

INSPECTION REPORT

EGLOSKERRY SCHOOL

Egloskerry, Launceston

LEA area: Cornwall

Unique reference number: 111928

Headteacher: Mrs B Madge

Reporting inspector: Mrs Hazel Callaghan
22254

Dates of inspection: March 6th-9th2000

Inspection number: 188552

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Egloskerry Launceston Cornwall
Postcode:	PL15 8RT
Telephone number:	01566-785372
Fax number:	
Appropriate authority:	Governing Body
Name of chair of governors:	Mr G Martyn
Date of previous inspection:	19 th -21 st November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Hazel Callaghan	Registered inspector	Mathematics Science Information technology Design and technology Geography	How the school should improve. How high are standards How well are pupils taught? How well is the school led and managed Provision for children under five.
Mrs Jean MacKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Kay Cornish	Team inspector	English Religious education Art History Music Physical education	Pupils' attitudes, values, and personal development How good are the curricular and other opportunities offered to pupils? Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Egloskerry Primary is a small school of its type having only 48 pupils on roll. The school admits pupils from the village of Egloskerry and from the surrounding area. Children start school from the age of 4 years. During the inspection, there were four children still under the age of five that attended the school for morning sessions only. In comparison to most schools, the number of pupils in each year group is small and ranges from only 5 to 10 pupils. A below average proportion of the pupils have been identified as having special educational needs (8.6 per cent), but a similar proportion of pupils have a statement of special educational needs. The number of pupils eligible for free school meals is also below average for this size of school (6.5 per cent). There is, however, quite a large proportion of pupils who enter and leave the school during the year.

HOW GOOD THE SCHOOL IS

The school is effective in promoting pupils' good achievement by the time they leave school at 11 years of age. Teachers throughout the school promote pupils' very good behaviour and their very good personal and social development. The quality of teaching is satisfactory overall and good at Key Stage 2. There are weaknesses in the provision for children under five and in the development of pupils' literacy skills at Key Stage 1. The quality of leadership and management are satisfactory, but there are weaknesses in the monitoring and evaluation of the work of the school in order to improve the quality of education provided. The school provides satisfactory value for money.

What the school does well

- Pupils achieve well and by the end of Key Stage 2 most pupils attain the standards that are expected in English, mathematics and science. A good proportion attain standards that are higher than average.
- The quality of teaching at Key Stage 2 is good, often very good.
- The school is very effective in promoting pupils' high self-esteem and confidence, they feel well cared for and respected. Consequently pupils enjoy school and they have good attitudes to their work.
- Relationships in the school are very good. Teachers have high expectations for pupils' good behaviour and they respond very well.
- The provision for pupils' moral development is very good. Pupils develop a strong sense of what is right and wrong, just and unjust.

What could be improved

- The standards of pupils' attainment at Key Stage 1 in English and mathematics.
- The development and implementation of systems for monitoring and evaluating the work of the school in order to support its further development.
- The development and implementation of whole school procedures for assessment to ensure pupils are making good progress in their learning. Better use of assessment data in order to identify areas of weakness and provide strategies for improvement.
- The provision for learning of children under five.
- The provision for appropriate professional development and support of all staff.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the previous inspection. Standards of attainment in English, mathematics and science have improved at Key Stage 2. Children's attainment on entry appears to have declined in the past few years and the standards at the end of Key Stage 1 have also declined. The provision for information technology has been considerably improved and pupils' standards are generally in line with those expected at both key stages. The provision of a new school hall will enable the staff to teach gymnastics, but at present there is still a lack of provision in this area of pupils' learning. The school has not sufficiently developed whole school procedures for assessment, but planning for the continuous development of pupils' learning has been improved in most subjects. A concern in the previous report was

the lack of monitoring and evaluation of the work of the school and this has not sufficiently improved. The governors are well informed and involved in the life of the school. They are developing their monitoring role effectively.

STANDARDS

Each year the number of children admitted to the school is small in comparison to most schools and so direct comparisons are difficult both with national averages and with schools who have pupils from similar backgrounds. Over the last two years, although children's attainment on entry to the school has been varied, most are below the standard found nationally, especially in their early literacy skills. Many do not achieve the standards expected in language and literacy at five years of age, but most do attain the expected standard mathematics and in the other areas of their learning.

During the current inspection most pupils at Key Stage 1 were attaining below the standard expected for their age in reading, writing and mathematics. At Key Stage 2, pupils were attaining at least the expected standard in English, mathematics and science. In recent years, many often achieve Level 5 in English, mathematics and science, which is higher than the expected standard. Pupils make generally good gains in their learning through Key Stage 2 and by the time they are 11 their achievements are high. Standards in dance and games are good and in swimming they are very good at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and respond well to their learning. They are interested in their tasks and show good levels of concentration.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in lessons and around the school. They are polite and courteous and show good level of care for each other.
Personal development and relationships	Relationships throughout the school are very good. They work effectively as individuals and in groups, co-operating with each other effectively. Pupils are developing good independent learning skills of research and investigation.
Attendance	The levels of attendance are satisfactory and improving.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is satisfactory overall. During the inspection good teaching was observed throughout the school, and just over half of the lessons observed were good or very good. Most of these very effective lessons were in Key Stage 2, and pupils' achievement was high.

The quality of teaching for pupils under five is satisfactory, but there are weaknesses in the opportunities for children to learn through structured play activities. There are many changes of learning support staff that work with these young children through the week, which restricts their continuous development. Teaching of literacy is good at Key Stage 2, but there are weaknesses at Key Stage 1, in the development of pupils' writing skills. The teaching of numeracy is satisfactory, overall, and often good at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, but not sufficiently balanced. Physical education does not meet statutory requirements owing to the lack of a school hall. The curriculum for children under five is unsatisfactory.

Provision for pupils with special educational needs	The provision for pupils with special educational needs is good overall. Pupils' progress is well monitored and the school is well supported by outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' personal development is good, overall. Provision for pupils' moral development is very good and for pupils' social and cultural development, it is good. The provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	The school provides good care for its pupils' wellbeing; they feel secure, value and respected. However, procedures for assessing their attainment and progress are unsatisfactory and pupils are not sufficiently involved in evaluating their own work and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher, staff and governors work closely together to promote the ethos of the school, but there has been insufficient focus on monitoring the quality of education provided, to ensure all staff are well supported and pupils make sufficient progress.
How well the governors fulfil their responsibilities	Governors carry out their statutory responsibilities effectively. They are well informed and involved in the life of the school. The staff and pupils are well supported.
The school's evaluation of its performance	The school does not sufficiently evaluate the data from tests in order to identify areas of weakness. There are insufficient rigorous systems for monitoring and evaluating the work of the school.
The strategic use of resources	The budget is well monitored and controlled. Finances are appropriately deployed to ensure school priorities are well supported and maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

A high percentage of parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with the standards achieved by pupils. They feel that the school is a friendly place with a strong sense of community. Parents feel confident about approaching the school with any concerns and problems are dealt with swiftly. Pupils are well cared for and they develop high self-esteem and confidence. The staff help children to become more mature and responsible The staff promote pupils' good behaviour. 	<ul style="list-style-type: none"> Some parents would appreciate more information about how their child is progressing as they find it difficult to judge. Parents would like to see more interesting range of activities provided out of school hours.

The inspection team agrees with the positive comments of the parents. Pupils' achievement by the age of 11 is usually high. Pupils are responsible and well behaved. They respond well to the good relationships in the school. The school is reviewing the annual report to parents on their child's attainment and progress in order to make it more informative. There are difficulties in providing after school activities, unless parents are willing to provide the transport after the school bus has departed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Each year the number of children admitted to the school is small in comparison to most schools and so direct comparisons are difficult. There are no records of overall attainment of pupils on entry in the past, but in the last two years a significant proportion of the children have been admitted with standards that are generally below those found nationally, especially in their acquisition of early language skills. They make steady gains in their learning, but most do not attain the expected standards in language and literacy by the time they are five. Children's attainment in mathematics and in the aspects of knowledge and understanding of the world, in their creative and physical development is usually similar to those expected by the time they are five.
2. At the end of Key Stage 1, most pupils are not attaining the standards expected in English and mathematics, which is a decline on the standards judged at the previous inspection. During the current inspection most pupils are attaining below the standard expected for their age in reading, writing and mathematics. In English, pupils' have a satisfactory knowledge of the alphabet and its sounds, and can read simple words accurately, but they lack good phonic strategies to tackle new words. Higher attainers are under-challenged. The books they read are too easy and their reading skills are not fully developed for analysing more difficult texts. Knowledge of phonics and letter sounds is insecure in all groups at Key Stage 1, which impedes their progress in both reading and writing. Pupils have insufficient opportunities to develop their writing skills and none have yet mastered the skill of joining their letters.
3. In mathematics, the progress that pupils make in acquiring the appropriate knowledge and numeracy skills is often unsatisfactory. They are developing a satisfactory ability to calculate simple sums within 10 mentally and are developing their concept of place value satisfactorily up to twenty. They order the numbers correctly, but most are very insecure when ordering numbers up to 100.
4. Pupils' make appropriate gains in their knowledge of science and have acquired a satisfactory understanding of living things, the sources of light and sound. They do not have sufficient opportunities to record their own ideas and findings which impedes their progress and restricts the further develop of their literacy skills.
5. At Key Stage 2, pupils' standards of attainment have been improved since the previous inspection and pupils attain at least the expected standard in English, mathematics and science, and often higher than the expected standard of Level 5, in English and science. Pupils make generally good gains in their learning through Key Stage 2 and by the time they are 11 their achievements are high.
6. Pupils' literacy skills are good. They have developed a flowing style of writing and their sentences are well written. Punctuation is mainly accurate and handwriting is good. Spelling and grammar are good and there is effective paragraphing emerging. Reading standards by the end of Key Stage 2 are above those expected nationally. Most pupils are fluent readers who have very good comprehension and recall. Pupils' numeracy skills are also well developed and by the end of Key Stage 2, they are attaining standards that are generally in line with those expected. Pupils use their numeracy skills well in subjects such as geography and science, so that by the age of 11 they make accurate measurements and record them effectively in tables and graphs.
7. In science at Key Stage 2, pupils' achievements are high and by the time they are 11 pupils have a secure understanding of a good range of scientific knowledge. They have good opportunities to explore their ideas and their investigative skills are good.
8. It is difficult with such small groups of pupils in each year group to judge the trends over time. The

small numbers of pupils within the year group exaggerates the proportions of different levels of attainment within the group. However, pupils' attainment at Key Stage 2 has remained above the national average over the last four years. Pupils at Key Stage 1, however, have made less progress in their learning over the last two years and their standards have decreased. Pupils in Year 3, and to an extent those in Year 2 have had their learning disrupted by the reorganisation of their teaching groups because of the reduction of teachers. The number of classes went from three down to two, and then back to three again two years ago. This period of staff change also affected pupils' overall progress in English and mathematics.

9. At Key Stage 1, there is no significant difference in the achievements of boys and girls, but at Key Stage 2, boys' standards have been generally higher than girls in English, mathematics and science, over the last four years, which is against the national trend. The school does not analyse the data from tests and assessments and has not considered the possible reasons for this result.
10. The progress of learning of pupils with special educational needs is satisfactory. They have a successful knowledge of the alphabet and competently build up words using phonic strategies. Their handwriting is good and they have a moderate skill in sequencing their own thoughts logically in written form. Higher attaining pupils are not sufficiently challenged at Key Stage 1. The class contains pupils with a wide range of ages and attainment and not all their needs are effectively met. Higher attainers are well challenged and make good progress in their learning in Key Stage 2, especially in Years 5 and 6.
11. Since the previous inspection the school has made big improvements in the provision for information technology and consequently pupils' achievements have risen. They are now satisfactory at the end of both key stages and information technology is being developed effectively through pupils' learning in other subject, so their skills and knowledge are progressing well.
12. In the other subjects, pupils achieve standards that are similar to those expected in art, design and technology, history and religious education at both key stages. Pupils' achievement is similar to that expected in geography and music at Key Stage 1 and higher than expected at Key Stage 2. In physical education, pupils are not taught gymnastics because of the lack of an appropriate building, but pupils' achievement is good in dance and games and very good in swimming at both key stages.

Pupils' attitudes, values and personal development

13. Throughout the school, pupils' have good attitudes to their work. Their behaviour and personal development are very good, which is an improvement on the judgements of the previous inspection.
14. Children under five settle quickly into school routines and mix well with the older pupils in their class. They make good relationships with their teacher and with the different classroom assistants with whom they work. They follow the adults' instructions well and generally show good levels of concentration and involvement in their tasks. They take turns patiently and mostly share resources sensibly. Several show care for each other and give a helping hand when it is needed.
15. Pupils of all ages sustain very good concentration and stay on task throughout all lessons. They persevere well and complete tasks set, usually neatly on second drafting. Teachers ensure that there is good presentation of work kept within clearly defined books and folders. This encourages pupils to collate their recorded work maturely.
16. Pupils show independent thinking when answering teachers' questions and mature attitudes when working away from immediate adult control. Pupils have developed a good capacity for personal study, particularly in science, geography and art, and record their work carefully. Pupils at Key Stage 1 have developed good skills, which they employ when working independently to find information for their topics. Many pupils at Key Stage 2 confidently use dictionaries to support their own learning.

17. All the staff work hard to encourage pupils' positive behaviour. As a result behaviour in the playground, the classrooms and elsewhere around the school, is very good. Only on rare occasions are pupils unco-operative. Incidents of bullying were not observed during the inspection. All pupils are very clear about the rewards and sanctions systems in operation. There have been no exclusions for at least six years. Pupils are courteous and polite to visitors. When asked, parents were pleased about the very good behaviour observed in school. Pupils are very helpful both to adults and other pupils, and work well in pairs and larger groups. They show respect for personal property and are very careful with resources belonging to the school, for example, when using computers or replacing art equipment. Pupils show a pride in their environment. Displays and books are pristine. The grassed areas and playground are enjoyed and respected.
18. Relationships throughout the school are very good. All staff show very good role models in attitudes, behaviour and dress. Pupils respond well to the respect shown to them by adults. They have caring attitudes to each other and to teachers and other staff. Pupils have developed good tolerance and understanding of the differences between other people's values and opinions. For example, this was evident in a first-class debate of upper Key Stage 2 pupils when different viewpoints were put about the effects of mining developments on the Inuit people in Northern Canada. The attitudes of pupils with special educational needs are, in the main, positive during lessons. They are well integrated into all aspects of school life. Pupils respond well to the praise and encouragement given by staff, and have good relationships with adults and other pupils. The school promotes a high priority of tolerance towards individuals with special educational needs. As a result, these pupils are respected and their successes are celebrated well.
19. Pupils' personal development is very good. By the time they are about to leave school at the end of Year 6, their independent research skills are well developed. Their problem-solving skills are good. Daily responsibilities are carried out diligently. All pupils are given opportunities to share in the daily life of the school, for example, altering the rooms for the literacy hour, for viewing the overhead projector, for lunchtime meal arrangements, and for music and dance. They participate fully in caring about the environment as shown in their lively posters with clear messages. They show interest and a promise of effort in suggestions for fund-raising, for example, for the flood victims in Mozambique.
20. Parents report that their children enjoy coming to school and are happy there. The pupils' rate of attendance is satisfactory. It is close to the national average and improving. Most pupils arrive together on the school bus and those who travel independently are punctual. Pupils' regular attendance has a positive impact on their achievement.
21. Overall, the very good attitudes, values, behaviour and personal development of the pupils, contribute significantly to the school's distinctive family ethos.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching through the school is satisfactory overall, but varies from very good to unsatisfactory. During the inspection 93 per cent of the teaching was satisfactory and better and over half was good and very good. Good quality teaching was observed throughout the school, but the best teaching was observed in Key Stage 2, where almost seven lessons out of every ten observed were good or very good. All teachers have very good relationships with their pupils and have high expectations for their good behaviour, which results in most pupils concentrating well and learning productively. A strength of the teaching in all classes is the effective link between subjects so that pupils' learning is more meaningful and productive. For example, in Key Stage 1 science, music and design and technology were all successfully linked when pupils designed and made a variety of musical instruments. In Key Stage 2, pupils extended their understanding and knowledge in geography, mathematics and information technology when they used the Internet to visit different places around the world to find out the local time which they recorded on a world map.

23. The quality of teaching for children under five is satisfactory, overall. The teacher provides effective teaching, but has pupils in her class that range from 4 to 7 years of age, whose learning needs are all very different. She is supported by four classroom assistants who work at different times through the week, and they usually teach the children under five, when the teacher is focusing on the older pupils in the class. Assistants have developed good relationships with the children and follow the objectives planned appropriately by the teacher. Several of them do not, however, have the knowledge and expertise needed to teach these young children effectively and many learning opportunities are missed within the activities that are planned. Consequently children do not make best progress in learning. It is also very difficult to maintain continuity of children's learning when there are so many changes in the staff through the week.
24. At Key Stage 1, teaching is satisfactory overall. Lessons are planned carefully and in the most effective lessons the teacher provides interesting activities and employs good questioning to ensure pupils' understanding in order to develop their listening and speaking skills. The quality of on-going assessment is good in English and mathematics, providing the teacher with an effective record of pupils' individual learning in lessons. The pace of lessons is satisfactory and an appropriate range of resources is used effectively to engage pupils' interest. There are, however, weaknesses in the teachers' expectations for the attainment and progress of pupils in Year 2. Insufficient opportunities are provided for them to record their own work and to use their writing skills in other subjects, such as science. The quality of pupils' learning in literacy is unsatisfactory.
25. At Key Stage 2 the quality of teaching is good; for the oldest pupils it is often very good. Teachers have good subject knowledge, which is used effectively to help pupils understand new ideas. This was seen well illustrated in a science lesson with the Year 5 and 6 pupils. Teachers provide interesting and challenging activities that stimulate the involvement and good learning of pupils of all levels of ability. This was seen well illustrated in a mathematics lesson on money for pupils in Years 3 and 4. Higher attaining pupils are well extended particularly in the oldest class so that they make effective gains in their learning. Pupils in Year 5 are frequently introduced to work that the pupils in Year 6 are doing, which results in their high achievement. For example, all pupils in the oldest class had a clear understanding, at the end of a mathematics lesson on graphs, of when it was appropriate to use line graphs and when to use bar charts and graphs.
26. The teaching of pupils with special educational needs is mainly satisfactory. Most tasks are effectively adapted to suit pupils' particular needs. Support assistants are conscientious in their duties and the sessions when pupils have one-to-one support are beneficial for them. Teachers' planning of individual education plans is detailed and informative for the core subjects and individual pupils' plans are reviewed and updated regularly.
27. Teachers have a satisfactory knowledge of the National Literacy Strategy and it has been successfully implemented through the school. In Key Stage 2, pupils' literacy skills are developed effectively through other subjects in the curriculum, such as history and geography. Their research skills are well promoted and pupils at the upper Key Stage 2 reach very high standards in their poetry writing following their visits to historical and geographical sites.
28. Teachers have a satisfactory knowledge of the National Numeracy Strategy and have implemented it satisfactorily through the school. Pupils' numeracy skills are well promoted in many subjects, in particular in science, geography and information technology. For example, pupils in Key Stage 1 were developing their skills of estimating distances and their understanding of amounts of turn when using their floor robot.
29. Planning for the provision of most subjects is satisfactory and provides pupils with opportunities to make steady progress in their learning. Teachers' planning is good for science and geography through the school, and good for music at Key Stage 2, enabling pupils to make good gains in their learning in these subjects. In design and technology and information technology, teachers do not sufficiently ensure that pupils' skills and knowledge are effectively developed through the process

of whole school planning. Planning for religious education is in line with the locally agreed syllabus and has good aspects, for example, encouraging pupils' expression about themselves and thoughtfulness about others. The teachers effectively plan for the development of pupils' independent learning skills. They are encouraged to find information for themselves in books and through the use of information technology.

30. The school makes good use of the local education authority's comprehensive planning pack for its long and medium-term planning. It uses the Qualifications and Curriculum Authority's documents to supplement the half-termly plans. At present, the school is working on new schemes of work in preparation for the new curriculum of 2000 due to be implemented in September, but at present lacks detailed interim planning to ensure consistent progression between each year group. As a result, planning for progression is often insufficient between Key Stage 1 to Key Stage 2.
31. Teachers monitor the pupils' work effectively and mark their work regularly. There are good examples of teachers providing suggestions for the ways in which pupils can improve. Teachers know the pupils well and keep very few records of their attainment and progress; consequently teachers do not sufficiently ensure that pupils are reaching their full potential and achieve well. Teachers are not yet encouraging pupils' own self-evaluation and do not set individual targets for improvement so that they are kept well informed about their own learning and progress, in order to improve.
32. Homework is set regularly and increases as the pupils get older in order to support their work and prepare them for the next stage in their education. Most parents are satisfied with the range and quantity of homework provided.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

33. The curriculum for children under five is based on the recommended areas of learning for these young children, which has an increasing focus on the National Curriculum programmes of study when it is appropriate. The children also benefit from being included in aspects of the literacy and numeracy lessons with the older pupils in their class. However, there are insufficient opportunities for the teacher to focus specifically on the young children's learning needs and the teaching is mostly carried out by a number of different classroom assistants, who support the teacher through the week. Although planning is thorough, there is a lack of balance between the activities that are teacher-directed and those children choose for themselves. Consequently there is often a lack of opportunities for them to make the best gains in their learning. There are pupils with a wide range of ages and abilities in the youngest class, who often have conflicting needs. The classroom is not sufficiently large enough for children under five to learn through their structured play activities while the older pupils are trying to concentrate on more formal work. There is no secure outside play area for these young children to participate in adventurous play, and while the teacher does provide opportunities for them to play with the sand outside, there are no appropriate resources to promote their physical development, such as a climbing frame or large wheeled vehicles. Consequently the provision for children under five is considered unsatisfactory overall.
34. The curricular learning opportunities, for pupils in Key Stages 1 and 2 are satisfactory. The school's curriculum is broad and balanced in the main, and meets statutory requirements at both key stages, except in physical education. At Key Stage 1, although broad in most respects, there is insufficient coverage of all the programmes of study for literacy, particularly for writing, and often insufficient opportunities for pupils in Year 2 to record their calculations in mathematics. Pupils in Year 2 are not sufficiently encouraged and enabled to record their own ideas and findings in subjects such as science. The curriculum at Key Stage 2 is also broad and appropriately balanced and provides for sufficient progression in most subjects, with the exception of aspects of monitoring and measurement in information technology, which are underdeveloped. The curriculum provides appropriately for pupils' learning about sex education and drugs awareness.

35. At both key stages physical education does not meet statutory requirements and this has not changed since the previous inspection due to the lack of a school hall which would be used for gymnastics. Despite this fact, the school has not looked elsewhere for an appropriate venue for gymnastics opportunities, such as sharing local amenities or the leisure centre. The provision for swimming at both key stages is of a high quality. The new school building, planned to be built in the near future, will rectify the problem.
36. The provision for pupils with special educational needs is good overall. The policy for special educational needs is effective. It has clear aims and objectives. All the requirements of the Code of Practice are met. Pupils receive a broad, balanced curriculum on the whole, with tasks well matched to their individual needs.
37. The National Literacy and Numeracy Strategies are being implemented effectively at Key Stage 2, but less successfully at Key Stage 1. Since the previous report, the school has made big improvements in its provision for information technology. A strength of the curriculum is the very positive way in which pupils' learning is enhanced by the meaningful linking of different subjects.
38. The school provides satisfactory enrichment through its extra-curricular provision outside of the school day. This includes good sporting activities with other schools and the opportunity for older pupils in Key Stage 2 to abseil canoe and rock-climb at Kit Hill. The school has made effective use of visits to Launceston's castle and church, and to Lanhydrock, Cotehele and Plymouth, in order to broaden pupils' experiences.
39. Provision for pupils' personal and health education is good. Provision for pupils' spiritual development is satisfactory. Lessons on religious education supports this effectively when pupils are encouraged to reflect on the implications in their own lives from the stories they hear of Jesus and of key features in Judaism. However, although collective worship meets statutory requirements, there is insufficient time or atmosphere provided during assemblies to create significant impact for pupils' spiritual awareness.
40. Very good provision is made for pupils' moral development. Staff work consistently throughout the school day to enable pupils to understand the differences between right and wrong. Pupils are encouraged to reflect how others might feel in certain situations. There is particularly good emphasis on caring for the environment and in considering world-wide issues, such as the development of areas of unspoilt natural beauty, and the plight of children in Mozambique.
41. Very good provision is made for pupils' social development. It is supported particularly well in assemblies and religious education, lessons, and by the consistent approach of teachers and other staff. All staff make good use of opportunities to develop pupils' social skills in lessons and elsewhere. They provide good role models, treating pupils with courtesy, and engendering respect and courtesy from pupils in return. From their earliest days in school, pupils are encouraged to take turns and to share. The positive effects of this good provision are seen in many situations, for example, in the preparing of the classroom for lunchtime meals and in helping younger pupils to be more competent in the way they clear up after the meal.
42. Provision for pupils' cultural development is good. Within each class, there are useful opportunities to study aspects of cultures from Western Europe and in emergent nations. In history lessons, good use is made of the local Cornish culture and visits to places of local historical interest. In religious education, pupils are given an understanding of the cultural aspects of the festival of Diwali. A pen-pal exchange by pupils in Years 5 and 6 with pupils in Hackney, London, does much to interest them in the lives of the minority ethnic groups in the United Kingdom. As part of a geography topic on St Lucia, the school held a Caribbean Day in its grounds to the sounds of a steel band's music, which was well supported by the local community.
43. The school has good links with the local community. There are weekly visits of more senior

citizens to share a meal at lunchtime with the pupils, which encourages pupils' good social graces. Links with Launceston College are very strong. There is a sharing of resources with the college, for instance the mini-bus, which the school borrows for environmental study days, and for sporting activities. The school is also part of a local cluster, which shares sporting activities and resources. However, no home visits are made prior to children starting at the school, and there are no formal links with the local playgroups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The staff provide good care for the pupils who feel secure and well valued. This good provision has been maintained since the previous inspection. The procedures for assessing and recording pupils' attainment and progress were however judged as unsatisfactory and this has not been sufficiently improved.
45. There are insufficient whole school procedures for assessing pupils' knowledge and skills. There is good practice in the school, but it is inconsistently applied. On entry to the Reception class, there is effective assessment of children's attainment and later a similar assessment provides the teacher with effective information on pupils' progress in their learning towards the desired goals at the age of five. The teacher in Key Stage 1 also keeps evaluative records on individuals progress in English, mathematics and information technology. All teachers keep good records of books which pupils have read, but there is no systematic record of how well pupils are using phonic strategies. There is consistency in the way teachers keep samples of pupils' work in portfolios. These samples are often compared with the National Curriculum levels in literacy and numeracy.
46. The tracking of individual pupils' scores and progress is inconsistently maintained from year group to year group, and therefore, the monitoring of pupils' academic performance, progress and personal development is unsatisfactory. There is very little analysis of test data in order to identify areas of weakness and develop strategies for improvement. As a result, the school is not sufficiently informed about the progress of pupils between year groups and key stages, and this affects curricular planning. Pupils are not sufficiently involved in evaluating their own work and progress and provided with individual targets for improvement.
47. Parents feel that the school cares for pupils very well. All staff know their pupils well, and are responsive to their needs. The good relationships that exist between members of staff, governors, and support staff, act as a positive role model for pupils.
48. Informal monitoring of pupils' progress constantly takes place. The staff know the pupils well and parents feel that concerns raised with teaching staff are promptly dealt with. The school supports and promotes the children's personal development well, and encourages good behaviour. Parents believe that this aspect of school life creates an effective learning environment. and is a strength of the school. Effective procedures are in place for eliminating intimidating and oppressive behaviour, and no instances of bullying were observed during the inspection. Pupils know what to do in the event of an incident of bullying, and all said with confidence that they would tell a teacher, or another adult in school. All pupils know their class, the playtime and lunchtime rules. They know and understand the sanctions for bad behaviour, although these are rarely needed. The staff take every opportunity to praise good effort and the head teacher holds a weekly award assembly.
49. The quality of support and guidance for pupils with special educational needs is good. Staff are accessible and responsive to the needs of pupils with learning and behavioural problems. There are good links with the local education authority's support agencies, such as the advisor, speech therapist and education psychologist. All problems are regularly monitored through frequent visits. Pupils' needs are identified early and their progress is noted regularly. New targets are set for them at the beginning of each term. All assessment is carefully recorded in their individual education plans.
50. The statutory procedures for child protection are in place, and staff are well aware of what to do,

but these procedures are not included in the staff handbook to ensure all staff are fully aware of their responsibilities. The school uses a computerised program to record pupils' attendance, but the records are not monitored regularly. Admission into the Reception class is well managed and children settle well. Links with Launceston College are very strong which eases the pupils' transition to the next stage of their education. When questioned about this new aspect of their education, pupils talked with confidence about moving on to their next school.

51. The governors and teachers take very seriously the health and safety of pupils, and make regular risk assessments of the premises. The previous inspection highlighted the unsatisfactory provision of toilet facilities. The siting of the Key Stage 2 pupils' toilets alongside the staff toilet in a narrow exit was judged to be hazardous to fire evacuation procedures, as well as being unpleasant as it is used as an entrance area to the classroom concerned. It is also not appropriate that the adult toilet is situated within this same area. The situation has not changed, and the school is concerned that even when phase one of the new school building is completed, the problem will not have been addressed. The wooden steps to each of the classrooms are hazardous in wet weather because the abrasive covering has completely worn away.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has good links with parents. Many pupils travel to and from school by bus so many parents do not regularly meet the teachers at school. However, responses from the questionnaire indicate that most parents feel that the school works closely with them. Parents were very supportive of the school, and find teachers easy to approach if they have any problems. They also appreciated the informal feedback of the progress of their children, and the way the school ensures that small problems do not become major ones. They believe that their children are making good progress in the school, but some parents would appreciate more information on how to judge their child's achievements.
53. Parents are encouraged to play an active part in the life of the school, and help in a number of ways, such as hearing reading, and in after-school activities, such as cookery, guitar playing, and music. The school believes that the input of parents is effective in supporting pupils' learning and actively promotes their involvement. Reading diaries go home every night, and most parents add comments before they are returned to school next day. This is effective in supporting pupils' learning. Parents also appreciate being able to discuss any problems with staff at the beginning and end of the school day. Parents thought that the home school agreement had a positive effect on good behaviour, and on their children's progress and attainment. From results of the questionnaire, some parents raised concerns about the amount of homework set, however inspection findings conclude that an appropriate amount of homework is set which supports pupils' learning in lessons.
54. Parents are pleased with the regular newsletters they receive and feel they are kept well informed. They are invited to class assemblies and those held at the end of term. The annual reports of pupils' progress are informative and have been improved since the previous inspection. Teachers are making more changes, which they hope will further improve the information for parents. The governors' annual report to parents has several omissions, mainly dealing with the arrangements for the admission and accessibility of pupils with disabilities.
55. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date.
56. All parents are members of the parent teacher association (PTA), and they have made a valuable contribution to the school, buying a number of items such as a CD player, an overhead projector, skipping ropes, small games equipment and an overhead projector. When the literacy hour was introduced into the curriculum, the PTA organised a parents' evening to discuss the implications of the new strategy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The quality of leadership and management are satisfactory overall, but the monitoring and evaluation of the work of the school is unsatisfactory and has not been sufficiently improved since the previous inspection. This impedes the school's progress towards further improvement.
58. The schools' aims can be seen clearly in its day-to-day work. The headteacher, staff and governors work closely together to promote the ethos of the school, which effectively enhances the pupils' personal and social growth. Pupils are well cared for and they feel secure within the family atmosphere, which is successfully created. They are all valued and respected and consequently they have high self-esteem and growing self-confidence.
59. The curriculum is managed effectively and big improvements have been made in the provision of information technology since the previous inspection. However, the provision for physical education has not improved as the lack of a school hall remains. The school has not tried to address the problem by making enquiries to see if it was possible to find an appropriate venue for gymnastics opportunities, such as sharing local amenities or the leisure centre. The building of a new school with a hall, later in the year, will rectify this problem, but at present the provision for physical education still does not meet statutory requirements. The staff have tried to compensate by providing good opportunities in swimming, games and dance.
60. Another important aspect of curricular planning that has not been sufficiently improved is the provision of whole school procedures for assessing and recording pupils' attainment and progress. The school does not use data from tests and teacher assessments to identify areas of weakness in order to develop strategies for improvement. Standards of attainment at the end of Key Stage 1 have declined since the previous inspection, but the school has not tried to identify the possible cause.
61. The staff face all the pressures that a small school creates given the small number of people who have to manage the same range of subjects, and the curricular changes faced by those in a larger school. However, most aspects are managed effectively. All the teaching staff are also co-ordinators for at least two subjects. Several are new appointments and consequently the new co-ordinators have not had an opportunity to have an impact on the school's provision. In most subjects, the co-ordinators provide effective support for colleagues particularly in their planning.
62. There has not been a co-ordinator for mathematics for some time, but the staff have worked closely together to implement the National Numeracy Strategy. Teachers are gaining in confidence and it is being satisfactorily taught. The new co-ordinator has not had any specialist training, as she was not amongst the members of staff chosen to attend the local education authority training days for numeracy. The National literacy Strategy has been satisfactorily implemented, but there are weaknesses in some areas. Recently, the local education authority has worked with the school so that all teachers have been observed once in their teaching of either literacy or numeracy. This has proved beneficial, but the staff have not yet put into place systems whereby they monitor and evaluate the teaching of both literacy and numeracy to ensure problems are identified, and support is provided so that improvements are made.
63. Governors are very supportive and increasingly well informed. Most of the governors visit the school regularly and are well involved in the life of the school. They carry out formal monitoring visits to the school and report back their findings to the governing body. These focus visits have been beneficial in giving the governors an improving awareness of the strengths of the school, but as yet there are no rigorous systems by which the teachers monitor the quality of teaching or of pupils' learning in their subjects. Teachers' planning is beginning to be monitored, but it does not yet ensure that pupils' skills and knowledge progress effectively in all subjects.

64. The staff and governors decided to admit children under five earlier than was required by the local education authority, but this provision has not been evaluated by the school to ensure that the best opportunities are provided. The provision for children under fives is unsatisfactory as there are some significant weaknesses, which are the result of a lack of clear understanding and effective management. The teacher provides satisfactory teaching, but there are pupils in the class that range from 4 to 7 years of age, whose learning needs are all very different. The teacher is supported by four classroom assistants, who usually work with the children under five at different times through the week. It is very difficult to maintain continuity of children's learning when there are so many changes in the staff. The assistants have developed good relationships with the children. They follow the activities planned appropriately by the teacher, but they have not received the training that is required, and several do not have the knowledge and expertise needed to teach these young children effectively; many learning opportunities are missed within the activities that are taught.
65. The school's provision for pupils with identified special educational needs is good. The co-ordinator works closely with the local education authority's agency staff to ensure that pupils receive sufficient and appropriate support. A governor has close links with the school to oversee the special educational needs provision. The co-ordinator ensures that the school's register of pupils with special educational needs is regularly updated and that documentation is passed on through classes and to the next phase of schooling. There is a good balance of experience and sufficient staffing to support pupils. However, the training of classroom assistants for special educational needs lacks rigour.
66. Insufficient care and support is given to new teachers in the school. There is a lack of clear procedures for the professional development of all staff and insufficient opportunities for teachers to be supported and guided in their work. Consequently weaknesses are not identified or strategies for improvement developed. Learning support staff are effectively used to assist pupils in their learning, but they would benefit from additional training so their expertise effectively enhances pupils' learning.
67. The school improvement plan has been effectively developed since the previous inspection. It is satisfactorily linked to the budget and effectively focuses on the school's priorities for improvement. However, It lacks a framework for a rolling review of subjects to ensure that all areas are evaluated in a manageable time scale. The budget is satisfactorily monitored, and the governors have a good understanding of the difficulties facing a small school where changes in the numbers of pupils on roll can have a dramatic impact on school organisation. They have appropriately planned that there are sufficient reserves to act as a safety net to ensure the three present classes are maintained wherever possible. The staff and governors look forward to the new school building, but are already very aware of the difficulties that may be caused by having a split site. At present the toilet facilities for both pupils and staff are very unsatisfactory, in terms of health and safety and the inappropriateness of having adult facilities in the pupils' toilet area.
68. The accommodation for special educational needs is satisfactory at Key Stage 2, where the building can be accessed by wheelchairs. The high steps into the Key Stage 1 accommodation restrict ease of access by wheelchairs. The time of the support staff and the resources are well used for the benefit of pupils with special educational needs. Funds received by the school for special educational needs are efficiently deployed, mainly to provide sufficient staffing and appropriate resources.
69. Taking into account the children's attainment on entry, the below average standards of attainment at end of Key Stage 1, but the good achievement and the satisfactory or better standards of attainment when they leave at the end of Key Stage 2; the very good personal development of the pupils and the overall satisfactory quality of education provided through the school; the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors, headteacher and staff should:

Improve the provision for children under five by:

- ensuring that all staff are given appropriate professional support and training;
- providing an appropriate balance between effective teaching and children's self-chosen activities so that the children's learning and personal needs are well met;
- ensuring that play activities have an appropriate learning intention;
- providing a secure outside area for children to develop their co-ordination and spacial awareness during opportunities for adventurous play.

(see paragraphs 23, 33, 64, 66, 73, 75, 78)

Improve standards of reading, writing and mathematics at Key Stage 1 by:

- ensuring that all elements of the National Literacy Strategy are appropriately taught;
- providing opportunities for using and further developing pupils' writing skills in other subjects;
- raising expectations for pupils' attainment, especially for higher attaining pupils;

(see paragraphs 34, 82, 84, 93-95)

Provide effective whole school procedures for assessment that are manageable and informative so that:

- teachers have clear information on what pupils know and can do;
- pupils' learning is effectively promoted from class to class and key stage to key stage in all subjects
- pupils are effectively involved in the evaluation of their work and progress by the development of individual targets for future learning.

This was a Key Issue in the previous report.

(see paragraphs 31, 45 and 46)

Provide rigorous systems for the evaluation and monitoring the work of the school by:

- developing effective systems for monitoring the quality of teaching so that all teachers are effectively supported and good practice is shared amongst staff;
- developing effective systems for monitoring the quality of pupils' learning so that weaknesses are identified and strategies for improvement are developed;
- analysing the data from tests and teacher assessments so that trends over time are identified and the achievement of all pupils is promoted.

This was a Key Issue in the previous report.

(see paragraphs 62)

With the local education authority remove all health and safety concerns due to the positioning of staff and pupils' toilets and the potentially dangerous surfaces of classroom steps.

(see paragraphs 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18	36	39	7		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	R – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		48
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	R – Y7
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		2

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.4
National comparative data	5.4

School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	48
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: R – Y7

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	14.1
Average class size	16.3

Education support staff: R – Y7

Total number of education support staff	4
Total aggregate hours worked per week	64

Financial information

Financial year	1999
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	£
Total income	148426
Total expenditure	128863
Expenditure per pupil	2409
Balance brought forward from previous year	7096
Balance carried forward to next year	26659

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	3	0	0
My child is making good progress in school.	51	35	8	0	5
Behaviour in the school is good.	49	46	3	0	3
My child gets the right amount of work to do at home.	32	43	11	0	14
The teaching is good.	54	32	11	0	3
I am kept well informed about how my child is getting on.	32	49	14	3	3
I would feel comfortable about approaching the school with questions or a problem.	68	24	5	0	3
The school expects my child to work hard and achieve his or her best.	51	41	5	0	3
The school works closely with parents.	24	54	11	0	11
The school is well led and managed.	57	35	3	3	3
The school is helping my child become mature and responsible.	49	43	0	0	8
The school provides an interesting range of activities outside lessons.	14	65	11	0	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children are admitted into school on a part-time basis in the term after their fourth birthday and they attend full-time from the term in which they are five. There were only four children still under five at the time of the inspection. All children have had experience of some pre-school provision and they generally settle into school life happily. They start school with a range of attainment, but most are attaining standards below those expected for children of this age in their early language skills. They make steady gains in their learning, but over the last two years most do not attain the expected standards in language and literacy. Children's attainment in mathematics and aspects of knowledge and understanding of the world, in their creative and physical development is usually in line with those expected.

Personal and social development.

71. Children under five settle quickly into school routines and mix well with the older pupils in their class. They make good relationships with their teacher and with the different classroom assistants with whom they work. They follow the adults' instructions well and generally show good levels of concentration and involvement in their tasks. They take turns patiently and mostly share resources sensibly. Several show care for each other and give a helping hand when it is needed. Children are provided with satisfactory opportunities to learn through their own play but there are insufficient opportunities for making choices of their own.

Language and Literacy.

72. Children make satisfactory gains in their learning but by the time they are five a significant proportion of them do not meet the nationally expected standards. The teacher provides good opportunities for children to enjoy and share books so that they all have a good understanding of how to hold and use the books appropriately. They all enjoy stories and comment on the characters and events they can see in the pictures. All the children recognise their own names and write it with developing control using recognisable letter shapes. The more able children know some letter sounds and use them to help them recognise new words.
73. Overall the quality of teaching is satisfactory, but there are some significant weaknesses in the promotion of children's literacy skills. There are insufficient opportunities for children to practise their writing skills through play activities or as part of their focused work with the adults which results in their lack of confidence and occasionally their frustration when they do not know how to write a specific letter. Classroom assistants do not sufficiently support this aspect of their learning. Children under five usually participate in parts of the literacy hour, which gives them a good introduction to more formal learning situations. Not all aspects of the work are suitable for children of this age and they should be provided with structured opportunities which focus more on their level of attainment and need.

Mathematics

74. Children start school with a better knowledge of numbers than of language skills. They make generally satisfactory gains in their learning, but not all attain the expected standard by the time they are five. Children enjoy reciting numbers up to ten and most of them are gaining an appropriate understanding of the order of the numbers so they say which one come next within the sequence. The higher attaining children can spot which number is missing from a sequence. They all now recognise written numbers up to 10 can continue simple repeating patterns and know the names of simple shapes such as a circle and square.
75. The quality of teaching provided in mathematics is satisfactory. Children usually participate in the initial part of the numeracy hour, which gives them a good introduction to picturing numbers in their minds and working with the older pupils in the class provides good role models for their

learning. When working with an experienced classroom assistant the children get good opportunities to practise their skills and develop their understanding, but many effective opportunities are missed when they are working with less experienced assistants and children make unsatisfactory progress in their learning.

Knowledge and understanding of the world.

76. The children have satisfactory opportunities to develop greater understanding about where they live through discussions with the older pupils in the class concerning where they live and how they get to school. They enjoy opportunities to celebrate festivals such as Pancake Day and shared the preparation of their own mixture, showing great concentration and care as they learnt how to weigh and mix the ingredients. Overall, the quality of teaching is satisfactory. The teacher provides effective introductions to a range of activities through appropriate stories. For example, children developed satisfactory cutting and sticking skills making their fluffy “Owl Babies”, a bears’ cave and a tower for “Rapunzel”. They thought about aspects of night and day through their discussions of the story “Can’t You Sleep Little Bear”. The children have opportunities to learn through their own play, but they are limited to times when they have finished their other tasks. Opportunities for children to make their own choices within a structured plan of activities are not sufficiently provided.

Creative development.

77. Overall the quality of teaching is satisfactory and appropriate opportunities are provided for the youngest children to learn with the older pupils in the class, in music and dance lessons. The teacher stimulates the children’s imagination and they respond well to the music and participated well in the idea of tossing an imaginary pancake. Their individual paintings are bright and colourful but too often they are not given opportunities to develop their ideas in art and choose their own colours and material when making their models. The role play area provides a suitable environment in which to develop their language skills and imaginative play, but these occasions are too often limited to the time left after other work has been finished.

Physical development.

78. Children make satisfactory gains in their learning as they use tools such as spoons, scissors, pencils and crayons, but there are insufficient opportunities to develop the skills of writing and the control needed to write letters and numbers correctly and in these aspects the quality of teaching is unsatisfactory. Children control their bodies well in dance and satisfactorily develop a variety of movements. There are no opportunities for them to further develop the skills of controlling their body through balancing and jumping because there is no outside play area for adventurous play or a hall in which they can experience the use of gymnastics equipment. There are no large wheeled toys such as bikes or trikes from them to develop their co-ordination and awareness of the space around them and in these aspects, the quality of teaching is also unsatisfactory.

ENGLISH

79. In the previous report, standards at the end of both key stages, were in line with the national averages and pupils’ progress in their learning was judged as satisfactory. These standards have not been maintained at the end of Key Stage 1 and standards are now below the national average with insufficient learning in literacy throughout the key stage. At the end of Key Stage 2, however, pupils’ standards have risen significantly above the national averages and in comparison with the previous report. Standards of the present pupils, in Year 6, are above the national average in English.
80. Pupils enter their formal education of the National Curriculum at the age of five with attainment in literacy that is below the national expectations. By the end of Year 3, they have begun to reach standards in line with national expectations. Pupils make very good progress in their learning in Years 4, 5 and 6 in English, so that their achievement reaches a high standard overall.
81. In speaking and listening, a significant number of pupils on entry to Year 1 lack good articulation and confidence. By the time they are about to leave school in Year 6, pupils have learnt to listen

carefully to the sounds in the words in order to develop accurate pronunciation. By the end of the key stage, most respond confidently to questions, discuss constructively, and have an effective vocabulary, which includes specialist terms relevant to different subjects. Most pupils express opinions well and take good account of others' views. At the end of Key Stage 1, speaking and listening skills are still below national expectations. By the end of Key Stage 2, speaking and listening standards are above national expectations, which shows good learning. They reflect pupils' skills in adapting their speech to a widening range of circumstances and demands.

82. By the end of Key Stage 1, a significant proportion of pupils attains standards in reading that are below those expected nationally. By the end of Key Stage 2, pupils are attaining standards that are often above those expected nationally. This reflects very good learning by the time that pupils are 11. At Key Stage 1, pupils' word recognition is quite satisfactory. However, despite knowledge of an adequate number of words from memory, pupils lack good phonic strategies to tackle new words. Higher attainers are under-challenged at Key Stage 1. The books they read are too easy. Their higher order reading skills are not fully developed for analysing more difficult texts. Knowledge of phonics and letter sounds is insecure in all groups at Key Stage 1, although pupils have a satisfactory knowledge of the alphabet and its sounds, and can read simple words accurately.
83. Reading standards by the end of Key Stage 2 are above the national averages. By then, a significant majority of pupils are fluent. They have very good comprehension and recall. Dictionary skills are secure and the analysis of a text is good. Evidence shows that pupils read regularly at school and at home. They have good recall of plots and make perceptive comments about incidents in the story's development and the effects upon the characters. Pupils' reference skills are good. They use the school's library and simplified Dewey system competently. All know how to use the contents and index pages of reference books accurately.
84. An analysis of pupils' writing at Key Stage 1 shows that pupils' standards are well below those expected nationally by the end of the key stage. Although pupils have experienced the same range of writing, there is insufficient coverage of the Programme of Study for writing. The amount of writing is sparse and does not link fully with all the objectives of the National Literacy Strategy. The repertoire for writing is narrow and there is not a lot of evidence of systematic work on phonic strategies, although handwriting is practised regularly. Work is not well matched for individual needs and, as a result, higher attainers lack sufficient challenges. Greater opportunities for development are needed to enrich pupils' vocabulary and improve pupils' sentence structure and their flow in writing. Pupils learning would be enriched by broadening their experiences for writing and by the implementation of systematic strategies for learning phonics and syllables.
85. By the end of Year 6, most pupils attain standards in writing that are similar to those expected, and many are above. Overall, pupils' use a flowing style and sentences contain appropriate connectives. Compound sentences are well written. Speech marks are mainly accurate and handwriting is good, joined, and neatly presented. Spelling and grammar are good and there is good paragraphing emerging. Areas for development are for a more obvious use of dictionaries with further vocabulary extension work. Pupils would benefit from more in-depth work on introducing clauses and more detailed written answers to comprehension questions.
86. Teaching is unsatisfactory overall at Key Stage 1, particularly in the development of pupils' writing skills, as pupils are given insufficient opportunities to develop these skills. In reading, pupils are well supported and encouraged so that their attitudes to books and reading are good. However the higher attaining pupils are not sufficiently challenged.
87. Teaching is good, overall at Key Stage 2, and very good at the end of the key stage. Where teachers take full account of the National Curriculum they ensure a balanced coverage of all the programmes of study. Teachers' planning, when successful, is detailed and closely linked to the National Literacy Strategy's framework. An hour of dedicated teaching time for literacy is ensured each day. Literacy is well linked to other subjects in the curriculum. The work pupils do in other subjects, such as history and geography helps develop pupils' literacy skills. This is particularly

noticeable in researching books and in writing poetry, where pupils reach very high standards at the upper Key Stage 2, following visits to historical and geographical sites. Information technology is increasingly used to develop pupils' literacy skills, although in some classes its role has not yet been sufficiently developed.

88. The impact of good teaching on pupils' learning is significant. Pupils make very good progress in their learning at Key Stage 2 as a result of high expectations and appropriate methods for teaching. The impact of good management strategies is evident in both key stages, where the good management has encouraged very good pupils' attitudes and behaviour. Teachers' expertise is mainly good.
89. The co-ordinator has not sufficiently monitored the effectiveness of teaching literacy through the school and provided support where it is needed. The local education authority has provided advice and support, but this is not sufficient if standards at Key Stage 1 are to improve. Results in the National Curriculum tests have not been analysed sufficiently for areas of weakness in order for improvements to be made. There is no whole school systematic evaluation of pupils' progress in learning or of recording of pupils' attainment so that new teachers recognise when pupils make insufficient progress and targets for improvement can be easily implemented.
90. Considerable new resources have been purchased in order to raise standards in the subject, and their impact has been successful at Key Stage 2.
91. The wide range of literature introduced to pupils provides a powerful contribution to their spiritual, moral, social and cultural development. The strong stimulus provided by these stories can be seen in pupils' discussion and they encourage their positive attitudes and tolerance. Pupils' learning is further stimulated by opportunities to develop their speaking and listening skills in role-play, participation in debates and in the school's concerts and festivals. There are lively displays of writing and beautiful books, which add to an interesting environment, where the written word has prominence.

MATHEMATICS

92. In the previous report standards were judged as above average at Key Stage 1 and in line with the national expectation at Key Stage 2. Standards at the end of Key Stage 1 have declined, but at Key Stage 2 they have been well maintained with all pupils attaining the expected standard.
93. During the current inspection, pupils at the end of Key Stage 1 attain standards that are generally below those expected for their age and the progress they make in acquiring the appropriate knowledge and skills is often unsatisfactory. There is only a very small number of pupils in the year group and most of them are not yet attaining the expected standard in most aspects of mathematics.
94. Pupils in Year 1 have made satisfactory achievement given the low attainment on entry to the school of the majority in the year group. Only two attained the expected levels in mathematics at the age of five years of age, and most find difficulty in working within the expected standard for pupils in Year 1. The higher attaining pupils complete simple calculations of addition and subtraction within 10 correctly and make appropriate comparisons of length using correct terminology such as longest, shortest, thinnest and thickest. The below average pupils however, are still working towards the desirable learning outcomes usually completed by children at five years of age.
95. Pupils in Year 2 are developing their concept of place value satisfactorily up to twenty and order the numbers correctly. They are not yet confident in counting forwards and backwards up to 20 and most are very insecure when ordering numbers up to 100. They work out the numbers that add up to 10, but are not yet secure in their knowledge of doubling and halving numbers up to 20. Several of the pupils in Year 2 are still reversing their written numbers. Most pupils in Year 2

recognise and name many common two-dimensional shapes and are beginning to recognise shapes that are symmetrical. The higher attaining pupils tell the time accurately using the quarters of the hour and measure satisfactorily, using both standard and non-standard units of measurement. The higher attainers measure in centimetres with satisfactory accuracy.

96. At the end of Key Stage 2, pupils have made good gains in their knowledge and understanding and during the inspection all the pupils in the year group were judged to be well on their way to attaining the expected standard of Level 4 and several Level 5. Pupils in both classes make at least satisfactory progress in their learning and many pupils in Year 5 are attaining similar standards to the pupils in Year 6 who are taught in the same class. This was clearly seen in the lesson on data handling when all pupils in the class were exploring the correct use of line graphs and bar charts. All pupils, both those in Year 5 and Year 6, were confident in designing and drawing graphs with appropriate scales to fit the data they were illustrating, namely the growth rate of seeds measured as part a science experiment. Pupils in Year 6 confidently used the information presented to suggest possible results of data that was not collected during the weekend. They use their knowledge of number to help them calculate sums mentally. For example, pupils use such techniques as rounding up and down to support them when calculating numbers like $172-96=$. They have secure understanding of the four rules of number, which supports them when solving problems. There were no specific lower attaining pupils within the Year 6 group of pupils and all, with good levels of support from the teacher and classroom assistant, usually cover similar levels of work and make at least satisfactory and often good progress in their learning.
97. In the lower Key Stage 2 class, there was a more pronounced difference in the standards of attainment of pupils in Year 3 and Year 4. During the inspection, many of the pupils in Year 3 were attaining standards below that expected for their age whilst those in Year 4 were generally in line. This class is a clear example of the differences of ability between different year groups through the school. The small numbers of pupils within the year group exaggerates the range and overall level of attainment within the group. Pupils in Year 3 are mostly working within Level 2, the standard expected at the end of Key Stage 1, whereas pupils in Year 4 are generally in line with the standards expected for their age. Pupils in both Year 3 and Year 4 make satisfactory progress in their learning. In those lessons where the quality of teaching is good or very good, pupils' learning progresses at an equivalent rate. For example in a lesson on money, all pupils made very good progress in developing strategies for adding sums of money in their heads. The tasks were appropriately matched to their abilities, pupils worked at a very good pace and they effectively used a variety of techniques to calculate correctly.
98. The quality of teaching is generally satisfactory, but ranges from unsatisfactory to very good. At Key Stage 2 the teaching is often good and better. Teachers promote pupils' learning well. They have very good relationships and have high expectations for their good behaviour, which results in pupils' effective learning. Teachers have a satisfactory knowledge of the National Numeracy Strategy and have implemented it satisfactorily through the school. In the most effective lessons the teachers' subject knowledge was very good, resources stimulated the pupils' interest and the activities were linked to real situations making the pupils' work purposeful and relevant. The pupils respond well to the challenges created in the most effective lessons and they exhibit good levels of concentration. Where there are weaknesses in the pupils' learning, it was because the teacher's expectations for the pupils' quantity of work and recording were unsatisfactory, and they made insufficient progress in their learning.
99. Most teachers monitor pupils' work and progress in lessons effectively, but there are no whole school procedures for assessing or recording pupils' attainment and progress. Teachers have recently started to set targets for individual pupils' achievement for the end of the year, based on the previous year's standards. This is a positive step in ensuring pupils make effective progress, but as yet there are no procedures by which pupils' on-going learning is monitored.
100. Pupils' numeracy skills are well developed through effective links with other subjects such as science, geography and information technology. For example, pupils in Year 5 and 6 appropriately used an information technology program to produce their line graphs, and in geography, they

measured the depth of the local river and timed its flow as part of their river study. In Year 3 and 4, pupils extended their knowledge and understanding of angles by programming a floor robot.

101. The co-ordinator for mathematics has only recently taken up post. The staff worked together to implement the National Numeracy Strategy, but there has been little monitoring of the quality of teaching or of pupils' learning. Procedures for the assessment of pupils' attainment have not been consistently developed through the school, but teachers have recently started to track individuals' progress through the identification of levels of attainment and the setting of targets for the end of the year.

SCIENCE

102. In the previous report, standards were judged as above average at Key Stage 1 and in line with the national expectation at Key Stage 2. Standards at the end of Key Stage 1 have declined, but at Key Stage 2 they have improved with all pupils attaining the expected standard and a good proportion above.
103. During the current inspection, pupils at the end of Key Stage 1 were attaining standards that were generally in line with those expected for their age and the progress they make in acquiring the appropriate knowledge and skills is usually satisfactory. However, there are insufficient opportunities for pupils to record what they have found out in order to consolidate their understanding. Most aspects of their learning are introduced to pupils in both Year 1 and Year 2 within the same lessons and the teacher gives the pupils effective opportunities to discuss and explore scientific ideas which she usually records for the pupils. They are introduced to scientific knowledge and skills through appropriate activities, but pupils' literacy skills are not sufficiently used to support pupils' learning in science. They have a clear understanding that plants need water to live and most show care in the way they measure out the correct amount to be given so the plant stays healthy. They are developing a satisfactory understanding of the fact that creatures grow and develop in different ways through their study of the life cycle of the frog. Pupils understand that sounds are made in a variety of ways and during the inspection were making very individual musical instruments that could be struck, plucked or shaken to make sounds. Their display of different sources of light shows satisfactory understanding of the variety of ways we obtain light. Pupils' learning through stories about night and day have enabled pupils in Year 1 to have a secure understanding that some animals and birds are awake during the hours of darkness while they themselves are asleep.
104. Throughout Key Stage 2, pupils make good gains in their learning so that by the time they are 11 they have achieved standards at least in line with those expected and often above. Pupils' understanding of scientific knowledge is sound and they have a good understanding of the principles of investigation and experimentation. Pupils' knowledge of living things is developed progressively through the school. In Years 3 and 4 pupils study the growth of bean seeds and develop a satisfactory understanding of the different parts of the plant as it grows. In Years 5 and 6, pupils' knowledge is effectively increased and they explain clearly the process of pollination and the fertilisation of the seed in order for it to grow. Pupils are not as clear, however, in their understanding of how the plant produces its food through the process of photosynthesis. During the inspection, pupils in Years 5 and 6 were exploring the comparative growth of grass seeds. They have a secure understanding of the requirements for healthy growth and recorded their findings appropriately in tables and later in the form of line graphs.
105. Aspects of physical processes, such as the study of light, are also effectively developed through the school. From pupils' early learning in Key Stage 1, they develop satisfactory understanding in Years 3 and 4 that light is often created when something burns, and that light is formed in this way by candles, oil and gas lamps as well as the sun. In Year 5 and 6 this knowledge is further developed through experiments that effectively explored the fact that light travels in straight lines. Pupils' mathematical skills were clearly illustrated in their accurate measurement of angles and they gave appropriate explanations for their hypotheses and findings.

106. The quality of teaching is satisfactory overall, frequently good and often very good in the upper Key Stage 2 class. Teachers' planning is effective and clearly sets out what is to be learnt. Activities are well chosen to support pupils' understanding and there is a good focus on developing the skills of investigation through the school. Teachers are skilled at stimulating pupils' interest and they usually work with good levels of involvement. Pupils' recording at Key Stage 2 is neat and carefully presented, and in lessons, particularly in the oldest class, pupils show good levels of concentration and perseverance. This was clearly illustrated by pupils in Year 6 who painstakingly drew and then carefully measured lines and angles of reflection. Pupils' learning is usually at least satisfactory and in the most effective lessons the teachers' high expectations for the pupils' understanding was rewarded by their good learning. They respond well to the challenging tasks that are provided. The teachers monitor pupils' understanding satisfactorily in lessons and provide effective support so that pupils of all abilities make steady progress. The pupils' learning in science is enhanced by the effective links to other subjects such as mathematics, information technology and design and technology.
107. The co-ordinator for science is very knowledgeable and provides good support for colleagues, especially in their planning for the progressive development of pupils' knowledge and skills. He has a satisfactory knowledge of pupils' standards and their learning, but has not been involved as yet in the monitoring of the quality of teaching through the school. Procedures for the assessment of pupils' attainment have not been consistently developed through the school, but teachers have recently started to track their individual progress through the identification of levels of attainment and the setting of targets for the end of the year, which is providing a focus for achievement.

ART

108. Provision for art is satisfactory with some good aspects. In the previous report, standards in art were in line with national expectations for pupils of their age, but the subject lacked a policy document. Standards have been maintained and the school still lacks a policy document. Higher than the expected standards are achieved in the use of good perspective in drawings and paintings depicting scenes.
109. Pupils show satisfactory progress in learning throughout each year group. At Key Stage 1, there is good colour mixing and satisfactory observations and collaborative work in three-dimensional art, such as when pupils make their own musical instruments, and paint pictures of musical instruments, with good accuracy.
110. At Years 3 and 4, pupils create competent still life paintings and apply paint cleanly with neat brush strokes. However, the backgrounds of still life art have paint applied too thickly and heavily instead of pupils using lighter colour washes in order to project the plants and flowers more effectively. Pupils' fine-line drawings are mature and appropriate and often carry clear messages, for example, in their posters advertising safe driving. Samples of close observational drawings of fruit are carefully done by this lower Key Stage 2 age group, although their shading around the drawings was less carefully applied. There is good use of fabric and textiles to produce abstract art with a textured dimension.
111. At the upper Key Stage 2, there is art showing good perspective in pupils' pastel drawings of scenes reflected in water and rivers. Pupils have skills in fine-line drawings that are appropriate for the age group. Art that reflects emotion and mood is well displayed in the entrance hall, and depicts lively symbolism on the theme of good against evil. Younger Key Stage 2 pupils' responses to a large reproduction of El Greco's 'A View of Toledo' are perceptive and show a good analysis of the artist's mood at the time. Throughout all year groups, higher attainers rise to imaginative challenges; pupils with special educational needs attain expected standards. It is impossible to distinguish them from others in art lessons.
112. The teaching of art is satisfactory and has an effective impact on pupils' learning and attainment.

Teachers' knowledge and understanding of the subject are broad and informed. Good teaching is reflected in art arising from good links with literature, science, religious education and geography lessons. Teachers have ensured good progress in pupils' learning in the use of perspective and in the use of different textures and colours. Teachers' planning includes appropriate provision for the teaching of skills and techniques using a broad range of media. Teachers have enabled pupils to interpret the work of well-known artists imaginatively.

113. The impact of teaching on pupils' attitudes is positive. Pupils have good and enthusiastic attitudes to the subject of art. They express their emotional reactions imaginatively. They are attentive, ask perceptive questions and concentrate well. Their independence in choosing materials and colour, and in tidily clearing away, are remarkably mature. Behaviour is often very good. Pupils are helpful and courteous to visitors and they enjoy talking about their work. Most take exceptional pride in their finished product.
114. The management of the subject is effective; despite the fact that the school lacks a policy or scheme of work, as good support and guidance has been given to staff. Resources are satisfactory, accessible, and used frequently. Art is valued throughout the school as an enlightening activity to communicate ideas and feelings in the visual form. It is successful in stimulating good attitudes and responses in the pupils, and in improving their perceptions. The subject makes an effective contribution to pupils' spiritual, moral, social and cultural development, particularly by heightening pupils' awareness of colour, perspective and reflections in nature. Good links are made in art to other subjects taught in the curriculum.

DESIGN AND TECHNOLOGY

115. Only one lesson was observed during the inspection, but evidence of pupils' skills was evident from a range of artefacts on display around the school. Design and technology is also often effectively linked to other subjects, such as science and evidence of pupils' knowledge was also observed in a science lesson where pupils in Years 1 and 2 were making their own musical instruments. Throughout the school pupils' standards are satisfactory in terms of their designing and making skills, which is similar to the judgements in the previous inspection.
116. At Key Stage 1 pupils were making a range of musical instruments with a clear design purpose, which was effectively fulfilled. The instruments were all very individual in their design and could be plucked, shaken or hit to produce a range of sounds. Pupils had clear ideas about the materials that they wanted to use. They jointed card, paper, plastic and textiles using glue to a range of recycled boxes, tubs and tubes to achieve the desired result. Their cutting skills were satisfactory, but pupils were well supported by adults in the class when larger or sharper scissors were required. One girl showed great care as she cut two circles of paper to cover the ends of a tube, and then meticulously filled the tube with pasta, one and two pieces at a time, until she had the required amount to make her shaker.
117. Pupils' design skills are satisfactorily developed in Key Stage 2 and pupils produce bright posters, pamphlets, catalogues and book covers with a good understanding of the requirements of their purpose and how to use labels and lettering to provide clear messages. In Years 5 and 6, pupils used this knowledge to support their ideas for designs of packaging for a new biscuit that they were to create. By Year 6, pupils' making skills have also progressed satisfactorily. They have a good understanding of structures and how to make them stronger, which they used effectively to make models of temporary shelters. The pupils responded well to the challenge and each group effectively built their shelter out of newspaper. The models' effectiveness was then evaluated informally as part of a class discussion.
118. The quality of teaching is satisfactory overall. Pupils' interest is well stimulated and they respond well to their tasks showing satisfactory levels of care and individual ideas. Artefacts on display show only a limited range of skills and so it is difficult to judge whether the full range of pupils' skills and knowledge are taught. The whole school curriculum for design and technology is set out

in the local education authority planning pack, which provides many ideas for teachers to use in order to provide a broad and balanced curriculum. Teachers have clear aims for the pupils' learning, but as they tend to plan the activities for their class individually there is no clear identification and progression of the skills through the school. No evidence was seen of pupils' own paper designs showing the materials they would use, and the measurements and fixings, or of pupils' evaluations of the quality and effectiveness of their artefacts. Pupils in the top class explained that this was a process they had used but none were available for judgements to be made on their quality.

119. The co-ordinator for design and technology has only recently been appointed and there has been very little management or co-ordination of the subject.

GEOGRAPHY

120. Pupils' knowledge and skills of geography are well developed through the school resulting in pupils' effective learning. Pupils' standards of attainment have been well maintained since the previous inspection, and they are at least satisfactory and often good at both key stages.
121. At Key Stage 1, pupils explore the local area around their classroom and the school. They are developing a growing awareness of the relative positions of their homes to the school. They have drawn simple pictorial maps of the classroom showing where the furniture is situated. These maps show good spatial awareness. One boy drew a clear aerial view showing a mature appreciation of the principles of map-making. The knowledge and skills of map-making are effectively developed through the school so that in Class 2 pupils use simple co-ordinates to find places on their island maps. They use the points of the compass and plot simple routes to provide appropriate directions. By the time pupils are 11, they use four figure co-ordinates correctly, understand the use of symbols on maps and effectively find information from an atlas. Pupils knowledge of their own village and how it compares with other areas both in England and abroad develops well in Key Stage 2. In the lower class, pupils produced an effective village trail giving directions to areas of local interest and studying the different forms of land use. Their literacy and art skills are effectively used and further developed in the process. The finished Village Trail seen was of a high quality.
122. Only one specific lesson on geography was observed during the inspection, but from the quality of pupils' work and from teachers' planning the quality of teaching is judged as at least satisfactory and often good. They make meaningful links between geography and other subjects developing pupils skills of literacy, numeracy and information technology. For example, pupils in Years 5 and 6 have pen-pals in a school in London to whom they write. Pupils' interest and involvement are well promoted, which stimulates their learning to good effect.
123. The curriculum for geography is broad and well developed. Pupils in Key Stage 2 all have the opportunity of developing good skills by participating in field trips. For the lower Key Stage 2 class it is to study their village and in the upper Key Stage 2 class pupils visit the local river and produce a detailed river study. They record effectively the cross section of the riverbed using their mathematical skills of measurement and their understanding of graphs to show its depth. This information was also reproduced on a data-handling program.
124. Geography is used effectively by the teachers to develop pupils' social and cultural awareness. The study of St Lucia provided good opportunities for pupils throughout the school to develop their awareness of other cultures as part of their Caribbean Day celebrations. Pupils in Year 5 and 6 are provided with good opportunities to become aware of mutli-cultural issues in their contacts with a school in Hackney, in London, where the majority of pupils are from other ethnic groups. Pupils are made well aware of racial prejudice and many develop mature attitudes to the problems. Their views were well expressed in a class debate. Pupils' in Years 3 and 4 also expressed their ideas effectively in an imaginary letter from London to parents in St Lucia.

HISTORY

125. Provision for history is satisfactory with several good aspects. In the previous inspection report, standards met national expectations by the end of Key Stage 2, and pupils made good progress. Standards have been effectively maintained and pupils achieve satisfactory levels in their learning. The school still lacks a printed policy and scheme of work, but effectively follows the local education authority planning pack closely.
126. All pupils are sufficiently challenged in the key elements for learning. Higher attainers and pupils with special educational needs attain appropriate standards. Pupils have a satisfactory sense of chronology. They have a wide range and appropriate depth of historical understanding. Older pupils in particular identify and give good reasons for the different ways in which the past is represented and interpreted. The majority of pupils throughout the school know how to find out about aspects of the periods studied from a range of sources of information. Older pupils are secure in how to select and organise historical information, including dates. They have a secure knowledge of the terms necessary to describe the periods and topics studied.
127. The quality of teaching is satisfactory overall and often good which has a positive impact on the quality of pupils' learning and achievement. Planning is thorough and ensures good equality of opportunities within each key stage, so that all pupils have the same access to key elements of the study units. Teachers provide interesting tasks and ensure that pupils have a clear understanding of changes over time. For example, at Key Stage 1, pupils have brought into school their favourite toys and established which toys could have been in vogue with grandparents. They discovered how materials in toys have changed over time, and analysed how photographic evidence has established these changes. Their project about Florence Nightingale's role in the Crimean War during the Victorian era has further reinforced their clear understanding of change. It has, in addition, encouraged a respect for evidence and helped pupils to make comparisons between nursing during the Victorian time and nursing today.
128. Similarly, the pupils in Years 3 and 4 have an appropriate sense of chronology. They show a satisfactory knowledge of the ancient Greeks and display a healthy respect of the evidence to be gleaned from pictures on Greek pots about the social life of the time. Pupils' interpretations are perceptively developed by teachers when pupils are asked to write about the story of the 'Trojan Horse' from two viewpoints; the Greeks versus the Trojans.
129. Teachers continually foster good research skills so that pupils are proficient in using the contents and index pages in historical reference books, or when using ICT. These skills improve pupils' strategies in their literacy tasks as well. For example, following a visit to Warbstow Bury and Kestle Ring, pupils' poetry writing at Years 5 and 6 is of a high quality and reflects good historical atmosphere. By the end of Key Stage 2, pupils' chronology is well developed. Pupils explain confidently that Iron-age settlements in the United Kingdom came before the Tudors, and that the Tudors lived before the Victorians. By the time pupils are about to leave in Year 6, they communicate their knowledge and understanding of history in a variety of ways, including structured narratives, poetry and descriptive writing.
130. The imaginative provision in history ensures that pupils' attitudes to the subject are good. Pupils enjoy the subject and achieve satisfaction from their research. They are confident to give opinions on the conditions of a period. History makes a good contribution to pupils' moral, social and cultural development, particularly when they consider the impact of change on individuals and objects. Visits to places of historical interest, such as to local churches, Launceston Castle, Lanhydrock, Cotehele and Plymouth's Smeaton's Tower and the Dome, contribute significantly to pupils' progress in learning. The subject successfully enriches and develops the pupils' imagination.

INFORMATION TECHNOLOGY

131. The provision for information technology is much improved since the previous inspection resulting

in pupils' higher attainment and progress in learning. During the current inspection pupils were judged to be attaining standards similar to those expected for their age at both key stages. The skills of information technology are now more systematically taught and there are good links with other subjects providing appropriate opportunities for pupils to develop further their information technology skills whilst learning in other areas of study such as mathematics, science, and geography.

132. At Key Stage 1, pupils make satisfactory gains in their learning. They communicate their ideas through the use of art and word processing programs. They develop their skills of using the mouse satisfactorily using simple programs where they click on and move items of clothing to dress the "Teddy". They use the keyboard to write their names and simple captions for their work. They are learning how to give simple commands to a floor robot, making it move forward a specified number of spaces and turn. These control skills are appropriately developed in the lower Key Stage 2 class and effectively linked to pupils' learning of angles. They are not however further developed in the oldest class where pupils should be able use Logo and design simple commands in order to create regular or irregular shapes.
133. Pupils' knowledge of and confidence in using computers develops well through the school so that by the time they are 11 pupils access drop down menus to find their way through programs to use the appropriate tools. They present their work using word processing packages and know how to change the size and font of the text to suit its purpose. They re-draft their work appropriately using the cut and stick functions and the click and drag tools that enable them to access information from a CD-ROM ready for printing. The pupils in the present top class have not yet been taught how to develop a multi-media presentation, but this is planned for next term.
134. Pupils in Key Stage 1, collect information on how different pupils in their class travel to school and enter this into the computer to create a simple bar chart. By Year 6, pupils use the computer to present data such as the growth rate of seeds, collected as part of a science lesson, or the measurements that show the contours of a riverbed, collected in a geography lesson. They interpret the data presented on these graphs appropriately, but are not yet confident in accessing, amending and interrogating the data stored on a database.
135. Most pupils enjoy using the computers and other information technology resources such as the digital camera and the Internet and they respond well to the opportunities provided. They work well together in pairs and groups sharing ideas and supporting each other when there are difficulties. The quality of teaching is satisfactory. Teachers provide effective support and their own subject knowledge is sufficient to enable them to solve simple problems when they arise. Teachers plan the activities to link appropriately with other areas of the curriculum, for example using databases to carry out research for history and geography. They manage the use of the computer satisfactorily so all pupils have regular opportunities to develop their skills.
136. The curriculum is broad and satisfactorily balanced. Statutory requirements are now met, although there are still a few areas, which have not been fully developed. For example, the skills of monitoring and measuring external events, such as temperature or water flow have not been taught, as school does not have the appropriate equipment. However, resources have been improved since the previous inspection and staff in-service training has enabled all teachers to feel more confident in their own skills and knowledge.
137. The co-ordinator has only recently taken up this responsibility and has not yet had the opportunity to monitor and evaluate the work through the school. There is no agreed scheme of work which identifies the knowledge and skills to be taught, and in some classes planning is through the programs used rather than a systematic development of pupils' learning.

MUSIC

138. In the previous inspection's report, standards of pupils' attainment were in line with national expectations. These have been maintained throughout and improved upon in the upper Key Stage

- 2, where standards are above those expected nationally. Pupils make good progress in their learning throughout. Higher attainers are particularly well challenged and are confident to compose and perform solo. All pupils, including those with special educational needs, are given equal opportunities to succeed.
139. At Key Stage 1, pupils show good rhythm in time to the music during a dance lesson and are knowledgeable about the different types of instruments. When listening to and appraising Vivaldi's music 'The Four Seasons' [Spring] Years 3 and 4 pupils offer perceptive comments to the emotions and pictures in their minds, which the music has inspired. Several have good recognition of the sound, which the predominant instruments make, and correctly identify the violins when listening to the music. Pupils are knowledgeable about different musical instruments in an orchestra and what they look like.
140. Rhythm work is successfully developed throughout Key Stage 2. Younger pupils in the key stage correctly imitate music on an African theme. Their pitch, rhythm and duration of notes when singing accompanied by a cassette tape are appropriate for the age range and learning is overall satisfactory. By the time pupils have reached the end of Key Stage 2, pupils' learning has progressed well. Pupils demonstrate standards in composition that are above the level normally expected for their age. They successfully layer sound effects in time to the movements of dinosaurs on a cartoon, and compose their own rhythm patterns and sounds with percussion instruments. With good dynamics, from pianissimo to fortissimo, pupils create a dramatic crescendo of differing sounds when groups perform a finale.
141. Teachers ensure that pupils have a wide experience of all elements of the National Curriculum's programme of study for music, that is, for performing and composing, listening and appraising, and singing. Together, most pupils begin and end a sequence of tapping in time. They correctly recognise the different number of beats in a bar, repeat these accurately and maintain a steady ostinato rhythm.
142. Teaching of music is at least satisfactory and at the end of Key Stage 2 is good. As a result, pupils have a good understanding of how to use percussion instruments to produce different, dynamic effects and layering of apposite sounds. Teaching at the older stage of Key Stage 2 enables pupils to reach a good standard in composition work in groups. Pupils successfully use a variety of instruments to create mood, different rhythms and a contrast of cacophony and stillness demonstrating a sequence of episodes at the dawn of time in the dinosaur age.
143. Teachers are well prepared and ensure that pupils are relaxed and enjoy music lessons. Pupils' efforts are praised well, and teachers are patient and encouraging of pupils. Sensitive support ensures that all pupils gain confidence and make steady progress throughout. As a result, pupils' attitudes to music are good. Most pupils respond in an alert manner when music is used in lessons. Pupils show good self-control when handling instruments carefully and in returning them to their storage. They are self-disciplined, co-operative; they are respectful of adults and the performances of other pupils.
144. The management of the subject is good. The use of the BBC's programmes linked to the National Curriculum supports the non-specialist teachers well, so that staff teach their own classes with confidence. Almost half of the pupils learn to play the guitar in groups with a governor on a weekly basis. The school participates fully in music during Christmas and Harvest festivals, when a parent-governor offers piano accompaniment to the performances of pupils. About a fifth of pupils successfully learn the recorder, using traditional notation. There is good use of music from other cultures during music lessons and when the school had a music festival on a Caribbean theme. Pupils are given good opportunities to perform solo in singing and playing instruments. Resources are plentiful and of good quality. The lively musical provision ensures that music plays a high profile in the strong links between the school and the community.

PHYSICAL EDUCATION

145. Provision overall for physical education is good, apart from gymnastics. By the time pupils are about to leave school in Year 6, they have made good progress in their learning, with the exception of gymnastics. Learning in swimming lessons is very good and pupils reach exceptionally high standards. The poor gymnastics' provision is due to the fact that the school lacks a hall and has not yet explored the possibility of using other venues, such as the gymnasium at the local leisure centre, or those of other local schools. Were it not for this fact, standards overall would be very high in physical education. Since the previous inspection's report, provision for physical education has not improved. However, the standards, which are above national expectations, have been well maintained.
146. Throughout both key stages, pupils show considerable control, co-ordination and balance in dance. Younger pupils' awareness of moving within an appropriate space is less well developed. Older pupils have a good awareness of space. Pupils travel lightly in a variety of ways and they learn the sequence of a new team game quickly and correctly. Pupils are alert in performing for team games and pupils are quick, agile and well-co-ordinated. They have made good progress in ball skills, such as throwing, catching and controlling.
147. In dance, throughout all year groups, pupils respond well to music with good rhythm and imaginative expression. Younger pupils show good control and tension in their movements, such as when they pretend to 'toss pancakes' in the air and try to catch them in the 'pan'. Older pupils move appropriately to the syncopated rhythm of bongo drums, responding well to the mood and atmosphere of music with soft, flowing movements to imitate the river Zambezi. They understand stillness in response to sections of the music, carrying through a movement with good facial expression and gestures of hand, tensing at the end of music with a balanced poise.
148. The majority of pupils swim with very high standards, which are well above national expectations. Pupils swim with a variety of strokes and float confidently. Their front crawl is of a particularly good style; pupils perform a competent tumble-turn half way across the swimming pool in the deep end.
149. Teaching is good. Strengths are in the very good expertise of teachers and in the organisation of activities, adapting methods to meet pupils' immediate needs and circumstantial changes. Teachers have good management strategies for engaging pupils' interests. Discipline is good. As a result, higher attainers are well challenged to lead and demonstrate. Pupils with special educational needs are confident; in team games and swimming it is difficult to identify them. Teachers give pupils frequent opportunities to demonstrate and evaluate their own and others' performances in order to improve their techniques. The pace of lessons is brisk and every moment of the lesson time is fully used to provide physical challenges. Teachers set a fine example in the way they dress for physical education lessons, often leading enthusiastically by demonstration.
150. The impact of good teaching ensures that standards and pupils' attitudes are high. Across the school, pupils have high levels of enjoyment and enthusiasm for the subject. Pupils' responses are positive and confident. All pupils work sensibly with a good awareness of safety routines, such as when they partner each other in dance or carry games equipment together. The combination of swimming, dance, games and athletics makes a significant impact on pupils' physical, social and moral development. Behaviour is often very good in physical education.
151. The management of the subject is good. Games, such as football, netball, cricket, rounders, hockey and rugby are well provided. Modern and traditional country dancing is on offer. Well-planned orienteering takes place in the school grounds. Pupils attend an activities' day at Kit Hill for canoeing, rock-climbing and abseiling. There are good links with other primary schools in the area for sporting activities including athletics.
152. Apart from gymnastics and a hall, resources for physical education are good. The site is excellent and spacious. It includes a full sized netball pitch and a large, flat adjoining sports field. When

the projected new hall is completed in the summer, the potential for the subject is very good.

RELIGIOUS EDUCATION

153. Standards have been effectively maintained since the previous inspection and standards are in line with the expected levels of the locally agreed syllabus. All pupils make satisfactory progress in their learning.
154. Most pupils, at both key stages, have secure understanding for reflecting on and forming views about religion, about symbolism, and about the experiences and hopes of other people. Pupils distinguish clearly between Christianity, Judaism and Hinduism, and explain the differences in festivals and modes of worship of these religions to a satisfactory level. Pupils have a good recall of the main features, which characterise Christianity; they relate them well to their own experiences. Pupils have good experiences and understanding of the purposes of religious buildings, due to visits out to Egloskerry Church and St Mary Magdalene Church in Launceston. There is satisfactory knowledge of the special books of the world's major religions, such as that of Judaism.
155. Higher standards are reached when pupils explore aspects of human experiences, for example, feelings, friendship, loss and thoughts about evil in the world. At Key Stage 1, pupils express their ideas about themselves and others clearly. They have a secure knowledge of the family and friends of Jesus, and a clear memory about the Hindu festival of Diwali. At the younger stage of Key Stage 2, pupils have developed a good understanding of Christian festivals and how they differ from Jewish celebrations. By the end of Key Stage 2, pupils make good reflections about the concepts of goodness and evil. They write succinctly of the differences of good and bad friendships. Their views about goodness and evil are perceptive and well illustrated, making an interesting display in the school's entrance hall. One pupil felt and wrote with insight about the power of being good: "Teach people that you still have power being good and that you feel better with all the weight from evil off your back."
156. From analysis of pupils' work and discussions with pupils, teaching is shown to be effective and, overall, satisfactory. Teachers promote good relationships in classes so that pupils are confident to put their individual viewpoints. Teachers' planning is satisfactory and reflects the locally agreed syllabus fully. Teachers make good links with other subjects, such as art and design and technology, to expand the ideas behind symbolism, for example, the making of clay Diwali lights and coloured drawings of symbols. Teachers' aims ensure that pupils with special educational needs are fully integrated with all the activities and discussions for religious education, and these pupils attain appropriate standards. Higher attainers are sufficiently challenged.
157. The teaching ensures that pupils have positive attitudes to the subject. Pupils are willing to explore religious ideas through reflection and imagination. They listen carefully to the views of others and are prepared to acknowledge bias in one's own views. They make reasoned judgements about what is worthy of respect and what is not, appreciating that people's religious beliefs are often deeply felt. By the time they are about to leave school in Year 6, pupils' learning is secure and they have developed a balanced sense of self-worth and value.
158. Resources are generally satisfactory for religious education. The school makes good use of the local 'cluster' of schools' resource pack and of the local Christian church. The school has good links with a school in Hackney, London, to broaden pupils' experiences of minority ethnic families and their religious beliefs. The co-ordinator has made a satisfactory start on working towards the new locally agreed syllabus due to be implemented in September 2000. An area left for development is that of assessing pupils' knowledge and understanding and progress in the subject. The school has already made plans to address this weakness by the time the new syllabus is implemented.