

INSPECTION REPORT

FOURLANESEND COMMUNITY PRIMARY SCHOOL

Fourlanesend, Torpoint

LEA area: Cornwall

Unique reference number: 111960

Acting Headteacher: Mr Martin Clark

Lead inspector: Mr Roger Burgess

Dates of inspection: 20th – 22nd June 2005

Inspection number: 274293

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:	4-11
Gender of pupils:	Mixed
Number on roll:	86
School address:	Fourlanesend Cawsand Torpoint Cornwall
Postcode:	PL10 1LR
Telephone number:	01752 822502
Fax number:	01752 823407
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Rebecca Lingard
Date of previous inspection:	24th May 1999

CHARACTERISTICS OF THE SCHOOL

Fourlanesend Community Primary School is situated in a rural location in the south east of Cornwall. It is smaller than most primary schools. Pupils come from a range of social backgrounds. There are 86 pupils on roll, aged from four to 11 years. There are three mixed-age classes for Years 1 to 6 and a separate class for children in the reception year. All pupils come from the local area. There is significant variation in the children's levels of attainment on entry to the school. Overall, it is broadly average. The school operates an admissions policy for children to start school at the beginning of the academic year in which they have their fifth birthday. Most children joining the school have attended pre-school provision. English is the first language of all the pupils. There is some variation in the number of pupils in each year group. The percentage of pupils in receipt of free school meals is below the national average. The percentage of pupils who have special educational needs is above the national average, the majority of whom have learning difficulties or behavioural problems. The percentage of pupils who have a statement of special educational needs is also above average. At the time of the inspection, there was an experienced headteacher serving as acting headteacher on a part-time basis following the departure of the previous headteacher in February 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	Mr Roger Burgess	Lead inspector	English Science Geography History Religious education Special educational needs English as an additional language
9146	Mr Mark Brennan	Lay inspector	
22856	Mrs Kath Campbell	Team inspector	Mathematics Information and communication technology Art and design Design and technology Personal, social and health education Music Physical education The Foundation Stage curriculum

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-8
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9-11
Standards achieved in areas of learning and subjects Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11-16
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16-17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18-28
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

Although this school provides a satisfactory standard of education, it has serious weaknesses. The improvement since the last inspection has been unsatisfactory. The use of assessment is unsatisfactory and this issue was first identified in the report of the inspection conducted in June 1996. There is unsatisfactory achievement by pupils in Years 5 and 6 in mathematics and science. Recent improvements have yet to be secured through the appointment of a permanent headteacher. Despite these serious weaknesses, there are a number of good features including the very good attitudes and behaviour of pupils and the good teaching seen during the inspection. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the acting headteacher.
- The unsatisfactory achievement of pupils in Years 5 and 6 in mathematics and science and as a result standards are below average.
- The unsatisfactory use of assessment to help pupils understand how they can improve and plan future work.
- The very good attitudes and behaviour.
- The good teaching and learning.

Improvement since the last inspection in May 1999 has been unsatisfactory. This inspection, in June 2005, was conducted following a period of considerable difficulty for Fourlanesend Primary that caused significant tension and stress for all connected with the school. Since that time, the very good leadership of the acting headteacher has resulted in significant improvements. These have tackled effectively several of the issues highlighted at the time of the last inspection which had not previously been satisfactorily addressed. This has been possible because of the dedication and commitment of the staff and governors. Improvements have taken place in subject leadership, which is now satisfactory in most subjects and good in English and mathematics. Procedures for assessment are now satisfactory, but its use has still to be developed consistently throughout the school. The governing body are beginning to take a greater role in strategic planning and in monitoring and evaluating the work of the school.

Comments from parents made to the inspection team indicate these recent improvements have been welcomed by parents and parental support for the school remains strong. The strong contributions of the chair and vice-chair together with the leadership of the acting headteacher have been critical in achieving this. Unfortunately, because of circumstances beyond its control, the school has been unable to appoint a permanent headteacher.

STANDARDS ACHIEVED

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

*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.*

The table above shows that, in comparison with similar schools, results were above average in English, well above average in mathematics and below average in science. Results for pupils in Year 2 were average in reading, well below average in writing and well above average in mathematics. In this school, the small numbers sitting tests each year can result in significant differences in standards from year to year.

Achievement is unsatisfactory overall because of significant gaps in knowledge in mathematics and science for pupils in Years 5 and 6. The teacher who was given responsibility for teaching these subjects in February 2005 quickly recognised this and has taken very good action to address these weaknesses. However, she has had insufficient time to cover all the necessary areas. Children in the reception class and in Years 1 to 4 achieve satisfactorily. Pupils with learning difficulties also achieve satisfactorily. Standards in the reception classes are satisfactory in all areas of learning. In Year 2, standards are above average in reading and speaking and listening. In writing, standards are average. They are below average in mathematics and science, because not enough pupils reach higher levels, but achievement is satisfactory because there are more pupils with learning difficulties than in previous years. Standards are average in religious education and geography. They are below average in information and communication technology. In Year 6, standards are above average in English and below average in mathematics and science. They are average in information and communication technology, geography and religious education. No judgement was made on standards in other subjects as too few lessons were seen.

Pupils' personal development is very good. The provision for their moral and social development is very good. The provision for their spiritual and cultural development is good. Attitudes and behaviour are very good. Pupils behave very well in class and have very good attitudes to school. The pupils like coming to school arriving in good time for the start of the school day. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. The good quality of teaching and learning is helping to improve the standards being achieved by pupils. In the best lessons, the pupils know exactly what they are trying to learn because teachers spend time discussing it. The pupils receive clear, direct instructions and well-structured activities that take their needs into account. The teaching of basic skills in literacy and numeracy sessions is mostly good. The curriculum provision is satisfactory, but there are some limitations in the provision for information and communication technology, due to recently ordered equipment not yet being available for Years 1 and 2. Provision for pupils with special educational needs is good. The accommodation and resources are satisfactory overall. The care and support offered to pupils is good, however, they do not receive sufficient guidance as to how they can improve their work. The school has good links with the community and other schools. The school's communications with parents, in response to their concerns, have been impeded by factors beyond the school's control, but efforts are being made to address this and the school retains strong parental support. The parents make a strong contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The acting headteacher's very good leadership has played a key part in improving the school. He works with his staff to raise standards and shares his vision for change with them and the governing body. Governors show a strong commitment to the new developments and they have begun to take an active role in evaluating the work of the school. They give very good support to the school. The recent evaluation and analysis of the school's performance by staff and governors are good and are used well to inform development plans to raise standards. The school meets its statutory requirements in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by parents are generally positive. At the pre-inspection parents' meeting, and during discussions, parents indicated that they were very pleased with recent improvements. The parents support its aims and the values it promotes, however, they expressed concerns over a lack of communication regarding the situation faced by the school in early 2005. Inspectors investigated these concerns thoroughly. They judge that these concerns were understandable, given the circumstances, but concluded that the governors and the acting headteacher provided as much information as they could, in accordance with the professional advice and guidance they had received. Inspectors judge that the quality of the recent information to keep parents informed of developments and events within the school is good. Pupils are proud of their school and find it a friendly place. Inspectors' judgements support this view.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and science by improving the achievement of pupils, particularly in Years 5 and 6, through ensuring full coverage of all aspects of these subjects.
- Improve the use of assessment to ensure pupils understand what they should do to improve and to help plan future learning to effectively meet the needs of all pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of children in the reception year and pupils in Years 1 and 2 is satisfactory. Overall, achievement for pupils in Year 3 to 6 is unsatisfactory. Overall standards of attainment for pupils in Year 3 to 6 are average.

Main strengths and weaknesses

- Pupils do well in English overall.
- Pupil's achievement in Years 5 and 6 is unsatisfactory in mathematics and science.

Commentary

1. Standards seen during the inspection are not as high as those attained in national tests in 2004. The inconsistent coverage of mathematics and science until February 2005 has had an impact on both standards and achievement. There is also a greater number of pupils in the current Year 6 who have special educational needs than has previously been the case. The number of pupils in each age group is small, so the variation of results is more noticeable than in larger schools. However, the standards are now rising in the reception year and Years 1 and 2 and standards in reading, as well as speaking and listening, are above average. Good teaching is resulting in improved standards in writing which are now average. In mathematics, standards are average. In Year 6, the teacher who assumed responsibility for teaching mathematics and science in February 2005 quickly identified significant gaps in the subject knowledge of pupils in Years 5 and 6. A study by inspectors of pupils' work since September 2004 and discussions with pupils confirmed this. Despite the teacher making a concerted effort to address these weaknesses, the time available has been insufficient to completely address these before pupils took national tests in 2005. This will have affected their performance and standards are likely to be below average.

Standards in national tests at the end of Year 2 – average point scores¹ in 2004

Standards in:	School results	National results
Reading	16.0 (14.5)	15.8 (15.7)
Writing	13.6 (11.2)	14.6 (14.6)
Mathematics	17.6 (13.4)	16.2 (16.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.7 (27.7)	26.9 (26.8)
Mathematics	28.0 (24.3)	27.0 (26.8)
Science	28.0 (27.0)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

2. It is not possible to make reliable judgements on trends because of the variation in pupil numbers, from year to year, and the differing numbers and needs of pupils with learning difficulties in each year group. The acting headteacher has been unable to locate assessment information regarding pupils' progress over time.

¹ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

3. Children achieve satisfactorily in the reception class. Assessments of children's learning when they started school in September 2004 show they are at a similar stage of development to most children of their age. By the end of the reception year, most children are likely to attain the levels expected for their age in all areas of learning
4. Overall, standards in English are above average by the end of Year 2. Reading and speaking and listening are above average. Standards are satisfactory in writing, and rising, and, in reading and writing, there is an increasing number of higher-attaining pupils. By Year 6, pupils are fluent and confident readers and have the skills to work out new words. However, pupils have had insufficient opportunities to use these skills to support their work in other subjects. The very good contribution of the subject co-ordinator, to address weaknesses in pupils' written work, has been very effective, and almost one third of pupils are in line to achieve above the levels expected for their age in the recent national tests. The standards seen during the inspection reflect this and are evidence of the good, and often very good, teaching of English for pupils in Years 5 and 6. Pupils with special educational needs have good support in English lessons and this ensures that they achieve well in reading and writing.
5. Standards in mathematics are average in Year 2 and below average by the end of Year 6. Pupils in Year 2 demonstrate an understanding of number that is similar to that expected for their age, but few pupils are likely to attain the higher Level 3 in mathematics. Achievement is satisfactory for pupils in Year 2, but unsatisfactory for pupils in Year 6 because there are significant gaps in their mathematical knowledge resulting from inconsistent coverage of the curriculum before February 2005. Although pupils are competent in manipulating numbers, there are too few chances to develop these skills in other subjects, such as science and design and technology. Although mathematics lessons are organised so that groups of pupils of similar attainment work together, the use of assessment information to set work that meets their needs, and to help them understand what they should do to improve, is unsatisfactory.
6. In science, standards are average for pupils in Year 2, but are below average for pupils in Year 6. The good teaching seen during the inspection is helping to raise standards of achievement and address the weaknesses identified in February 2005. A lack of suitable resources has inhibited practical investigations in science for older pupils, although the school has sought to address this problem, where possible, by borrowing equipment from another local school.
7. For pupils in Year 2 standards are below those expected for their age in information and communication technology. They are similar to those expected for their age in religious education and geography. For pupils in Year 6 standards are similar to those expected for their age in information and communication technology, religious education and geography. Insufficient evidence was seen to make judgements on standards in other subjects. The recent improvements to longer term planning of the curriculum, to ensure adequate coverage, has yet to have its full impact and, as a consequence, the standards of achievement over time are satisfactory, despite the good teaching seen in lessons during the inspection.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory. Pupils' attitudes and behaviour are very good. Personal development, including the provision for pupils' spiritual, moral, social and cultural development, is very good overall.

Main strengths and weaknesses

- The school's strong moral code has a positive influence on pupils' attitudes and behaviour.
- The school promotes relationships very well.
- There are good opportunities to promote pupils' confidence and responsibility.

Commentary

8. The atmosphere in school is calm and productive reflecting, the school's desire to instil a strong moral code through high expectations of behaviour and well-established routines. In the vast majority of lessons, behaviour is good or better and, pupils move around the school sensibly and engage in positive play. The school involves pupils by consulting them on its code of conduct, and this was particularly evident during a personal, social and health education lesson for pupils in Years 3 and 4, which encouraged pupils to re-examine their class rules. The exercise demonstrated that they have a clear appreciation of the difference between right and wrong and how they can adapt their behaviour to the benefit of all. Attitudes are also very good, with pupils demonstrating a high level of enthusiasm during lessons. This is to their credit, given that the weather was particularly warm during the week of the inspection. Responses to the pupils' questionnaire indicate that they think highly of their school, and this positive view was confirmed further during discussions with them. They were particularly complimentary about their friendly teachers and the calm atmosphere in school.
9. Relationships at all levels throughout the school are very good. Pupils have particular respect for their teachers, who listen to their ideas and concerns and provide the necessary support when required. In lessons throughout the school, work is planned to encourage sharing through paired or group work. For example, in an art and design and technology lesson in Years 1 and 2, the way in which the pupils discussed each other's work demonstrated that they have good levels of co-operation and, in a geography lesson, pupils in Years 5 and 6 worked well as a team to come to a corporate view.
10. Having created this positive ethos, Furlanesend Primary builds on it further by giving pupils an opportunity to take on responsibility. Nowhere is this more evident than at lunchtime, where pupils are organised into family groups, with older pupils taking responsibility for the younger ones until they have finished eating. Pupils in Year 5 are also encouraged to help clean up tables and tidy away chairs at the end of lunchtime and they value this role. Although at an early stage of development, the school council is beginning to have a positive influence by promoting responsibility and confidence amongst those who have been elected as councillors.
11. Attendance at 94.13 per cent for the year 2004/05 is satisfactory and is slightly higher than the previous year. Since the arrival of the acting headteacher, improved systems for monitoring attendance have been introduced and this has helped to reduce the time spent following up absences. There have been no exclusions during the last school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.4
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory and improving rapidly. Teaching and learning are good overall. The quality of assessment is unsatisfactory overall, the procedures are satisfactory, but their use has yet to be developed. The curriculum is satisfactory. Provision for pupils with special educational needs is good. The care and support given to pupils is good, however, guidance on how they could improve is unsatisfactory. Links with parents are satisfactory and good with the community and other schools.

TEACHING AND LEARNING

The quality of teaching and learning is good. Assessment is unsatisfactory.

Main strengths and weaknesses

- Relationships are very good and make a positive contribution to learning.
- Teaching and learning are good, with some very good teaching for pupils in Years 5 and 6 and, as a result, their achievement is rising.
- Teachers' knowledge, understanding and confidence in different subjects is improving and contributing to improvements in provision.
- Teachers make insufficient use of assessment when planning lessons.
- There has been insufficient planning for making learning more relevant and interesting through exploiting meaningful links between subjects.
- Classroom assistants make a good contribution to the provision for pupils with learning difficulties and are a valuable part of the teaching team.

Commentary

12. There are many strengths in the teaching, but the main ones are teachers' very good relationships with their pupils, their good subject knowledge, particularly in English and mathematics and their determination to improve. In the very best examples, such as in an English lesson in Years 5 and 6, when pupils were studying a text in connection with the transition programme for their move to secondary school, pupils were taught at a very brisk pace with infectious enthusiasm. As a consequence, pupils are very keen to join in, answering questions and giving suggestions confidently. In these lessons, pupils work at a good rate and learn a great deal. In Years 5 and 6, the very good teaching is addressing well the gaps identified in mathematics and science, which were due to the inconsistent coverage of the curriculum before February 2005.
13. Classroom organisation and preparation for lessons are good, and, in most instances, pupils are managed well. Pupils' personal development is promoted very well. Teachers have high expectations in this area and, as a result, pupils develop good learning habits.
14. Teachers use their good subject knowledge well. Planning is effective in identifying what classroom assistants will do in lessons, and ensuring that the learning needs of pupils with special educational needs are met. Teachers state what it is they expect pupils to learn in the lesson and share this with them at the beginning of the lesson. Teaching is effective because pupils have plenty of time to talk to each other and adults about their work, and have many opportunities for practical, 'hands-on' experiences. For example, in a science lesson in Years 5 and 6, pupils discussed their work as they investigated how to separate solids and liquids. The opportunity for pupils to assess, for themselves, how well they have met the objectives at the end of the lesson is not used regularly and consistently.
15. Homework is used well in a variety of subjects and extends pupils' knowledge as well as providing opportunities to practise reading. Very good habits are established firmly in the reception class, when children take a library book home to share with their family. These habits are continued through the school, with many older pupils reading by themselves a great deal.
16. Satisfactory teaching of basic skills in the reception class sets good foundations for future learning. Teachers tend to follow the National Literacy and Numeracy Strategies, without giving consideration to flexible approaches, and assessing whether they could cover some teaching objectives within other subjects, such as history, geography and science. Following the very recent improvements to hardware and software since February 2005, the school recognises the need to develop teachers' knowledge and expertise in information and communication technology, to identify ways in which skills can be developed and applied throughout the curriculum, and to raise standards of attainment.
17. In most cases, teachers' planning identifies how assistants are to be deployed, and pupils' learning is enhanced as a result. The support given to pupils with behavioural difficulties is

also good and ensures the individual pupils learn effectively and that they do not impede the learning of others.

18. At present, assessment information is not used well enough when planning future learning and when setting targets. The use of assessment is unsatisfactory and this issue was first identified in the report of the inspection conducted in June 1996. Marking is good overall. In the very best examples, pupils are told how they have got on, what they need to do next, and their personal targets for improvement receive comment. In the few instances where marking is less helpful, targets are not referred to and comments are not made as to how to improve. Assessment information could be used more effectively to ensure provision is appropriate for the full range of abilities; in particular for higher-attaining pupils.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	14	5	0	0	0

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

The curriculum

The quality of the curriculum is satisfactory. Opportunities for enrichment are good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Until recently, curricular development has been unsatisfactory, however, recent innovations since February 2005 have ensured better breadth and depth of coverage.
- The range of extra-curricular opportunities is good for a school of this size.
- Pupils have good opportunities to participate in sports and the arts.
- Provision for pupils with special educational needs is good.
- Resources have improved significantly and are now satisfactory.

Commentary

19. The current curriculum is adequately broad and balanced. Sex education and drugs awareness form part of the science curriculum. Religious education complies with the requirements of the local Agreed Syllabus. Curricular provision is enhanced by good quality extra-curricular opportunities, ranging from tag rugby to choir.
20. Until February 2005, the school had not moved forward far enough with its curriculum development. In many instances, time had stood still and there was no cohesive approach towards curriculum planning or delivery. The acting headteacher has been instrumental in curriculum development. Swift progress in recent months and innovations, such as a successful ‘Arts Day’, have had a positive impact on provision. Governors are starting to take a more constructive interest in curricular issues. The introduction of a two-year rolling programme of work is beginning to ‘plug the gaps’ in older pupils’ knowledge. A more structured approach towards subjects, such as design and technology, has ensured skills are taught in a more systematic way. However, much of the innovation has come too late for pupils in Year 6. Their lack of breadth and depth of knowledge, particularly in mathematics and science, has meant that many pupils do not achieve standards in line with their ability.
21. Children in the Foundation Stage² receive a satisfactory range of activities that adhere well to the six areas of learning. Although there is no formal programme of work for personal, social and health education, the school regards the personal development of pupils highly. It has a strong focus on healthy eating and received a Healthy Schools’ award in 2002. Residential trips to venues, such as Duchy College, enhance provision and develop pupils’ social skills well.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

22. There are many good opportunities for pupils to participate in sport and the arts. Strong links with Callington Sports College and good involvement in events, such as football competitions, enhance the physical education curriculum well. Involvement in community events, such as the recent May Day dancing with Millbrook School, and links with local artists, provide good opportunities for pupils to explore the arts.
23. The acting headteacher has brought greater stability and a sense of purpose to a committed team of teachers and support staff. All staff are well qualified to meet the needs of the age they teach and teaching assistants make a positive contribution to pupils' learning.
24. Provision for pupils with special educational needs is good. Pupils' specific needs are closely identified and catered for well through their individual education plans. The plans are shared with both parents and pupils, setting out, clearly and simply, the targets to aim for as the next step in pupils' development. Good progress is made in reaching these targets because of the teachers' careful planning and the deployment of skilled teaching assistants who know exactly what to do to help pupils achieve their targets.
25. Parents and pupils rightly appreciate how the school makes effective use of its unique location. The school building and grounds provide an attractive learning environment. Although sloping playgrounds cause problems, the school copes well and provides interesting areas for pupils to explore and play. Recent additions, such as the school library, have greatly enhanced provision.
26. Many subjects have been under resourced. In the past, pupils in Years 1 and 2 have had little regular access to computers. Science equipment was inadequate and other subjects, such as physical education, did not have sufficient apparatus. Levels of resources have been increased significantly since February 2005. Although further work remains to be done, all subjects now have adequate resources to deliver a full curriculum.

Care, guidance and support

The school cares well for its pupils and has good arrangements for child protection and health and safety. Staff provide pupils with good support. Guidance on how pupils can improve their work is unsatisfactory. The way the school seeks and acts upon pupils' views is satisfactory.

Main strengths and weaknesses

- The good work of the governor responsible for health and safety makes a strong contribution to pupil's safety.
- There is vigilant analysis of accidents.
- The teachers have very good knowledge of their pupils' needs; however, the guidance offered to pupils about how they might improve their work is inconsistent.

Commentary

27. Arrangements for child protection and health and safety are good. Policies and procedures are now in place; the acting headteacher having devoted a good deal of time since his arrival to addressing the many omissions. In this work, he has relied heavily on the support of the health and safety governor who has been a constant source of help. Not only has he attended meetings with the local education authority, to carry out thorough audits of the premises, but, until recently, he did his own visual daily check of the premises to ensure that there were no risks. The acting headteacher has implemented improvements at the earliest opportunity, for example, by removing unsafe items from the playground, sustaining a regular programme of fire alarm testing and fire drills, and improving site security, by installing a new gate, and recruiting two additional lunchtime supervisors to oversee pupils during their lunchtime break. Furthermore, all staff have now been trained in child protection and health and safety, so that they are aware of what to do when they have a concern. The school is also vigilant in analysing accidents and in taking appropriate action to prevent a recurrence.

28. Fourlanesend Primary is a small school where staff know pupils very well. This knowledge is further enhanced by pupils spending two years with the same teacher. As a result, teachers gain considerable knowledge of pupils' capabilities and, thus, what is needed to help them develop in the most appropriate way. The guidance to help pupils understand what they can do to improve their work is, however, inconsistent. In the most part, this is due to the unsatisfactory use of assessment. Induction procedures, as pupils move from reception to Year 1 and from Year 2 to Year 6, are good. In turn, pupils confirm that they feel safe and secure in the school and that their teachers attend very well to their needs. A particular strength is the way staff build trust with pupils, often giving one-to-one support to help them overcome issues of confidence and relationships. The newly formed school council, allows pupils to express their views.

Partnership with parents, other schools and the community

Links with parents are satisfactory. There are good links with both the community and other schools.

Main strengths and weaknesses

- There are close links with other schools and the community.
- There has been a lack of communication with parents in the past.
- The parent-teacher association gives good support to the work of the school.

Commentary

29. Although the views generally expressed by parents, prior to the inspection, were positive, the results of the pre-inspection parents' questionnaire and the correspondence received, clearly indicated that parents were unhappy with the way the school communicates with them. Given the lack of information emanating from the school, during the traumatic events of the last four months, it is understandable that parents should feel aggrieved. However, in reaching a view on this issue the inspection team had to take full account of the legal restrictions under which staff and governors were working and which prevented them issuing detailed information. As a result, the team concluded that the staff and governors, who found themselves in an impossible situation, to which there was no solution, provided as much information as they could. It is a measure of the strength of parental support, together with the work of the governing body and acting headteacher, that the school has continued to function. What is clear is that, since the arrival of the acting headteacher, information to parents has been enhanced, for example, through improved regular newsletters. There is a notice board for parents, and a member of staff is on hand at the start and end of the school day to meet parents at the school gate. Both staff and governors have played a crucial role in talking and listening to parents' concerns. All of this work has been good, but much has still to be done to rebuild the confidence of all parents.
30. During the year, the school has made considerable strides to develop beneficial links with other schools. There are now close links with Callington Sports College which have benefited the delivery of physical education. Work on creating a video and email link with Torpoint Secondary School is in place, and this will help in the work on transition. These are supported with cluster days in art and drama for pupils in Year 6 so that they can meet pupils from other schools before they transfer to Torpoint Secondary. There are close links with Millbrook Primary through the annual May Day Celebration. At the heart of this event is the historic Black Prince Procession, which involves pupils in Morris dancing and brings together not only the two schools but the local community. Staff from the Royal Navy help to carry out make-and-mend work in school, and Plymouth University supports work in science, by inviting the school to attend their science day. The school has also broadened pupils' horizons by taking them and their parents to Twickenham to see England play rugby.
31. There is a small but active parent-teacher association, which is well organised and plays a vital role in building links between the school and parents. The acting headteacher considers

them to be a force for good and through organising social and fundraising events they make an invaluable contribution to the life of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The school governance and management are satisfactory. The leadership of the acting headteacher is very good

Main strengths and weaknesses

- Improvement since the last inspection in addressing identified weaknesses in leadership and management have been unsatisfactory over time, although there has been a very rapid improvement since the appointment of the acting headteacher in February 2005.
- The acting headteacher has a clear vision and gives very good leadership.
- The governing body is very committed and increasingly effective under the committed and dedicated leadership of the chair and vice chair of governors.
- There is good leadership in English.
- Several staff have only recently had the opportunity to develop their management roles.

Commentary

32. From the last inspection in 1999 until 2004, the governing body played a limited role in shaping the vision and direction of the school. Following the appointment of the acting headteacher, in February 2005, the existing members of the governing body have displayed a very high level of commitment to improving the school. They have undertaken monitoring and evaluation of recent initiatives, together with staff, to ensure that the impact on pupils' learning has been positive and beneficial, resulting in clear improvements which parents have commented on favourably. The dedication and commitment of the staff and the governing body in steering the school through a difficult period, under the very good leadership of the acting headteacher, is resulting in rapid and effective improvements to raise standards and the quality of provision.
33. The governing body now forms an effective team and, together with the acting headteacher and staff, has played a leading role in developing a strategic vision for the school. The governing body has clear priorities that are translated into an action plan and is a co-operative and consolidated group that is strongly committed to supporting and helping to guide the work of the school. The governing body is developing a very clear view of the school's strengths and weaknesses, through its recent monitoring and evaluation, in cooperation with the staff, and is addressing these through a very good working partnership.
34. The acting headteacher has made a very clear analysis of the needs of the school and has clear priorities for taking the school forward. He has a clear vision and has established a real sense of purpose. A new plan for the current and future years has been produced with important contributions from all staff and governors. Priorities for development are linked clearly to budgetary considerations, success criteria, and the professional development of staff. The governors and staff have all played a significant role in identifying needs for the whole school, and for individual subject areas, such as in the development of information and communication technology, and improvements to resources, as well as improvements to ensure the curriculum fulfils the needs of the National Curriculum consistently throughout the school. A new management structure is being developed, which is already having a positive effect. The delegation of new responsibilities, and the appointment of team leaders, allow greater flexibility and more time to focus on key issues. The dedicated and committed staff support the acting headteacher in creating a caring environment in which all individuals matter. The acting headteacher, staff and governors demonstrate a clear commitment to school improvement, but recognise that this can only be secured with the appointment of a suitable candidate to the permanent headship of the school and are seeking to achieve this as soon as possible. For the immediate future, they intend to continue to utilise the expertise of

experienced and proven headteachers in an acting capacity to drive forward improvements to the quality of provision and raise standards.

35. The school has recently undertaken a thorough self-evaluation. The subsequent action plan builds on previous development and the issues identified in the last inspection. It is linked to long-term aims to raise standards and improve the profile of the school in the community. There are effective strategies for the tracking of pupils' progress and for data analysis. There has been insufficient time to develop sufficient data to make use of this information effectively. Key areas, such as provision for information and communication technology and science investigative work, have been identified and discussed with staff and governors and appropriate actions implemented, for example, through the ordering of much needed equipment. Performance management strategies have recently been put in place and are being used well.
36. The match of staff to the needs of the curriculum is satisfactory. Several staff have only recently had the opportunity to fulfil their management roles and are at an early stage of developing strategies for monitoring and evaluating the work in their subject areas. All have undertaken joint reviews of their subject areas with governors. Audits have been undertaken for each subject and action plans written which identify the key areas for improvement in each subject. These are contributing effectively to the recent and rapid improvement throughout the school.
37. The governing body ensures that the school obtains the best value for money in its planning and purchases, and has worked assiduously with the local authority in obtaining extra funds and grants. The school manages its budget well, and has clear plans for the raising of further funds to match its priorities.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	325,942
Total expenditure	283,167
Expenditure per pupil	3,331

Balances (£)	
Balance from previous year	20,436
Balance carried forward to the next	63,211

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision for children in the Foundation Stage is **satisfactory** overall, with some good features. Good induction procedures enable children to settle quickly. There has been steady improvement since the previous inspection, with good improvement to resources.
39. Children enter the reception class in the September of the academic year in which they are five, with younger children moving from part-time to full-time attendance in the spring term. At the time of the inspection there were 11 children in the Foundation Stage, most of whom had received pre-school experience.
40. Children's attainment on entry is close to that expected for their age. Achievement is satisfactory and children of all abilities make steady progress, enabling the most to achieve the early learning goals³ by the end of their reception year.
41. The quality of teaching and learning is always at least satisfactory. The generous staffing ratio ensures that children make a good start to their education, because they receive focused, individual attention. Provision for children with special educational needs is good, enabling these children to make as much progress as their classmates. Most children are provided for well and there is good attention to inclusion.
42. The curriculum is satisfactory, providing an appropriate balance of child-initiated and adult supported activities. Occasionally, however, activities do not match the needs of individual children closely enough. More able children, in particular, are not always challenged sufficiently. Although assessment procedures are secure, the information gathered is not used effectively enough to plan the next stages of learning for each child.
43. Leadership and management are satisfactory. The co-ordinator has a sound view of the strengths and weaknesses of the provision. All decisions are reached with the best interests of the children in mind.
44. Provision has improved considerably in recent times, with the introduction of a new wet-play area and a substantial increase in resources. Outdoor play provision has also improved and plans are in hand for further development. Currently, children do not have enough regular access to large play equipment to extend learning opportunities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Relationships are good and adults treat children with care and respect.

Commentary

45. Children enter the school at various stages of development. Through sound teaching, achievement is satisfactory and most children reach the early learning goals. Most children are confident and articulate. Some, however, are self-centred and find difficulty waiting their turn or sharing. Adults provide good role models and children respond positively. Staff know families well and children know that adults and older pupils care about them. During the inspection, older pupils were often seen keeping a careful eye on their younger friends, particularly during the lunch break. Behaviour is good and most children are kind and courteous to each other. Children selected to be members of the school council take their role

³ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

very seriously. Children in the reception class have a strong sense of belonging to a closely knit school community.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff develop children's speaking skills effectively, through good-quality discussion.
- Children do not always listen attentively.
- Reading is taught well.

Commentary

46. Most children enter the school with soundly developed early language and literacy skills. Through satisfactory teaching, children make steady progress and most achieve the early learning goals in this area of learning. Children are well informed and demonstrate a good range of vocabulary when, for example, talking about the names of different kinds of shells. One-to-one input by staff provides effective support, enabling children to develop secure skills. Staff use small group sessions well to develop children's confidence when speaking in front of others. Children do not always listen well and sometimes become restless when they sit for too long awaiting instructions at the beginning of lessons.
47. Reading is taught well. Children develop a love of books right from the start. They are interested in print and most have a wide range of favourite stories. Children gain confidence, independence and self-esteem. Parents make a good contribution to children's reading development and support the school well.
48. There is a well-balanced programme of teaching letter sounds and allowing children to write for themselves. Children progress from making marks to writing their names independently and making recognisable attempts at simple spellings. Some show good awareness of full stops and capital letters. There are good links to other areas of learning. Occasionally, there are missed opportunities to develop the skills of more able children even further, and literacy lessons are sometimes too lengthy for such young children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy mathematics and find activities interesting.
- Worksheet-based activities do not always provide sufficient challenge to meet the needs of individual children.

Commentary

49. Children enter the school with secure mathematical understanding. Teaching and learning are satisfactory, ensuring satisfactory achievement. By the time children move into Year 1, most reach the early learning goals. Children enjoy working with numbers and have a good understanding of mathematical concepts when, for example, choosing materials of different lengths for their lighthouse models. Staff use appropriate counting songs and link activities well to other areas of learning. Many children show a good level of understanding of mathematical language. However, children of all abilities often do the same work at the same level. More able children find the work too easy, as some complete worksheets, using numbers to five or ten, when they are confident with numbers to 30 and beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The local environment is used effectively to enhance learning.
- Activities are linked well to other areas of learning.

Commentary

50. Children enter the school with a secure knowledge and understanding of the world in which they live. Many have good first-hand knowledge of life processes, because of their proximity to the countryside and sea. Through satisfactory teaching, children make steady progress and most achieve the early learning goals. Achievement is satisfactory.
51. Children are fully involved in the school's curricular initiatives, and they value the beauty of the school's unique location. Topics, such as the 'Seashore', are skilfully linked to other areas of learning, such as drawing shells, or reading 'The Lighthouse Keeper's Lunch'. Activities enable children to learn successfully because they are interesting and relevant. Although children have opportunities to experiment and investigate, they do not always make as much progress as they could when tasks do not match their needs or ability.
52. Children have adequate opportunities to develop sound information and communication technology skills, through an appropriate range of programs well matched to their needs. They demonstrate confidence and independence in their computer work. They learn about other religions and cultures, during assemblies and lessons.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Outside areas, although much improved since the previous inspection, still require further work.
- Resources have improved significantly.
- Children enjoy their work because activities are interesting.

Commentary

53. Children's physical development is similar to that of others of this age when they enter the reception class. The quality of teaching and learning is satisfactory, enabling children to achieve satisfactorily and reach the early learning goals. Activities, such as using a giant parachute, or going on a mini-camping trip, capture children's interest and promote sound physical skills development. The school's small hall and sloping playgrounds make physical education difficult to teach. Staff and children compensate well for the lack of hall space. Children show good awareness of space, control and co-ordination. The recent introduction of new resources enables children of all abilities to make greater gains in their learning through good-quality equipment matched to their age. The outdoor play area is also much improved. Further work remains to be done, however, and children do not have regular access to large apparatus and wheeled vehicles that would promote even greater development of physical skills. Children develop secure pencil, paintbrush and scissor control as they write, paint and cut during 'free-choice' activities.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Adults ensure good skills development.

Commentary

54. Children have average creative skills when they enter the reception class. They achieve satisfactorily through sound teaching and reach the early learning goals. Staff successfully provide an interesting range of experiences. Activities are linked well to favourite stories or topics. Whether exploring and experimenting with oil pastels when drawing sea shells or selecting materials for making model lighthouses, children make sound progress because they enjoy the opportunities provided. Staff pay careful attention to skills development, as they teach children to develop increasing control, when using glue spreaders and paintbrushes. Role-play areas provide good imaginative play opportunities and contribute well to the development of language and literacy skills. Displays are lively, interesting and relevant. They give good insight into the creative development of individual children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Good subject leadership has brought about improvement since the last inspection.
- There is insufficient use of opportunities to develop the use of language and literacy skills in subjects other than English.

Commentary

55. In national tests in 2004 the results for pupils in Year 6, in comparison with similar schools, were above average in English, well above average in mathematics, and below average in science. Results for pupils in Year 2 were average in reading, well below average in writing, and well above average in mathematics. In this small school, the small numbers sitting tests each year can result in significant differences between year groups. Standards seen during the inspection differed to these quite significantly, reflecting the inconsistent coverage in science and mathematics for pupils in Years 5 and 6, and the much more consistent and challenging work in English.

56. Standards in English are above average for pupils in Years 2 and 6. In Years 1 and 2, standards in reading are good. Pupils enjoy reading and they are supported well by class teachers, parents and support staff. As a result, they make good progress and achieve well. In Years 3 to 6, standards in reading are good. Most pupils enjoy reading and have welcomed the recent improvements to the library provision in the school. Many pupils use the Internet at home to find information. Standards in speaking and listening are good. Skills are best developed where teachers use probing questioning to elicit longer responses and engage all pupils in question and answer sessions. Pupils listen well and many speak with confidence when encouraged to do so.

57. Standards in writing are satisfactory in Years 1 and 2. Teachers mark pupils' work well and make useful encouraging comments which help to ensure pupils achieve well. Pupils are supported well, individually and in groups, and pupils with special educational needs make

good progress. Writing is good in Years 3 to 6, because there are good opportunities for pupils to write extensively in a variety of contexts; there is often a range of suitable, varied tasks for pupils of different levels of attainment and, in most classes, the marking of pupils' work contains constructive, focused comments that take the learning forwards.

58. The teaching throughout the school is good, and a very good lesson was seen in Years 5 and 6. In the most successful lessons, the teachers challenge the pupils to extend their understanding and literacy skills. The teachers and other adults who work with the pupils are highly committed to helping them make progress in learning to read and write, and provide a very good range of focused support. The pupils with special educational needs and pupils with particular talent in literacy are identified well, and supported very well, enabling them to make very good progress in relation to their prior attainment. The marking of pupils' work stresses the positive gains made and identifies immediate areas for improvement.
59. The subject leader provides good leadership and manages the subject well. She is determined to raise standards. She constantly monitors teaching and learning, by looking at pupils' work and teachers' planning and observing lessons. The careful analysis of results provides good information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths, and to target areas for improvement. As a result, the subject leader has a good understanding of the areas that have improved and those that still need further development. She has started to consider the details for the next stage of improvement and has formulated a good action plan. This has raised standards, for example, in the range and quality of pupils' writing.

Language and literacy across the curriculum

60. The teaching of English is supported well by printed material in classrooms and there is some good display of pupils' work around the school. This includes work linked to other subjects. Writing is combined well with information and communication technology and art in some displays. However, opportunities for writing in a variety of contexts, across the curriculum, are limited and insufficient use is made of exemplars of good practice, either in lessons or in classroom display. The school has appropriately identified the need for improvement in developing literacy skills in other subjects and providing more opportunities for writing across the curriculum.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are not high enough at the end of Year 6. There are large gaps in knowledge which hinder pupils' progress in this year group.
- Pupils find it difficult to think for themselves or apply their mathematical knowledge.
- Insufficient improvement has taken place since the previous inspection, however, there has been rapid improvement since February 2005.
- Assessment procedures are improving, but the use of assessment is unsatisfactory.

Commentary

61. Results of the 2004 national tests indicate that standards at the end of Year 2 were well above average by all comparisons. These results represented a significant improvement on the previous year. Standards, however, fluctuate considerably from year to year because of the small numbers of pupils involved.
62. In 2004, results at the end of Year 6 were well above average and also showed a significant improvement on the previous year. There was no marked difference between the achievement of boys and girls throughout the school.

63. Inspection findings indicate that, whilst most pupils in Year 2 are on course to achieve average standards, only a small proportion will reach higher levels. These findings do not represent a decline in standards, but reflect the fluctuations associated with small schools. There are not as many higher-attaining pupils in this group as there were in the previous year. Although achievement is satisfactory overall at the end of Year 2, problem solving is an area of weakness. Consequently, although pupils in Year 2 move into Year 3 with sound numerical competence, they lack the confidence to apply their knowledge and are not always secure enough to stray from the taught method.
64. Pupils currently in Year 6 demonstrate below average standards. Too few will achieve higher levels. These pupils have gone through a period of considerable turbulence, and it shows. Before February 2005, pupils' skills had not been built up systematically and pupils had little or no knowledge of some aspects of the mathematics curriculum. Although consistently good teaching is now 'plugging the gaps', the improvement has come too late for some pupils in Year 6 who do not achieve the standards of which they are capable. Data handling does not feature strongly enough in provision. This was identified as an area for development at the time of the previous inspection.
65. Before the appointment of an acting headteacher, in the spring term of 2005, the school had not been analysing information from test results, tracking pupils' progress, or assessing pupils' achievement with regularity or precision. Although satisfactory assessment procedures are now in place, the use of assessment is unsatisfactory because individual target setting is not yet firmly established and the school has not kept pace with change.
66. The quality of teaching and learning is good, overall, with stronger teaching in Year 3 to 6. In these classes, teachers make more effective use of their classroom support and use time more efficiently. A study of pupils' previous work clearly identifies gaps in the knowledge of older pupils, but with a very noticeable improvement since February 2005. Teachers now plan more thoroughly and pupils learn more effectively, through a well-balanced range of activities. When good quality support is used purposefully, particularly in group activities, pupils with special educational needs make as much progress as their classmates. Targeted input on identified weaknesses, such as improving multiplication skills, is having some success, although pupils in Year 6 are often held back by their lack of breadth and depth of knowledge. Teachers' expectations are sometimes not high enough. Although there are good individual examples of information and communication technology being used well to support class work, it is not a regular feature of many lessons and does not make a strong enough contribution towards pupils' learning.
67. Leadership and management are satisfactory. Recent improvements have enabled the co-ordinator to carry out his responsibilities more effectively. There is now a clear sense of direction for the subject and a good understanding of strengths and weaknesses. In recent months, lesson observations have been used effectively to highlight areas in most need. The co-ordinator has a more accurate whole-school overview of standards than in the past. Although current resources are adequate, the lack of resources, found at the time of the previous inspection, has only been addressed recently.
68. The school recognises that much work remains to be done. Although very rapid improvement has taken place since February 2005, some issues from the previous inspection have been neglected for over five years and there has been unsatisfactory improvement over time.

Mathematics across the curriculum

69. The school has yet to focus its attention on developing mathematical skills further through other subjects. Although there are many good examples of mathematics being used well in subjects such as geography and science, opportunities tend to happen incidentally, rather than as part of a structured whole-school approach.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils' achievement in Years 5 and 6 is unsatisfactory.
- There are weaknesses in pupils' investigative skills in Years 5 and 6.
- Pupils' attitudes to work are good.

Commentary

70. In 2004, standards at the end of Year 6 were below average which is similar to the results in previous years. There was no marked difference between the achievement of boys and girls throughout the school.
71. Inspection findings indicate that standards in science are average at the end of Year 2. Whilst most of pupils in Year 2 are on course to achieve average standards, only a small proportion will reach higher levels. Standards are below average at the end of Year 6. The small number of pupils in each year group results in wide variations in standards. The achievement of pupils in Years 5 and 6 is unsatisfactory, due to weaknesses in their knowledge of different aspects of science, such as plants and life cycles and forces, together with limited development of their skills in conducting science investigations. The teacher who began teaching these pupils science in February 2005 has recognised this, but has had insufficient time to address all the weaknesses effectively. In other year groups, achievement is good. Pupils on the special educational needs register make good progress in relation to their prior attainment.
72. Pupils in Year 2 are used to talking about their own experiences and observations, and the teacher skilfully leads them to consider the different forces used to make toys move. Pupils carry out investigations of their own and make accurate observations. Pupils understand the basic differences in humans at different stages of development, and know that a balanced diet and exercise is required for a healthy life. They describe their observations and decide whether the outcomes were as they predicted well.
73. In their investigative work, pupils in Year 6 have had limited opportunity to make suitable hypotheses, conduct 'fair tests' and record their findings. This was identified as a weakness in the audit of the subject and the co-ordinator has developed an action plan to remedy this.
74. The quality of teaching and learning is good overall. The use of effective questioning techniques, aimed at pupils of all abilities, complements work which is matched well to the needs of all pupils. Tasks are suitably open-ended to provide challenge to those with higher attainment. Teachers have a thorough knowledge and understanding of what they wish to teach. Learning objectives are clear, and good explanations and discussions lead pupils to a good understanding of the tasks required. Teachers know the pupils very well and have very good relationships with them. Teachers move around the classroom, giving advice and support, as well as praise and feedback to pupils. The use of marking and ongoing assessment to provide pupils with good information about how they can improve has yet to be developed.
75. The co-ordinator leads and manages the subject well. Until recently, she had very limited opportunities to fulfil her role to gain knowledge of provision in science for the older pupils. She has responded very positively to the opportunities provided for her, following the appointment of the acting headteacher in February 2005. Since then, she has conducted an audit of the subject and liaised with the link governor for science. She has also welcomed the input from the science co-ordinator in another local school and has addressed weaknesses identified in the range and quality of resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at the end of Year 2 are below average and achievement is unsatisfactory.
- There has been insufficient progress since the previous inspection.
- The recently purchased 'state of the art' equipment is being used well in starting to remedy problems.

Commentary

76. By the end of Year 6, pupils' information and communication technology skills are average. Overall, their achievement is satisfactory. These pupils demonstrate secure knowledge and understanding. By contrast, pupils in Year 2 display below average skills and their achievement is unsatisfactory. Articulate pupils in Years 1 and 2 have weak recall of past work and state that they rarely use computers. The reasons for this wide variation in provision are complex. Until recently, the most of the information and communication technology equipment was housed in the upper junior classroom. Pupils in Years 5 and 6 were the only ones with regular access to working computers. Pupils in Years 1 and 2 had either no access, or the computers on offer were outdated and ineffective. In addition, all computers were removed from the school, during the spring term of this academic year, and pupils of all ages and abilities suffered as a consequence. Issues from the previous inspection, relating to the development of assessment and the monitoring of provision, were not addressed adequately until the appointment of an acting headteacher in 2005. There has been unsatisfactory improvement in this subject.
77. The current picture is far more positive. The recent acquisition of new equipment, including interactive whiteboards, 'state of the art' computers, digital cameras, wireless technology, an integrated system and broadband facility, is starting to point the school back in the right direction. The equipment ordered for use in Years 1 and 2 has yet to be installed.
78. No judgement has been made on the quality of teaching as no direct teaching was observed.
79. Examination of documentation and discussions indicate that pupils in Year 2, apart from developing word-processing skills, have little experience of using information and communication technology as an integral part of their work. In Years 5 and 6, pupils have wide experience, ranging from using simulation games to creating animations. They use technology well to research information and make presentations to classmates. Although there are some weaknesses in the control and modelling aspect of provision, and there is too little evidence of data handling, most pupils demonstrate confidence and security with the subject.
80. Leadership and management are satisfactory. A new co-ordinator is starting to have a positive impact on provision. He has a clear understanding of the significant weaknesses in provision and has a well-structured plan for future development. Assessment is, however, not yet firmly established. This weakness was identified at the time of the previous inspection and has still to be addressed.

Information and communication technology across the curriculum

81. The school has identified the need to embed information and communication technology into all subjects, ensuring a more structured approach to skills development. Computers do not yet feature strongly enough in the work in some classrooms and opportunities for their use tend to happen incidentally, rather than as part of a planned programme. There are good, isolated examples of pupils consolidating skills well through, for example, word processing, or constructing graphs in their science or geography work, but there is no whole-school approach

towards the development of information and communication technology skills through other subjects.

HUMANITIES

82. It is not possible to make an overall judgement about provision in **history** as no history lessons were seen during the inspection. The work in pupils' books and on display was of good quality. Teachers' planning indicates that all aspects of the curriculum are suitably covered. Pupils have a suitable understanding of the passage of time and appreciate the differences between the past and the present. They talk about the original sources they have used to seek out historical information and how they have benefited from visiting speakers, for example, older members of the community. Older pupils have used computer programs skilfully to find out information and to present their work attractively. Good use is made of visits to historical sites to add interest to the curriculum. Historical resources are supplemented well by loans from the local authority collections and nearby museums.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The subject is now planned more systematically to ensure better continuity and progress in developing pupils' knowledge and skills.
- There are insufficient planned opportunities to allow pupils to practise their writing skills.

Commentary

83. Standards of work are broadly in line with those expected and most pupils are making satisfactory progress as they move through the school. The school's use of national guidance for teaching and learning in geography is now becoming more securely established across the school, with the introduction of a two-year rolling programme to ensure all aspects of the subject are covered.

84. The quality of teaching and learning is now good. The lessons seen were very well planned, and managed effectively, so that all groups of pupils could extend their knowledge and understanding of how, for example, seaside features were formed. Very good use of information and communication technology was seen in the lesson for pupils in Years 5 and 6 when pupils used a CD-ROM well to obtain knowledge about the highest mountains in the different continents of the world. In Year 2, pupils showed a secure understanding of the features to be found on the seashore. The school makes good use of the local environment and makes visits further afield to develop pupils' sense of place and the impact of people on them.

85. The school has recognised the need to develop opportunities for pupils to practise their writing skills when recording their ideas and opinions.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' personal development.

Commentary

86. No lessons were observed in religious education and insufficient evidence is available to give an overall judgement about teaching in this subject. It is clear from pupils' work, and from their comments, that the school devotes appropriate time and care to this subject and, as a consequence, the subject makes a good contribution to pupils' personal development. In Years 3 to 6, there is some overlap with personal, social and health education. Planning mainly follows the requirements of the local Agreed Syllabus, with suitable modifications to meet the needs of the school, which in particular include the presence, in each class, of a wide range of ages, experience, maturation and understanding.
87. As well as Christianity, pupils gain a satisfactory knowledge and understanding of world religions. For example, pupils know that the Bible is the special book of Christians and the Qu'ran is special to Muslims. A study of pupils' work indicates that throughout the school pupils gain a satisfactory knowledge of Christianity, through studying biblical stories and religious festivals, and through writing their own prayers.
88. New schemes of work for religious education are to be in place on a two-year rolling programme, following the introduction of a new local Agreed Syllabus in autumn 2005. Assessment will be linked into this programme, although no provision exists at the present time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Too few lessons were observed in **art and design, design and technology, music** and **physical education** for overall judgements on provision to be made. These subjects were sampled during the inspection and evidence was taken from observations, examples of previous work, documentation and discussions with staff and pupils.
90. In **art and design**, standards were average and pupils' achievement was satisfactory in the one lesson observed. Art is an important part of school life. There are good opportunities for enrichment and effective cross-curricular links. The school has been successful in raising the profile of the arts, by recognising the importance of a 'creative curriculum'. Pupils experience a good range of media, and additional activities, such as the recent 'Arts Day', provide a strong stimulus for effective learning. Collages of seashells, observational drawings, and water colours of the 'Seashore', produced during that day, are of high quality.
91. In **design and technology** not enough evidence of previous work was available to make a judgement on standards. Design and technology has not been a high profile subject and it is only recently that skills have started to be developed systematically. Resources have been supplemented, successfully ensuring that all aspects of the design and technology curriculum can be delivered effectively. Although further work remains to be done, pupils gain experience of an adequate range of materials and develop appropriate skills in designing, making and evaluating. Work on display, such as 'The Green Knight' collage, is of high quality and demonstrates good cross-curricular links.
92. In **music**, standards were average and pupils achieved satisfactorily in the one lesson observed. Pupils produced interesting and innovative ideas when trying to represent different animals through 'sound compositions'. They listened well to each other's work and demonstrated a good sense of performance. Co-operation and creativity were strong features of the lesson, ensuring success by all. Pupils receive a worthwhile experience in music and develop skills systematically. The whole school was heard singing in assemblies. Singing was tuneful and enthusiastic. Pupils of all ages, both boys and girls, enjoyed the sense of community. Pupils have good opportunities to participate in concerts and productions, such as Christmas at Mount Edgecumbe House. There are good musical links with, for example, St Andrews Church. Music is developed appropriately in other subjects. Some older pupils benefit from instrumental tuition in brass, guitar and keyboards.

93. In **physical education**, documentation and planning indicate that physical education is a strong subject. The school provides a good range of activities to develop pupils' skills. In Years 3 to 6 the variety of extra-curricular opportunities, ranging from tag rugby to cricket, are good for a school of this size. The emphasis on promoting healthy lifestyles comes across very strongly. There are good opportunities for participation in sports and the school makes effective use of residential visits to enhance provision and develop pupils' social skills. The school received a Football Association Chartermark award in 2002 and the football team has a deservedly good reputation locally. Involvement in the School Sports' Co-ordinator programme and strong links with Callington Sports' College have proved very beneficial, by providing high-quality additional learning experiences for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- All adults present good role models.
- Recent initiatives are starting to impact positively on standards and achievement.

Commentary

94. Although the school does not have a formal programme of work for personal, social and health education, it regards pupils' personal development including sex and drugs education as an important part of its work. Pupils' personal development focuses very strongly on the importance of relationships. In this respect, all adults show care and respect. Pupils enjoy coming to school and want to do their best. They know they are the most important part of a small, tightly knit community in which their views are valued. The recent introduction of a school council has enabled pupils of all ages to become involved in making decisions that influence and shape the direction and quality of school life. By the time pupils leave, most demonstrate maturity and a genuine pride in their school.

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	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
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	3
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	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	2
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).