that with help they soon choose their own snack time, and learn to share their toys with their new friends. This very good approach is continued in the reception class where the high quality of the relationships between staff and children and varied and interesting activities that encourage sharing, ensures that children develop a strong rapport with the staff and each other. As a result, children are eager to learn and discover things for themselves, with more able children taking responsibility for helping the teacher or their younger friends. Snack times are happy social occasions and are used particularly well to encourage polite manners and caring attitudes. Most children will not quite reach the expected goals in this area of learning by the time they leave the reception class, but they make very good progress.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Staff are skilled at enriching children's understanding and use of language.
- Early reading and writing skills are promoted well.
- Children's immature speech limits the progress they make.

Commentary

46. The quality of teaching and learning is good. During all activities, staff are skilful at fostering children's spoken language skills. Looking in a *Woodland Treasure basket*, for example, children are encouraged to describe what they see and feel. Staff successfully extend children's vocabulary and encourages them to use simple sentences. They are very patient when children struggle to communicate. They share books with the children and read stories so well that children's imaginations are captured and they become more interested in books. Opportunities for children to write are incorporated into many activities, and puppets such as the 'Squawking Toucan' introduce the children to the sounds letters make. However, despite making good progress and achieving well, very many children have limited listening skills and have very immature speech. Many struggle with their pronunciation, and this impacts on the overall progress they make. As a result, children will not attain the expected goals by the time they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff make good use of other areas of learning to promote mathematical development.

Commentary

47. Teachers make effective use of the many activities they plan to promote the children's understanding of number, shape and measure. Teaching is consistently good and staff are particularly effective at linking learning in mathematics to other activities. A strength is the way that staff provide a very varied range of practical activities and interesting games to support learning. As a result, children are enthusiastic about mathematics and delight in discovering new facts or skills, such as nursery children learning about different sizes in the *Three Bears' House*, or reception children working out the number of biscuits needed for a party in *Percy's Woodland Cottage*. Games and puzzles fascinate the children, and because staff join children in their play, no opportunities are lost to extend learning. As a result of this purposeful learning environment, children achieve well, though most will not attain the expected goals by the time they leave the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- A wealth of stimulating learning activities introduces children to the world around them.
- Teachers make very good use of themes to support learning.

Commentary

48. Teaching is very good and as a result children are very curious and interested in everything that is presented to them. Consequently, they concentrate for long periods of time. This is a significant aid to learning. Children delight in learning about their world by observing, handling and discussing a variety of objects. Nests and shells fascinate the children, and visitors such as a mum with her baby, or the *Big Bear* encourage learning. Taking magnets for a walk along a trail, effectively introduces early science skills, whilst celebrating festivals help the children to appreciate special people and events in their lives. This makes a significant contribution to children's spiritual, social, and cultural development. Adults use very good questioning skills to

extend children's vocabulary and to encourage them to think about their world, so that one child whose first response to a question was 'baby bird' was encouraged to explain that the 'mummy gets worms'. Children make very good progress and achieve very well in this area of learning because they have many extremely interesting opportunities to experience a wide and meaningful range of activities linked to specific themes. However, because they start with very limited experiences, most will not quite attain the expected goals by the time they start in Year 1.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Good use is made of the hall to develop children's physical skills.
- Restricted access to a secure outside area affects learning.

Commentary

49. The quality of teaching is good so that children in both settings make good progress and achieve well. Staff make good use of the hall and make the best use of the school playground and small garden near the school to support learning. However, this has to be carefully planned, because children do not have safe and secure access to toilets for example, and this makes it difficult to use the outside garden areas for an extended period of time. Despite these restrictions, staff ensure that children have plenty of opportunities to move around large spaces, and to learn to control large wheeled toys, and to climb and balance. Children are encouraged to take turns and work together, and this successfully helps foster children's personal and social development. Staff teach children sensitively, so that they quickly gain control of small scissors for cutting, or crayons for drawing. However, despite this good quality support most children will not quite attain the expected goals when they leave the reception class.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's creativity is very effectively nurtured in class activities.
- Limited access to a secure outside area limits the scope for imaginative play to be developed.

Commentary

50. The indoor environment is very effectively used to develop children's creative skills. In both class areas, children use their imagination well when playing. Boys are particularly enthusiastic about playing in the Woodland cottage and diligently 'chop wood' and act in 'bear roles'. Staff are assigned roles to support learning in these areas and often 'set up a scenario' to extend children's creative play. This very good approach not only fosters children's creative development, but also very effectively enriches and extends language and mathematical skills. As a result, children learn rapidly. Children enjoy painting, model making, singing and playing simple instruments in more formal group activities and play along enthusiastically to the music, although their limited concentration span restricts the progress they make. Teaching is good and often very good, so that children make good progress and achieve well. However, most children will not attain the expected goals when they start in Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards have improved significantly by the end of Year 6.
- Standards of speaking are below average across the school.
- Higher attaining pupils are not always sufficiently challenged.
- The subject is well led and managed.
- Teaching is very good in Year 6.
- Pupils show good attitudes towards the subject and take pride in their handwriting and presentation of written work.
- The use of literacy across the curriculum is underdeveloped.
- Marking does not always give pupils a clear picture of how well they are doing or what they have to do to improve.

Commentary

51. Although Year 2 pupils are on course to attain below average standards by the end of the year, in the main, their achievement is satisfactory. Achievement of pupils in Years 3 to 5 is satisfactory, but good in Year 6 where they look set to attain average standards by the end of the year. This marks good overall improvement since they were tested in Year 2. Achievement is satisfactory even where standards are below average because pupils make good progress overall in relation to their prior attainment.
52. Across the school pupils with special educational needs are achieving as well as their classmates. Too few pupils achieve the higher level 3 and level 5 as insufficient provision is made for pupils with higher abilities.
53. Pupils' generally show sound listening skills throughout the school, but standards of speaking are well below average and improving too slowly. The school is aware of this and plans to develop speaking more directly. In Years 1 and 2, pupils do not gain enough breadth of vocabulary and many of them do not understand the use of vowels and consonants. Year 6, pupils have difficulty expressing themselves, use a very restricted vocabulary and display an inability to use standard English.
54. Pupils show below average skills in reading at Year 2. Good use of guided reading group sessions is helping to develop their comprehension skills. Year 2 pupils gain a solid basic understanding of how to build up sounds in words that they read and use picture clues appropriately to identify words. The more able pupils use punctuation marks well to read with correct expression. As they move through the school, pupils achieve well in reading, reaching average standards by Year 6. They discuss books easily showing good awareness of the plot and characters and predict outcomes confidently.
55. Year 2 pupils' writing skills are below average. Much of their work does not convey meaning clearly and the use of expressive vocabulary is limited. The overuse of worksheets – with the same worksheet given to all groups – means that work is not always adapted to challenge pupils at a level that precisely suits their needs. This is particularly the case for higher attaining pupils. Pupils are on course to reach average levels in their writing in Year 6. They show a sound approach to producing writing in different styles, for example writing formal letters, autobiographies and newspaper style reports. Pupils show appropriate imagination in story writing. However, there is too little writing across the curriculum. Standards of spelling are below average across the school, but pupils' handwriting is a strength. The school has

recently introduced a new, cursive handwriting style that is of benefit to all. Pupils now take more care with their writing, using line guides and show pride in the presentation of their work and consequently standards have improved.

56. The teaching and learning of English are satisfactory overall. In Year 6, teaching is very good. In all other year groups it is satisfactory. Teachers follow the literacy hour strategy well, learning objectives are made clear to pupils, and most lessons finish with appropriate plenary sessions, which are used to reinforce learning. The pace of lessons varies and teachers do not always plan sufficiently for the needs of pupils of different ability, especially the higher attainers, who are often insufficiently challenged. Teachers manage pupils well, and pupils listen well. Most marking of books does not show pupils how to improve their work.
57. Leadership and management of the subject are good. The headteacher has taken responsibility for the subject in a caretaker capacity, and has introduced new initiatives that are helping to take the subject forward. For example, thorough assessment procedures for reading and writing have been introduced, though teachers do not always make the best use of data for future planning and target setting. Effective systems have been instigated to monitor the quality of work across the school and the information gained is used to help target improvements in teaching and learning. Resources have been upgraded to a good level and teaching time is now carefully planned to cover spelling, handwriting and reading. Pupils are beginning to use their ICT skills to word-process their work, but insufficient use is made of classroom computers for this purpose. The school is fortunate to have a library, though more use could be made of this to develop pupils' skills. Pupils have some difficulty in accessing information as there is no subject labelling on shelves to supplement the Dewey system in use. There are currently too few reference books, and these are packed too closely on too many shelves. The overall improvement in the subject since the previous inspection is satisfactory, and the capacity for future improvement is good.

Language and literacy across the curriculum

58. There is too little written work in subjects such as history, geography and religious education and not enough emphasis is currently placed upon developing pupils speaking skills in other subjects. Some good practice with pairing pupils to discuss points at regular intervals during lessons was seen, but such strategies are not used on a consistent basis across the school. Insufficient opportunities are planned to develop pupils' writing skills through extended writing tasks. The school is aware of this and the new curriculum planning documents provide specifically for planned opportunities to develop literacy and speaking across other areas of the curriculum.

MATHEMATICS

The provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Activities have been too teacher directed in the past so that pupils lack confidence to tackle problems independently.
- Until recently, teachers used a very limited variety of teaching strategies to support learning.
- The system for tracking and monitoring pupils' progress is satisfactory, but not yet used consistently to plan work matched to pupils' abilities.
- The marking of pupils' work does not help pupils to improve.

Commentary

59. Standards have declined since the last inspection and pupils' level of achievement is unsatisfactory. By the end of Year 2, and Year 6, standards are well below national

expectations. Too many pupils do not reach expected standards, and few more able pupils attain the higher levels. In particular, pupils with special educational needs struggle with very basic skills and make limited progress. Most of the older pupils, have a limited grasp of basic computational skills, and are slow to work out basic calculations in their minds. In the past too little work has been undertaken in problem solving, shape and measure, so that these aspects of learning are particularly weak.

60. Although still early in the academic year, evidence of the work pupils have done this term shows that, in Year 6, all groups of pupils, including those with special educational needs, have made very good progress in lessons. This is due to much improved teaching by the new co-ordinator, and good quality support from the teaching assistant. However, this has not had time to affect overall standards attained, as pupils have too many significant gaps in their learning.
61. Based on the work that pupils did over the last academic year, the quality of teaching and learning is unsatisfactory. Over time, in all year groups, teachers have too closely directed pupils' work. Marking has not shown pupils how they can improve, and activities have not been challenging or well matched to pupils' level of ability. In addition, there have been too few opportunities for pupils to develop investigative skills, as most work is in the form of sheets of exercises that emphasise one method of calculation. In one class pupils have often completed the same exercises, regardless of their ability, and then repeated the same exercises some days later. This is poor teaching. As a result, pupils of all abilities have had very few opportunities to improve their understanding of mathematical techniques. Consequently, many pupils find it difficult to complete mathematical questions that involve analysing and understanding problems expressed in words. However, due to improved planning and a strong lead shown by the new numeracy co-ordinator, improvements are clearly underway. Impact of initiatives was clear to see in inspection lesson observations with teaching and learning being satisfactory in Years 1 to 5 and very good in Year 6. Pupils state that they are enjoying mathematics more now because they are encouraged to work together, and there are more opportunities than previously to learn through interesting practical activities and games. However, in some year groups, the pace of lessons is still too slow. Lesson ends are often rushed and do not usefully consolidate pupils' understanding or involve pupils in reflecting on what they have learned. In addition, less able pupils remain too reliant on support.
62. The leadership and management of the subject are now satisfactory. The recently appointed co-ordinator is a very good role model, and in a short time has worked hard to initiate improvements. Whilst there is still a need to ensure that pupils' work is matched closely to their ability, and work is marked in a constructive and supportive manner, the school is now in a better position to effect further improvement.

Mathematics across the curriculum

63. There is an unsatisfactory range of opportunities for pupils to use and apply their mathematical skills in other subjects. As a result, pupils do not recognise how they can use mathematics as a tool to make learning more meaningful in other subjects. However, due to the efforts of the co-ordinator, these opportunities are now being planned and developed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have improved in recent times but remain below average in Year 2.
- Pupils generally learn well through carrying out practical investigations.
- Marking of work does not show pupils how they can improve.

Commentary

64. By the end of Year 2, teachers' assessment in 2004 indicated that pupils were reaching well below average standards. However, samples of the work seen indicate that teachers' assessment is overly harsh and that in the main, pupils attain standards that are below average and they achieve satisfactorily. Pupils reach average standards in some aspects of their work. For example, pupils gain a sound basic knowledge of how simple electrical circuits work and learn how to sort materials by their properties. However, the standard attained by pupils is depressed because not enough in-depth coverage is given to work across the different areas of the science curriculum. Achievement of pupils is satisfactory in Years 3 to 5, but they progress and achieve well in Year 6 due to very good teaching. Recent national tests results for Year 6 are improving, with pupils reaching average standards, and this is confirmed by observations of their work during the inspection. For example, they gain a sound knowledge and understanding of animal and plant life cycles, know how some of the organs in the human body function and learn how switches operate within electrical circuits. Overall, although still too low in Year 2, standards have improved since the previous inspection.
65. Across the school teaching is satisfactory overall. The evidence of work sampling, in particular in Years 1 and 2, points towards satisfactory teaching, particularly in the light of the gaps in coverage noted in the pupils' work. However teaching in the lessons seen was good with good teaching assistant provision in the Year 2/3 class helping the teacher to cover a good amount of work with the pupils, and lively presentation by the Year 1/2 class teacher promoting an enthusiastic response from the pupils. Although satisfactory overall for pupils in Years 3 to 5, very good teaching was noted in Year 6, with especially good choice of and use of resources to aid pupils' learning. In the Year 6 lesson seen, pupils worked in the computer suite. Very clear explanations helped them to become fully engrossed in a project to run a simulation that helped them understand the way in which the earth and the moon orbit around the sun. They were able to alter the parameters of the simulation and in this way rapidly gained a full understanding of this area of work.
66. Generally, across the school, pupils have good practical 'hands on' opportunities to learn about science through investigations. They usually record the results of these carefully in their books. However, in Years 1 to 5 there is not enough emphasis on planning work that extends the higher attaining pupils so that all pupils produce exactly the same work in the tasks set.
67. The co-ordinator manages the subject area satisfactorily, and in particular has worked hard to help the school gain its 'Healthy School' status. The curriculum planning is improving and the co-ordinator has identified rightly the need to develop whole school assessment systems to enable teachers to monitor pupils' attainment and progress more rigorously. The scrutiny of samples of work shows that marking of pupils' work is mainly superficial with very little indication given as to how individuals could improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved at a good rate in recent times.

Main strengths and weaknesses

- Pupils use ICT facilities with enthusiasm.
- Teachers are confident and teach ICT well.
- The ICT curriculum is still too narrow.
- Good management has ensured good improvements to the facilities and overall provision.

Commentary

68. Pupils in Year 2 and Year 6 attain standards that match the nationally expected levels and achieve well overall. Year 2 pupils have a sound knowledge of how to use a computer to present information and how to save and retrieve work in their own folders on the school system. In one lesson, pupils showed a particularly enthusiastic approach towards programming the instructions into a floor robot and gained a solid understanding of how to put together simple sequences of instruction to make it move and turn. Year 6 pupils are beginning to use ICT in a wider context to support their work. They use computers very effectively to learn science facts, and discussions with pupils show that they have confidence in using the equipment and know how to use a range of programs to support topics in mathematics, science and history. They have only very limited experiences in learning about control procedures, handling data or using e-mail. However, the school has recently acquired the necessary software that will enable pupils to cover these areas over the current academic year.
69. Teaching in ICT is good. Teachers show a confident approach and an enthusiasm to make the most of the facilities available to them. Clear explanations and good use of equipment ensure that pupils are fully involved and develop a positive attitude to using ICT in their work.
70. The subject is well co-ordinated by the headteacher who has overseen recent good improvements to facilities, with an upgrade to the computer suite and installation of an interactive whiteboard. The current gaps in the ICT curriculum are being filled and systems for assessing pupils' attainment and progress developed.

Information and communication technology across the curriculum

71. Currently pupils make appropriate use of ICT to support their learning in English and mathematics. Good use has also been made by some pupils in researching information for example in science and history. However, overall, the co-ordinator has rightly recognised the need to develop a more consistent approach to developing greater use of ICT across the curriculum.

HUMANITIES

72. No geography lessons, and only one history lesson were seen during the inspection. Not enough evidence was collected to enable judgements to be made about provision and standards in these subjects.
73. There is a good awareness of **history** round the school, with some high-quality displays on Victorians in Year 6 and World War 2 in Year 4/5. Teachers make good use of timelines, and this helps pupils to develop a sense of sequencing and chronology. In the one lesson seen, in Year 6, teaching was very good, and pupils made good use of high quality resources to work independently researching information on life as a Victorian child. Achievement was good across the class, as the teacher had carefully planned for the needs of pupils of differing ability groups.
74. In **geography**, Year 2 pupils use a large scale map to identify their school and its immediate neighbourhood, plotting a simple route to school. Year 6 pupils learn about the course of a river, from its source to its mouth and in discussion identified terms such as 'estuary' and 'tributary'. They have learned to use coordinates to identify places on a map. They use graphs of data to compare temperature and rainfall in different parts of the world.
75. In both subjects there is insufficient depth of study, and insufficient recorded written work. Too much reliance, especially lower down the school, on the use of worksheets, undemanding exercises, and colouring drawings, is impeding the development of pupils' writing skills. Except in Year 6, there is little evidence of teachers having planned for pupils of differing abilities, and marking is often minimal, with few suggestions as to how pupils may improve their work. There are no formal systems for assessing pupils' work. In both subjects good

use is made of visits to places of interest, such as Truro museum and South Crofty mine, to enhance the pupils' learning. Learning resources for geography are insufficient.

RELIGIOUS EDUCATION (RE)

With only the possibility of viewing one lesson in this subject during the period of the inspection, it is not possible to make an *overall* judgement on provision. Nevertheless, there are *indications* from the samples of pupils' work (mainly from last year), the discussions with the co-ordinator and headteacher and the lack of timetabled lessons for some classes that provision in this subject is unsatisfactory.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are below those expected in the local agreed syllabus and have not improved since the last inspection.
- Leadership and management of the subject are unsatisfactory.
- Insufficient prominence is given to the subject on teachers' timetables.
- Good use is made of local churches to enhance pupils' learning.

Commentary

76. The last two inspections have judged standards in RE as being below the expected levels. Little has been done in the interim period, and pupils' knowledge and understanding at the end of Year 2 and Year 6 still remain below average and their achievement is unsatisfactory. During the inspection week two classes had no RE timetabled, and it was possible to observe only one lesson.
77. Year 6 pupils have visited Troon chapel and Truro cathedral in the course of their learning, but were unsure in discussion of basic terms such as 'pulpit', 'lectern' and 'font'. None could name the first book of the Bible. Pupils in Years 1 and 2 make up their own class rules written in the style of a Torah scroll. Their recorded work consists largely of coloured drawings such as 'My special world', with very little written work. Pupils in Years 4 and 5 make booklet guides for Troon Methodist chapel following a visit there and make comparisons with Truro cathedral. The school makes good use of these visits, and from visitors to the school, such as the local vicar, to improve the level of pupils' learning.
78. In the only lesson available to see – in Year 6 – the teaching was very good. The teacher promoted the development of speaking and listening skills by using good open-ended questions such as ... 'What is a Christian...What is the Bible?' ... challenging pupils to carefully consider their answers before replying in well-composed sentences. She had high expectations of pupils' tasks and conduct, which were met by the pupils, who worked hard to please her. By asking pupils to prepare a dramatised story of the creation, as told in Genesis, for presentation to Year 1 pupils later, she ensured that all pupils learned well. Pupils worked very well together in pairs and small groups and their very good attitudes contributed positively to their learning. Recorded work in other year groups indicates insufficient coverage of the subject, a lack of planning for pupils of differing abilities, uninformative marking, tasks which lack challenge, insufficient written work, and expectations which are too low.
79. Leadership and management of the subject are unsatisfactory. The subject co-ordinator who has been in post for seven years has no clear overview of how the subject is taught in other classes. There are no assessment procedures in place though clear guidelines on levels of attainment are given in the local agreed syllabus. Too little has been done, over a considerable period of time, to raise standards in the subject. Improvement since the last inspection has been unsatisfactory. RE is the only subject for which there is no formalised provision yet, on the otherwise well-prepared new curriculum overview plan. Insufficient prominence is given to the subject throughout the school. Although other religions such as Sikhism, Hinduism are

studied, pupils are insufficiently aware of the values and customs of other cultures to help them take their place satisfactorily as adults in today's multi-cultural society.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. One lesson in art and design, two lessons in design and technology, two lessons in music and one lesson in physical education were seen during the inspection along with some samples of pupils' work. This does not constitute sufficient evidence to enable overall judgements to be made about the overall quality of provision in these subjects.
81. **Art** is enjoyed by the pupils who state that they particularly like working with visiting artists. This is evident in the good quality Angel murals on display. Evidence from other displays, pupils' sketch books, and the one lesson observed, *indicate* that standards are in line with expectations. Good use is made of the local environment to support learning and pupils are encouraged to adopt an individual approach to their work. Sketchbooks are used reasonably well. There have been limited opportunities for pupils to work in three dimensions using a variety of materials such as clay. Pupils' research, design and evaluate their finished products well in **design and technology**, and evidence from pupils' work *indicates* that standards are in line with expectations. Pupils have good ideas and are creative in their designing and planning. Currently, in both subjects all pupils complete the same work, and teachers do not take account of pupils' differing abilities and skills when planning, so that less able pupils struggle to work unaided. The recently appointed co-ordinator for both subjects does not yet have a clear overview of standards in each subject because work is not yet assessed on a regular or whole school basis. However, links with other subjects, such as history, where pupils are currently researching and designing Roman sandals, are now being planned and exploited to make learning more interesting and relevant for pupils.
82. An appropriate range of experiences is planned for pupils in **music**. The singing in assembly was mainly tuneful, but lacked any sense of enthusiasm on the part of the pupils. In one satisfactory lesson for the Year 1/2 class, pupils learned to recognise a range of different sound sources and to focus their listening skills carefully. Inappropriate choice of material for a Year 4/5 class lesson led to pupils losing their concentration and showing some poor behaviour and a resulting poor lesson. The school has rightly recognised the need to upgrade of all of its resources for music, and, in particular, replace many of the worn out tuned and untuned percussion instruments.
83. In the **physical education** lesson seen in Year 6, the teaching was very good and enabled all pupils to have a vigorous work out on the games field and make good progress in developing their catching, throwing and passing skills in tag rugby. Good opportunities are provided for pupils to develop their sports skills in a wide range of after school sporting activities. These sessions are well attended and enjoyed by pupils.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

84. Only one PSHCE lesson was observed during the inspection and not enough evidence was collected to enable a secure overall judgement about provision to be made. Nevertheless, the one lesson seen and discussions with both the staff and pupils *indicate* that pupils' understanding of this area of the curriculum is well promoted. The personal development of Year 6 pupils is well enhanced through the wide range of responsibilities they are given. In other years the 'pupil of the day' is a coveted award. Pupils wear their responsibility badges with pride. The school has 'Healthy School' award status, pupils contribute to a healthy tuck-shop, and fruit is made available daily. There are plans for a school council, but pupils already contribute by making suggestions for the school's development. 'Circle time' is well used across the school and provision such as the 'Pyramid club' helps to raise the self-esteem of pupils. Year 6 pupils have a residential trip to Gunnerslake, and take part in 'Trailblazers', both of which strongly promote social development and healthy living through physical activities such as canoeing and orienteering. A good system is in place to record achievements, with

every pupil having an individual PSHCE folder containing certificates and awards and a personal development sheet recording targets to be achieved. The 'house system' effectively promotes greater social development and team spirit.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	5
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	3
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	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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