

INSPECTION REPORT

MEVAGISSEY COMMUNITY PRIMARY SCHOOL

Trewinney, Mevagissey

LEA area: Cornwall

Unique reference number: 111890

Headteacher: Mrs Sue Coates

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 26 – 29 November 2001

Inspection number: 194177

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Old Road Trewinney Mevagissey Cornwall
Postcode:	PL26 6TD
Telephone number:	01726 843522
Fax number:	01726 843522
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Marlene Behennah
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Kay Cornish	Registered inspector	Mathematics Art Music	Summary of the Report How high are standards? The school's results and pupils' achievement How well are pupils taught? How well is the school led and managed?
11564	Jean McKay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Jean Newing	Team inspector	English History Religious education The Foundation Stage Equal opportunities Special educational needs English as an additional language	How high are standards? Pupils' attitudes, values and personal development
22704	Garry Williams	Team inspector	Science Information and communication technology Design and technology Geography Physical education	How good are curricular and other opportunities?

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
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	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mevagissey Community Primary School, in Cornwall, is smaller than average and has 151 pupils aged four to 11, with almost equal numbers of girls and boys. There are five classes with an average size of 30 pupils. No pupils come from homes where English is not the main language. The number of pupils on the school's special educational needs register is 23, which at 15 per cent, is below the national average. The percentage of pupils with a Statement of Special Educational Need is 4 per cent, which is higher than the national average. The percentage of pupils eligible for free school meals is 5 per cent, which is below the national average. Pupil mobility is relatively high: 12 per cent joined the school other than at the usual time of first admission, and 5 per cent left the school other than the usual time of leaving. There is a wide range of attainment on entry at the foundation year. Assessments of pupils on entry show that most are close to the expected level of the local education authority, but some are above. Attainment in mathematics on entry is below the expected level when children begin reception class. The village playgroup is housed at the school. Most pupils attend Penrice College at St Austell on leaving at age 11, but some leave for Poltair College or Roseland College at Tregony.

HOW GOOD THE SCHOOL IS

Mevagissey Community Primary School is most effective at providing a relevant and enriching education for its pupils. Pupils make good progress in their learning. Standards of pupils' attainment have improved and by the age of 11, are mainly close to nationally expected levels. Pupils' attainment is above the expected levels in speaking and listening, reading, science, design and technology, music and physical education by 11 years. The clear educational vision of the headteacher and the strong support from staff and the governing body have ensured several successful developments since the previous inspection. Teaching is predominantly good and a strength. Excellent enrichment activities ensure that the school has good educational inclusion for all. The governing body gives active support and commitment. The school gives good value for money.

What the school does well

- Pupils' attainment is above the expected levels in speaking and listening, reading, science, design and technology, music and physical education by the age of 11.
- The purposeful leadership of the dedicated headteacher and her talented deputy has improved standards.
- Teaching is predominantly good, and has a strong impact on pupils' good learning.
- The provision and leadership for special educational needs are strengths.
- The good behaviour, relationships, attitudes and pupils' personal development are ensured through the good support given by all hard-working staff, and the excellent extra-curricular provision.
- The impact of parents' involvement and community links on the work of the school is very good.
- Governors have an excellent grasp of financial management and are well supported by the local education authority's bursar and the highly efficient school administrator.

What could be improved

- The organisation of the cross-key-stage grouping in order to improve the learning opportunities of both Year 2 and Year 3, particularly in literacy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection. All issues of the previous inspection have been rectified, although pupils' writing is still receiving extra focus. Information and communication technology provision and standards have improved; in the main, higher attaining pupils are better challenged; pupils' recorded work has improved; unauthorised absences are now recorded accurately; a new marking policy has been introduced; changes in school timetabling have improved delivery of the National Curriculum; the National Strategies for Literacy and Numeracy have been fully implemented and single-year groups were introduced in numeracy lessons for Key Stage 2 in 2000, and for Key Stage 1 in

the Autumn 2001 term. Further enrichment activities have been introduced which successfully link with local schools; and the quality of the school's development plan has improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				
	all schools				similar schools
	1998	1999	2000	2001	2001
English	E	C	B	A	A
mathematics	E	B	C	C	C
science	E	C	D	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Compared with all schools and similar schools, pupils' attainment in 2001 at 11 years of age was well above average in English, particularly reading. Mathematics' attainment was close to the national average and science attainment was well above average. Care should be taken when comparing results between years, due to small numbers of pupils. However, trends over three years show an upward improvement, better than national trends.

Current pupils in Year 6 reflect the improving standards. Pupils now, in November 2001, show that attainment in speaking and listening, reading, science, design and technology, music and physical education is above the nationally expected level. All other subjects' standards are close to the expected levels. Current pupils in Year 2 have maintained secure learning from entry and reach standards in all subjects which are close to the national average or expected levels, apart from English, design and technology and music, which are above.

Assessment of children on entry to reception shows a wide range of attainment, with the majority close to the expected level of the local education authority, apart from speaking and listening and mathematical development, which were below. By the end of reception, most children are on target to attain the nationally expected levels of the early learning goals. Pupils with special educational needs have very good provision and support and they make good progress towards their individual targets. Higher attaining pupils are mainly well challenged and achieve the higher level 5 in National Curriculum assessments annually. Attainment in religious education meets the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to work and enter school confidently, settling quickly to their tasks. Concentration is well focused.
Behaviour, in and out of classrooms	Behaviour is good in classrooms and as pupils move around school. No evidence of bullying was seen during the inspection.
Personal development and relationships	Relationships are very good. Pupils are keen to take on responsibilities, to use their initiative and to help others. The excellent extra-curricular enrichment supports this aspect strongly.
Attendance	The school has improved its attendance figures since the previous inspection. Attendance is now above the national average and unauthorised absence is close to national figures. A prompt start is made to lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 during the inspection was predominantly good. Thirty-eight lessons were observed and no lessons were overall unsatisfactory. Two lessons were excellent, whilst 12 lessons were very good. Thirteen lessons were good and 11 were satisfactory. This is a good picture and an improvement from the previous inspection. Good teaching at the Foundation Stage for all aspects, ensures that children are on course to reach the early learning goals, if not higher, by the end of the reception class. Teaching at Key Stage 1 is predominantly good with very good teaching of mathematics and science, and excellent teaching of singing. In the cross-phase class, teaching is mainly satisfactory, but problems arise due to a large proportion of pupils with special educational needs, a high proportion of boys, and a wide attainment level within a large class. Teaching of mathematics in this class is more successful because Years 2 and 3 are taught by two separate teachers, which makes planning and monitoring easier. Very good teaching of Years 5 and 6 was observed. The teaching of literacy and numeracy is good in the main, but large, mixed-age groups for English create difficulties for teachers, particularly when challenging higher attaining pupils in writing. Overall, there are strengths in the teaching of reading, speaking and listening, design and technology and music throughout. At Key Stage 2, the teaching of science and physical education is strong. Overall, teaching is a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good and provides a relevant curriculum that meets statutory requirements. The school provides very good educational inclusion through an enriching range of activities and the extra-curricular programme is excellent.
Provision for pupils with special educational needs	Provision and support are very good. The very good influence permeates the school significantly. All pupils are identified early and their targets are carefully planned.
Provision for pupils with English as an additional language	No pupils come from homes with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The successful promotion of very good spiritual, moral, social and cultural development is a central philosophy in the aim of the school to maintain a warm, friendly community ethos.
How well the school cares for its pupils	The school looks after pupils very well. It makes good provision for pupils' welfare, health and safety. All staff work very hard to maintain a safe, clean environment. The assessment of pupils' attainment and progress is good. The use of assessment information to guide curricular planning is good.

Parents' views of the school are predominantly very good. Partnership with parents is very good and they are well informed about their children and the school. The school is a well ordered community, offering a warm welcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The purposeful leadership of the dedicated headteacher and her talented deputy has improved standards. The delegation of duties is clear and monitoring of teaching and learning by the headteacher is thorough.
How well the governors fulfil their responsibilities	The long-standing Chair of Governors is excellent and gives well-informed loyal support. Governors have very good expertise and are very good in fulfilling statutory duties and shaping the direction of the school to ensure improvements.
The school's evaluation of its performance	The school's improvement plan provides a very clear programme of action from a thorough evaluation of the school's strengths and needs. Priorities for development are well costed. Due to close monitoring, the school has identified issues in need of rectifying.
The strategic use of resources	The school uses its budget prudently and there is an excellent financial policy. Governors of the finance committee have excellent expertise and grasp of the financial management of the school's budget. They are well supported by an efficient secretary and a local education authority bursar. Very good decisions are made with far-sighted vision in order to protect standards. The accommodation and site are excellent and used to maximum effect. The school uses the principles of best value well and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents find the school easy to approach with problems or suggestions and they are always made welcome. The school cares about pupils as individuals. Learning for pupils is fun. Children like coming to school. Relationships and the ethos are good. Ninety-three per cent of parents' questionnaire responses considered that the school was well led and managed. 	<ul style="list-style-type: none"> More communication about the curriculum and homework. New parents would like more information at induction evenings on how to help their children when they start school.

Inspectors agree with all that pleases parents and with the opinions about the improvements that have been made. Inspectors agree with the points made about the need for further communication with regard to the curriculum to be studied in the forthcoming term. Inspectors consider that more information to help parents support their children when starting school would be an improvement. Inspectors consider that provision and communication for homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception class is close to the expected level of the local education authority, apart from speaking and listening, reading and mathematical development, which are below. By the time pupils begin their formal schooling in Year 1, most pupils have made good progress in speaking and listening and in mathematical development, and satisfactory progress overall in all other areas with strengths in creative and physical development. By the time they enter Year 1, children are in line with the early learning goals in the main, but are ahead in some aspects. This is a better picture compared to the previous inspection.
2. At the time of the previous inspection, the majority of pupils by the end of Year 2, reached the expected level of attainment in all subjects, but attainment in design and technology was above. By the end of Year 6, the majority reached the average and expected levels for all subjects. Throughout, there were weaknesses in writing and presentation and some limited opportunities for information and communication technology and for higher attaining pupils. Pupils with special educational needs made good progress.
3. In 2001, the National Curriculum assessment results show a varied picture and care should be taken when comparing results between year groups where numbers are small. Due to the composition of the Year 2 in 2001, where there was a high proportion of pupils with special educational needs, and when the pupils were taught by two temporary teachers due to the illness of the resident teacher, test results were well below the level 2+ average in reading and writing. Mathematics' assessments were slightly below the national average and science assessments were just below the national average.
4. In 2001, the National Curriculum assessments in Year 6 show pupils' attainment as well above the national averages, particularly in reading. Mathematics attainment was close to the national average and science attainment was above.
5. Trends over three years show an upward improvement, better than the national trends. In 2001, when comparing the school's Year 6 average points scores achieved with those schools in similar contexts and according to prior attainment, data shows that Mevagissey's School's English and science standards were well above. Mathematics standards were close to the average. The average of all core subjects was above. No comparisons between boys and girls are commented upon because numbers of pupils are predominantly lower than ten or less.
6. Current pupils in Year 6 reflect the improving standards. Pupils now, in November 2001, show that attainment in speaking and listening, reading, science, design and technology, music and physical education is above the nationally expected level within Year 6. All other subjects' standards are close to the expected levels. This is good improvement from the previous inspection. Current pupils in Year 2 have maintained secure learning from entry and reach standards in all subjects which are close to the national average. Their attainment in design and technology and music is above the expected level. This is a similar picture compared with the previous inspection, with an added improvement in music and English.
7. Currently, all subjects' standards at least meet national requirements throughout the school. Since the previous inspection, the additional requirements for information and communication technology have been met successfully, due to the provision of a designated suite and the appointment of a technician. Both the National Strategies for Literacy and Numeracy have been effectively implemented. This has had a good influence on improving writing in most year groups, but writing is still an area which receives a strong focus. The school has agreed that mixed-year-group

teaching for English is an issue that needs to be rectified in order to improve standards further. The teaching of mathematics in separate year groups from Year 4 upwards, since 2000, has had a beneficial influence on pupils' current attainment, particularly in Years 5 and 6. This arrangement has been extended to Years 1, 2 and 3 since September 2001, but it is too early to judge the full impact, although improvements can already be seen. Pupils' attainment in religious education meets the requirements of the locally agreed syllabus of the education authority.

8. Pupils with special educational needs make very good progress in many lessons and good progress over time. They build very well on their prior learning. This progress is the result of very good teaching from the teacher for children with special educational needs, the high quality support provided by teaching assistants, the effective leadership by the co-ordinator for special educational needs, and the good planning of lessons by classroom teachers. The teaching of numeracy in single age groups provides good learning opportunities for all pupils, including those with special educational needs. Higher attaining pupils are well challenged and achieve higher than average standards in most year groups, with the exception of the large Years 2 and 3 class. There is good support given to teachers and pupils from part-time teachers and learning support assistants, which has a mainly beneficial effect on all groups. As well, very good enrichment activities ensure that the school has good educational inclusion overall. The unique nature of the cross-key-stage class, with thirty-four on register and a high proportion of pupils with special educational needs, is now establishing itself early in the academic year, and has shown that, in its present composition, problems have arisen which inhibit good progress in learning for the Year 2 and Year 3 pupils within it. The school has acknowledged the problem already and intends to rectify the matter soon.
9. There is a determined statement and intent from the headteacher and all staff to focus on raising standards. In addition, new staff have integrated smoothly into the school's philosophy and all current efforts have impacted strongly on the trend for improvement in pupils' attainment and achievement.

Pupils' attitudes, values and personal development

10. The youngest children settle into school well. The small groups enable them to have a great deal of individual attention and these youngest children can be seen playing happily, sharing books with adults as well as listening to the teacher during more formal focused sessions.
11. Pupils come into school confidently and settle quickly to a range of activities or tasks depending on their age, for example, reading or practising handwriting. Teachers and teaching assistants use this time well to foster good relationships with pupils. In many lessons, pupils work with enthusiasm, for example, Years 1 and 2 role-play of Remembrance Day celebration. Older pupils work with interest and concentration, for example, Years 4 and 5 pupils writing a play script, and Years 5 and 6 pupils learning of the conventions of a play script through Shakespeare's Act I of 'Twelfth Night'.
12. This is a very inclusive school; pupils with special educational needs have high self-esteem and display the same good attitudes to learning as their peers. There are pupils with autism, Downs syndrome, visual and hearing impairment, but these pupils are very well integrated and valued by adults and pupils, which has a positive impact on their progress.
13. Behaviour is good in the classroom, in assemblies, in the dining hall, around the school and in the playground. Pupils listen to teachers and teaching assistants attentively, for example, pupils in Years 1 and 2 during a cooking activity. The oldest pupils fully participated in a workshop on communication skills, responding well to the adults and working co-operatively in pairs and speaking confidently in front of the group.
14. Relationships between adults and pupils are very good; both treat each other with respect. The

Year 4 teacher and some pupils dressed up to read a play script in history, and the pupils found this a highly motivating experience and, as a result, learning was good. Pupils co-operate with each other and adults in a mature manner.

15. The school has improved its attendance figures since the previous Inspection. Attendance is now above the national average and unauthorised absence is in line with national figures. From the results of the questionnaire, and from what parents said at the meeting before the inspection, they believe that pupils are keen to come to school, and the school rightly believes this regular attendance has a positive impact on their achievement. A prompt start is made to lessons.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is a strength of the school. The quality of teaching during the inspection was predominantly good. Thirty-eight lessons were observed and no lessons were overall unsatisfactory. Two lessons were excellent, whilst twelve lessons were very good. Thirteen lessons were good and eleven were satisfactory. This is a good picture and an improvement from the previous inspection. The impact of the current good or better teaching has been substantial in raising consistently pupils' achievement, particularly in a school where two full-time teachers are new this term, and when, during the inspection, another temporary teacher took over a class due to a teacher's illness.
17. Good teaching at the Foundation Stage for all aspects ensures that children are on course to reach the early learning goals, if not higher, by the end of the reception class. Teaching at Key Stage 1 is predominantly good with very good teaching of mathematics and science. Teaching of Year 2, in the cross-key-stage class, is satisfactory. The teaching of singing in Years 1 and 2 is excellent. Teaching at Key Stage 2 is good with very good teaching in Years 5 and 6. Teaching at Year 3 is mainly satisfactory. The teaching of literacy and numeracy is good in the main, but large mixed-age groups for English create difficulties for teachers, particularly when challenging higher attaining pupils in writing. There are good links made to other subjects through literacy and numeracy sessions. However, joined handwriting is not taught consistently by the age of seven, and literacy presentation throughout the school varies.
18. There are strengths in the teaching of speaking, listening, reading, design and technology and music throughout each class. At Key Stage 2, the teaching of science and physical education is strong. The teaching of place value in mathematics is a strength. Features of the best teaching observed in all classes include high expectations of behaviour, discussion and academic performance. Planning of the subject content of lessons is good and addresses well the needs of the majority of pupils. Teachers' knowledge of the Programmes of Study of the National Curriculum is good, and teachers are mainly good at teaching the basic skills so that pupils' recorded work, particularly in mathematics, science and information and communication technology, is logically presented. The management of pupils' behaviour is good and there is very good use of time and resources so that pupils remain well focused during lessons. The deployment of learning support assistants is good in order to support pupils with special educational needs. The use of learning resources is good and enables pupils to be independent and responsible when retrieving and returning apparatus.
19. Educational inclusion is predominantly very good so that work is suitably matched to most pupils' needs. Teachers and staff work hard to provide a wide range of enrichment activities throughout the year and all pupils are allowed to participate where possible.
20. Pupils with special educational needs are taught very well. Class teachers recognise pupils' difficulties and plan lessons carefully to meet the needs of all pupils. Teaching assistants are well informed about pupils' individual education plans and through their patient and effective support, pupils make good progress. The very focused teaching for pupils in small groups, results in good learning. There is very good co-operation between class teachers, the part-time teacher for pupils

with special educational needs and teaching assistants. All these people keep detailed records and this has a positive impact on pupils' learning. The only problems that arise are in the cross-phase class where there is a large proportion of pupils with special educational needs, a high proportion of boys and a very wide attainment level within a large class. Teaching of mathematics in this class is more successful because Years 2 and 3 are taught by two separate teachers, which makes planning and monitoring easier.

21. The quality and use of daily assessment are good, particularly in mathematics, where pupils receive a half-termly assessment and review, and each year group participates in optional annual testing of the National Curriculum. Overall, tracking of each pupil's progress in core subjects is good. Teachers take good care to consolidate learning before moving on to new areas for pupils to learn. Generally, marking gives clear guidance for pupils to improve, finish or correct work, but this guidance is not always applied consistently in each class. The management of homework ensures clear explanations so that parents and pupils have a good understanding of tasks set for completion at home. However, parents of very young children, new to the school, would appreciate further details about how they can help their children in their early stages of learning.
22. Good teaching is having a substantial impact on the raising of standards since recent staffing changes. As well as strengths previously mentioned, there are strengths in teaching reading, art and design, history and geography across different year groups. Both new and established staff work well as a team to have a positive impact on standards, attitudes and behaviour.

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

23. The overall quality of the curriculum is good. The previous report judged the curriculum to be broad, balanced and relevant to pupils' interests. The school has sustained this position and successfully addressed the issue identified for Key Stage 2 pupils to develop further their computing skills through a wider range of experiences. The National Strategies for Literacy and Numeracy have been successfully implemented with provision for numeracy being particularly good. The curriculum for the Foundation Stage is most appropriate and prepares children well for entry to Year 1.
24. The curriculum for pupils with special educational needs is very good overall. Individual education plans are very good and pupils make good and sometimes very good progress in lessons towards their targets. Teachers and support staff are aware of pupils' individual needs and are involved in setting targets and ensure that pupils' experiences are always relevant.
25. Overall, provision for extra-curricular activities is excellent. The school offers a wide variety of sporting and cultural activities, which complement and supplement school based activities. Sporting activities include athletics, basketball, badminton, netball and football clubs. Other activities include first aid, art, cookery, choir and a French Club. Day visits and visitors, such as the police, fire service, school nurse and local clergy further enhance the richness of experiences and extend pupils' learning. Pupils at the end of Key Stage 2 are given the opportunity of a residential visit which combines environmental, physical, artistic and literacy based activities. In the past, the residential trip has included a visit to the Minnack theatre, where pupils watched an outdoor production of 'Romeo and Juliet' by moonlight. Pupils speak enthusiastically about these visits, which encourage independence and initiative. Provision for pupils' personal, social and health education is good. Members of the local constabulary contribute to drugs awareness and the school nurse contributes to the health programme. Staff and pupils appreciate visits from the local clergy when they take the daily act of worship, which successfully supports work in religious education.
26. There are very good links with the local playgroup, which is situated within the school. Apart

from supporting a community need the children already feel part of the school and this enhances their natural transition into mainstream schooling. The reception class and playgroup exchange classes at the end of every week for story time. Children in reception benefit from the fact that their classroom is next to the playgroup, for example, reception children have joined playgroup children when visitors, such as a policeman and a vicar visit them. The teacher and playgroup leader also discuss planning together to ensure there is no duplication of topics. Links are equally well established with the feeder secondary school and teachers and pupils join together for different sessions at both venues as part of the transition process, which is both effective and friendly.

27. Provision for pupils' personal development is very good and is a strength of the school.
28. Provision for spiritual development is very good. Assemblies led by the headteacher and her deputy are well focused and there is always an opportunity for pupils to reflect on what they have heard. The vicar from the local church, who has a teaching background, takes an assembly each half term and this has a good impact on pupils' spiritual development. Religious education lessons, which follow the new agreed syllabus, make a significant contribution to this area. Teaching in religious education is particularly strong in helping pupils to learn from religion as well as factual information about religions. The Years 1 and 2 history lesson, when they celebrated Remembrance Day in role-play, was a moving experience that pupils will remember. There is a summer camp held at the school which is led by the local church which adds to pupils' spiritual development.
29. Provision for moral development is very good. Golden rules are clearly displayed in classrooms and corridors and pupils are very aware of them. They understand clearly that if they do not follow them they will lose some Golden Time at the end of the week. Each class has a 'Circle Time' when behaviour and moral issues are discussed. There is a termly Achievement Assembly and pupils value these rewards. The headteacher presents merits for good manners, initiative and kindness reinforcing appropriate behaviour. A theatre group led a workshop called "Bullies' Paradise" which has had a positive impact on pupils' understanding in this area. They are quite clear about what they would do if they experienced bullying.
30. Provision for social development is very good. Personal, social and emotional development is promoted well for the youngest children and this is built upon as pupils move through the school. Teachers value pupils and act as good role models so that pupils value each other, especially those with special educational needs, such as autism, Downs Syndrome, visual and hearing impairment. Pupils learn from, and care for, each other. Pupils are given good opportunities for independent learning, for example, Years 1 and 2 geography lesson when they had to cover five or six activities. They planned their time well, aware of how many others were working on each task. Pupils are polite and courteous to visitors and very keen to show visitors what they can do. The School Council gives good opportunities for pupils to express their views. The oldest pupils are given responsibilities which they take seriously, for example, helping in the playgroup and on the playground for the youngest children. They act as hosts when the Over Sixties Club is invited to school.
31. Provision for cultural development is very good. Pupils are provided with very good opportunities to develop their knowledge and appreciation of their own and other cultures. Pupils visit the two churches in the village. The community is involved with Harvest Festival. The school plays an important part in Feast Week; the whole school takes part in the floral dance, a group of pupils build a raft and enter the raft race and the choir performs at various occasions during the week. A theatre group visits to enhance the learning about Tudor times. There are a range of cultural displays within the school, baptism, Diwali, Christmas. Stories, art and music are planned well to promote cultural development, for example, a good link with American Indian music, as the oldest pupils study this topic. Visitors to the school include the local vicar, a Hindu priest and members of the community who share their wartime experiences. The geography lesson for pupils in Years

1 and 2 has a positive impact on cultural development as pupils study France, China, India and USA this term, looking at food, language, landmarks, clothing, and money. Religious education makes a positive contribution to this area, the younger pupils study Christianity and Hinduism and the older ones study Christianity, Judaism and Sikhism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Mevagissey Community Primary School is a very caring school that looks after its pupils very well. It makes good provision for pupils' welfare, health and safety. Staff know their pupils well, are sensitive to their needs and give good personal support and guidance. The very positive relationships between pupils and staff encourage pupils to be confident in answering questions, in raising any concerns they may have and in developing very good attitudes to each other.
33. The school cares very well for its pupils. The good provision for pupils' welfare, noted at the time of the previous inspection, has been maintained. Parents at the meeting, and those spoken to during the inspection, feel that teachers have a very good knowledge of their children, and this helps them in their personal development and academic performance. The school supports the pupils' personal development very well, for example, there is a weekly award assembly where pupils are presented with 'golden tickets' for either behavioural or academic achievement. Assemblies are also used well to promote thinking about other people, and helping and caring for each other.
34. Informal monitoring of pupils' progress takes place constantly, and is effective. Pupils' personal progress is noted in their Record of Achievement file and during regular staff meetings. Parents believe that all staff, including the site administrator, the school administrator and lunchtime staff, know pupils well and most feel that concerns raised with teachers are promptly dealt with. Older pupils spoke of helping younger children at lunchtime and in the nursery, and during the inspection many instances were seen of pupils showing a caring attitude towards their more vulnerable classmates. Circle time, where pupils are given the opportunity to air concerns or worries, is considered by the school to be an excellent vehicle for the promotion of good attitudes and values.
35. The quality of support and guidance for pupils with special educational needs is very good, and parents spoke enthusiastically about the responsive and caring attitude of staff towards pupils with behavioural and learning problems. The school believes that early identification of a special need can help in overcoming the problem. Staff are well supported by an external team of specialists and advisors. All problems are monitored through frequent visits by these outside agencies and by liaison with parents. The school also receives valuable support for pupils with special educational needs from the members of the governing body.
36. Since the previous inspection, the school has instituted the SIMS system of recording attendance. The school administrator places these figures on to the computer weekly, but also compiles a separate attendance form which gives an immediate picture of attendance. The school believes that the good attendance figure, which is above the national average, is helping the continuity of pupils' learning.
37. Behaviour modification programmes are also in place, and during the inspection, parents said how much initiatives such as the 'Scallywags' scheme had helped pupils to cope with their own behavioural problems. The behaviour scheme runs throughout the school, and each class has its own rules and these, together with sanctions, are displayed in each classroom. All staff provide good role models, and were seen to be consistent and fair in their promotion of discipline and order. Every effort is taken to praise good work or good behaviour. Pupils were keen to talk about their experiences in and out of school, and were courteous and polite to visitors. The behaviour policy underpins discipline in school, and parents believe that pupils know what is expected from them. The behaviour policy is positive in its aims, for instance, in promoting good

behaviour in order that pupils are taught to develop a respect for mutual rights, and also by ensuring that all pupils have equal learning opportunities. Good behaviour is appropriately rewarded.

38. Effective procedures are implemented for eliminating intimidating and oppressive behaviour. There is a clear bullying policy, and during the inspection pupils said they knew that they could approach teachers and the headteacher if they had a problem. In the New Year, the school will start a 'Buddy' scheme to further the anti-bullying message. This will be enhanced by the creation of 'friendship stops' in the playground. Pupils are encouraged to act responsibly and a number are allotted tasks around the school, such as helping younger pupils at lunchtime. At the meeting, and during the inspection, parents who had encountered a bullying problem said it had been swiftly dealt with. Parents also said they would have no hesitation in approaching the school if they encountered a bullying problem. During the inspection, a drama company visited the school and very effectively enacted how bullying can be dealt with.
39. The headteacher is the designated person for child protection. There are clear guidelines for staff in respect of the child protection policy. The headteacher has good links with the local social services department, and teachers are kept informed of child protection issues and procedures.

40. The school follows Cornwall County Council procedures for health and safety. Governors, the site manager and teachers make regular risk assessments, and take the necessary steps to deal with problems. The health and safety plan also covers pupils when they are away from school. Fire extinguishers are regularly inspected, and regular fire drills are carried out. When asked, pupils knew what to do in the case of a fire. Access for pupils with disabilities is good, and there is also toilet provision for these pupils. The accident book is kept up to date and there is good provision for first aid. The whole school is cleaned and maintained to a very high standard, including the kitchen where freshly cooked food is prepared for pupils daily.
41. The monitoring and support of pupils' personal and social development are very good, although most procedures are informal. Pupils are treated as individuals and say they feel safe in school, enjoy it and they are well looked after in school and when they go away on residential visits. Parents hold very positive and supportive views about this aspect of school life. This is a strength of the school. Staff provide good role models and the children learn to be kind to each other and adults and understand the diversity of other pupils' views and faiths.
42. Teachers know their pupils well and follow procedures for assessing pupils' attainment and progress is good overall. Statutory assessment at the end of each key stage is undertaken appropriately and co-ordinators analyse data from these tests to identify individual and group areas of concern in order that remedial action may be taken. The school also undertakes optional tests and end of unit tests, which provides useful back up to standardised assessment tests analysis to identify areas of concern and provide on-going assessment of where each pupil, each class and each subject is in terms of standards. Formal assessments in other areas are variable but effective use of target setting for individuals, which is on going, provides useful information on current standards obtained. Co-ordinators too, advise that more formal assessment will take place in the non-core areas, which will dovetail with assessment of the recently adopted schemes of work.
43. All pupils have individual targets for aspects of core areas and they are linked to lesson planning, medium and short term, identify clear objectives for learning and lesson plans identify differentiated work to match the ability and needs of the pupils. Documentary evidence is in place to support the work and standards of pupils and provides a useful tool for matching objectives and outcomes.
44. The progress of pupils with special educational needs in literacy and numeracy is monitored and evaluated effectively by their teachers and support staff. Formal assessment is rigorous, regular and recorded. This provides valuable evidence for reviews with parents and external agencies at the end of each term or when required. The assessment process is good overall. It supports the raising of standards of these pupils by providing on going evaluative information on where the pupil is and whether he is or is not on target, which is impacting on raising standards overall.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The previous inspection praised the partnership the school had with parents and the community, and there is much evidence that this has been further strengthened in the intervening period. Parents are very supportive and many make a very valuable contribution to aspects of pupils' learning, and also to after-school activities. Parents find the school easy to approach with problems or suggestions, and are always made to feel welcome. They are given every opportunity to help and parents spoken to during the inspection said they felt their contribution was valued. Parents who have recently moved to the area said how much help they had received both from staff and pupils, and new pupils particularly said how much they liked their new school.
46. Regular newsletters inform parents of school events, however, some parents would like these to be numbered as they think their children do not always bring them home from school. Parents

regard the annual report to parents as providing valuable information about their children's progress, descriptions of work covered, and comments on pupils' personal development. Parents' information about their children can also be broadened by their discussions with staff throughout the year, both informally after school, and at the formal meetings in the Autumn and Summer terms. Some parents at the meeting, and those spoken to during the inspection, would like more curriculum information at the beginning of each term in order that they can give their children more structured help with their homework. A number of minor omissions in the governors' report and school prospectus were brought to the attention of the school.

47. There is good involvement of parents and governors in the school and the parents' contribution to their children's learning. Parents play an active part in the life of the school by helping out in classes, listening to reading, helping with cookery, sewing, in information and communication technology lessons, swimming and on school trips. Parents were also involved in building the raft for Feast Week, a local festival in which the school plays a prominent part, by singing and generally joining in all the activities. The school feels that this very significant input by parents reinforces the importance of education in pupils' eyes. Reading diaries go home every night in both key stages, and these are effective in supporting pupils' learning. Despite the efforts of the school, a small number of parents have chosen not to sign the Home/School Agreement. Although there is not a formal parent teacher association, parents are very supportive when the school organises fund-raising events, such as the forthcoming Christmas Shopping Day. Pupils were encouraged to use their initiative in obtaining various vouchers, which were then used to provide new books for the library.
48. Parents of pupils with special educational needs spoke highly of the good efforts of the school to improve both their educational and behavioural problems. They are involved in setting realistic and achievable targets, and pupils' individual educational plans are informative and up to date.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Since the previous inspection, the good features of leadership and management have been maintained and the areas for concern have been rectified and strengthened. The purposeful leadership of the dedicated headteacher and her talented deputy has improved standards. Both have a very good grasp of the school's needs. Several worthwhile developments have been initiated and the support given by other members of staff to implement these has been good.
50. The clear educational vision of the headteacher and the strong support from staff and the governing body have ensured several successful developments since the previous inspection, as follows:
- As part of the school's focus on pupils' writing, there has been additional emphasis on spelling strategies at Key Stage 1 and the extra resourcing for English.
 - Information and communication technology provision and standards have improved; a new computer suite has been created; staff have received National Opportunities Fund training; an information and communication technology technician is now employed part-time; assessment in information and communication technology has been introduced.
 - In the main, higher attaining pupils are better challenged.
 - Pupils' recorded work has improved.
 - Unauthorised absences are now recorded accurately.
 - A new marking policy has been introduced.
 - Changes in school timetabling have improved delivery of the National Curriculum.
 - The National Strategies of Literacy and Numeracy have been fully implemented.
 - The local education authority's baseline assessment has been implemented.
 - There has been an increase in learning support assistants and booster classes.
 - Single year groups were introduced for numeracy lessons in 2000 and for Key Stage 1 in

Autumn 2001.

- Further enrichment activities have been introduced which successfully link with local schools.
 - The school was awarded a 'School Achievement Award' by the Department for Education and Skills for substantial improvement of results between 1966/1967 and 1999/2000.
 - The quality of school improvement planning has improved and has clear priorities for development, including costings and identification of long-term projections.
51. The governing body is very good in fulfilling its statutory duties and in shaping the direction of the school. The excellent long-standing Chair of Governors gives well informed and loyal support, involving herself fully in the life of the school. Governors have very good expertise and show obvious commitment. There is good, shared intention for improvement and the capacity to succeed. For example, despite the school's building and site being relatively new, governors are keen to improve facilities further and have successfully achieved this. The reflection of the school's aims and values in its work is very good. Governors have a very good understanding of the strengths and weaknesses of the school and are appreciative of the high quality of information supplied by the headteacher to help them make informed decisions.
52. The delegation of staff to managerial responsibilities is clear and well managed by the headteacher. Monitoring of teaching and standards by the headteacher is thorough. The school has been successful in managing key changes in the primary curriculum, for example, in identifying the necessity to teach numeracy to single-age year groups in order to raise standards. The school has already recognised the problems concerning the cross-phase Year 2 and Year 3 class, particularly for the need to introduce separate, smaller teaching units to separate the year groups in literacy lessons. Changes in staffing are now settling, although because of new staff appointments, the roles of co-ordinators are due for re-assessment and further development.
53. The management of special educational needs is very good. The co-ordinator is pro-active, for example, she attended a course to help the school meet the needs of dyslexic pupils. She has introduced multi-sensory activities into her own practice and is to lead in-service training for other staff next term. There are very good resources for these pupils, which are used effectively and efficiently. There is very good liaison with a wide range of external agencies.
54. Staffing is good. There is a mix of gender, age and experience. All staff are qualified to teach the National Curriculum. There are nine teaching assistants who all hold a recognised qualification; they offer very effective support. All staff have clear job descriptions. Established staff with management responsibilities are very effective. New co-ordinators of subjects are taking on their roles efficiently. All adults who work in school, work as a team. There are effective mentoring arrangements for new teachers. Performance management is well established; each teacher, including the headteacher, has been set targets. The office is welcoming and runs smoothly. The dedicated site manager and his staff keep the school to the highest standard.
55. The previous report said that the accommodation was excellent, and current inspection findings support this statement. The school makes good use of all available space to aid pupils' learning. Access for pupils with disabilities is good, including for pupils who need a wheelchair. Many new initiatives, such as the new information and communication technology suite, are already making a good contribution to pupils' learning. An environmental pond, provided by the staff at the Lost Gardens of Heligan, is an attractive feature of the playground, as are the tennis court, football field, and the class garden area. Classrooms are light and airy, spotlessly clean and well maintained, and enhanced by colourful displays of pupils' work.
56. Because of the good quality of resources provided by the school, teachers and parents believe that these are having a good impact on learning. There is a good selection of reference and fiction books, and good resources for the teaching of mathematics, science, design and technology, geography, art, and music. Good use is also made of outside school curriculum opportunities such

as the local museum, the immediate local community, educational visits further afield, and visitors to the school. These make an important contribution to enhancing and enriching teaching and learning.

57. The school's financial and daily administration are very efficient, due to an effective secretary and the fortnightly services of a local education authority bursar. As a result, daily routines are well established and calm. New technology is used very efficiently to inform teachers, parents and governors. There is good use of a large proportion of learning support assistants to support teachers and pupils, and they have received appropriate training of high quality.
58. There is an excellent financial policy, showing clear financial delegation, and a register of pecuniary interest is maintained regularly by the governing body. The school's educational priorities are monitored very carefully for their financial implications. For example, the governors are sharply aware of the need to keep a large reserve to maintain staffing levels and incremental rises of a young staff, as well as to protect class age-groupings in case of falling rolls. Governors are fully informed about budget monitoring by the school's bursar and the local education authority. The use of strategic grants is very good, as in, for example, supporting financially an extra part-time teacher for numeracy and for additional staff to support booster groups. Governors of the finance committee have excellent expertise for accountancy and an excellent grasp of the financial management of a school's budget. The management of the budget is prudent and made with far-sighted vision. Rising pupil numbers help to protect a healthy budget picture.
59. Parents and the community have supported the school well financially and have enabled the purchase of much needed resources as in, for example, information and communication technology and resources for physical education. In addition, the commitment of the headteacher to teach a group each morning and to cover classes when staff are ill, has enabled considerable savings in staff costs to be made.
60. The school uses the principles of 'best value' very well. The overall effectiveness of the school is good. Unit costs per pupil are close to the national average, and there has been good improvement since the previous inspection. Currently, the school gives good value for money, an improvement from 1997 when, at the previous inspection, it was satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:
 - Reorganise the cross-key-stage grouping in order to improve the learning opportunities of both Year 2 and Year 3, particularly in literacy.

(Refer to paragraphs: 3, 7, 8, 17, 52, 80, 81, 84, 89)
62. As well as the above issue, the following minor issues should be considered in the governors' action plan:
 - Continuing to develop the roles of co-ordinators, particularly those new to their responsibilities, in order to raise standards further.
 - Ensuring that the rigorous marking that gives clear guidance for pupils to improve is consistently applied in all classes.
 - Providing clearer guidance to new parents of young children during induction sessions, in order

for them to help their children with their learning.

- Ensuring that minor reporting omissions, as notified to the school, in the annual report of governors to parents, and the school's prospectus, are rectified.

The minor reporting issues referred to in the final comments are as follows:

- Prospectus does not have address, telephone number or type of school.
- Governors' report omits:
 - Contact address of Chair of Governors and Clerk.
 - Information about election dates of governors.
 - A description of arrangements for admission of pupils with disabilities.
 - Details of facilities to assist access by pupils with disabilities.
 - Details of steps to prevent disabled pupils being treated less favourably than other pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	13	11	0	0	0
Percentage	5	32	34	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	151
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	23

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	18
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001(00)	14 (8)	5 (13)	19 (21)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6 (6)	6 (6)	12 (8)
	Girls	4 (12)	3 (10)	5 (11)
	Total	10 (18)	9 (16)	17 (19)
Percentage of pupils at NC level 2 or above	School	58 (86)	47 (76)	89 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6 (6)	12 (7)	11 (7)
	Girls	4 (13)	5 (13)	5 (13)
	Total	10 (19)	17 (20)	16 (20)
Percentage of pupils at NC level 2 or above	School	53 (90)	84 (95)	84 (95)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001 (00)	10 (11)	10 (12)	20 (23)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9 (9)	7 (9)	10 (10)
	Girls	10 (10)	7 (10)	10 (11)
	Total	19 (19)	14 (19)	20 (21)
Percentage of pupils at NC level 4 or above	School	90 (83)	70 (83)	95 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6 (7)	6 (8)	7 (8)
	Girls	8 (8)	8 (8)	8 (8)
	Total	14 (15)	14 (16)	15 (16)
Percentage of pupils	School	67 (71)	67 (76)	71 (76)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
------------------------	----------	---------	---------	---------

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	151
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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: YR – Y6

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	152

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	303,192
Total expenditure	314,875
Expenditure per pupil	2,172
Balance brought forward from previous year	66,020
Balance carried forward to next year	54,337

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
--	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	0	3	0
My child is making good progress in school.	55	43	3	0	0
Behaviour in the school is good.	50	35	5	5	5
My child gets the right amount of work to do at home.	53	38	5	3	3
The teaching is good.	60	38	0	0	3
I am kept well informed about how my child is getting on.	48	33	15	3	3
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	0	3
The school expects my child to work hard and achieve his or her best.	55	40	0	0	5
The school works closely with parents.	50	33	10	5	3
The school is well led and managed.	53	40	0	0	8
The school is helping my child become mature and responsible.	48	43	3	0	8
The school provides an interesting range of activities outside lessons.	50	38	5	5	3

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

63. There is a new teacher in the class for the youngest children who has a good understanding of the way young children learn. She is providing good learning opportunities for these children.
64. There are good links with the playgroup which meets in the school premises and this has a positive impact on the progress children make in their first year. Children enter school with the full range of abilities, but attainment is close to expected nationally, other than for speaking and listening skills and mathematics, which are behind. Through consistently good teaching, most children will achieve the early learning goals by the end of the foundation stage.

Personal, social and emotional development

65. Personal, social and emotional development is promoted strongly through all areas of learning. The teacher, teaching assistants and voluntary helpers interact very well with the children helping them to share, take turns and to listen to one another. Snack time makes a positive contribution to this area – children make choices about what they will drink and which fruit they will eat. They serve each other and engage in conversation. The teacher recognises the importance of good listening skills and this is addressed in many areas of learning, for example, music, listening and responding to signals when playing tambourines and triangles. Children are developing good independence, for example, choosing games and activities and returning them to the correct place. This is a strength. Consistently good teaching ensures that children will achieve the early learning goals by the end of the foundation stage.

Language, communication and literacy

66. The teacher's planning for this area is very detailed and shows that she is very clear about what she wants these young children to learn. As a result, they will achieve the early learning goals by the end of the year. Children are beginning to acquire early reading skills, for example, basic sight vocabulary, linking letters with sounds and using picture clues when sharing books. Children enjoy reading books with simple repetitive text. Children are learning to form letters correctly. Some children can write their names, but many are still at the scribble stage. Children are given good opportunities to develop their speaking and listening and they make good progress in these aspects of language. They listen to stories, re-tell them and record them effectively through speaking and ordering. Regular opportunities are provided for children to develop their phonic knowledge and learn the most commonly used words. Assessment in this area is good; children have appropriate targets which are reviewed half-termly.

Mathematical development

67. This area of learning is very well taught. Many of the children start school with underdeveloped skills, but they make good progress as a result of consistently good teaching and are likely to achieve the early learning goals by the end of the year. Children are given daily opportunities to count to 10 starting at different numbers, to order numbers and to match numbers to sets of objects. In the lesson observed children investigated a purse of real coins. They identified each one, described it and matched the coins to the correct number of pennies. Children understand the concepts of more/less, larger/smaller, heavier/lighter. They can recognise a circle, square, rectangle and a triangle. Games, practical activities and role-play provide good opportunities for children to consolidate their learning. Assessment is good; each child has targets for this area of learning.

Knowledge and understanding of the world

68. Children start school with a sound awareness of the world around them. For example, their knowledge and understanding is consolidated well through the teacher's good planning, which provides a wide range of enriching experiences. During this term the children have been on a woodland walk and identified the signs of autumn. They have looked at, talked about and tasted, food associated with special occasions. They have cut out pictures of babies, toddlers and young children, stuck them in a long line and talked about the changes that take place between babyhood and a child of four years old. They use the computer regularly, both in the classroom and in the suite, and are developing mouse control. They make a programmable toy follow their instructions. They have explored the tools on an art program; pencil, paintbrush and can fill shapes with different colours.

Creative development

69. A good range of activities is planned for the children's creative development – painting, printing, cutting and sticking. This area is used well to consolidate the learning in literacy, for example, the large corporate picture of the story of The Gingerbread Man. Children have frequent opportunities to sing songs and play percussion instruments and to play in the role-play area. This term it has been a greengrocer's shop linking with harvest, a supermarket, and now is a house that is being made ready for Christmas. As a result of good teaching and effective support from teaching assistants, the children are likely to be ahead of the expected standards by the end of the foundation stage.

Physical development

70. Very good learning opportunities are provided for children's physical development and children will achieve the early learning goals by the end of the reception year, but with a strength in dance. A very good dance lesson was observed which built very well on children's previous learning. They are able to link movement with percussion sounds and to control their bodies with increasing confidence as they hold a variety of shapes. There is a safe secure play area which is used regularly in good weather. The teacher plans lessons which focus on the use of space and children move round and over obstacles confidently. Appropriate links are planned for children to develop fine motor skills among other areas of the curriculum, as in, for example, threading beads in mathematics, and sewing and weaving as a foundation for design and technology.

ENGLISH

71. Pupils at seven and 11 reach standards above those nationally expected standards in English. There is some variation between year groups, for example, there was a dip in the national test results for seven year olds in 2001; but the trend over time is consistently upward. The results for 11 year olds show standards in English to be well above, although in writing they are on line; this is because too few pupils achieve level 5 in writing. At the end of the Foundation Stage pupils reach the expected level in language and communication. Pupils make good progress in English as they move through the school. The provision for pupils with special educational needs is very good and as a result these pupils also make good progress. The standards for pupils at seven and 11 are better now than at the previous inspection, and progress is now more consistent throughout the school.
72. Speaking and listening skills are promoted well and by the time pupils are seven standards are ahead of expectations. Pupils listen carefully to the teacher, other adults and each other. Exciting opportunities are provided for pupils to develop these skills, for example, in Years 1 and 2 role-play of Remembrance Day. The oldest pupils are articulate confident speakers in small groups, within the class and in larger groups. For example, Years 5 and 6 pupils read part of the duke's speech

in Act 1 of Twelfth Night 'If music be the food of love.....', conveying different moods, happiness, sadness and puzzlement. In the follow-up session to a workshop on communication by a theatre group, pupils were able to clearly identify the features of good and poor communication.

73. Pupils make good progress in reading throughout the school and standards are above national averages at the end of both key stages. Reading skills are taught well in the literacy hour, for example, phonics, high frequency words, and punctuation, using picture and context clues. Pupils are given varied opportunities to read in school, individually to an adult, silently, as a group and within the class. All pupils read individually to an adult at least once a week in 'Blitz Reading' sessions which are held at the beginning of the day. Reading records are kept by class teachers of pupils' individual reading, group reading and standardised tests. Pupils with special educational needs are heard to read regularly by trained teaching assistants which enable them to make good progress. Most pupils read at home and reading diaries are completed by parents/carers and by the school. The oldest pupils read fluently and with understanding and expression. The good reading standards enable them to undertake effective research in other subjects, science, history, and geography. Many pupils can use the higher reading skills of skimming and scanning. They know how to use dictionaries, although their skills are slow. They know how to find information in encyclopaedias, but not always where to locate encyclopaedias in the library.
74. Writing is a relative weakness and has been identified as an area needing improvement. It was a focus in the school development plan last year. At present, observed standards for seven and 11 year olds are in line with national averages. The national literacy strategy has been effectively implemented. Planning is very detailed and shows clear learning objectives. Good quality resources have been purchased to enable teachers to meet the needs of all pupils. The school is working on play scripts this half term and lessons show that pupils are developing their knowledge and skills well. The youngest pupils look at a text with a regular pattern and a familiar setting, Years 2 and 3 pupils study a play script of Sherwood Forest, learning how setting is communicated in play scripts, pupils in Years 4 and 5 are writing their own play scripts to perform to the class, whilst the oldest pupils are studying Twelfth Night. They use a glossary effectively to understand the text 'besotted with Olivia'. This is a good link with history as they study the Tudor period. They re-write part of a story they have read as a play script. Pupils with special educational needs make good progress as the tasks are well adapted to meet their needs and the support they receive from teaching assistants is of high quality. It is a very good example of inclusion.
75. Standards in spelling are satisfactory. Spelling is taught within the literacy hour; for example, pupils in Years 1 and 2 learn the 'i-e' sound and pupils in Years 5 and 6 learn that 'ough' is pronounced in several different ways. Pupils learn the high frequency words from the National Literacy Strategy according to their age. Pupils learn spellings each week which are tested on a Friday. Some new resources have been purchased recently. The 'look, cover, write, check' approach is used in all classes.
76. By the time pupils leave the school, they write in a legible joined script, but the standard of handwriting throughout the school is inconsistent. Letter formation is taught in the reception class, but many seven year olds do not join their letters and the writing of many Year 3 pupils is poorly formed and illegible. Standards in presentation are not consistent. This issue is being addressed and there is a clear policy. There are new teachers this term and this area needs to be re-visited to ensure that all teachers have the same high expectations.
77. Teaching in literacy is good overall with some very good features. These include the high quality planning which identifies clear learning objectives and interesting challenging tasks to meet the needs of all pupils. Lessons are well structured so that pupils effectively build on their learning. As a result, pupils show good attitudes to learning in literacy. They listen carefully to teachers and are active learners. Most try to produce their best work. Teaching assistants are used very effectively; they are well informed and provide very good support in the large classes. Most lessons move at a brisk pace and contain a range of teaching strategies to sustain pupils' interest.

When there are weaknesses, the pace slows due to teachers interrupting the flow of the lessons by constantly reminding pupils about behavioural procedures. Occasionally expectations are not sufficiently high to meet the needs of the more able pupils in Year 2 and 3. There was evidence of good evaluative marking in the class for the oldest pupils, and this good practice needs to be shared with the rest of the school.

78. Management of literacy is good. The co-ordinator and the local education authority have provided high quality training for staff, but some of the impact of this has been lost with the change of staff. The school is very well resourced and these are used effectively. The co-ordinator is very effective. She has attended training to address the needs of dyslexic pupils. There have been new initiatives this year, for example, group and individual target setting, but these have not had time to impact on standards. The literacy co-ordinator is also the co-ordinator for special educational needs and deputy head and monitors planning, pupils' work and teaching and learning regularly.

MATHEMATICS

79. At the time of the previous inspection, standards of pupils' attainment in mathematics were above the national average at the end of Year 2 and below the national average at the end of Year 6. Small numbers in each year group make comparisons between years unreliable. However, trends over a period of three years show improvement from the below average trend of six and seven year olds, to the above average trend in mathematics of 11 year olds.
80. Results of 2001 mathematics National Curriculum assessments for pupils at the end of Year 2 were well below the national average. This is due to the unique composition of the year, with a high proportion of pupils with special educational needs and the long-term illness of a teacher, so that pupils in Year 2 had to be taught by two temporary teachers consecutively. At the end of Year 6, in 2001, National Curriculum assessments were close to the national average for level 4 and above. Results, based on the average of the National Curriculum points attained by Year 6 pupils in 2001, show standards close to the national average. In addition, when compared with schools in similar contexts according to prior attainment, pupils' attainment in Year 6 was close to average.
81. Currently, pupils' attainment at both Year 2 and Year 6 is close to national averages, but with good strengths in numeracy. The progress pupils make, however, is variable between year groups. It is very good in Years 1, 5 and 6, good in Year 4, but sometimes slower in Year 2. This is the second annual cycle of grouping pupils in numeracy by year groups at Key Stage 2. It is the first term of teaching separate year groups at Key Stage 1. There are strengths in understanding the values of digits in larger numbers and in the good balance of experiences in all Programmes of Study for pupils. Samples of pupils' work show definite improvement over time. Presentation is good and problems are neatly and logically set out.
82. By the end of Year 2, the majority of pupils understand clearly the place value of digits and correctly order numbers to 100. They choose appropriate methods for problems in addition and subtraction. Most pupils have a secure knowledge of counting in twos, fives and tens. Higher attaining pupils make good progress in learning. They know that repeated addition is a form of multiplication and they can round numbers to the nearest ten, and sequence numbers of hundreds, tens and units. They can measure length and weigh objects accurately and tell the time. The majority of pupils give the correct change from 20p and have an appropriate knowledge of two and three-dimensional shapes.
83. By the end of Year 6, achievement observed in lessons is predominantly good. Many pupils calculate to thousands, using the four rules of addition, subtraction, multiplication and division correctly. They use a variety of methods for their calculations and explain clearly what they have

done and why. They use decimals, fractions and percentages to describe proportions accurately. Most pupils name and describe the properties of two and three-dimensional shapes, identify lines of symmetry and correctly draw angles of a given size to the nearest degree. Pupils collect data and represent it competently in a variety of graphs and charts, sometimes using information and communication technology.

84. The progress of pupils in Years 5 and 6 is very good. The school uses 'Booster' classes to give pupils additional help to reach national average standards. The grouping of pupils into single year groups since 2000 for learning mathematics, has had a beneficial effect over Years 4, 5 and 6. Grouping at Key Stage 1 has been started this term only, but improvements can already be seen. However, progress in Year 3 has been slower due to this being the first term these pupils have been taught in a single year group and they have much to catch up on from their below average results in Year 2.
85. The quality of teaching observed during the inspection was predominantly good. It was very good in Years 1 and 2 and Years 5 and 6. No teaching was wholly unsatisfactory. Lessons are thoroughly planned, with appropriate learning goals that are clearly explained to pupils. Different levels of work are set for each group within year groups and these challenge the higher attaining pupils, enabling them to reach higher grades. Teachers' training in the National Numeracy Strategy has been good and, as a result, their knowledge of the Programme of Study for mathematics is good.
86. Pupils with special educational needs are well supported by learning support assistants who have had good training, and by the carefully planned educational programmes set for them by the teacher. As a result, they make good progress towards their individual targets.
87. Teachers motivate pupils well and ask searching questions in order to ascertain the levels of understanding before introducing new concepts in mathematics. The management of behaviour is mainly very good. Pupils are encouraged to suggest answers and they are confident to do so even at the risk of being wrong. All these factors ensure that pupils' attitudes towards learning are good and behaviour is good. Relationships are very positive. Good marking highlights pupils' strengths and clearly identifies what needs to be improved upon. However, some marking is inconsistent and is not helpful in activating pupils to improve their work.
88. There have been good improvements in the management of the subject since the previous inspection. The school has carefully identified where there were weaknesses and rectified them by providing good external advisory support from the local education authority. The implementation of the National Numeracy Strategy has been good and planning for lessons and the year has become more precise, with clear learning aims highlighted. Assessment in numeracy has been very good and enabled the school to focus on areas of need so that extra support could be put in place. An example of this is the further emphasis given for pupils to show and talk about a variety of ways with which they calculate problems in number mentally. These skills have improved. Areas for further development are to practise standard written methods when solving problems, resourcing for problem-solving activities, and the practising of quick mental recall of times tables. The school has identified that several parents would welcome extra workshops about the teaching and support for mathematics in the present climate.
89. The headteacher, as co-ordinator, has had a positive impact on raising the quality of teaching and achievement. Her monitoring of teaching has been highly focused and she has engaged additional outside expertise to focus on aspects of teaching and learning. Her very good management of the subject has helped to recognise the need for separate year teaching groups and to implement this throughout the whole school, once the benefits of the action at Key Stage 2 were obvious. In a small school organisation, where mixed classes are inevitable, prudent management of a part-time adult resource to enable smaller groups for each year has proved beneficial and obvious in pupils' recorded work. It has yet to reach its full impact in Year 3 due to the short timescale these pupils have been operating under the current organisation. Mathematics has a high profile in the school

and is an improving subject, soon to catch up with the higher standards of reading and science.

SCIENCE

90. At Key Stage 1, in 2001, teachers' assessments indicated that standards were just below those expected of pupils of this age. This represents a drop in the standards from the previous year, when standards were above, but the cohort of pupils contained a higher than average number of pupils with special educational needs. Observations during the week of the inspection show that overall, standards are in line with nationally expected levels. When compared to the previous inspection, standards are similar. Observations during the week of the inspection show that overall, standards at Years 1 and 2 are in line with nationally expected levels.
91. At Key Stage 2, national test results in 2001 indicate that standards are above national averages and an improvement from the previous year. When compared to the previous inspection, standards are now higher and inspection judgements confirm this. There has been consistent improvement overall since 1998. Pupils' current attainment in Year 6 is above the national average for science.
92. Most pupils have a good knowledge and understanding across the science curriculum. In lower Key Stage 1, pupils study keeping healthy and understand the importance of sleep, healthy eating and exercise. By the end of the key stage, pupils address requirements of a fair test when testing the effect of how different materials can slow down a car on a sloping surface. The pupils work comfortably and confidently in their groups and offer reasons why certain materials will slow down the car more than others and why.
93. In lower Key Stage 2, pupils have a satisfactory knowledge of sound. They distinguish clearly the characteristics of different noises and are able to identify where sounds come from, for example, on a 'sound walk' in the locality. They know that animals reproduce, and understand the positive and negative effects of different medicines. Pupils in Year 4 know the life-cycle of animals and describe accurately how they move and grow, and where they live. They effectively extend the study of healthy eating by preparing their own healthy diet. Pupils in upper Key Stage 2 make very good progress in their learning. They have a very good knowledge of the characteristics of different materials, and use this well when undertaking tests to determine which are best at keeping people and liquids warm. In a lesson observed in Year 6, pupils undertook an investigation to consider, predict and verify what factors would affect dissolving salt in water. Pupils were very secure in their understanding of a fair test and used the correct scientific vocabulary when responding to questions in their discussion groups.
94. The quality of teaching is good overall, and as a result, pupils throughout the school show a good level of interest in their scientific activities and are making good progress in their investigative and experimental work. Teachers have a secure knowledge of how to teach scientific enquiry, which most use to good effect in providing appropriately challenging and open-ended investigations. Almost all pupils try hard to carry out their investigations carefully and accurately. Most teachers manage pupils well and this ensures a good working environment. Some teachers are very inventive in making lessons interesting and challenging. Effective and probing questioning is a strength and this encourages pupils to describe and explain what they observe carefully. All teachers encourage the use of correct scientific vocabulary and all pupils, including those with special educational needs, respond appropriately and make good progress in this aspect. Very good use is made of support staff and this enables all pupils to make at least good progress.
95. The co-ordinator offers good support and encouragement to colleagues. Assessment is good. Monitoring of planning is good, and the monitoring of teaching, learning and standards is progressing well, although the school acknowledges that this needs further development.

ART AND DESIGN

96. Pupils' attainment in art and design, by the end of both Year 2 and Year 6, is close to the nationally expected levels. There are strengths in fine line drawings and large-scale collaborative work. Areas for development are to extend pupils' experiences in the style of famous artists, in landscape painting, ceramics and sculpture. Since the previous inspection, acceptable standards have been maintained.
97. By the end of Year 2, pupils show satisfactory progress in using a broad range of media. Their collages on paper plates accurately represent food and their block prints, using paint, are colourful and carefully completed. A large frieze depicting the story of 'The Gingerbread Man' shows appropriate perspective and clean application of paint. Designs from geometrical patterns are pleasing to the eye and there is satisfactory progress shown in using clay to make candle holders.
98. By the end of Year 6, pupils show good learning in representational fine-line drawings. In Years 5 and 6, progress in fine-line drawings is above the nationally expected level. Examples of such progress is when pupils in the upper age-range make very good use of their sketch books, following a visit to Mevagissey's harbour and to a local artist's gallery, to enlarge their sketches, either in the style of Lowry, or the local artist Piper. Older pupils show good understanding of the two artists' differing styles. They explain clearly that Lowry's angular and original perspective gives a picture a distinctive style, and that the paint they would use to represent his style would tend to be monochrome or grey and black. Whereas, painting in the style of the artist Piper is more truly representational and in natural, softly muted colouring.
99. Younger pupils at Key Stage 2 produce interesting and striking pictures in the style of Piet Mondrian by using a computer program. Generally, portraiture reflects satisfactory learning throughout all year groups, with improved learning in the older year groups. Overall, there are insufficient examples of landscape paintings and ceramics produced by pupils. However, the large-scale collaborative work depicting life-size figures of The Beatles musicians and their changing fashions and styles over the years, show higher standards than normally seen. Higher attaining pupils are well challenged and achieve better than can be expected.
100. From examples of pupils' past and current work, and in the one lesson observed during the inspection, the standard of teaching was reflected as mainly satisfactory with good teaching in Years 5 and 6. Teachers' planning shows good links with other subjects studied, for example, with literacy when pupils compile a frieze on 'The Gingerbread Man'. Teachers take good advantage of the expertise of local Cornish artists and of the natural beauty of the area and its dramatic coastline. Preparation for art is good and the management of pupils' behaviour is at least good. Pupils with special educational needs receive very good support in art and design and they often make good progress in learning.
101. The impact of teaching and management ensures that pupils have good attitudes towards the subject. They are enthusiastic and attentive, ask perceptive questions and co-operate well when producing group efforts. Pupils' independence in choosing materials for drawing and colouring and in tidying away, is mature. Most take pride in perfecting their work and talk animatedly about their art tasks and work on display.
102. The well qualified co-ordinator for art and design, who has been leading the expertise in the subject for a short time only, is very enthusiastic and has imaginative plans to raise its profile throughout the school. For example, there are plans for the whole school to experience an Arts Week, some time before the annual school's involvement with the local 'Feast' week. Displays are eye-catching and help pupils to focus on the clear messages given. Posters and art books are good and used well to share techniques with pupils.

103. Although the art of Eastern cultures, as shown through Islamic pattern making, is experienced satisfactorily by pupils, the school plans to broaden pupils' experiences even more. There are plans to purchase a kiln, to increase work on ceramics and improve sculpture for display and handling. Interested pupils are well provided for in the Art Club after school. Art and design is valued throughout the school as an enlightening activity to communicate ideas and feelings in a visual form. It is successful in improving pupils' perceptions and makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

104. Standards in design and technology are above the standards expected at both key stages. Pupils generally are making good progress in designing and making throughout the school. This reflects an improvement from the previous inspection, when the judgement was that pupils were on course to attain the national expectation by the age of seven and by the end of Key Stage 2. The school, therefore, has made good progress in this area. Pupils evaluate their own work and that of others in a very constructive way. This supports their learning well and provides good opportunities for their personal and social development. It is also used successfully in other subjects, for example, when pupils made their puppets and used them in a performance. They designed appropriate advertisements and entrance tickets. These activities promoted good speaking and listening skills.
105. Attainment and progress at Key Stage 1 are good, carefully building on some good work in Reception. Pupils have good skills in designing and making moving models. For example, clowns which pop up from a cone operated by a piece of dowelling rod, which could also control turning movement. Pupils were given well planned opportunities to discuss and describe how they proposed to make their mechanism, what materials were required and what adhesives they would use.
106. Attainment at the end of Year 6 is above the expected level. Pupils have good skills in using tools. Pupils are good at studying existing designs, experimenting and working out their own designs and evaluating them for further improvement. This good knowledge and understanding is evident in the system they devise for powering the vehicle they have designed.
107. The quality of teaching is good. Lessons are well planned and well supported with good resources. Teachers question well and expect pupils to respond with full answers, for example, about why they are using a particular design, a particular tool or a particular adhesive. They use the correct subject vocabulary themselves and encourage and expect pupils to do likewise. Pupils use their own initiative well. Tools are appropriately mounted on classroom walls allowing easy access. Teachers use probing questioning, and practical activities are not over-directed by teachers. Pupils with special educational needs are particularly well supported by teachers and classroom assistants. Good use is made of voluntary help, particularly in the use of tools when working with wood.
108. Pupils listen attentively to instructions and follow them carefully. Behaviour is very good and pupils share equipment sensibly. The response to the subject is good overall and at times very good, particularly in lessons where the degree of challenge is high and work is well matched to pupils' differing levels of ability.
109. The new co-ordinator is enthusiastic, committed and well aware of what needs to be done to improve the subject further. She is supported well by other staff and a governor who is very experienced in this area. Assessment and monitoring needs further development. The co-ordinator is aware of this and is already considering how these weaknesses can be rectified.

GEOGRAPHY

110. Pupils make satisfactory progress throughout the school and standards are in line with those expected nationally at age seven and eleven. This is a similar situation to that reported in the previous inspection, when standards were judged to be satisfactory overall.
111. Pupils at Key Stage 1 have a suitable knowledge of different countries, for example India. They can locate India on a world map and know something of its key features, such as The Taj Mahal, the currency, the flag, and traditional clothes. They have listened to the language and tasted a traditional Indian dish, and these experiences have helped to consolidate their knowledge and understanding.
112. Pupils in Year 3 have an appropriate knowledge of locations near home, for example, Mevagissey. They compare and contrast the differences between now and as it was sixty years ago. Pupils in Years 4 and 5 have suitable mapping skills and they have a satisfactory knowledge of river systems, including erosion and deposition and how weather and tides dramatically and continually change our coastline. In Year 6, pupils have a suitable knowledge of points of the compass, grid references, the water cycle and major mountains and rivers.
113. Teaching is satisfactory overall. Teachers have good subject knowledge and communicate the purpose of lessons clearly to pupils. Teachers make the subject interesting and this ensures that pupils stay on task. As a result, pupils work well in groups and discuss their work confidently and enthusiastically, using appropriately geography terminology.
114. The management of the subject is satisfactory. The co-ordinator has only recently been appointed but carefully monitors planning and has audited resources, which are generally good. The curriculum is broad and balanced and relevant to the needs of all pupils, including those with special educational needs. Assessment procedures are satisfactory. The monitoring of learning, teaching and standards is underdeveloped, but the co-ordinator is aware of this and has plans to address it as a matter of some urgency.

HISTORY

115. Standards in history meet the nationally expected standards at the end of both key stages. This is the same as at the previous inspection. Work in pupils' books shows a good use of literacy skills and an emphasis on pupils' own writing. An analysis of pupils' work shows satisfactory progress in learning and the development of pupils' skills in historical research. Time-lines, which are evident in each classroom, are used effectively to develop pupils' appreciation of chronology.
116. Younger pupils have a satisfactory knowledge of famous people and their place in history, for example, Florence Nightingale. Older pupils have a suitable knowledge of life in Saxon times and the oldest pupils know how North American Indians lived their lives in the past. Pupils use historical evidence to good effect, for example, pupils in Years 4 and 5 use inference and deduction to arrive at suitable conclusions when studying ancient Egyptian artefacts.
117. Teaching is satisfactory overall. Some very imaginative lessons were observed during the inspection, however, which had a good impact on learning. For example, Years 1 and 2 pupils entered into role-play of the Remembrance Day service at the Cenotaph. They previously visited the local war memorial and made a model one to support their activity. The peripatetic teacher for brass instruments came in and played 'The Last Post'. This highly motivating lesson will be one that pupils will remember for a long time. As a result of consistently good teaching, pupils could recall many facts about this event from watching a video. An original and exciting approach was observed in a lesson for pupils in Years 4 and 5. Pupils presented what they knew about the Sutton Hoo Burial through role-play, the teacher and some pupils being dressed in historical costume.

118. The subject is managed effectively. There is good planning of history linked to guidelines provided by the Qualifications and Curriculum Authority. There are good links made with information and communication technology, for example, work on the Saxons. The management of local history is strong and the school has made good use of local buildings and monuments, such as the war memorial. Artefacts collected by the school are well used and the library has a good collection of books for historical research. The overall picture is one of a subject which is improving in its provision, making a strong contribution to pupils' cultural development and their sense of place in local history.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils make satisfactory progress in their learning and standards are in line with nationally expected levels at the end of Years 2 and 6. This is broadly the same as at the previous inspection. The quality and quantity of computers have increased since the previous inspection, including the setting up of a computer suite. This is proving to be invaluable in teaching the skills of information and communication technology. A good development is the appointment of a technician for one day per week to ensure that all computers are fully operational and to provide support for any member of staff or pupil experiencing difficulty.
120. At Key Stage 1, pupils use an art program effectively to create pictures. Pupils have appropriate word processing skills and know how to change a font. Most pupils can edit and save their work and can use the keyboard accurately, including 'delete', 'capitals' and punctuation keys when entering text. They can draw graphics to illustrate ideas, choosing correctly from the 'menu'. In a lesson on mathematics, pupils accurately control a 'mouse' to make simple choices when operating 'Which Clock Says?', a program which improves their progress in telling the time.

121. By Year 6, pupils have made satisfactory progress in word processing and data handling and overall, pupils' attainment is in line with nationally expected levels. The majority use technology to support areas of their work in other subjects. For example, Years 4 and 5 use an overhead projector to compare and contrast the social life and customs of poor and rich people in Saxon England. Year 6 pupils are aware of the importance of information and communication technology in their lives when accessing the Internet. They reinforce mathematical skills when producing graphs from given data, and when analysing different types of graphs produced by computer. Year 6 pupils are provided with an appropriate range of experiences when using modelling and control programs and the Internet. Younger pupils at Key Stage 2 can effectively 'log on', give a password and experiment with shape to develop a pattern for a stained glass window. They can save their work and print confidently.
122. All pupils have positive attitudes towards the subject and are enthusiastic when using computers. Behaviour is always good and pupils work well together individually in the computer suite, or in pairs or small groups on the computers in the classroom, using their recently acquired skills to reinforce learning in other subjects, for example, when creating stained glass windows in art and design, or spreadsheets for science or geography. These positive attitudes and behaviour have a good effect on the progress made and promote the realisation that information and communication technology impacts on the rest of the curriculum. Relationships between pupils and their teachers and other pupils are very good. Pupils support each other well and offer suggestions and constructive criticism to each other. Pupils, irrespective of prior attainment, make satisfactory progress in their learning. They treat equipment with care and observe well health and safety requirements.
123. The quality of teaching is satisfactory overall, and, as a result, pupils make satisfactory progress in their learning. However, the expertise of teaching and learning support assistants varies considerably, although this is being rectified through the support of the technician and in-service training. Teachers' planning is satisfactory and pupils receive appropriate opportunities to develop their skills, knowledge and understanding. This is an improvement from the previous inspection, when an issue was raised about the lack of sufficient opportunities for pupils in information and communication technology.
124. The leadership of information and communication technology is effective. A suitable policy and scheme of work meet national requirements. The software available is good and ensures that an appropriate variety of programs is available to promote learning in other subjects.

MUSIC

125. At the time of the previous inspection, standards of pupils' attainment in music were close to the nationally expected levels. Standards have improved, and currently, pupils' attainment is above nationally expected levels by the end of Year 2 and Year 6.
126. Throughout the school, pupils sing well in an expanding repertoire with very good rhythm, clear entry to each line, and correct duration of notes. Pupils make good use of dynamics to add texture and interest to their singing as, for example, during whole-school corporate worship when they sang 'Shine, Jesus Shine'. Singing is of a high standard, with correct pitch and confident memory of melodies and words. Diction is very clear.
127. Rhythm work is successfully developed throughout all year groups and progress in learning is good in all aspects of music. By the time pupils are in the upper year groups, they are successful in maintaining an ostinato pattern for eight beats. Progress in listening and appraising is good, so that by the time they are in the Year groups 5 and 6, pupils have a very secure understanding of pitch and of open and closed sounds. Pupils accurately recognise music from differing cultures, for example, when they identify correctly the sound of American Indian music and compare it to

- European. Pupils compose their own rhythm patterns using percussion instruments, and are very successful in creating written symbols to record lengths of notes for their own compositions. Older, higher attaining pupils understand traditional notation and record the duration of notes in crotchets and quavers, accurately recognising the semi-breve.
128. Teaching is good, with some excellent teaching of singing. Teachers ensure that pupils make very good progress in learning a new song together and in performing and composing. Lessons are well prepared and pupils' efforts are praised consistently. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils gain confidence and make good progress throughout. Pupils with special educational needs receive good support and make good progress. There is very good management of time and behaviour in music lessons, so that pupils maintain good concentration for long periods. Piano accompaniment is good.
129. The impact of teaching on pupils' attitudes is very good. Pupils respond in an alert manner when music is used. They show good self-control when handling instruments carefully and in returning them neatly to storage. Pupils are self-disciplined, co-operative and respectful.
130. The leadership of the subject is good. The use of a part-time specialist teacher is a significant factor for the good impact of music on the whole school. In addition, the school makes very good use of a part-time teacher of brass, who is funded by the St. Austell Youth Band, and who teaches pupils at the school. So popular is this provision, that there is a waiting list of eager participants who are able to attend on Saturday mornings until their turn to have lessons at school is due.
131. Enrichment activities for pupils are very good, due mainly to the local links with other schools. The school participates fully during the local 'Feast' festival and at Christmas and harvest festivals in church. A member of the Bournemouth Symphony Orchestra has visited to do a workshop with Class 5. The school's choir has gained a good reputation locally and given several concerts for the community. Pupils are given very good opportunities to perform solo. Resources are of good quality, used well, and expand pupils' multi-cultural awareness, as well as Cornish culture. The lively musical provision ensures that music plays a high profile in the strong links between the school and the community. The enjoyment of music by pupils is obvious.

PHYSICAL EDUCATION

132. Standards in physical education are in line with those expected nationally at the end of Year 2, and are above at the end of Year 6. This is an improvement since the previous inspection, when standards at Key Stage 2 were in line.
133. Pupils at Key Stage 1 have satisfactory gymnastics and dance skills. They use space very effectively. Pupils generally have good control of movements, listen carefully and respond well to instructions. They change pace and direction smoothly in time with the music's rhythm. Pupils understand clearly the need for warming-up before they exert themselves, and cooling-down at the end of strong exercise.
134. At Key Stage 2, pupils continue to build on earlier acquired skills, developing energy, enthusiasm and enjoyment. Pupils display good control, which was particularly evident in a dance lesson in Years 4 and 5. All pupils, from reception upwards have good opportunities to develop their swimming skills and almost all Year 6 can swim the required 25 metres and perform life-saving skills by the time they leave school. Pupils have good games' skills. Pupils in Year 6 use different basket-ball and netball passing most competently in lessons. Pupils have a good understanding of the need for safety.
135. Teaching is satisfactory overall at Key Stage 1. It is good at Key Stage 2. Teachers have high expectations of pupils both in behaviour and skills' development. They encourage pupils to

evaluate and improve their performances. Planning is good overall. Teachers provide a good range of extra-curricular activities, and these support and enhance skills' development well and provide suitable competitive experiences. Year 6 pupils enjoy a residential opportunity which focuses on physical activities, such as abseiling, archery and canoeing. Pupils speak enthusiastically about this. Pupils enjoy their physical activities and have a very positive attitude towards the subject.

136. The recently appointed co-ordinator is enthusiastic about her role and is continuing the good leadership of her predecessor. The school has a very good hall, extensive grounds, and is extremely well equipped for the delivery of the subject.

RELIGIOUS EDUCATION

137. Standards in religious education meet the expected standards in the new agreed syllabus. This is the same as at the previous inspection. The agreed syllabus is very user-friendly and gives good guidance to teachers. Attitudes such as respect, care and concern are a strong part of the ethos of this school and permeate the whole curriculum.
138. Younger pupils effectively learn about Christianity and Hinduism by becoming aware of themselves as special and then looking at special celebrations, people, books, places, buildings and festivals. Through this topic they learn the importance of respect, obedience and commitment. Pupils in Years 1 and 2 know that Christians eat special food at weddings, christenings and at Christmas and that Hindus prepare for Diwali by making and sending cards, cooking special food and wearing new clothes. Pupils actually made cards, divas and special sweets.
139. Older pupils build on this knowledge as they explore each topic further and consider the teaching of Judaism and Sikhism alongside Christianity. The older pupils have a good understanding of the significance of beliefs as well as suitable knowledge about them. Years 4 and 5 pupils consider the qualities they would look for in a friend and realise that they may be let down as no one is perfect. Pupils in Years 5 and 6 try to distinguish between the traditions of Christmas and the real significance of the festival for Christians. Circle Time is part of the religious education provision and these sessions give pupils opportunities to reflect upon and discuss what they have learnt in the more structured lessons, so that they are beginning to understand the impact of religion on people's lives.
140. Teaching in religious education is satisfactory overall, but is sometimes good. The strength of the teaching is the good opportunities pupils are given to consider fairness and to recognise the rights of others to hold differing views. Pupils are encouraged to investigate, ask questions, observe artefacts, and interpret and reflect on feelings, relationships and experiences. Teachers use the good resources effectively to plan interesting lessons which help all pupils to be successful learners.
141. Pupils show good attitudes in religious education lessons. They answer questions thoughtfully and work well in pairs, discussing and sharing ideas. They work with concentration on the relevant tasks set, for example, pupils in Years 4 and 5 writing an advert for a friend, pupils in Years 5 and 6 writing about four symbols which show the religious significance of Christmas.
142. Leadership and management are satisfactory. The curriculum is suitably broad and balanced and good use is made of display to consolidate pupils' knowledge and understanding. Religious education has a good impact on pupils' spiritual, moral, social and cultural development. Resources are good.