

# INSPECTION REPORT

## **CARDINHAM COMMUNITY PRIMARY SCHOOL**

Cardinham, Bodmin

LEA area: Cornwall

Unique reference number: 111911

Headteacher: Mrs Sylvia Fair

Reporting inspector: Mr Stephen Dennett  
13712

Dates of inspection: 7<sup>th</sup> - 9<sup>th</sup> May 2002

Inspection number: 194859

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cardinham Bodmin Cornwall
Postcode:	PL30 4BN
Telephone number:	01208 821326
Fax number:	01208 821387
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Julia Maynard
Date of previous inspection:	17/06/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Mathematics Science Art and Design Design and Technology History Information and Communication Technology Religious Education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13911	Mrs Julie Gallichan	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18498	Mrs Denise Morris	Team inspector	Foundation Stage Equal opportunities Special educational needs English as an additional language English Geography Music Physical Education	How good are the curricular and other opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cardinham Community Primary School provides full time education for 71 pupils aged four to eleven. At the time of the inspection there were 34 girls and 34 boys on the school's roll. In addition there were five children at the Foundation Stage attending part-time. Children's levels of attainment on entry to the school are broadly average. All pupils attending the school are from a white United Kingdom background and no pupils speak English as an additional language. At the time of the inspection there were seven pupils who had been identified as needing additional support, which is below the national average. One pupil has a statement for special educational needs, which again is below the national average. Pupils have been identified as having specific learning difficulties and some have physical disabilities. Only six pupils are eligible for free school meals, which is below average. The social and economic circumstances of the pupils attending the school are broadly average and pupils come from both the local agricultural community and the outskirts of Bodmin, five miles away.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school, where standards are above average and the quality of teaching is good. The school is very well led and managed and this has led to substantial improvements over recent years. The school provides good value for money.

#### **What the school does well**

- Standards are good throughout the school and pupils achieve well.
- Pupils' attitudes are good and their behaviour, relationships and personal development are very good.
- The quality of teaching and learning is good throughout the school.
- The school provides a good quality curriculum for all its pupils and provision for their personal development is very good.
- The school provides a safe and caring environment for all its pupils.
- There are very good links with the community, which significantly enhances the quality of education provided.
- The impact of parents' involvement on the work of the school is very good.
- The leadership and management of the school by the headteacher are very good and she is well supported by staff and governors.

#### **What could be improved**

- The quality of pupils' presentation of their work is sometimes untidy and standards of handwriting are not high enough.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved significantly since its last inspection in 1997. All the key issues raised at that time have been addressed very well. Standards in information and communication technology, which were unsatisfactory at Key Stage 2, are now good throughout the school. Systems for assessing work in the foundation subjects were poorly developed, but now are fully in place and are used well to adjust teachers' planning when necessary. The information gathered is also used well to assess pupils' level of attainment. At the time of the last inspection, systems for evaluating the effectiveness of spending decisions were inadequate. These are now very good and governors carefully examine all expenditure in the light of its impact on standards and the quality of education provided by the school. Finally, the last report required that the teaching space for the middle class be improved. This has been undertaken effectively and the school accommodation is now good. In addition to these specific issues for improvement, there have been a number of other improvements in the quality of education provided. Pupils' attitudes to work are better than at the time of the last inspection and there has been an improvement in the already good standards of behaviour observed. Standards have improved in nearly all subjects and there have been significant

improvements in design and technology. There has also been an improvement in the provision for pupils with special educational needs.

## 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
	1999	2000	2001	2001
English	B	A*	C	E
mathematics	B	A*	A	B
science	A	A*	C	D

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that in the 2001 national tests, the school's results were close to average in English and science and well above average in mathematics. In comparison with schools with a similar proportion of pupils eligible for free school meals, the school's results were well below average in English and below average in science. In mathematics, however, they were above average. Caution should be taken in interpreting these results, as the number of pupils taking the test was small and the cohort contained pupils with special educational needs. At Key Stage 1 in the 2001 national tests, pupils' results were in the top 5 per cent in reading, writing and mathematics. Looking at the trends over time, pupils' results have improved significantly since the last inspection at both key stages. The school's targets for English and mathematics for 2002 are 80 per cent of pupils reaching the expected Level 4. These targets are based on careful analysis of the prior attainment of the very small cohort. The school met its targets for 2001. Observed standards are good in most subjects throughout the school. At Key Stage 1, standards in history are close to the expected level. Standards in design and technology are well above the expected level at Key Stage 2. It was not possible to come to a judgement about standards in music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and their work. They usually participate in lessons with enthusiasm.
Behaviour, in and out of classrooms	Behaviour, both in lessons and on the playground is almost always very good.
Personal development and relationships	Pupils' levels of personal development are very good. They act responsibly and treat adults and each other with respect. Relationships are very good throughout the school.
Attendance	Attendance is good and pupils arrive to school promptly.

## 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 and learning is good throughout the school. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills as they move through the school. The teaching of English, including literacy skills, is good and pupils make good progress in their learning. The teaching of mathematics and numeracy is also good. Teachers use effective teaching methods and pupils respond well by showing enthusiasm and interest in lessons. Planning is good and takes

account of the fact that all classes contain pupils of different age groups. As a result of this good planning, pupils have tasks that are well matched to their abilities. Good behaviour and mature attitudes also contribute significantly to the good standards achieved by most pupils. Although teachers generally have high expectations, they are not always sufficiently demanding with regards to pupils' handwriting and the presentation of work. The school meets the needs of all pupils well, and significant efforts have been taken to ensure that pupils with physical disabilities have full access to all the activities offered.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides pupils with a broad and balanced curriculum, which is relevant to their need. There is very good equality of access and opportunity for all pupils. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and as a result, they all make good progress in relation to their underlying abilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development overall. Provision for pupils' spiritual and cultural development is good, and for their moral and social development, provision is very good.
How well the school cares for its pupils	There are very good procedures for child protection and for ensuring pupils' welfare. Systems for monitoring pupils' academic performance are good and the school provides good educational guidance and support for its pupils.
How well the school works in partnership with parents	The school works well in partnership with parents and the impact of parents' involvement on the work of the school is very good.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management for the school. She is very well supported by other staff, including classroom assistants.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and take an active part in the management of the school. They are very supportive of the headteacher and the staff.
The school's evaluation of its performance	The school is very good at monitoring its performance and targets for improvement are very well focused. The action that has been taken to deal with the issues raised by the last inspection has been very effective.
The strategic use of resources	The school makes very good use of all its resources. A particular strength is the contribution of classroom assistants, who made a significant contribution to the quality of education provided and the good standards achieved by pupils.
Staffing, accommodation and	The school is well staffed with suitably qualified teachers and classroom assistants. Levels of resourcing are good and the accommodation provides a good learning environment for all pupils. All requirements for disabled access

learning resources	are fully met.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children are making good progress.</li> <li>• Behaviour at the school is good.</li> <li>• The standard of teaching is good.</li> <li>• Children are expected to do their best.</li> <li>• The school is well managed.</li> <li>• Parents feel comfortable with approaching the school with concerns.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some playtime behaviour is rough and not dealt with quickly enough.</li> <li>• Mixed aged classes make it difficult for teachers to ensure that all pupils get the right work to do.</li> <li>• There are too few school trips.</li> <li>• The amount of homework given is too much for younger pupils.</li> <li>• Some homework is too hard.</li> <li>• Parents are not kept well informed how their child is getting on.</li> <li>• The school does not work closely with parents.</li> </ul>

The inspection team agrees with all the positive points raised by parents. In response to the issues raised by parents, inspectors would like to offer the following comments:

- Behaviour in and around the school is very good, and pupils are supervised effectively at lunch and break times.
- The school has good systems for ensuring that all pupils have work that is appropriate to their needs. Older pupils provide good role models for younger pupils and this encourages them to achieve high standards.
- The range of visits provided by the school is good, considering its size, and good use is made of the local environment.
- The amount of homework follows national guidelines and prepares pupils well for the next phase of their education. The school has reviewed the amount of homework given to younger pupils and ensures that it does not exceed the recommended level.
- The school provides parents with regular newsletters and other information. The school web site is regularly updated and there are regular opportunities for parents to come in and discuss their children's work with teachers.
- Parents spoken to during the inspection felt that teachers did work closely with parents and overall parents have positive views of the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children generally enter the school with standards that are close to average. They make good progress at the Foundation Stage and exceed the expectations of the Early Learning Goals by the time they enter Year 1.
2. At Key Stage 1 in national tests in 2001, pupils achieved results that were very high in reading, writing and mathematics. In comparison with standards in schools with a similar number of pupils eligible for free school meals, standards were well above average in reading and writing, and very high in mathematics. Standards have improved steadily over the past three years, especially in mathematics. There is no significant difference in the attainment of boys and girls. The proportion of pupils achieving the higher Level 3 in all three tests is well above the national average. Teachers' assessments in science show that standards in this subject are above average. Caution should be taken in drawing too many conclusions from the above results, as the number of pupils in each cohort taking the test is small. However, they do confirm the good standards seen during the current inspection.
3. Pupils' results at Key Stage 2 in the 2001 national tests were not as good as in 2000. This was largely due to the fact that the cohort was small and contained some pupils who were receiving considerable help for their special educational needs. In English, standards were in line with the national average, but well below standards found in similar schools. Standards in mathematics were well above the national average and above those found in similar schools. In science, standards were in line with the national average, but below the standards found in similar schools. Taking all three subjects together, standards were broadly in line with national averages, but below those found in similar schools. These results were lower than in 2000, when results were very high in comparison to national averages. However, the school has presented detailed evidence to show that it understands the composition of its cohorts well and the small numbers in some years means that one pupil's results can significantly affect the overall result. In 2002, the school has predicted that 80 per cent of pupils will achieve Level 4 in English and mathematics, exactly the same as in 2001. However, the prediction for 2003 is 100 per cent achieving Level 4, based on its analysis of the prior attainment of that cohort. Overall, the trend in the school's results is in line with the national trend, although the school has made good progress in improving standards since its last inspection. There is no significant difference in the achievement of boys and girls. The proportion of pupils gaining the higher Level 5 in English was below average, but above average in mathematics and science.
4. Observed standards are good overall throughout the school and this is an improvement since the generally good standards observed at the time of the last inspection. At Key Stage 1, standards are above average in reading, writing and mathematics. Pupils' literacy and numeracy skills are good and they use them effectively to support their learning in all subjects. Standards are above expectations at the end of Year 2 in science, art and design, design and technology, geography, information and communication technology and physical education. Standards in religious education exceed the expectations of the locally agreed syllabus. In history, standards are in line with expectations. Overall, pupils achieve well in most subjects and their achievements in music and history are satisfactory. Standards at Key Stage 2 are above national averages in English, mathematics and science and pupils achieve well. In art and design, geography, history, information and communication technology and physical education, standards are above those expected for the end of Year 6. Pupils achieve well in these subjects. Standards in music are generally in line with those expected and pupils' achievement is satisfactory. Standards in religious education exceed the expectations of the locally agreed syllabus and pupils achieve well. Standards in design and technology are well above the level expected at the end of Year 6 and

pupils' achievements are very good. Pupils with special educational needs make good progress towards achieving their targets in their individual education plans.

## **Pupils' attitudes, values and personal development**

5. All pupils have very positive attitudes to school, including those with special educational needs. Pupils enjoy coming to school and are eager to please and to do well. Pupils are helpful to each other and respectful towards adults. Younger pupils benefit from the older role models as they work with pupils from other year groups. For example, in physical education, children in the Foundation Stage copied the example of others as they walked carefully to the local hall, got themselves ready, and waited quietly for the lesson to begin. Throughout the school, pupils settle quickly in class and look forward to their tasks. They concentrate very well and listen attentively. They are polite and responsive and take great care of their school environment, showing pride in their achievements. However, pupils do not always show sufficient care in the presentation of their work and their handwriting is sometimes untidy.
6. Pupils behave very well in and around the school. They show respect to others as they open doors, wait for a turn and let others go first. They show kindness and consideration to younger pupils, helping them with their tasks. They work together well in groups. For example, in geography in an upper junior class, pupils worked in fours to undertake research into the area they were going to on a residential trip. They were tolerant of each other as they discussed the different physical and human features of the place from an Ordnance Survey map. They were able to share resources very well and negotiate between themselves what were the most important features of the area. They demonstrated mature, responsible behaviour and an awareness of differing viewpoints. Pupils benefit from good, effective praise from adults and thrive on the positive reward system.
7. Relationships are very good throughout the school. Adults and pupils work well together and listen carefully to each other. No evidence of any bullying, sexism or racism was seen or found during the inspection. The school community is supportive and shows high levels of care and concern. Pupils understand the impact of their own actions on others. For example, during a 'circle time' in Year 2, pupils talked about the need to respect each other. They showed very good understanding of right and wrong, and knew that they should work hard to be reliable and trustworthy. Pupils respect differences and show very good understanding that people are different. During an assembly, they were able to explain carefully that all people should be valued for who they are.
8. Pupils' personal development is very good. They willingly take on responsibilities, such as being members of the school council and helping to influence the life of the school. They are beginning to learn the value of good citizenship as they negotiate changes to the school day. All pupils help with taking messages, clearing away their own work and resources, and looking after the school environment, of which they are justly proud. Older pupils help younger ones regularly and this helps to promote positive working relationships, friendships and care for each other.
9. Pupils enjoy coming to school and attend regularly and punctually. Good levels of attendance have been maintained since the last inspection and there is no unauthorised absence. Pupils' regular attendance means they take full advantage of all the school offers and this has a positive impact on the standards achieved.

## **HOW WELL ARE PUPILS TAUGHT?**

10. The quality of teaching and learning is good throughout the school. This is an improvement since the last inspection, when teaching was judged to be satisfactory at Key Stage 1 and good at Key Stage 2. During the current inspection thirty-three lessons or parts of lessons were observed and the quality of teaching was never less than good. In twenty-seven lessons, teaching was good and in six it was very good. Over half of the lessons seen at Key Stage 2 were very good. A weakness of teaching, however, is an acceptance of poorly presented work on some occasions in

some subjects. In addition, teachers accept standards of handwriting that are below pupils' capabilities.

11. Very good teaching is characterised by high expectations, the very good teaching of basic skills and the very effective teaching methods used. All teachers have good subject knowledge, which they use well to extend pupils' knowledge and understanding of the curriculum. As a result, pupils are making good progress in their learning and acquiring a good range of skills as they move through the school. Teachers' planning is effective and identifies clearly what pupils need to learn. These objectives are regularly shared with pupils, so that most of them have a good knowledge of their own learning. Teachers manage pupils well, and levels of concentration in lessons are good. Good use is made of time and in all lessons seen, learning moved at a good pace. The encouragement they receive from teachers inspires pupils to concentrate well. For example, in one art lesson, one pupil was observed to concentrate for a good half-hour on her work, totally oblivious to what was going on around her. The good quality of her work reflected the high degree of care she had spent on its creation. Very good use is made of learning assistants in many lessons and the high quality of support means that all pupils are making at least good progress in their learning. Assistants are very well trained and make good use of questioning to probe pupils' understanding of what they are doing. In one information and communication technology lesson, for example, the learning assistant was asking probing questions as pupils were programming a floor 'turtle'. She skilfully asked the kind of questions that would lead pupils to the right instructions for the device. As a result, they made very good progress in their understanding of the task.
12. Teaching is good in English and mathematics throughout the school. Teachers make good use of the national strategies in both subjects and have adapted them suitably to the needs of the school. Literacy and numeracy are also taught well and good support is given to these key skills in most subjects of the curriculum. Teachers' planning for lessons is good in all subjects, and they are well supported in this by a range of well-conceived schemes of work. Weekly planning identifies opportunities for assessment for most subjects and teachers regularly evaluate the success of lessons to ensure that the planning is effectively adjusted to better meet the needs of pupils. This is a significant achievement, as all classes contain pupils of different ages and underlying abilities. In one class, there are pupils from both Key Stage 1 and Key Stage 2. In this class the teacher carefully ensures that Key Stage 2 pupils get extra curricular time, whilst the Key Stage 1 pupils have a break. Also, in subjects such as history, Key Stage 2 pupils follow the appropriate programme of study, whilst pupils at Key Stage 1 cover the same topic at their level. Children at the Foundation Stage are in the same class as Key Stage 1 pupils and the teacher manages the curriculum well, ensuring that younger children cover the areas of learning for the Foundation Stage. Older children in the Reception Year follow the programme for Key Stage 1, as most have exceeded the Early Learning Goals by this stage. Good differentiation in most lessons ensures that pupils with special educational needs have equal access to tasks that are closely linked to their abilities. Where necessary, specialist equipment is provided to ensure that all pupils have full access to all activities.

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

13. The quality and range of curricular opportunities on offer at the school are good. Statutory requirements in relation to the National Curriculum and religious education are fully met. The good curricular provision has been maintained since the previous inspection. The curriculum is broad, balanced and very relevant to the needs and abilities of all pupils. The curriculum for children in the Foundation Stage of learning is based on the local authority's Early Years planning document and is linked to the Early Learning Goals for children under the statutory school age. It provides well for these children, and ensures that they make good progress in all areas of learning.

14. The strategies for teaching literacy and numeracy have been effectively implemented across the school and are helping to maintain high standards in both areas. Curricular planning is thorough and detailed, and ensures that a progressive range of activities are planned and taught across the school. Provision for pupils with special educational needs is good, with some particularly good support being provided by the high quality classroom assistants who work very hard to ensure full inclusion for these pupils. All pupils at the school have equal opportunities to all the experiences offered. The wide range of good extra-curricular experiences plays a very valuable role in promoting pupils' enrichment and confidence. Pupils from Year 2 onwards have the opportunity to join many different clubs. Many sporting activities take place after school and help to raise standards in this area. For example, pupils play football and netball matches with other schools, with boys and girls in both teams. Pupils take part in joint sports days and cross-country with other local schools. Musical activities and clubs also enrich the curriculum. Every opportunity is sought to join in with local festivals and activities, such as Harvest and Christingle services, local dance festivals, fetes and residential experiences. Visits to local museums and the local environment within history and geography lessons, help to develop pupils' awareness of the wider community and times past. For example, pupils have benefited from Victorian days at the local Lanhydrock House and at the Truro museum. The good range of activities provided enables pupils to develop their own particular areas of interest.
15. Provision for personal, social and health education is good. A new programme has recently been implemented to promote pupils' awareness and knowledge of a range of personal issues, such as drugs and sex education. Good involvement has been sought from parents to provide all-round support for pupils. Provision for this aspect of learning is helping pupils to have opportunities to discuss these issues and share their concerns. For example, good opportunities for discussion were observed during the inspection in which pupils talked openly about caring, sharing and helping each other, as well as issues relating to behaviour.
16. Links with the community remain a strength of the school. The school is at the centre of village life. Pupils enjoy visits to the church and chapel and join with parents and the community to celebrate Harvest and take part in the Christingle service. Both ministers regularly take school assemblies. Many visitors from the local community are invited into school to share their interests and expertise, contributing to pupils' breadth of learning experiences. For example, a gardener from Lanhydrock has helped children with the school gardens, another local lady helped pupils make traditional 'corn dollies'. Pupils make their contribution to community life by performing at village events; they have also supplied artwork for display and made a banner for the village church. News of the school from the headteacher and contributions from pupils are included in the local magazine.
17. The school works closely with a number of partner institutions to the benefit of both pupils and staff. Pupils regularly join with other primary schools in the local cluster of schools for a number of events, particularly for sports. There are good links with the pre-school and main receiving secondary school, helping to ensure pupils move smoothly through the phases of education. The school welcomes students from the college for work experience and trainee teachers for their teaching practice. Staff have the opportunity to join with teachers from other schools when joint training days are organised.
18. Provision for personal development, including the spiritual, moral, social and cultural development of pupils, is very good and leads to high standards of behaviour, attitudes and confidence in all areas of the school. Provision has improved since the previous inspection, particularly in the moral and cultural areas.
19. Provision for spiritual development is good. In assemblies and religious education lessons, good opportunities are offered to enable pupils to think carefully about the values and beliefs of others. They are given time to reflect as part of their daily collective worship and to value the work and ideas of others during circle times. Pupils learn about the beliefs of faiths other than Christianity

during their religious education lessons, and compare them to their own ideas and beliefs. Spiritual experiences were observed during the inspection, such as when pupils listened to the reading of the poem 'In Flanders Field', as they studied the First World War. The pupils reflected carefully on the meaning of the poem and on what it must have been like to live then.

20. Provision for moral development is very good, and leads to very high standards of empathy and caring among pupils. Pupils know right from wrong and they were observed discussing such issues during 'circle times'. Pupils care for each other well and look after those who are younger or less able. For example, on a walk outside of the school, pupils in Year 1 were seen holding the hands of younger children, so that they stayed safe. The very good moral code within the school is a real strength and promotes values such as honesty, trustworthiness, politeness and respect.
21. Provision for social development is also very good. Many opportunities are created for pupils to work together, take turns, share resources and help each other. The good personal, social and health education programme encourages pupils to develop responsibility for living within a community. For example, pupils at Key Stage 2 vote for members of the school council. Those voted for raise issues at council meetings, which include staff, parents and a governor. During one such meeting, pupils were heard raising awareness of the need to keep corridors free of bags to enable freedom of movement, particularly for younger pupils. Many opportunities are provided to promote social responsibility and citizenship. For example, pupils have raised money for the elderly, taking part in Blue Peter appeals, and undertaken a project for The Children's Fund.
22. Provision for cultural development is good. It is particularly good in respect of pupils' own local Cornish culture. For example, there are good links with local churches and festivals, such as the local dance and music festivals, and places of interest. Provision for the development of multi-cultural awareness and understanding is satisfactory. Good opportunities are sought within the curriculum to ensure understanding of other faiths, beliefs and customs, but there are more limited opportunities for pupils to study literature, music and art from other cultures.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

23. The school has maintained high standards of support and guidance for all pupils. Relationships are very good and pupils are well known by all staff who seek to meet their individual needs. The caring and supportive ethos created by all members of staff is an important contributory factor in the success of the school. Pupils' personal development is monitored effectively.
24. Very good attention is paid to all matters of health and safety. The premises are examined regularly for potential hazards and all necessary safety checks, for example of electrical equipment, are carried out regularly. Risk assessments have been carried out for many activities and are continually being updated. First aid is well organised and staff are well informed about pupils with very specific needs. Supervision at break and lunchtimes is good. Special care is taken when pupils have to walk from the school to the village hall for physical education. Procedures for child protection are very good. The designated teacher responsible for child protection ensures she attends regular training and keeps all staff fully informed of their responsibilities in this regard. All requirements are fully met with a good policy in place to guide all adults.
25. The monitoring and promotion of attendance is very good. Effective use is made of computerised attendance records to analyse and monitor absence. Unexplained absence is followed-up promptly by the school secretary usually on the first day of absence. Parents are discouraged from taking holidays in term time and the school clearly communicates its expectations to parents in the prospectus.
26. The key to the school's success in promoting good behaviour is consistency and mutual respect between teachers and pupils. Teachers have high expectations of the way pupils should behave

and pupils respond accordingly. Team points help to motivate pupils to work hard and behave appropriately. Pupils' successes are celebrated by all in achievement assemblies. The school has clear procedures to deal with incidences of bullying. Pupils report adults are always available and take action on the rare occasions when they have concerns.

27. Pupils are encouraged to keep themselves and others safe. A number of pupils have recently taken part in a first aid course and have passed the St John's Ambulance Life Savers Award, Part 3. The school welcomes visitors, such as the school nurse and local fire safety officer, to talk with pupils on issues of personal safety and development.
28. Good procedures are in place to assess pupils' attainment and progress. When they enter the school in the Early Years class, children undertake the local authority's agreed baseline assessment for children of that age. This helps to measure children's progress across the school. In Years 1 to 6, good assessment procedures are in place for the core subjects of English, mathematics and science. Standardised tests at the end of Years 2 and 6 assess how well pupils achieve in these subjects in relation to national norms, and against other similar schools. In all other subjects, teachers undertake systematic assessment and evaluation at the end of each module of work. This ensures that any weaknesses in achievement are monitored and that higher attaining pupils are effectively challenged. Good analysis of results ensures that the school is aware of its own strengths and weaknesses. Portfolios of individual pupils' work are a strength. They enable work to be linked to national levels and offer a good overview of how well a pupil is achieving. A wide range of reading and spelling tests are also used effectively to help inform teachers of pupils' progress.
29. Good use is made of the assessment information to guide the next stage of teaching and learning. This helps teachers to plan differentiated tasks in all areas of the curriculum, thus enabling achievement at pupils' own ability level. Monitoring of pupils' personal progress is also good. It is used well to guide individual pupils' tasks and ensure that all pupils are effectively cared for. Pupils' achievements are valued by the whole school community. Assessment plays an important role in the good progress that pupils make. Very good assessment and monitoring procedures for pupils with special educational needs are closely linked to the new Code of Practice. They ensure that good progress is made and targets are regularly reviewed.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

30. The school enjoys active support from many parents. Information provided for parents is good and the school seeks to work in genuine partnership with them. Parents' views of the school are positive. They recognise that their children enjoy coming to school and behave well. Parents feel teaching is good, children make good progress and are expected to work hard and achieve their best. Inspectors fully agree with these positive views. There are very good links with parents of pupils with special educational needs, and parents are fully involved in the target-setting process.
31. The school works hard to communicate effectively with parents. Written information is provided regularly in the form of newsletters, which keep them up-to-date and fully informed of school events and activities. Dates are included at the beginning of the term to ensure parents have plenty of notice of events. Newsletters are also posted on the school's attractive and very easy to use web site, which is a very useful additional line of communication. The prospectus and governors' annual report to parents are informative and helpful documents.
32. The school invites parents to meet with teachers each term to discuss their child's progress. Written reports, which are detailed and informative, are sent home during the summer term. All parents are invited to come in at any mutually convenient time to see the class teacher or headteacher if they wish to discuss any aspect of their child's progress. Inspectors found no evidence to support the view of a number of parents who felt the school did not work closely with

them, especially as so many actively support the school and volunteer to help with school events, activities and fund-raising. The school takes seriously any concerns raised by parents and last term held a meeting to listen to parents' views about homework. The amount of homework set has been adjusted in the light of this meeting.

33. Parents' contribution to the life of the school and their children's learning is very good. Many parents volunteer to assist with a variety of school activities and events. Some organise or help with after-school activities. Others help in classrooms and with visits out of school, including the weekly swimming. The Fundraising Network has been very busy and has raised considerable funds, which have directly enhanced pupils' learning opportunities in information and communication technology. Parents give generously of their time to be governors, representatives on the school's council and healthy school award committee. Many parents support their children's learning at home effectively. Reading record books show clearly that many parents hear their child read regularly, which has a positive impact on the standards attained.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The headteacher provides very good leadership for the school. She has a clear educational direction and has communicated this effectively to all staff. Her own very good teaching skills provide a good role model and she has high expectations, which are shared by pupils, teachers and all staff. The school's aims are reflected very well in its work and it *'provides a happy caring environment, where pupils develop their maximum potential and a sound preparation for life'*. The commitment to high standards is reflected in the many colourful and stimulating displays seen around the school. These illustrate the wide and varied curriculum provided and the exciting opportunities presented for pupils' learning. The whole staff, teachers and learning assistants work together very well as a team. Each teacher has a number of curricular responsibilities and these are carried out well. The overall management of the curriculum is very good and systems ensure that there is good continuity and progression as pupils move through the school. Although the arrangement means that all pupils are in mixed aged classes and some are in cross phase classes, this is managed well so that all pupils are receiving work which is well matched to their age and prior attainment. Indeed, there is some evidence that younger pupils benefit from the challenge of working with older pupils and this is having a positive impact on standards. Special educational needs is well led and managed and procedures are very well organised to meet pupils' individual needs.
35. The governing body is very supportive of the school and fulfils its statutory responsibilities well. Many governors come into school and help with reading and other activities. There is a good range of appropriate committees to support the governing body in its work, and these report back to the full meeting at regular intervals. All governors have subjects to cover and talk regularly with co-ordinators. The curriculum committee also produces regular reports on progress and attainment in subjects. Governors consult widely with staff and therefore have an effective role in helping shape the direction of the school. Regular discussions are held to track the progress of the school's improvement plan, and comments are raised at governors' meetings. The chair of governors works closely with the headteacher and together they ensure that governors are well aware of the school's strengths and areas for further development. Much effort has been spent over the past few years in improving the school buildings, as this was required by the last inspection report. These initiatives have been successful, largely through the efforts of the governors and the support of parents.
36. The school has been very effective in identifying areas for development and its priorities have been well focussed on the key issues for action raised by the last report. All these issues have been addressed very well and there have been very significant improvements in the accommodation, the quality of teaching and standards. The governors, teachers and support staff are all committed to improving standards in the quality of education provided. The very effective action taken by the school to meet its targets shows that it has a very good capacity for success.
37. The school has very good systems for financial management, which is a significant improvement since the last inspection, when systems were found to be unsatisfactory. All priorities are linked effectively to the budget and the finance committee consider all spending carefully. At present, the committee is awaiting the setting of a county budget by the local education authority, so it is unable to make an accurate prediction for the next academic year. However, the systems are in place to consider the school's liabilities and assets and to produce a workable budget, which fully reflects the school's commitment to further improving educational provision. The school makes good use of information and communication technology in its administration. The school has efficient accounting and information management systems. The school web site provides parents and prospective parents with information about the school and regular newsletters are posted electronically. Very good use is made of grants and financial resources. For example, all teachers have received New Opportunities Fund training in information and communication technology and are now proceeding to 'gold' level certification. This training has had a very positive impact on standards in the subject, which were found to be unsatisfactory at the time of the last inspection.

They are now good. The school has implemented the principles of best value well, although due to the bidding system used by the local education authority, they have not always been able to compare bids to get the best value for money. They have also had some problems with the poor quality of work on some projects, which has led to unnecessary expenditure. Conversely, the decision to ensure that the school had a good level of classroom support has paid off, with support assistants providing very good value in their work. Overall, the school provides good value for money.

38. The quality of the staff is very good. There are an appropriate number of well-qualified and experienced teachers at the school to meet the demands of the curriculum and the needs of the pupils. Expertise is well matched to responsibilities and staff work well as a team. Support staff work hard to enable all pupils to receive help and guidance where necessary. They have particular strengths in supporting pupils with special educational needs and ensuring that all pupils are fully included in lessons. Training to meet new initiatives, particularly in information and communication technology, has helped to increase expertise recently and is helping to raise standards significantly in the subject. The good staff team is a real strength across the school, and their dedicated commitment is helping to keep standards high. The accommodation at the school has improved since the previous inspection and is now good. Good use is made of local facilities, such as the local village hall and local swimming pool, to enhance provision for physical education. Outdoor play space is good, and disabled facilities have been created to ensure quality of opportunity. The accommodation is effectively enhanced by the high quality displays around the school depicting pupils' past work. The building is well cared for by all the school community, and provides a very pleasant place to work and play. Learning resources at the school are good and have improved since the previous inspection. Particularly improvements in resources for information and communication technology have had a significant impact on pupils' achievements in this subject. Resources are of good quality and are easily accessible to staff and pupils. Good library facilities help to develop pupils' literacy and research skills. The good displays of books in classrooms encourage pupils to browse and search for information. Good use is made of resources in all areas of the curriculum. Additional book resources are provided by the Schools' Library Service. This is helpful in ensuring new material is regularly available. There is a slight weakness in the resource provision for religious education.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

39. In order to further improve the already good quality of education provided by the school, the governors, headteacher and staff should:
- 1) Improve the presentation of pupils' work and raise standards in handwriting by ensuring that:
    - i) Teaching always challenges pupils to present their work neatly and tidily;
    - ii) Ensuring that pupils always take a pride in the way in which their work is presented.

*[Paragraphs: 10, 50, 56, 57, 58, 61, 81]*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	20

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	27	0	0	0	0
Percentage	0	18	82	0	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 two percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	71
Number of full-time pupils known to be eligible for free school meals	0	6

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	7

#### **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	2
Pupils who left the school other than at the usual time of leaving	1

### *Attendance*

#### **Authorised absence**

	%
School data	4.7
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
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	8	2	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	4	4	4
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 [100]	92 [100]	92 [100]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	4	4	4
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 [100]	92 [100]	92 [100]
	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	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	5	5	5
	Total	8	8	9
Percentage of pupils at NC level 4 or above	School	80 [100]	80 [86]	90 [100]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	5	5	5
	Total	8	9	9
Percentage of pupils	School	80 [71]	90 [86]	90 [100]

at NC level 4 or above	National	72 [70]	74 [72]	82 [79]
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*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	58
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)	3.5
Number of pupils per qualified teacher	19.7
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	117

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	186,404
Total expenditure	188,117
Expenditure per pupil	2,986
Balance brought forward from previous year	11,087
Balance carried forward to next year	9,374

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	47

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	62	9	0	0
My child is making good progress in school.	34	57	4	0	4
Behaviour in the school is good.	26	57	4	0	13
My child gets the right amount of work to do at home.	21	64	9	2	4
The teaching is good.	30	66	2	2	0
I am kept well informed about how my child is getting on.	6	53	36	4	0
I would feel comfortable about approaching the school with questions or a problem.	38	40	15	2	4
The school expects my child to work hard and achieve his or her best.	36	62	0	0	2
The school works closely with parents.	11	55	30	2	2
The school is well led and managed.	27	45	11	2	12
The school is helping my child become mature and responsible.	26	64	2	0	9
The school provides an interesting range of activities outside lessons.	23	49	21	0	6

### Other issues raised by parents

- Some playtime behaviour is rough and not dealt with quickly enough.
- Mixed age classes make it difficult for teachers to ensure that all pupils get the right work to do.
- There are too few school trips.

## **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**

40. Provision for children in the Foundation Stage of learning is good. Children enter part-time in the term after their fourth birthday, and attend full-time when they are five. Results of baseline tests show that attainment on entry to the reception class at the age of four is broadly average. The good teaching and support that children receive during their time in this stage help them to achieve well and make good progress. Children benefit from good planning and organisation, good teacher expertise, effective support from classroom assistants and the good role models of their older classmates. The accommodation and resources for learning are good and have improved since the previous inspection. A good range of curricular activities, which are appropriate to their ages and abilities, help children to achieve well in all areas of learning.

#### **Personal, social and emotional development**

41. Provision for the personal, social and emotional development of children is good. Children quickly learn to take care of their own belongings, organising their resources carefully. They learn to change quickly and efficiently for physical education lessons. For example, during the inspection, children changed into their shorts and T-shirts quickly as they prepared for a dance lesson at the local Parish hall. They showed mature attitudes as they waited for a partner to walk with to the hall. Children behave very well in and around the school. They respond quickly and politely and show high levels of enjoyment in their school life. They are polite to adults and to each other. The classroom is well planned and organised to promote independence and exploration, and children benefit from the high quality interaction and structured approach that they receive.

#### **Communication, language and literacy**

42. Provision for communication, language and literacy is good and ensures that children achieve well and attain high standards. Children's literacy skills are promoted well by the dedicated staff team. When children enter the reception class at the age of four, their communication, language and literacy skills are in line with those expected of children of this age. During their time in the class, children make good progress and, by the time they enter Year 1, they achieve standards that are higher than average. Children enjoy listening to stories and rhymes and respond well during literacy lessons. Staff foster children's enjoyment by encouraging interaction, listening to them carefully and providing interesting and stimulating opportunities. For example, in one lesson, children were observed playing a game with the classroom assistant in whom they had to identify initial sounds of words from a picture. Because the assistant made the lesson fun, and children's answers were valued and explained, they were able to achieve at a high level and extend their skills. In another session, children were observed writing initial letters on white boards. They were able to orientate their letters correctly and showed good pen control.

#### **Mathematical development**

43. Provision for mathematical development is also good. Children benefit from well-prepared lessons and the very good support offered by the classroom assistants. Because of this, they achieve well and extend their skills. In one lesson, children were observed working with numbers. The oldest children in the reception class were able to count to 20, find numbers that were more or less than a given number, and begin to undertake simple addition, using the language of number well. Younger children worked competently with numbers to 10. They enjoyed counting, recognised some small groups of numbers and showed confidence as they began to select the correct numeral. All of the children achieved high standards in mathematics and many have already attained the Early Learning Goals in this aspect of learning. The good quality provision and teaching that they receive are having a significant impact on children's standards, and on their enjoyment of numbers.

### **Knowledge and understanding of the world**

44. Provision for the development of children's knowledge and understanding of the world is good. A wide range of appropriate early learning activities is planned to extend children's understanding of the world around them. They enjoy explaining resources, playing with each other and investigating simple tools. They enjoyed being involved in making a fruit salad, tasting, feeling, cutting and peeling different fruits. Children looked closely at similarities and differences, commenting on the different tastes and on their likes and dislikes. Many could name the more familiar fruits. They learn to investigate and be curious because of the good challenges set and because staff use the correct technical language and encourage children to ask questions. Children receive positive encouragement to try out new things, such as sorting objects, playing with toys and learning about special places. For example, they were able to name many of the special places and objects that they saw in a previous visit to the local church. They showed good understanding of how precious things need to be cared for.

### **Creative development**

45. Provision for creative development is good. For example, children were observed listening carefully to a piece of music. They talked about the sounds made by 'stringed' instruments, and pretended to play 'a violin' in time to the music. Children showed good awareness of rhythm and mood as they swayed to the music. They enjoy singing simple songs and are able to name many percussion instruments. Children paint recognisable pictures of people and houses, making good use of colours. They benefit from good opportunities to explore and experiment with a good range of resources. High levels of interaction with staff help to consolidate their understanding and skills.

### **Physical development**

46. Provision for the physical development of children in the Foundation Stage of learning is also good. They work with the older children in the class to develop their skills in a systematic way and benefit from the older role models. Children were observed in a dance lesson, moving well to music. They explored the environment safely and showed that they are developing good awareness of space and control of their own bodies. They achieve high standards in this area of learning as they practise and improve their movements. Children benefit from good teaching, which helps them to develop confidence and enjoy their activities.

## **ENGLISH**

47. Standards in English are above average by the time pupils reach the end of Year 2 at the age of seven and at Year 6 at the age of 11. Challenging targets are set and are helping to raise standards. Trends show that standards are improving over time, and that they have been maintained since the previous inspection.
48. Standards in speaking and listening are good at Key Stage 1. Pupils listen well in class, particularly during story time and literacy lessons. They benefit from good questioning which helps to develop their thinking and speaking skills. For example, during one lesson, the very good focus on extending vocabulary enabled high levels of understanding as pupils studied a text about a lighthouse. Questioning stimulated wide-ranging comments as pupils of higher attainment were able to explain the meaning of words such as 'scavenging', 'industrious' and 'devoured'. Effective interaction with adults encouraged all pupils to offer opinions, describe characters, and talk carefully about the pictures. Pupils talk generally about their schoolwork in whole sentences, and are mature in their approach to discussion. They take turns in conversation well and show good awareness of when others are talking. They listen and respond very well to instructions. At Key Stage 2, pupils continue to improve their speaking and listening skills as they move through the school. Skills are fostered by good teaching and many opportunities to discuss work and to present information. For example, in Year 3, pupils listened intently to the reading of a poem about the First World War in a history lesson. They extended their vocabulary and speaking skills as they discussed the impact of the war on the lives of the people of Britain. By the time they reach Year

- 6, many pupils have highly developed communication skills. For example, in a discussion about persuasive texts in literacy, pupils used effective, descriptive language to develop slogans. They showed good understanding of how marketing procedures tend to use a 'play on words' to sell their goods. Opportunities to work in groups and discuss outcomes offer many good sessions in which pupils practise their language skills.
49. Standards in reading are also above average. The good, systematic early teaching of reading and spelling is having a positive impact on the progress pupils make. At Key Stage 1, pupils learn to read through a structured scheme that enables them to make steady progress and improve their skills. For example, they choose books for themselves, take them home regularly, and read daily to adults in the class. The good structure is helping them to achieve good standards. For example, during a shared-text lesson, pupils showed that they had remembered much of the previous part of the story and could make valid comments about what might happen next. They joined in with reading the text fluently and with understanding. From the youngest pupils onwards, they use books with care and consideration. Essential early reading and phonic skills are good, due to the positive focus placed on practice and consolidation. Good focused work was observed in which pupils were able to match words and sounds, identify initial sounds and build more complex words. Good role modelling of reading helps them to develop fluent styles. At Key Stage 2, standards remain high and pupils continue to make good progress in reading. They benefit from good use of varied texts and an ethos in which reading is valued. Daily reading times are helping to raise standards. Pupils enjoy their books and talk willingly about characters, plots and themes. For example, the highest attaining pupils show good understanding of more complex texts, including poetry. During the inspection, one pupil read fluently a poem by the poet Ted Hughes, likening it to other poems she had read. Another pupil was able to identify a book with a similar theme to the one she was reading, and could point to relevant parts of her text to support her theory.
50. Standards in writing are above average at Key Stage 1 and pupils make good progress from an early age. For example, in Year 1, pupils quickly begin to communicate meaning as they draw pictures, label them and practise their spellings. Their writing is joined and well formed and letters quickly become correctly positioned. By the time they reach Year 2, many pupils can write simple stories, answer questions and complete simple sentences. However, writing is not always neatly presented. The use of a wide range of worksheets, rather than books, means that pupils do not always take as much care as they could in their presentation. Not enough attention is paid to this aspect of writing to improve it further. At Key Stage 2, standards remain high and pupils generally make good progress. They write for a range of reasons and use their literacy skills well in other areas of the curriculum. For example, they write up experiments in science, write interesting accounts of the past in history, and write extended accounts of both the local and far-away environments in geography. Some good descriptive writing, explaining physical processes, showed good use of mature and technical vocabulary. Pupils collate and record information and evidence from the Internet and from books, as they undertake enquiries and research about different places. In literacy, pupils' writing is often lively and thoughtful, with good evidence of sustained ideas that are well organised. However, handwriting is not always neat, and there are discrepancies in the use of punctuation and style. Presentation is often untidy and does not always reflect a pride in their work.
51. The quality of teaching and learning in English is good. As a result of teachers' good knowledge and effective management, pupils are attentive, apply themselves well and enjoy learning. Lessons run smoothly and pupils make good progress. Pupils are well managed and enabled to behave and respond well. A very positive strength of the teaching is the good differentiated activities which enable pupils to learn at their own level, and hence achieve well. Resources are well prepared and used to enhance the provision. Good, brisk starts to lessons and good quality questioning are also major features. Teachers are skilled at engaging pupils in discussion, promoting effective oral and written responses. For example, in a Years 3 to 6 lesson, pupils benefited from very high quality interactions, discussion and questioning as they thought about different forms of persuasive

writing. The high quality knowledge and skill of the teacher led to high standards of achievement and an understanding of the key features.

52. English is well led and managed. Good training for the National Literacy Strategy has resulted in good quality teaching and learning. Effective links have been established with other subjects and this is a major positive feature in the drive to raise standards. Information and communication technology is recently being used well to support research and presentation. Good extra-curricular activities, including theatre visits and drama workshops, enhance the provision. Monitoring of lessons, and of standards, is helping to inform effectively about each individual pupil's progress. Resources for learning are good and good use is made of the visiting library to renew stock from time-to-time.

## MATHEMATICS

53. Standards are above average throughout the school. This is a similar picture to that found by the last inspection. At Key Stage 1, pupils' results in national tests are consistently very high, both compared nationally and against similar schools. Pupils' results at Key Stage 2 are also good and improved significantly between 1997 and 2000. Results were not so good in 2001, due to the fact that the cohort contained a number of pupils with special educational needs. Generally speaking, pupils in Year 6 do well in national tests in comparison with both national averages and similar schools.
54. Pupils use and apply their mathematical skills well throughout the school. At Key Stage 1, pupils do well in their investigative work. Higher attaining pupils try several different ways of solving mathematical problems. They organise their work well and check that the results are accurate. When discussing their work, pupils are able to give several reasons for working. When talking about ways in which money could be counted out, for example, they explained that several different combinations of coins could add up to the same amount. Average pupils are able to explain well why their answers are correct and the steps they have taken to arrive at a solution. Lower attaining pupils are making good progress in their mathematical thinking and use an increasing range of mathematical language. At Key Stage 2, nearly all pupils have a good range of strategies for solving problems. Higher attaining pupils identify and obtain the necessary information to complete their work. For example, pupils in Year 6 have investigated the relationship between pupils' shoe sizes and the distance they jumped. They were able to use the information gathered well to create diagrams and graphs to confirm their hypotheses. The work followed a logical sequence and showed that pupils can use higher-order thinking skills effectively. Average and lower attaining pupils also have a good grasp of mathematical language and are able to draw simple conclusions from their investigations. They also give extended explanations to their reasoning, showing a good development of their speaking skills. One weakness, however, is the presentation of work, which is frequently untidy and poorly organised. This sometimes leads to errors in calculations and the drawing of graphs.
55. Pupils' numeracy skills are well developed throughout the school. At Key Stage 1, pupils show a good understanding of place value and correctly identify numbers up to 1,000. Higher attaining pupils are good at using their knowledge of place value in calculating sums of money, correctly identifying that £1 is also 100 pence. They use decimal notation and can identify common fractions, including  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$ . Average pupils also have good numeracy skills. They have good mental recall of addition and subtraction facts and can quickly work out what half of 16 is, for example. They count accurately in 2's, 5's and 10's, both forwards and backwards. In one lesson, for example, pupils quickly counted up to 250 in 5's, then backwards to 0. Then one pupil was asked to count backwards in 2's from 47, which he did quickly and accurately. Other pupils correctly identified that all the numbers in this sequence were odd numbers. At Key Stage 2, pupils have very well developed mental skills. They know all the common tables well and use them effectively to solve problems, such as the area of a rectangle or the volume of a cube. Most pupils

are able to use all four operations to two decimal places. Younger pupils in the key stage know that 300p is £3 and quickly convert 372p into £3.72 'in their head'. Older pupils can change decimals into fractions and use non-calculator methods to multiply three digit numbers by two digit numbers.

56. Pupils have a good understanding of shape, space and measurement at both key stages. Pupils in Year 2, for example, can classify two-dimensional shapes according to the number of points they have. They can also weigh each other in kilogrammes and compare their heights in centimetres. Pupils can also read analogue clock faces and tell the time up to the quarter hour. At Key Stage 2, older, higher attaining pupils have a very good grasp of the property of circles. In one lesson, for example, pupils correctly identified the radius, circumference and chord of a circle drawn on the board. They also knew that the lines of symmetry of a circle are infinite. Average pupils can measure angles to the nearest degree and are familiar with the correct language for describing angles. They show a good grasp of other geometric facts and know that the angles of a triangle add up to  $180^\circ$ .
57. Standards in data handling are also good. Pupils in Year 2 can extract information from tables and lists and correctly interpret the information presented in them. Most pupils can also construct bar charts and pictograms from information they have collected in tables. However, this work is sometimes marred by poor presentation. Pupils at Key Stage 2 also have good data handling skills and make good use of computers to record the results. They construct and interpret graphs, diagrams and pie charts accurately and can extrapolate from a sequence correctly. Again, standards of presentation are poor and this occasionally results in errors in data and calculation.
58. The quality of teaching and learning is good throughout the school. Teachers have good subject knowledge, which they use well to extend pupils' mathematical skills. As a consequence, all pupils are making good progress in their learning. Effective use is made of questioning by teachers and learning assistants to develop pupils' understanding of key mathematical concepts. Teachers' planning is effective and includes clear learning objectives, which are shared with pupils. As a result, most pupils have a good knowledge of their own learning and have a clear idea of what they need to do to improve their work. Teachers and support assistants have high expectations and provide interesting lessons. As a result, pupils have positive attitudes to the subject and concentrate well. This has a positive impact on the progress they make and the standards they achieve. A weakness, however, is that teachers often accept unsatisfactory standards of presentation. The very good focused support given by support staff to pupils with special educational needs, means these pupils learn and achieve well in relation to their prior attainment. Both teachers and learning assistants manage pupils well and, as a result, behaviour is almost always very good. The very good relationships between staff and pupils, and between pupils themselves, also have a very positive impact on learning. All lessons move at a brisk pace, with a good balance between whole-class sessions, group work and individual tasks. There are good opportunities for pupils to work independently and follow up lines of enquiry. This has a very positive effect on pupils' personal and social development. Good use is made of resources to promote high standards, and support staff make a very valuable contribution to pupils' learning. Teachers make good use of on-going assessment, and the information gained is used well to set targets for further improvement. Marking is thorough, although some instances of poor presentation are left uncorrected. Homework is used effectively to support learning and prepares older pupils well for the next stage in their learning.
59. The leadership and management of the subject are good. The co-ordinator has ensured that the National Numeracy Strategy has been implemented effectively and the current scheme of work provides teachers with good guidance for their planning. The monitoring of the subject's performance is good and the co-ordinator has had several opportunities to observe lessons, as well as review planning. Systems for assessment are good and thorough analysis of national test results has resulted in accurate target setting. The current target of 80 per cent of pupils reaching Level 4 is based on a careful analysis of the five pupils in the cohort and a thorough understanding of their

capabilities. A useful progress book of levelled work has been developed and this has been used effectively by staff to assess pupils' progress. The curriculum is well balanced, with a suitable emphasis on investigative mathematics. Great steps have been taken to ensure pupils with physical disabilities have access to the whole range of experiences through the use of specially designed equipment. Pupils make good use of their numeracy skills across the curriculum. For example, good use is made of data collection in science, measurement in design and technology and graphs in geography. Good use is also made of information and communication technology in the subject to support pupils' work in data handling, number skills and geometry. The subject is well resourced and this has a positive impact on the standards achieved.

## SCIENCE

60. Standards are above average at both key stages. This is an improvement since the last inspection, as standards have risen at well above the national rate at Key Stage 2 since 1997. Pupils generally do well in national tests in Year 6 and in 2000 the results were very high. However, the cohort who took the test in 2001 contained pupils with special educational needs and, although standards were in line with national averages, they were below those found in similar schools.
61. Pupils' standards of scientific enquiry are good throughout the school. Pupils at Key Stage 1 put forward their own ideas about how to find answers to their questions. For example, in a lesson in Year 2, pupils were looking for 'mini-beasts' in the school garden. They were asking questions about the best place to find slugs and snails. Several said that these kinds of creatures like damp places and thought that the most likely place to find them was under a stone. Pupils recognise that it is important to gather data to be able to answer questions and use appropriate books and information from CD-ROMs in their quest for information. Pupils use a good range of equipment in their investigations, including magnifying glasses, homemade 'pooters' to collect insects, and Petrie dishes to keep their discoveries in. At Key Stage 2, pupils have undertaken a number of investigations, including looking at the way in which seeds disperse, how materials can be separated and how people grow. Pupils chose from a range of information sources, including the Internet and CD-ROM, to research their scientific topics. They show a good understanding of how to sift and select the information that is most relevant to their line of enquiry. When carrying out experiments, for example separating mixtures, they give due regard to safety and the need for accurate observation. The recording of their scientific work, although of a high standard in content, sometimes suffers in terms of presentation and lacks the precision demanded of scientific investigations.
62. Pupils' understanding of life processes and living things is particularly good and standards in this area are high. Younger pupils at Key Stage 1 know how plants and animals grow and reproduce. They can describe accurately the difference between living and non-living things. For example, one lower attaining pupil was able to tell an inspector that the difference between the small pebble and an ant was that the ant could move on its own, whilst the pebble had to be moved by an external force. He also knew that ants lay eggs and produce young. Pupils know why living things change and understood why a small fly died when attacked by a red ant. Pupils at Key Stage 2 are able to explain well that different organisms are found in different habitats because of environmental factors. In one lesson in Year 6, for example, pupils were able to recall a range of climatic factors, including rainfall and temperature, which affect the kind of fauna found in a particular region, such as a desert. Pupils know that life cycles can be disrupted by the removal of one factor from the food chain. They also have a good grasp of plant processes, such as photosynthesis.
63. Pupils have a good knowledge of materials and their properties. Pupils in Year 2 have sorted a range of common materials by a number of properties, showing a good understanding of such factors as hardness, flexibility and transparency. Pupils are able to explain well why some materials are better than others for specific purposes. They know, for example, that copper is a

better conductor of electricity than rubber. At Key Stage 2, pupils have a good grasp of the different ways in which materials can be separated. They know, for example, that solids can be separated from a liquid by evaporation or by filtration. Higher attaining pupils also understand well that a chemical change is usually irreversible. They can accurately recall a range of contexts in which these changes take place, for example, the baking of a cake or the firing of clay.

64. Pupils are developing a good understanding of physical processes at both key stages, although this aspect of their scientific knowledge is not as well developed as other areas. Pupils in Year 1 compare accurately the movement of the wind with that of breath or the hand. In one lesson, pupils observed the effects of the wind on a windsock and some toy windmills. They were able to make simple generalisations about the movements made by the wind and water. They correctly made a link between the movement of the wind and the movement of the windmills. At Key Stage 2, pupils have studied ways in which gravity affects objects. They have written extended descriptions, which include some abstract ideas about forces, to explain gravitational phenomena. They also understand that a force can change the direction of a moving object and have written several careful descriptions of how the Earth and other planets move in space.
65. The quality of teaching and learning is good throughout the school. Teachers have good subject knowledge, especially of life and living processes. They make good use of questioning to extend pupils' knowledge and understanding of scientific principles. As a result, pupils are making good progress in their knowledge, understanding and skills in the subject. Pupils have positive attitudes in lessons and concentrate well. They listen well and answer questions with extended scientific explanations. The subject makes a good contribution to pupils' literacy skills, by giving good opportunities for pupils to write at length and have extended discussions on a range of scientific topics. Teachers have high expectations of pupils' achievement and behaviour. As a result, pupils behave very well in lessons and concentrate for considerable periods. Pupils are well supported in lessons by classroom assistants, who are skilful in asking the kind of questions that extend pupils' learning. As a consequence of these factors, all pupils make good progress in their learning, irrespective of their prior attainment. Teachers know their pupils well and good use is made of assessment information to set targets for improvement and adjust planning where necessary. The use of homework is good and effectively prepares older pupils for the next stage of their learning. Many good opportunities are given for pupils to work independently, and as a consequence, the subject makes a good contribution to pupils' personal development. Pupils are also developing a good idea of some moral and social issues in science and are commenting on these sensitively in their writing.
66. The subject is managed and led well by the co-ordinator and significant improvements have been made since the last inspection. There is a good scheme of work, which is based on national guidelines. It provides teachers with effective support in their planning and results in good continuity and progression as pupils move through the school. Care has been taken to ensure that pupils in mixed age and cross-phase classes cover the full range of topics at an appropriate level. The co-ordinator has had some good opportunities to monitor teaching, learning and standards, through structured lesson observations and the scrutiny of planning and pupils' work. A valuable progress book has been compiled, which enables teachers to judge levels of work in each year group. Systems for assessment are good, and the analysis of national test results has led to significant improvements in results since 1997. The school has a very good idea of the capabilities of each year group and is able to make accurate predictions about the likely outcomes of standard tests. Good use is made of information and communication technology to support learning in the subject and pupils use computers to research topics and gather information. Resources for the subject are good and this has a positive impact on standards.

## **ART AND DESIGN**

67. Standards are above expectations at both key stages. The school has been successful in maintaining the good standards observed at the time of the last inspection.
68. At Key Stage 1, standards in both drawing and painting are good. Pupils have explored colour effectively in their paintings of rhododendrons. These show good colour mixing skills, as well as well developed ability to handle the medium. Their good drawing skills are demonstrated in their portraits of people and their carefully observed studies of shells and coral. Pupils work effectively in three dimensions. In one lesson, for example, pupils in Year 2 were observed making 'mini-beasts' out of clay. They explored ideas, making good use of the tactile qualities of the medium. Pupils collect a range of visual sources and use these effectively to develop their work. They are good at using a variety of media to convey meaning and ideas. For example, their work in polystyrene and papier-mâché of insects showed a good understanding of form and surface decoration. At Key Stage 2, standards are good overall and very good in drawing. Pupils use their accomplished drawing skills effectively to illustrate their work in several subjects. Pupils study a wide range of contemporary designers and artists, including Matisse, Van Gogh, Bodil Manz and Fran Reed. Older pupils select visual information from the works of such artists and use them in their own work. For example, pupils in Year 6 have examined container designs by Kate Malone. They have used these to create their own container designs for the Queen's Jubilee. When drawing objects, pupils analyse the visual qualities well. They observe carefully and use a wide range of media to create detailed and accurate works, which show very good pencil control.
69. The quality of teaching is good overall and in upper Key Stage 2, it is very good. Pupils are very enthusiastic about the subject and the quality of learning is good throughout the school. Teachers have good subject knowledge and use a wide range of teaching techniques to engage pupils in their work. The well-organised lessons means that pupils remain on task and behave very well. The many opportunities given for pupils to work in groups and individually means that pupils have very well developed independent learning skills. The school has provided a good range of equipment for pupils with special educational needs to ensure they have full access to the full range of activities provided. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Teachers have high expectations and encourage pupils to do their best. As a result, all pupils are making good progress in their acquisition of artistic skills and their knowledge of design. Pupils generally take care when presenting their work in art, which is not always so evident in other subjects. Planning for the subject is good and teachers regularly share learning objectives with pupils. As a consequence, most pupils are very aware of their own learning. In the lessons seen, levels of concentration were high with some pupils so totally absorbed in their work they were oblivious to all around them. Teachers make good use of informal assessment to encourage pupils to improve their work.
70. The subject is well managed and led. The co-ordinator has provided teachers with an effective scheme of work, which has aided them in their planning. Good use is made of resources and the quality of the materials provided is good. These have had a positive impact on standards, as pupils have a wide range of media with which to experiment and develop their ideas. The co-ordinator has had opportunities to monitor standards through the observation of pupils' work and the scrutiny of planning. Although occasional use is made of information and communication technology to support learning, this is still limited, as current software is inadequate to support the demands of the art and design curriculum.

## **DESIGN AND TECHNOLOGY**

71. Standards are above expectations at Key Stage 1 and well above expectations at Key Stage 2. This is a significant improvement since the last inspection, where standards were found to be in line with expectations. The most progress has been in the development of pupils' design skills.

72. At Key Stage 1, pupils have well developed making skills. They assemble a range of materials accurately, giving due consideration to the fitness of purpose of the final product. When evaluating their products, pupils are able to say what they liked best about their work and how it could be improved. In a lesson in Year 1, for example, pupils were evaluating their crowns made as part of their topic on the Queen's Jubilee. They tried them on and discussed the merits of the various designs. This gave pupils a good opportunity to develop their speaking and listening skills. They observed that some crowns did not fit well and suggested ways in which the fit could be improved. The quality of finished products is good and pupils take pride in their work. At Key Stage 2, pupils produce several designs and select the most promising for their finished product. For example, pupils in Year 3 have designed and made hats. They first researched ideas from magazines and the Internet. Then they produced a good range of different ideas and selected the one they were going to make. The quality of the plans was good and the finished hats closely matched the original design. When asked how they could have improved the design, several pupils could give good ideas about adjustments they would make if they did the project again. Older pupils carefully investigate products, such as torches, and analyse the design features. When generating designs, they draw on a range of resources, including visual material gleaned from the Internet. Pupils evaluate their products very well, carefully analysing the strengths and weaknesses. For example, when they designed and made 'money containers', pupils looked at a wide range of suitable materials, giving careful consideration to purpose of the purse and the needs of the user. The quality of workmanship was generally good and pupils showed some great ingenuity in the design of their fastenings. When discussing their designs, pupils could identify which worked well and which were less successful. *'The money falls out of mine!'* commented one boy, *'I should have made the hole at the top smaller'*.
73. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2 Teachers have good subject knowledge, which they use very well to extend pupils' skills and knowledge of design principles. The quality of learning is very good overall and pupils are making rapid progress as they move through the school. All pupils have very good access to a broad curriculum, including those with physical disabilities. Teachers plan well for lessons, which usually move at a brisk pace. Good use is made of support staff to ensure that all pupils are included in the practical activities. Pupils have positive attitudes to the subject and this means they learn very well. In the lessons seen, pupils concentrated well and joined in the discussion with enjoyment. The quality of day-to-day assessment is good and teachers use the information gained to adjust planning and to help pupils improve their work.
74. The co-ordinator provides very good leadership for the subject, which is well managed. There is a well-designed scheme, which makes judicious use of national guidelines, adapted well to the needs of the school. The co-ordinator is able to monitor standards effectively through the scrutiny of work and discussion with colleagues. There is a useful progress book, which enables teachers to see the development of pupils' work as they move through the school. All these factors have contributed significantly to the very good level of improvement since the last inspection. The subject is well resourced, although there are insufficient links with information and communications technology to support learning in the subject. The co-ordinator is aware of this weakness and has plans to address it in the near future.

## **GEOGRAPHY**

75. Standards in geography are above the national expectations by the end of both Years 2 and 6. The majority of pupils make good progress in geographical knowledge, skills and understanding. This represents good improvement since the previous inspection.
76. At Key Stage 1, pupils learn to ask and answer questions, using appropriate geographical vocabulary as they undertake in-depth studies of the islands of the Azores. They show that they have learned many facts about the way of life on the islands. One pupil described how a *'volcano*

*erupts with lava, and this makes the soil fertile*'. Many pupils were able to explain why certain fruits, such as oranges, grow in the Azores, but not in Cornwall. They explain several differences in climate and landscape, using good technical vocabulary with understanding. Pupils across both year groups show good awareness of places beyond their own locality and are able to talk knowledgeably about differences and similarities. They use their literacy and speaking skills well in geography, to explain and write about their studies. At Key Stage 2, pupils benefit from some very good teaching and challenging activities as they develop their map-reading skills. They were observed, in one lesson, studying maps to find out about the Roseland Peninsula, where they are going soon on a residential experience. The well-planned and organised lesson enabled them to search carefully on the maps and the Internet for the information they needed. They undertook this enquiry sensibly, working well in groups. Full inclusion was ensured through effective group discussion in which pupils helped each other. They worked hard to find out information for themselves, showing good understanding of the significance of particular features. For example, they found that the Peninsula's proximity to the sea may lead to fishing or to the tourism industry. They discussed reasons why St Mawes Castle had been built in that particular spot, linking it to their knowledge of invasions. Many pupils were able to explain clearly how the different human and physical features might affect the lives of the people who lived there.

77. The quality of teaching and learning in geography is always good, and sometimes very good. The practical nature of the subject is well developed to enable enquiry skills to develop thoroughly. Teachers make good use of resources, including maps, photographs and the Internet, to develop these skills and, as a result, pupils have a real interest in the subject. Lessons are effectively planned with a good range of differentiated enquiries enabling individual progress to flourish. This leads to sensible and interested attitudes. Follow-up recording of work is good and plays an important part in helping to improve and develop literacy skills. Good extended writing about the different environments they have studied provides evidence of good learning over time. Good management of pupils leads to some very good behaviour and hard work in lessons.
78. Geography is well led and managed. Effective provision of resources enables all aspects of the subject to be studied. The major strength is the very good provision for residential experiences which have a very positive impact on pupils' geographical awareness, skills and knowledge. The three-year rolling programme ensures that pupils in Years 3 to 6 visit three different locations during their time in this year group. This is a significant strength and pupils' enthusiasm is evident for all to see.

## **HISTORY**

79. Standards are in line with expectations at Key Stage 1 and above expectations at Key Stage 2. This is a very similar picture to that found by the last inspection. Only one lesson was seen during the inspection and judgements have been based on the scrutiny of pupils' work and discussions with pupils and staff.
80. At Key Stage 1, standards are satisfactory overall and pupils are developing a good sense of chronology. They know the difference between the present and the past and can order some major events in the life of the present Queen, for example. Pupils can answer questions about events in the past. In the lesson seen in Year 1, pupils correctly identified the Queen's Coronation from a scrapbook and could name several of the main characters involved in the event. Older pupils in the key stage have a good idea of the main events of the Victorian era. Higher attaining pupils are able to recognise the similarities and differences between schools in Victoria's reign and the present day. At Key Stage 2, standards are good overall. Higher attaining pupils show a good depth of knowledge of Victorian Britain. They can recall facts about a wide range of artefacts they have studied, including everyday objects. Their writing is of a good standard, although sometimes marred by poor presentation. They have written extended accounts of various events, some of them in the first person. They have analysed conditions in the factories, for example,

expressing cogent opinions based on the evidence presented. Average pupils also have a good grasp of the main events of the Victorian era, and can put these in the correct chronological order. They have also written at length and their descriptions of conditions in Victorian schools were both humorous and accurate.

81. The quality of teaching and learning are good overall. At Key Stage 1, in the lesson seen, the quality of teaching was also good. Teachers have good subject knowledge, which they use well to extend pupils' historical skills and knowledge. The quality of speaking and listening is good at Key Stage 1 and writing is good at Key Stage 2. Teachers generally have high expectations of pupils' work, although the quality of presentation is sometimes not as good as the content. All pupils are making good progress overall, including those with special educational needs. In the lesson seen, levels of concentration were good and pupils were very well behaved. Good use is made of day-to-day assessment and teachers used the information gained to adjust planning where necessary.
82. The leadership and management of the subject are good and the co-ordinator has provided teachers with a good scheme of work to guide teachers in their planning. Standards are monitored well through the scrutiny of work and discussion with teachers. A portfolio for work, which has been compared with national attainment levels, provides teachers with a useful tool to measure pupils' progress as they move through the school. Assessment systems provide teachers with sufficient information to tell parents about their children's progress. Good use is made of the Internet and CD-ROMs to gather information and for research purposes. The subject is well resourced and good use is made of visiting speakers and visits to museums to support learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

83. Standards are above national expectations at the end of both key stages. This is a very significant improvement since the last inspection, when standards were found to be inline with expectations in Year 2, but below the expected level at the end of Year 6.
84. At Key Stage 1, pupils have a good grasp of basic computer skills. They can use a computer to write, draw and enter information. They talk enthusiastically about how they use computers and other technology both in school and at home. Pupils in Year 2 are able to give a sequence of instructions to control devices and achieve a desired result. For example, in one lesson, pupils were programming a floor 'turtle'. They could correctly enter a series of instructions to make the device move forward, turn and go through some cones placed on the floor. They understood that a turn of 90° was a right angle. At Key Stage 2, pupils have developed their skills in programming significantly and can give a device a complex sequence of instructions in a logical order. Pupils know well that they need to be precise when creating sequences. Pupils are good at selecting the information they need for different purposes and check for accuracy when downloading information from the Internet, for example. Higher attaining pupils are able to organise the information they have gained into a form suitable for further processing, for example, cropping scanned images to fit into an information sheet. Average pupils use word processing effectively to present their writing in English, their graphs in mathematics and their findings in science. However, in some subjects, the amount of work produced by pupils using information technology is limited.
85. The quality of teaching and learning is good at both key stages. Pupils have positive attitudes to the subject and eagerly make use of computers to support their learning at every opportunity. This has a positive effect on their independent learning skills and pupils are regularly seen practising their computer skills at break times. Teachers have good subject knowledge and expertise, and use this effectively to extend pupils' knowledge, understanding and skills. Planning for lessons is good and learning objectives are shared with pupils. This ensures that most pupils have a good self-knowledge of their learning. All pupils are making good progress, irrespective of their prior

attainment and good provision is made for those with physical disabilities to access computers. Lessons are well organised and pupils have plenty of opportunity for practical experience, especially at Key Stage 1. Behaviour is very good and pupils concentrate well. This has a positive impact on standards. Teachers make very effective use of support staff, who make good use of questioning to get pupils to understand the processes they are learning. The subject makes a good contribution to pupils' personal development, especially their social skills. Relationships are very good and pupils co-operate effectively when working on computers in pairs. Day-to-day assessment is used effectively to set targets for the further development of pupils' skills.

86. The leadership and management of the subject are good. The co-ordinator has very successfully addressed all the key issues raised by the last report and provision is now effective. There is a good scheme of work, which provides teachers with an effective framework for their planning. Judicious use is made of national guidelines, suitably adapted for mixed age or cross-phase classes. These measures ensure that all pupils have access to a broad and balanced curriculum, which is well adapted to their needs. Assessment systems are still under development, but provide teachers with sufficient information to report accurately to parents on their children's progress and to identify areas for further improvement. The use of computers and other technology to support learning in other subjects is satisfactory overall, but weak in some subjects, such as music, art and design and technology. Resources are good and these have a positive impact on the standards achieved by pupils.

## MUSIC

87. Evidence during the inspection was too limited to make an overall judgement on standards in music. Only one lesson was observed. In that lesson, pupils in Years 1 and 2 sang in tune and responded well to different musical moods. They showed awareness of melody as they sang simple nursery rhymes. They played percussion instruments carefully and in time to a beat, stopping and starting on request. They knew the names of many instruments. For example, during the lesson, pupils listened to a piece of music from a stringed orchestra. They were able to identify some of the instruments, such as the violin and the cello, that might have been playing. During the lesson, they learned how to recognise short and long sounds. They showed that they understood this by composing a simple musical pattern themselves and performing it to their peers. Pupils at Key Stage 2 were able to sing unaccompanied and in tune during assembly. They have clear diction and a good sense of expression as they sing hymns in assemblies. Many pupils benefit from individual music tuition from visiting teachers. During the inspection, several small groups performed together on woodwind instruments. Pupils showed that they could play tuned instruments with control and rhythmic accuracy, reading from musical notation. They had practised carefully to present their performance, with good awareness of an audience. Pupils across the school have the opportunity to sing and perform together in Christmas concerts and local festivals. This helps to develop musical skills for all pupils.
88. The quality of teaching and learning in the lesson seen was generally good. The lesson was effectively planned from an appropriate range of learning opportunities. Resources were used well to encourage pupils to make music. Pupils enjoyed the subject and showed good awareness of the need to listen carefully to instructions. The teacher's good knowledge ensured that pupils made good gains in learning. High expectations of pupils' behaviour led to good behaviour and enthusiasm, and ensured that pupils knew what was expected of them.
89. Leadership of music is good. The co-ordinator is very experienced and has been successful in implementing a new curriculum structure. The County Music Service plays a valuable role in helping to develop individual music skills in woodwind instruments, but not enough use of these skills was observed during the inspection. Extra-curricular opportunities are a strength. Pupils benefit from visits to theatres, joining in with local arts festivals, and from performing at school

productions. These all contribute effectively to pupils' knowledge and understanding and make a valuable contribution to their cultural development.

## **PHYSICAL EDUCATION**

90. Standards in physical education are above those expected for pupils at the end of Years 2 and 6. This is an improvement since the time of the previous inspection. Pupils make good progress and benefit from good teaching and a good range of activities.
91. At Key Stage 1, pupils were observed developing their movement skills through dance. They showed good understanding of working in a space as they explored simple skills such as stretching, skipping, jumping and running. They were quiet and very responsive as they showed good listening skills and clear understanding of the routines of the lesson. They worked safely and sensibly, both individually and in pairs, showing caring attitudes. They used music imaginatively as they interpreted the music, pretending to be on a trip to the beach. They were able to be expressive as they 'packed their beach bags', 'tip-toed over rocks' and showed good awareness of demonstrating a 'happy' mood. At Key Stage 2, pupils build well on prior learning as they develop their movement skills. They were observed linking movements carefully, reflecting the mood and beat of music linked to the forthcoming Queen's Jubilee celebrations. They analysed critically how their sequence of movements could be improved, changed and modified to create more 'regal' expressions. Pupils across the year groups were able to select movements for themselves, showing maturity in their approach to their dances. Their performances showed precision, control and fluency as they worked well together in both small and large groups.
92. The quality of teaching and learning are good. Pupils benefit from good, brisk lessons that enable them to improve their physical skills well. Good planning and good use of resources ensure that a progressive range of appropriate activities are planned. Pupils respond well in lessons as a result. They pay careful attention to their teachers and work hard and with enjoyment. Good attention is paid to safety, as pupils walk to the nearby village hall for their lessons. Organisation and management ensure that the best use of time is made. Good questioning encourages pupils to think carefully about their movements and improve them by practising and perfecting them. Sometimes, not enough demonstration of tasks by adults inhibits pupils' contributions, but overall, good reminders help them to focus carefully on their work.
93. Leadership of the subject is good. Effective links have been made with cluster group schools to compensate for difficulties caused by the lack of a gymnasium. For example, cluster group sports days enhance provision, and a recent gym club at the local comprehensive school provided good opportunities for pupils at Key Stage 2 to develop their gymnastic skills further. The good extra-curricular provision, including residential experiences, is a strength. For example, football and netball matches against other local schools help to improve standards in games. The school rightly places a high priority on swimming at the nearby local pool, and this has helped to raise standards significantly. All Year 6 pupils learn to swim and some can swim up to a mile in length. Some good resources for the subject of physical education help to enhance provision.

## **RELIGIOUS EDUCATION**

94. Standards exceed the requirements of the locally agreed syllabus for religious education at both key stages. This is an improvement since the last inspection, when standards were close to those expected by the syllabus.
95. Standards are good at Key Stage 1 and pupils have a good grasp of a number of Bible stories, including that of David and Goliath. Pupils also know that the Jewish Book of the Law is called the 'Torah'. Pupils recall accurately that Abraham was the 'father' of the Christian, Jewish and

Moslem faiths. Higher attaining pupils in Year 2 ask interesting questions, which show they listen well and have their own ideas about what they believe. Other pupils know that, although Christians call Jesus 'the Son of God', the Jews think he was just a good man, but not the Messiah. Pupils also know that the Bible is a 'special book' and that there are several different versions of the English Bible. Pupils show a developing sense of respect for religious views and know that some people treat their religious books in a special way. They are knowledgeable about the Jewish faith and know that Hebrew is written from right to left. At Key Stage 2, standards are also good. Pupils are very sensitive to other peoples' views and show they understand that religious opinions can be very strongly held. The subject makes a very good contribution to pupils' literacy skills and their poems about the feelings generated when visiting the Parish Church show great insight. Pupils make very good use of language when describing their feelings and thoughts, and the subject makes a good contribution to pupils' spiritual development. Pupils have a good factual recall of the main features of a Christian church and this has led to well developed ideas about 'special places'. The subject also makes a good contribution to pupils' cultural development, as they have studied the Christian heritage of these Islands and know well the development of Christianity since the Roman occupation. The good quality of pupils' work is sometimes marred by poor handwriting and presentation.

96. The quality of teaching and learning is good throughout the school. Teachers have good subject knowledge and are sensitive to pupils' developing spiritual awareness. They make good use of questioning to extend pupils' knowledge of religion and to develop their ability to draw from religious experience. Pupils respond positively and behave very well in lessons. Their attitudes are generally mature and they have very good relationships with each other and with the teacher. This provides a good atmosphere for pupils to develop their own beliefs and to respect the beliefs of others. All pupils make good progress in their learning and the strong inclusive ethos of the school means that pupils with special educational needs are especially well supported in the subject. Assessment is largely informal, but does enable teachers to adjust their planning as necessary to ensure that tasks are well matched to the needs of pupils.
97. The co-ordinator provides good leadership and management for the subject. There is a good scheme of work, based on the latest guidance from the local education authority. Planning ensures there is good coverage of the agreed syllabus, and that pupils study several major religions. The co-ordinator monitors standards well through the scrutiny of work and keeps a progress book, which is matched to the attainment levels of the syllabus. Resources are generally satisfactory, although there are insufficient artefacts for the recently introduced religions in the syllabus, notably Sikhism.