

INSPECTION REPORT

ST BREWARD PRIMARY SCHOOL

Bodmin

LEA area: Cornwall

Unique reference number: 111936

Headteacher: Mrs S King

Reporting inspector: Mrs J Ikin
3349

Dates of inspection: 17-19 March 2003

Inspection number: 247162

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: St Breward
Bodmin
Cornwall

Postcode: PL30 4LX

Telephone number: 01208 850547

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Appropriate authority: Governing body

Name of chair of governors: Angela Clark

Date of previous inspection: 16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3349	Mrs J Ikin	Registered inspector	English Geography History Music Religious education Foundation Stage	The school's results and achievements? How well are pupils taught? How well is the school led and managed?
19639	Mrs G Anderson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28014	Mr P Buckley	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Physical education Special educational needs Educational inclusion	How good are curricular and other opportunities for pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Breward Primary School is much smaller than other primary schools, having a total of 58 pupils, 30 boys and 28 girls, on roll. Most pupils are from the local community of St Breward. The school records show that the majority of pupils are from white United Kingdom heritage, although many parents have declined to give information about their ethnic backgrounds. There are no pupils for whom English is an additional language. The number of pupils entitled to free school meals is average. Few pupils have attended pre-school provision. Although a few children are achieving at the level expected when they enter the school, attainment on entry is generally low. The percentage of pupils with special educational needs is about average, the number with a Statement of Special Educational Needs is above average. These needs include emotional and behavioural difficulties, moderate learning difficulties, visual impairment and speech and communication difficulties.

HOW GOOD THE SCHOOL IS

This is a good school, which offers a broad and well-balanced curriculum to its pupils. They make good progress because of the good teaching they receive and the attention that is given to their individual needs. It is well led and managed by the headteacher, and the staff and governors work as a highly committed team for the benefit of the pupils. The school gives good value for money.

What the school does well

- The headteacher provides strong leadership and she is supported well by the governors and staff. As a result, standards have improved since the last inspection.
- Teaching is good. Teachers have a good understanding of their subjects and plan well for pupils' individual needs. As a result, pupils make good progress.
- Special educational needs provision is good. The needs of individual pupils are regularly reviewed to ensure that they receive the support that they need.
- The curriculum that the school offers to pupils is well balanced and thoroughly planned to promote progression and interesting opportunities for learning in all subjects.
- Good provision is made for pupils' personal, moral, spiritual, cultural and social development and, as a result, pupils behave well, respect others and take their responsibilities seriously.
- Relationships between the teachers and pupils are very good. A warm and friendly atmosphere pervades the school and, as a result, pupils grow in confidence and are eager to learn.

What could be improved

- Standards in information and communication technology are not yet as high as they should be, although the school recognises this and plans for improvement are in place.
- Pupils do not always understand how well they are doing, and need to be more involved in improving their own learning and performance.
- Rates of attendance are below average and some pupils do not achieve as much as they should because they miss important work.
- Although the school provides high standards of practical care for its pupils, its written procedures for child protection are not up to date.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's improvement since the last inspection has been good. It was last inspected in 1998 and since then all the issues that were identified have been fully addressed. At the time of the last inspection the headteacher was the only permanent member of staff. This situation has improved and there is now a permanent staff of teachers, who are well trained and qualified. This has brought stability to the school and enabled a steady drive for improvement through the sharing of curriculum responsibilities. Standards have improved in English and mathematics, and pupils now make consistently good progress as a result of the full implementation of the National Literacy and Numeracy Strategies and the development of clear schemes of work and assessment systems. Teaching is much better than it was and pupils make better progress. A clear behaviour policy is in place and consistently used throughout the school. Pupils greatly respect their teachers and standards of behaviour are now good. The school has succeeded in meeting all its targets, has set itself challenging targets for further improvements and is on course to meet them. Provision for information and communication technology has not kept pace with national developments, however, and, as a result, standards in this subject are not as high as they were at the time of the last inspection.

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				Key
	all schools			similar schools*	
	2000	2001	2002	2002	
English	C	A	D	D	well above average A above average B average C below average D well below average E
Mathematics	C	C	D	D	
Science	B	A*	A	A	

*schools with a similar number of free school meals

These results need to be interpreted with caution because of the small number of pupils in each year group. As is often the case in small schools, the nature of each year group varies considerably from year to year, and some year groups have more special educational needs pupils than others. It should also be noted that 82 per cent of pupils achieved the level expected or above in English, and 73 per cent did so in mathematics, in the 2002 tests. More importantly the results of national tests in English, mathematics and science over the last four years show an improving trend that is above the national trend and, when compared with schools with similar prior attainment, results are above average in mathematics and average for English.

The findings of the inspection are that pupils in Years 3 to 6 achieve well in most subjects and reach average standards in English, mathematics and science. Pupils in Years 1 and 2 make good progress to achieve average standards in reading, writing and mathematics. Standards are in line with those expected in Years 1 to 6 for all other subjects apart from music, where there was insufficient evidence to make an overall judgement about standards, and information and communication technology, where attainment is below average. Pupils in the reception class make good progress from low starting points in all the areas of learning. They do not reach the nationally recommended goals by the end of the reception year because they do not have the opportunity to attend pre-school provision and they have a relatively short time in the reception class. Overall, all pupils, including those with special educational needs and the higher attainers, make consistently good progress as they move up the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' enjoy coming to school and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils are polite and considerate to each other and adults. They respond well to the school's rules and the high expectations that the school has of them. There have been no exclusions.
Personal development and relationships	Good. Relationships are very good. Pupils get on well with each other and their teachers. Their personal development is good. Pupils grow in confidence and carry out their responsibilities well.
Attendance	Unsatisfactory. Many parents work in the holiday industry and so take their children on holiday in term time. This adversely affects attendance rates.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

The very good relationships that all staff have with their pupils are very effective in nurturing a climate in which pupils are keen to work because they are interested in what they have to do and they feel that their efforts are valued. English and mathematics are well taught. Teachers' knowledge of the National Literacy and Numeracy Strategies are good and this enables them to give clear explanations and ask skilful questions that develop learning. Common strengths of the teaching include well-planned lessons, effective management of pupils, and tasks that are matched well to pupils' differing needs. When teaching is satisfactory rather than good it is because the learning objectives of lessons are not made sufficiently clear to the pupils from the outset, or revisited towards the end of lessons to help the pupils to understand how well they have done. There is also insufficient involvement of pupils in evaluating their own work. Teachers give pupils a great deal of individual attention, which helps pupils to develop their own ideas. On occasions, however, pupils often ask for help prematurely without first trying to overcome difficulties for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a broad and well-balanced curriculum, which meets the needs of all pupils. The literacy and numeracy strategies have been implemented well and there is a good range of opportunities to learn outside lessons. Provision for pupils' personal and social education is good. Information and communication technology is not yet fully used to support other subjects of the curriculum.
Provision for pupils with special educational needs	Good. Provision is well managed and regular reviews of individual education plans ensure that the pupils enjoy their work and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and cultural development is good and for social development it is very good. This ensures that pupils have a good understanding of right from wrong, appreciate the world around them, empathise with others and respect differences.

How well the school cares for its pupils	This is a caring school where teachers know their pupils well and take care to meet their individual academic and personal needs. However, procedures for child protection are unsatisfactory because they are not up to date and procedures for monitoring attendance are also unsatisfactory.
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Parents' views of the school are good and overall the school maintains satisfactory links with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and this ensures a clear educational direction for the school's work. All teachers give good support to the school's improvement effort and are developing their subjects well. Special educational needs provision is well managed.
How well the governors fulfil their responsibilities	Good. Governors support the school well and fulfil their statutory duties.
The school's evaluation of its performance	Satisfactory. There are thorough checks on teaching, learning and standards in English and mathematics. However, the role of the subject co-ordinators in checking standards and progress in other subjects requires further development.
The strategic use of resources	Good. All the resources available to the school are used well and the principles of best value soundly applied.

Teachers are well matched to the demands of the curriculum and their individual strengths are used well, particularly when they teach their subjects throughout the school. There is a good range of resources in all subjects, with the exception of information and communication technology, which is currently being updated. The accommodation is satisfactory for most subjects, although the absence of a hall limits the progress that pupils can make in gymnastics and dance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The progress that children make • Behaviour is good • Teaching is good • The way the school expects the children to work hard and do their best 	<ul style="list-style-type: none"> • The closeness with which the school works with parents • The amount of homework that children receive • The range of activities outside lessons

Inspectors agree with parents' positive views of the school. With regard to their concerns, they judge that the range of activities outside lessons is good. However, they agree that there is a need to provide a greater range of homework for older pupils. Although the school does its best to work as closely as possible with parents and the links that the school has with parents are satisfactory overall, the inspectors found that not all parents feel that they are as involved as much they should be. There is, therefore, scope for the school to review its current arrangements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide spread of attainment on entry to the school and the size and nature of each age group fluctuates considerably from year to year. An above average number of pupils with special educational needs is admitted to the school, and often these needs include difficulties with speech and communication. Whilst a minority of pupils are achieving above the levels expected for their age, overall attainment on entry is low; a significant proportion of children who enter the school have limited language, communication and social skills, and little experience of the wider world. This is, in part, due to the geographically isolated nature of the area and the lack of pre-school provision. This limits opportunities for young children to meet with others of a similar age in situations that promote language and social development, prior to starting school. Most attain below the standards expected by the end of the reception year. This represents good achievement in relation to their starting points and the amount of time that they have in the reception class. The school monitors the progress of pupils in English and mathematics closely and uses the information well to inform its ongoing improvement efforts. The evidence of tests and assessments shows that overall standards are steadily improving and in English and mathematics they are better than they were at the time of the last inspection.
2. Pupils make good progress in English to achieve standards that are below average in reading and writing at the end of Year 2 and average by the end of Year 6. The school places a particular emphasis on the teaching of the basic skills of reading and writing and, as a result, standards have risen since the last inspection. Pupils acquire a secure knowledge of phonics and are able to use it to decode unfamiliar words. Throughout the school pupils understand the literal meaning of the words and phrases that they read and higher attainers successfully find deeper meaning in the text. Other pupils are often unable to do this because they do not fully understand the meaning of the more complex words that they read. In addition they do not have the wider experience of reading that comes from reading in their own time. The writing of the highest attaining pupils in each year group is informed by their knowledge of Standard English grammar, a wide vocabulary and accurate spelling. Pupils in Years 1 and 2 order their written work correctly, whilst some older pupils show an ability to vary their writing styles to suit a particular purpose and interest the reader. Where pupils attain at the lower levels they are not able to do this, often reverting to their own colloquial language and forgetting some of the skills and techniques that need to be employed simultaneously in order to produce good quality writing. Standards of presentation vary considerably between classes and this is an area for improvement. Pupils' listening skills are good, but their skills as speakers are more variable and often limited by a lack of vocabulary. The school is aware of this and is working hard to improve pupils' knowledge of words and their ability to speak clearly in a range of situations. Pupils make sound use of their literacy skills in other areas of the curriculum, although there is scope to develop these opportunities more systematically and to improve the presentation of work. The school is aware of the need for pupils to develop their skills in using information and communication technology (ICT) in English.
3. Pupils make good progress in mathematics, and achieve well in reaching standards that are average by the end of Years 2 and 6. Pupils in Years 1 and 2 learn to count, read, write and order numbers up to 100 and, sometimes, beyond. They develop a satisfactory range of mental calculation skills and are becoming confident in applying these in their written work. In Years 3 to 6 pupils demonstrate confidence in the use of number, and become increasingly accurate in the use of all four number operations. Where pupils do not achieve at the higher levels it is often because they have difficulty in applying their skills in the course of problem solving and investigations. Their knowledge of shape and space is sound overall. In Years 1 and 2 pupils learn about shape and space through practical activities and in Years 3 to 6 they go on to develop their measuring skills in a range of contexts. Pupils make satisfactory rather than good progress in data handling, because they are not yet making sufficient use of ICT to support this aspect of mathematics.

4. Pupils make good progress in science to reach standards that are average by the end of Years 2 and 6, which is an improvement since the last inspection. The science curriculum is fully covered. There is a good emphasis on the development of pupils' skills of scientific enquiry and the use of scientific vocabulary. However, the skills of recording are not developed systematically and this is an area for improvement. In Years 1 and 2 pupils observe, explore and ask questions about living things; for example, in their work on flowering plants, and on physical phenomena such as electricity. In Years 3 to 6 they develop their knowledge further through the study of wider range of living things, and through making links between different scientific ideas; for example, through the study of life cycles and the relationship between the sun, the moon and the earth.
5. Standards in ICT are below average by the end of Years 2 and 6. Standards are lower than they were at the time of the last inspection because the subject has moved on and the school has not kept pace with the changes through the acquisition of the necessary hardware. However, a secure curriculum is now in place, teachers have had the necessary training and plans for a new computer suite are well advanced. The school is on course to improve standards, and, indeed, pupils are already catching up on their knowledge and skills.
6. Standards in design and technology have also improved since the last inspection. Pupils achieve well and attain the expected levels by the end of Years 2 and 6. These improvements are a result of better teaching and planning in the subject. It was not possible to make a judgement about standards in music because no lessons were seen. However, the evidence from teachers' detailed planning indicates that the subject is being fully covered at an appropriate level for each year group. Standards in history, geography, religious education and art and design have been maintained since the last inspection. Pupils make good progress from their low starting points at the beginning of Year 1 and attain standards that are in line with those expected by the end of Years 2 and 6. Standards in physical education are in line with those expected by the end of Years 2 and 6. The lack of a hall limits their movements in gymnastics and dance, but the school compensates well for this by extending opportunities in other aspects of the physical education curriculum. For example, all pupils have an opportunity for regular swimming lessons and, as a result, they can all swim 25 metres or more before they leave the school.
7. Pupils with special educational needs achieve well over time and make good progress in lessons, due to carefully planned work and good support from experienced teaching assistants. As a measure of success, individual education plans show a high rate of targets achieved within the timescale, and a number of pupils are removed from the school's 'Record of Need' register after successful intervention.

Pupils' attitudes, values and personal development

8. Pupils' attitudes and behaviour are good throughout the school. This represents an improvement since the last inspection. An atmosphere of mutual trust has been created; the relationships between the pupils and their teachers are very good and this is a strength of the school, making an important contribution to the pupils' progress and attainment.
9. Pupils enjoy coming to school and demonstrate an enthusiasm to learning. Parents confirm this and say that their children can't wait to come to school and enjoy their lessons. The headteacher reports that the majority of pupils arrive early and many are reluctant to leave at the end of the day. Their interest and involvement in activities is good because pupils like their teachers, find the work interesting and know that their efforts are valued. For example, the teacher of Years 5 and 6 pupils has successfully promoted an interest in books and reading, not only through her good knowledge of literature, but also by the use of language that appeals to pupils of this age. She describes the language in books as 'groovy' and the stories as 'cool'. This appeals to pupils' imagination and is particularly effective in engaging boys in reading. The relaxed and friendly atmosphere in classes helps pupils to gain in confidence because they are not afraid to make mistakes and so they accept challenging or difficult work readily. In most lessons pupils concentrate well on their work for sustained periods because tasks are provided that engage their interest. For example, in a science lesson for Years 5 and 6 pupils, when pupils were fully involved in investigating how the length of the string affected the duration of the swing of a pendulum, recording their results

accurately, and discussing their results with each other. Pupils with special educational needs have positive attitudes to their work, and their behaviour is very good because they are very well integrated into classes and participate in a fully inclusive curriculum.

10. Pupils' ability to use their initiative and take personal responsibility is satisfactory overall. Many take responsibility around the school and they do this well. For example, they help to clear up after lunch and prepare the activity area for assemblies. In the main the teachers effectively encourage pupils to develop their skills of independent learning; for example, pupils use a thesaurus to find new words when engaged in writing. However, some pupils are in the habit of asking for help prematurely and then they become too dependent on their teachers.
11. Pupils of all ages respond well to the school's good moral ethos and to their teachers' effective management of their behaviour. The reception teacher has high expectations and so good habits of work and behaviour are established from an early stage. Pupils fully understand the school's behaviour rules and are happy to comply with them. The absence of oppressive behaviour, bullying and racism is good and there have been no exclusions in the last year. Pupils have a good understanding of right from wrong as a result of good opportunities to discuss moral issues as part of the school's good personal, social and health programme. For example, they have discussed the differences between socially acceptable behaviour and antisocial behaviour and how it can affect themselves and others. They then apply this to their own conduct around the school. Older pupils have a developing understanding of moral dilemmas and the difficulties that are sometimes encountered in making decisions about them as a result of opportunities to discuss issues of concern or current events, such as the situation in Iraq.
12. Pupils' personal development is good. Pupils grow in confidence because they are given the skills and support that they need to succeed. Their social development is very good. Many of the pupils have not had the chance to meet and play with others before they come to school and often have to be taught how to share and co-operate, both in lessons and play. The adults in the school provide very good role models, treating the pupils with the care and respect that they expect them to show to each other. As a result, pupils have a good understanding of the impact of their actions on others, respect the feelings, values and beliefs that are different from their own and work well together, both in the classroom and outside lessons.
13. The attendance rate has deteriorated since the last inspection and because it falls below the national benchmark is unsatisfactory. Forty per cent of pupils are taken on holiday during term time. This is partly because of the predominance of the tourism industry, which employs many parents, in the area. However, pupils like school and are keen to attend. They are punctual, and unauthorised absence is negligible.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good and has improved since the last inspection. This is a significant factor in the good progress that pupils now make. The teaching of English, mathematics, history, art and design and physical education is good. Only one lesson involving direct teaching was seen in information and communication technology, and this was good. In science and religious education teaching is satisfactory. No lessons were observed in design and technology, geography and music because of timetabling arrangements, and so it is not possible to give a judgement about these subjects. However, good planning is in place for all these areas of the curriculum.
15. Teaching in the reception class is good. There is an appropriate emphasis on the early skills of literacy and numeracy and children's personal and social development. There are good arrangements for ensuring that children have opportunities to work directly with the teacher. She gradually introduces them to more formal structures they will meet in Year 1, whilst at the same time providing well-planned opportunities for the children to take part in play activities that they have chosen themselves. The teaching assistant works very closely with the reception teacher and gives valuable support to the children who need it.

16. Teachers in Years 1 to 6 show a good level of subject knowledge in the teaching of the basic skills of literacy and numeracy. They are supported well in this by clear curriculum guidance that enables teachers to plan well-structured lessons, prepare appropriate resources and give well-informed explanations and instructions. As a result, lessons are made interesting and informative for pupils, and most pupils are motivated to learn. For example, in a Years 5 and 6 literacy lesson the teacher's skilful choice of text was effective in engaging the pupils' interest because it engaged their emotions. Very good use of questions such as "Does this mean that Dad can't cope (with his wife's funeral)?", motivated the pupils to look deeper into the text to find hidden meaning, helped to bring the characters to life and drew pupils' attention to the strategies that the author had used for characterisation.
17. In the best lessons teachers make very good use of subject-specific language and emphasise the meaning and use of more complex words, encouraging pupils to use this vocabulary for themselves. For example, in a Years 2, 3 and 4 literacy lesson the teacher emphasised the importance of using more adventurous words to make their stories interesting. In another lesson in the same class the children were asked to use a thesaurus to find as many words that could be used instead of 'beautiful'. All pupils apply themselves well to the challenge of finding new words, but it is only the higher attainers who consistently remember to use them in the course of their writing. Questioning is generally used effectively to encourage pupils to use specific vocabulary, to think for themselves and develop their own ideas. For example, in a Year 1 mathematics lesson the teacher asked the pupils to explain their strategies for subtraction when working with two-digit numbers. Questioning is best when it ensures that all pupils are involved in the lesson; for example, in a mixed Years 2, 3 and 4 mathematics lesson the teacher used individually targeted questions well to ensure that pupils of different ages and abilities had opportunities to answer them. Individual white boards were also used effectively in both English and mathematics to involve all pupils in responding to questions. There are occasions, however, when, out of sheer enthusiasm, some pupils dominate question and answer sessions, and then some of the more reticent members of the class are not sufficiently involved.
18. Teachers make good use of a range of teaching methods to help pupils who learn in different ways to have access to learning. All teachers have very good relationships with their pupils, and, as a result, an atmosphere of mutual trust has been created in which pupils grow in confidence and are eager to learn. Teaching in Years 5 and 6 is particularly effective in motivating reluctant learners, particularly boys, partly because learning is made exciting by using the language of the 'youth' culture. The teacher also uses labels such as 'astounding readers' and 'amazing readers' for group work, which not only extends pupils' knowledge of superlatives, but also makes belonging to these reading groups seem really exciting. Boys are particularly motivated by these methods.
19. The pupils are engaged in practical and purposeful activities wherever possible, and this is effective in engaging their interest. For example, Years 2, 3 and 4 pupils have written letters to the headteacher's mother who lives in London. They were thrilled to receive and read a reply that had been copied for the whole class. Although they don't recognise it as such, they used the reply as shared text at the beginning of literacy time. This very effective method of helping pupils to see the relevance and purpose in reading and writing motivated them further to write back to her, again as part of their work in literacy. In a science lesson on forces, Years 5 and 6 pupils were actively involved in experimentation on forces and, as a result, sustained concentration and interest throughout the lesson. Good opportunities for pupils to follow their own lines of enquiry in history; for example, when looking at old toys in Years 1 and 2, and when using the Internet to find out about the Ancient Greeks in Years 5 and 6, are also highly effective in engaging pupils' interest and promoting their eagerness to learn. However, there is, in general, an underuse of ICT to support learning in the classroom.
20. The teachers know their pupils well and good use is made of assessment to inform planning for the different needs of pupils. This ensures that the work is well matched to the needs of pupils in lessons. There is also very good use of assessment in the course of lessons when the teachers use ongoing comments to help individual pupils to improve their work. However, the specific learning objectives of lessons are not always shared with pupils to help them understand the purpose of the lesson and they are rarely referred to during the plenary to help pupils to evaluate

for themselves how well they have done. There is also insufficient use of strategies to help pupils to evaluate their own learning and to know how well they are doing.

21. Appropriate use is made of homework to support literacy, but insufficient use is made of it to support learning in other subjects, particularly for older pupils. When homework is set it is always followed up in school, however, a significant amount is not always returned from home and some pupils do not always complete it.
22. Teachers make good use of all the time that is available in lessons. Pupils are well managed and there is good preparation and use of resources to support pupils' learning. Teaching assistants are very well deployed to support the pupils who most need help, and this makes a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress are monitored carefully.
23. The overall provision for pupils with special educational needs, through well-planned work supported by high quality teaching assistants, is good and this enables them to make good progress during lessons. Pupils' individual education plans (IEPs) contain clear targets with success criteria, and are planned by the special educational needs co-ordinator and the class teacher to ensure that the work is matched to pupils' needs. These plans are reviewed and updated every half term and, for those pupils with statements, monthly. Appropriate information and communication technology programmes are included in pupils' IEPs.

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

24. The quality and range of learning opportunities are good throughout the school, and this is an improvement since the last inspection. The curriculum is broad, balanced and relevant to the pupils and effectively meets the statutory requirements for National Curriculum subjects, religious education and collective worship. This makes a positive contribution to the progress that pupils make and the standards that they achieve in all subjects areas except information and communication technology. Provision for information and communication technology has not kept pace with developments, and standards are below average as a result. There are well-advanced plans to improve this situation. The curriculum has been reviewed, pupils are catching up on their knowledge and skills and a new computer suite with improved hardware is to be put into place by the end of the year. Pupils in Years 3 and 4 swim weekly and exceed national standards, which is relevant to their needs, being in such close proximity to the sea.
25. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the National Literacy and Numeracy Strategies and both are having an effective impact on the standards in English and mathematics. The National Literacy and Numeracy Strategies have been adapted to support teaching in mixed-age classes and to meet the particular needs of pupils in the school. For example, there is a particular emphasis on the development of vocabulary, grammar and spelling. Schemes of work, based on national guidance, are in place for all other subjects, and a rolling programme of study caters well for the mixed-age classes. This is an improvement since the last inspection. The scheme for religious education is in accordance with the locally agreed syllabus. The use of ICT to support learning in other areas of the curriculum is not yet fully in place, but is developing in line with the increased teacher expertise and pupils' skills. The teachers teach the core subjects, ICT and personal and social education to their own classes. Other subjects are taught throughout the school by the subject co-ordinators. This has the advantage of pupils being taught by all teachers, it enhances continuity and progression in each subject and gives the co-ordinators the opportunity to develop their roles. Governors meet regularly with co-ordinators and have a clearer overview of the curriculum as a result.
26. The school makes good use of the local natural environment for learning in science, art and design and geography. For example, pupils have participated in the National Trust mammal-trapping project and the village is a rich source of history. Visits to places farther afield, include Newquay Zoo, and a visit to the cinema to see 'Harry Potter and the Philosopher's Stone'. These opportunities are effective in broadening pupils' experience of the wider world and interesting them

in learning. For example, many of the pupils had become enthusiastic readers of the 'Harry Potter' series of books, as a result of seeing the film.

27. The school is an important part of the community, where there are few opportunities for children to meet together. The school has satisfactory links with the community, and takes every opportunity to be actively involved; for example, it takes part in the carnival and contributes to the parish magazine. The vicar of the local church takes occasional assemblies. Visiting professionals enhance subject teaching through, for example, contributing to the 'Earth, sun and moon' topic and an archaeologist and Viking expert brought replica artefacts to show the older pupils. Puppeteers and theatre companies contribute to pupils' cultural development. Other visitors include, an RSPCA representative to talk about pet care, a fire officer and National Trust liaison officer.
28. There is good provision for pupils with special educational needs. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics. Occasionally this may be in the form of withdrawal for individual or small group work, but mainly it is through good support by well-briefed and experienced teaching assistants in the class. Teachers' plan well for these pupils, and tasks are matched to targets in their individual education plans.
29. The provision for equality of access and opportunity is good. The school's racial equality policy and special educational needs policy promote inclusion. All staff are very aware of the issues, vary their methods of teaching to meet pupils' differing needs effectively and ensure that all pupils are fully included. The quality and care put into the school environment reflects the pride in the school felt by all the staff and its pupils.
30. Extra-curricular activities provision is good. There is a varied range of lunchtime clubs, including football, quick cricket, rounders, fabric craft, art, gardening, board games and computing, which are organised at different times during the year, and pupils have the opportunity to take part in competitive events arranged in the area. On alternate years pupils in Years 3, 4, 5 and 6 camp with pupils from other schools at a centre that provides outdoor adventurous activities.
31. The provision for pupils' personal, social, and health education (PSHE) is good. The policy, based on national guidance, clearly addresses the issues of relationship education and drug misuse. Sex education is not part of the school's curriculum, however, any questions posed by pupils are answered sensitively in relation to the pupils age and maturity. Planned opportunities for pupils to discuss issues relevant to their own experiences, and assemblies are also very effectively provided. A visit to the 'Flashpoint Centre' to learn about different aspects of safety, further contributes to pupils' personal development.
32. Links with partnership institutions are good. There is no local pre-school provision in the village and this limits opportunities for the school to build on the learning that pupils have before they come to school. The school works closely with three other small primary schools in the 'Hengar Cluster' for INSET, activity days and joint summer camps. Relationships with the local secondary school in Camelford are well developed, and strengthened through, for example, current participation in the Camelford Area School Sports Co-ordinators' Programme and The Creative Partnership Scheme that promotes the arts from diverse cultures and gives opportunities for pupils to work with those from other schools This makes an important contribution to pupils' social and cultural development. Pupils' introduction to their secondary education is very well managed. The school is visited by a primary liaison teacher to talk to the pupils, followed by two days for pupils to spend time in their new schools in the summer term.
33. Provision for pupils' spiritual, moral social and cultural development is good overall. This is an improvement since the last inspection.
34. Provision for pupils' spiritual development is good and has greatly improved since the last inspection when it was found to be unsatisfactory. The school's main strength is that it has successfully developed a climate within which all pupils can grow and flourish, respect others and

be respected. This provides opportunities for pupils to think about a range of issues that affect themselves and others. Religious education lessons help pupils to develop an understanding of the beliefs of others and the way that they affect their lives. There are opportunities to reflect on their own feelings and emotions in the course of personal and social education. Other subjects of the curriculum provide opportunities for pupils to reflect on the range of conditions that effect people's lives; for example, in literacy they have reflected on the feelings of a father and son at the mother's funeral. There are good opportunities throughout the curriculum for pupils to develop an appreciation of the world about them. For example, they have contemplated the moods and feelings promoted by landscape of the moor in the course of their work in art and design and English.

35. Provision for the pupils' moral development is good. The school provides a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school. Parents report that the school gives a good grounding to pupils' understanding of right and wrong. The school actively encourages pupils to think about the less fortunate and to raise money for charities. All adults within the school community are very caring, and pupils learn from their good example. Moral themes are discussed in personal, social and health education lessons and also in assemblies.
36. The provision for social development is very good. The provision in reception gives appropriate emphasis to this aspect of pupils' education because few children have had the opportunity to work and play with others before they come to school. Pupils are actively helped to develop the qualities of thoughtfulness, honesty and respect for difference that are valued in society, as part of the well-planned PSHE programme. These values are also promoted extremely well through the whole ethos of the school and the very good role models that are set by all the adults who work there. Pupils are actively encouraged to work together collaboratively. For example, they are encouraged to share equipment, discuss their ideas in pairs and they often work as a collaborative group. Pupils' social skills are also developed through well-planned opportunities to work with pupils from other small schools in the area. Older pupils are expected to take care of younger ones and to welcome visitors to the school. Experiences such as competitive sports in physical education also help pupils to learn the skills of teamwork. The school gives the pupils good opportunities to take responsibility and show initiative around the school.
37. The provision for cultural development is good. Care is taken to develop an understanding of the pupils' own cultural heritage through literature, drama, music, art, craft, dance and some visits to places of educational interest. Christmas productions are regular events. Pupils' understanding of wider cultural imagery is extended satisfactorily through work on different religions in religious education and there is a satisfactory range of artefacts from other cultures. Opportunities to widen pupils' first-hand experiences of different cultural traditions are provided through workshops such as African drumming and Asian dance, as part of a local 'Creative Partnership' initiative amongst local schools. This is effective in helping pupils to develop openness to new ideas and to appreciate the diversity of cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Whilst this is a very caring school and there is a good standard of practical care for pupils, written procedures for child protection are not up to date and are, therefore, unsatisfactory. This was not the case at the time of the last inspection when written procedures were only two years old. The policy and training for staff are not current, but there is good liaison with social services and there are regular opportunities for staff to share concerns. Care is underpinned by supportive teamwork, and all pupils are known well by all staff. Procedures for health and safety are satisfactory and a recent visit by the local education authority to discuss risk assessments has ensured that everything is in place.
39. Pupils' academic performance and personal development are monitored well, and pupils receive good educational and personal support and guidance. All teaching and support staff know pupils very well and provide effective and caring support for their personal development. A significant proportion of pupils at the school live isolated lives and the good opportunities that pupils have to

talk about their problems and concerns at school are, therefore, very important to them. The very good relationships that the teachers have with their pupils and the personal, social and health education programme make an effective contribution to this.

40. Procedures for monitoring and improving attendance are unsatisfactory, as registers are not marked to identify the reasons for absence. Although the headteacher reviews the reasons for absence monthly, and has taken steps to try and improve the situation, they have not succeeded in improving attendance rates.
41. Procedures for monitoring and promoting good behaviour and monitoring and eliminating oppressive behaviour are good, and bullying is not an issue. This is largely due to the good ethos of the school and the encouragement of older pupils to care for younger ones.
42. Assessment procedures are good and good use is made of them to inform planning for pupils' differing needs. This is an improvement since the last inspection. Precise information is kept about pupils' progress in English and mathematics and used to identify targets for future achievement. Assessments in other subjects of the curriculum are appropriately made against the learning objectives of each unit of work. Although targets are set to help pupils to improve their work, it is only in English that they are shared with pupils and where they are sufficiently precise to identify the next steps in learning. This good practice should be extended to mathematics and science. There is also a need to involve pupils to a greater extent in evaluating their own work and progress. The school's procedures for the early identification of pupils with special educational needs, start in the reception class. Analyses from baseline assessment are used to inform provision for special educational needs. Individual education plans are appropriately reviewed each term and Statements of Special Educational Needs are reviewed monthly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents consider this to be a good school and nearly all responses to the questionnaire were positive, however, about one quarter of those responding feel the school does not work sufficiently closely with them or provide an interesting range of activities outside lessons. A smaller number were not happy about the amount of homework. It is the inspectors' view that, whilst homework is appropriate for younger pupils, it is not used adequately to prepare older pupils in Years 5 and 6 for the expectations in secondary school. It is the team's view that the school does all it reasonably can to work closely with parents, but recognises that it may be more difficult to keep in contact when both parents are in full-time employment. Even so the school's staff are always prepared to see parents at times other than the end of the school day if an appointment is made. With regard to the range of activities provided outside lessons, inspectors consider the provision made by such a small school to be good.
44. The quality of information provided for parents, particularly about pupils' progress, is good. Parents are kept well informed by regular well-presented newsletters and staff are accessible both formally and informally. Parents are pleased with annual reports because they are very specific to their child and say what the child knows and can do. Although there are some targets for development they are not always sufficiently specific and measurable and; for example, 'to enjoy being in Year 6' may be a laudable target, but it is not sufficiently focused on academic achievement. The school makes every effort to work closely with parents, and in the main, it succeeds. However, some parents would appreciate greater involvement; for example, through an appointment system on parents' evening and more information prior to their children starting school. Not all parents are sufficiently responsive to the school's efforts to involve them in their children's learning; for example, only three-fifths have responded to the home/school agreement. There is a need to review how this situation might be improved.
45. The school fully involves parents when identifying the special educational needs of their child. However, there is no space on the IEP to indicate how parents can give support, and when IEPs are reviewed at regular intervals parents are not automatically involved. Parents of pupils with a Statement of Special Educational Needs are invited to the statutory review of the statement, but equally they are not necessarily informed of changes to IEPs during the year.

46. Parents have a satisfactory impact on the work of the school. The 'Friends of the School Association' give good support by raising funds and, they are also a good conduit for conveying information between the parents and the school. Several of them also give willingly of their time to support the school as governors. The contribution of parents to children's learning at school and at home is satisfactory. Some parents who are able give good support, but not all are able to do so. The school has the full confidence of all its community. Overall, the school links with parents are good and have been maintained since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good and have improved since the last inspection. The school benefits from the strong and quietly determined leadership of the headteacher who is deeply committed to the school and its community. She has clear aspirations for the school, which reflect the schools aims and give a clear sense of educational purpose and direction to the school's work. Her hard work and dedication have been significant factors in the improvements that the school has made since the last inspection. This is particularly reflected in the good standards of teaching, which are now evident throughout the school, and which have a significant impact on the good progress that pupils make. She sets a very good example through the quality of her own teaching, and has high expectations for the school. Everyone in the school is cared about and valued, there is a strong sense of teamwork and a determination to provide the very best education and care for pupils.
48. At the time of the last inspection the headteacher was the only permanent member of staff. The appointment of three permanent teachers since then has been effective in creating greater stability and strengthening the management of the school. Roles and responsibilities have been delegated well and leadership is evident at every level in the school community. All staff, teaching and non-teaching, are given the training that they need to carry out their work and encouraged to develop their own ideas. They know that their work is valued and have a good understanding of the part they play in the school's longer-term improvement. They are constantly evaluating the effectiveness of their work and looking for ways in which they can make it even better. The hard work of the staff team and their positive attitudes towards school improvement are major factors in the improvements that have been made since the last inspection.
49. The governing body fulfil their statutory responsibilities well and make a substantial contribution to the effectiveness of the school by giving generously of their time and using their many strengths for the benefit of the school. The Chair of Governors works in close partnership with the headteacher and visits the school regularly. The Chairs of committees carry out their responsibilities efficiently and meetings are always well attended. Governors are more involved in the school's work than they were at the time of the last inspection. They monitor aspects of the curriculum, know the school's strengths as well as its weaknesses and are able to make well-informed decisions about developments. For example, their plans for a computer suite are based on a good understanding of pupils' current achievements in ICT and of how standards can be improved.
50. The school's arrangements for monitoring and evaluating its own performance are satisfactory. The headteacher analyses the results of both national and non-statutory tests and assessments. The staff team are fully involved in the analysis of data and the results are shared with governors. There are clear systems and procedures for school development planning, which involve teachers and governors. Priorities for development are identified accurately as a result of the analysis of assessments and test results, and checks on the curriculum and teaching and learning. The school improvement plan is located firmly within the school's long-term strategic aims and is a useful tool for development, although the arrangements for checking the progress and effectiveness of actions need to be more specific. The school has identified appropriately challenging targets for improvement and has taken effective action to meet them.
51. The subject co-ordinators have been in post for a relatively short period of time and inevitably carry a heavy load because of the small size of the school. Art and design, design and technology, history, geography, religious education and physical education are all planned and taught

throughout the school by the subject co-ordinators. This approach makes good use of staff expertise and ensures that co-ordinators develop a good overview of the subjects for which they have responsibility. However, there is a need to broaden the range of strategies for checking standards and progress in subjects, including broadening the range of opportunities for teachers to observe lessons and the development of links between the different subject areas.

52. The provision for special educational needs has improved since the last inspection particularly by the introduction of good quality individual education plans. The co-ordinator provides clear leadership and support for class teachers and liaises very well with support agencies. Although there is no regular release time, time is provided, when necessary, in line with the requirements of the new special educational needs Code of Practice that the school has successfully introduced. The special educational needs governor is fully involved and statutory requirement in the annual report to parents are met. The governing body receives regular reports on the provision for special educational needs and is committed to providing a sufficient number of high quality teaching assistants in the classroom. All staff have a clear understanding of equal opportunity requirements and consistently put them into practice. The school is particularly sensitive to practical aspects of inclusion, such as funding of visits and ensuring that pupils with special educational needs receive the support that they need to access the curriculum. The school's ethos of respect for the individual ensures that every child is valued and supported according to their needs.
53. The school is administered well. Visitors to the school are made to feel welcome and day-to-day matters are dealt with calmly and efficiently. This makes an important contribution to the relaxed and friendly atmosphere that is prevalent throughout the school. The administrative officer provides effective support, which ensures that finances are efficiently managed. The budget is well planned to ensure that it is used to meet the school's priorities and the best possible use is made of all the funding available to the school. The school benefits from additional funding streams from the parents' association. The principles of best value are soundly applied when considering expenditure and governors debate their financial decisions thoroughly. The strategic financial management of the budget is good and ensures that there are sufficient funds to sustain developments. For example, the money that has been carried forward from last year has been used to sustain the provision of teaching assistants and also to support the development of a new ICT suite.
54. There are sufficient teachers, and collectively they have the experience and expertise to cover the subjects of the curriculum and the age and attainment range of the pupils. The school makes effective use of subject expertise; for example, by co-ordinators teaching some subjects throughout the school. In addition, a specialist music teacher is employed for one morning a week to teach music throughout the school. There are good procedures for staff development and induction, which make a significant impact on the quality of teaching. Performance management procedures are good and are used well to identify the training needs of individual members of staff and to contribute to the school's main priorities for improvement.
55. The accommodation is satisfactory overall and there are well-established plans to extend it further so that a small computer suite can be incorporated. Although the school makes good use of the accommodation available, the lack of a hall and the nature of the activity area, which is used instead, limit the movements of pupils in physical education. The school has compensated for this by developing other areas of physical education to a greater extent; for example, making use of a local swimming pool and through the development of the outdoor area. Two out of the three classrooms are cramped, but are just adequate for the number of pupils in them. There are no toilet facilities for the disabled, which limits the school's ability to offer places to pupils and staff who might be disabled. Only the large activity area has a water supply. This is not a satisfactory situation because the sink has to be used for a multitude of purposes including washing plates and cups as well as paint brushes and pallets. There are well-established plans to develop an ICT suite and the school has sensibly waited for sufficient funding to become available to update its equipment to a suitable level. The ICT curriculum is being appropriately developed to ensure that pupils catch up on their skills in the next two years. There is good use of display throughout the school to support, inform and celebrate learning. The school has a good range of resources to support the curriculum in all subjects except ICT and gymnastics.

56. The school serves a geographically isolated area and is an important part of a local community in which there is no pre-school provision and where many children do not have the opportunity to meet each other on a regular basis. It serves its community well. Given the good progress that pupils make and the good provision for pupils' personal and social development, then the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve the quality of the curriculum and raise standards at the school the governors and headteacher should attend to the following issues:

- (i)* improve standards in information and communication technology by:
- ensuring that the appropriate amount of direct teaching time is given to information and communication technology;
 - using the existing computers effectively to allow pupils to consolidate the skills they have been taught;
 - providing appropriate resources for multimedia presentations, control technology, simulations and data logging for Years 5 and 6 Programmes of Study;
 - developing the current assessment procedures, including portfolios of year group work;
 - developing the use of information and communication technology to support teaching and learning across the curriculum.
- (paragraphs 5, 25, 93,102)
- (ii) ensure that pupils are fully involved in improving their own learning and performance by:
- making it clear to pupils what they are to know and understand and be able to do as a result of the lesson;
 - involving them in checking how well they have done at the end of lessons;
 - developing clear short-term targets and timescales with pupils and ensuring that these are reflected in marking;
 - developing strategies to support pupils evaluating their own work and that of others.
- (paragraphs 20, 75, 79)
- (iii) ensure that the school fully conforms to current requirements for child protection by:
- updating its policies and procedures;
 - ensuring that all staff receive appropriate training.
- (paragraph 38)
- (iv) monitoring and improving pupils attendance by:
- promoting the importance of regular attendance;
 - ensuring that all the reasons for absence are recorded.
- (paragraphs 13, 40)

In addition, governors should address the following less immediate issues:

- develop the monitoring role of the subject co-ordinators in checking teaching, learning and standards; (paragraphs 51, 81, 86)
- improve the consistency of presentation in written work; (paragraphs 2, 74)
- develop the use of homework to support learning in subjects other than English for older pupils.(paragraph 21)

* This issue is recognised by the school and included in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	13	12	0	0	0
Percentage	0	7.5	48	44.5	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 three 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)	NA	57
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		10

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	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 2002 was less than ten and so these figures are not given.	2002	n/a	n/a	n/a

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year.	2002	6	5	11
As there were less than ten boys and less than ten girls the separate figures for boys and girls are not given below				

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	82 (100)	73 (100)	91 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	7	9	11
Percentage of pupils at NC level 4 or above	School	64 (100)	82 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
28	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
25	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17:1
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Financial information

Financial year	2002/2003
	£
Total income	182,280
Total expenditure	192,595
Expenditure per pupil	3,209
Balance brought forward from previous year	10,400
Balance carried forward to next year	85

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	57
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	12	0	0	0
My child is making good progress in school.	48	44	4	0	4
Behaviour in the school is good.	48	44	0	0	8
My child gets the right amount of work to do at home.	29	42	12	4	12
The teaching is good.	72	24	0	0	4
I am kept well informed about how my child is getting on.	48	44	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	48	48	4	0	0
The school expects my child to work hard and achieve his or her best.	62	33	0	4	0
The school works closely with parents.	48	28	24	0	0
The school is well led and managed.	52	40	8	0	0
The school is helping my child become mature and responsible.	57	39	4	0	0
The school provides an interesting range of activities outside lessons.	44	28	24	4	0

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

58. Children are admitted to the school in the September, January or April of the year in which they become five, in line with the local authority admission policy. They join a class of mixed reception and Years 1 and 2 pupils. Induction arrangements include appropriate opportunities for parents and children to visit the school in the term before starting, and sensitive entry procedures result in pupils having a positive start to school. However, very few children have attended any form of pre-school provision and they have limited opportunities to play with other children before they start school. This limits opportunities for social and language development and, in part, accounts for the very low standards on entry to the school.
59. Many children are unlikely to reach the national Early Learning Goals by the end of the reception year, mainly because of their very low starting points, but also because of the limited amount of time that they have in the reception class to prepare for the statutory curriculum. Nevertheless, children make good progress in all the areas of learning whilst they are in the reception class because of the good teaching they receive. The school provides a satisfactory curriculum that is soundly based on local and national guidance for young children, however, there is scope to link it more securely to the school's own curriculum framework. Assessment arrangements are sound and are used well to inform planning for children's different needs. This makes a significant contribution to the progress that they make.

Personal, social and emotional development

60. The personal, social and emotional development of most children is well below the level expected for their age when they enter the school. They make good progress and rapidly gain in confidence because of the supportive and caring ethos in the reception class. Children are helped to feel secure and settle quickly into well-established routines. They develop good relationships with their classmates and positive relationships with adults as a result of taking part in activities that require them to share equipment and materials and to work together. There is good support for children with special educational needs and children who are less confident. The high expectations of children's behaviour that the teacher has are consistently reinforced and, as a result, good habits of behaving and working are established from an early stage.

Communication, language and literacy

61. Most children develop the vocabulary that they need to name and classify objects, and retell their experiences. Initially they are often quite reticent in a whole-class situation, but they gradually develop the confidence to pass comments and answer questions when prompted to do so by the teacher.
62. All children enjoy sharing stories and poems with their teacher. They show a good understanding of the elements of a story and follow the events as the plot unfolds when they listen to stories being read aloud. They develop a good awareness of how books work and turn readily to them when given the opportunity to do so. They gradually develop an awareness of letters and the ability to discriminate the sounds with which words begin.
63. The children are actively encouraged to make their own attempts at writing from an early stage. As a result of this, they gain a good understanding that print carries meaning and that writing can be used to record their own personal ideas. By the end of the reception year children are able to write their own name and, occasionally, simple words and phrases. Children enjoy making up their own imaginative stories in the role-play area and when using small toys that represent the real world. However, this work is not sufficiently linked to what is going on in the rest of the class.

Mathematical development

64. Children begin to count accurately from zero up to ten and back again, to recognise numerals and to understand that the last one in the count represents the number in the set. They develop and consolidate their understanding of number through appropriate activities such as buying food from a role-play 'café' and counting out real money as well as by playing practical games that involve counting and number recognition.
65. The children know the names of simple two-dimensional shapes such as squares, circles, rectangles and triangles. They recognise the language of position such as 'behind', 'in front' and 'inside', as a result of activities such as following directions in physical education. They develop the language of comparative height and length, such as 'short', 'shorter' and 'shortest'; for example, when growing plants.

Knowledge and understanding of the world

66. Many children have very limited experience of the wider world when they enter the school. Children begin to gain an early understanding of place as a result of walks around the school; for example, to observe the changing seasons. They also benefit from speaking about places that they have visited or where they have spent a holiday, and from listening to the contributions of others. Children are developing a growing awareness of the past through opportunities to look carefully at objects such as toys that were used before they were born.
67. Children build and construct with a range of objects, selecting appropriate resources and adapting their work where necessary. They have used 'Lego' to assemble and disassemble their own models, modifying their constructions as they progress. They are developing their knowledge of the natural world. For example, by observing the growth of plants and exploring the environment around the school.

Physical development

68. Children benefit from appropriate opportunities to develop their manipulative skills when using construction toys, and when painting, drawing and cutting. They are taught how to use paint and hold tools such as brushes, pencils, and scissors correctly and this supports their work in other areas of learning. Appropriate use is made of the activity area and the outdoor play space for physical education and, as a result of working with large and small apparatus, children learn to co-ordinate their movements and develop an awareness of their own space and that of others. They develop their independence when changing into appropriate clothing and are appropriately prepared for more formal lessons in Year 1.

Creative development

69. Children respond well to opportunities to express their ideas when singing, painting and role playing, and moving and dancing to music. Children have the ability to make up their own imaginative stories when using the role-play area. They enjoy painting and drawing, and develop their skills well in creating imaginative representations of what they see, hear and feel. There are appropriate opportunities for children to explore a range of different media, and to use them for mark making and to compose their own pictures and patterns. The reception-age children readily join in with nursery rhymes and action songs and enjoy whole-class opportunities to respond to songs and rhymes.

ENGLISH

70. The school's results in the national tests of English for Year 6 pupils in 2002 were below the national average and also below the average results of similar schools. Nevertheless, these results represent good achievement in relation to pupils' starting points on entry to the school.

71. The evidence of the inspection is that when pupils enter Year 1 standards are well below the levels expected. By the end of Year 2 they are below average and by Year 6, pupils are attaining average standards. This represents good achievement overall. Pupils with special educational needs make good progress because their needs are identified at an early stage and they are then given effective support. As a result of sustained effort and the shared commitment of all staff, standards have improved steadily and are better than they were at the time of the last inspection. The National Literacy Strategy is being implemented effectively and there are significant strengths in the teaching of the basic skills of reading, grammar, punctuation and spelling. Where weaknesses occur it is because pupils often have difficulty in applying these skills simultaneously; for example, when writing stories.
72. Pupils' listening skills are generally good and in advance of their speaking skills. From Year 1 onwards, pupils listen politely to others and show good powers of concentration. Pupils of all ages enjoy communicating with their friends and with adults at an informal level. They communicate well in the course of class discussions or paired work, particularly when being guided by the teacher. For example, in the course of using the Internet to carry out research in history, Years 5 and 6 pupils built well on each other's ideas and agreed the most relevant facts about the way of life in Ancient Greece; they then confidently shared their ideas with their classmates. However, a minority of pupils are reluctant to speak up in front of larger audiences. Sometimes, they remain silent during class discussions and find it difficult to express their thoughts and ideas clearly. Many pupils have a limited vocabulary and are insufficiently aware of the differences between Standard English and their own style of speaking. A consequence of this is that, in formal contexts, in speech and in writing, they make insufficient use of more complex words to make their meaning clear and often use inappropriate grammatical forms.
73. Most pupils are able to draw on a suitably wide range of reading strategies. They have a secure base of phonic knowledge, and they are able to use this to good effect to decode unfamiliar words. At all stages in the school, most pupils are able to read texts suitable for their age accurately. However, they do not always understand the meaning of the more complex words that they read and this limits their ability to find deeper meaning in the text. While most pupils readily understand the literal sense of what they read, only the higher attainers are skilled at using inference and deduction to work out what is implied as distinct from what is explicitly stated. Over time, they acquire a secure understanding of story structure and, by studying sections of text in depth, develop an appreciation of different kinds of writing and of the range of devices that authors use to create effects. Pupils make satisfactory use of dictionaries to find the meanings of words and to check spellings. Teachers encourage the use of thesauruses to help pupils to extend their vocabulary. Whilst this is an effective exercise in the course of lessons it is only the higher attaining pupils who retain their knowledge of new and more difficult words and regularly incorporate them into their speech and writing. Pupils' skills in using information books are satisfactory and they make satisfactory use of the Internet to find information in Year 6. When parents are able to hear their children read regularly at home then it makes a positive contribution to the progress that pupils make. The Years 5 and 6 teacher has been particularly effective in encouraging an enthusiasm for books amongst her pupils and this has resulted in a greater readiness to read at home. However, overall, relatively few pupils read widely enough in their own time. As a result, their knowledge of literature and authors is more limited than it should be.
74. The highest attaining pupils in each year group write well for their age. In Years 1 and 2 they are able to sequence events, put their ideas into sentences and use a clear structure to organise their writing. The writing of older higher attaining pupils is informed by their knowledge of writing styles, Standard English grammar, an adventurous vocabulary and accurate spelling. Where pupils attain at the lower levels it is often because their written work is inappropriately influenced by the grammar and vocabulary of their spoken language, and when spelling is poor, it often reflects the pupils' own patterns of pronunciation. The evidence of work shows some inconsistency in teachers' expectations in regard to both handwriting and presentation, not only in English, but also in other subjects of the curriculum. There are times when many pupils do not achieve the highest standards of which they are capable in these aspects of their work.

75. The teaching of English is good throughout the school as a whole, including teaching for pupils with special educational needs. This is an improvement since the last inspection. Common strengths of the teaching include: well-planned lessons that build on previous learning; carefully structured sequences of activities that give pupils opportunities to learn, and time to practise new skills; effective organisation and management of pupils, tasks, support staff and resources and appropriately matched tasks for pupils of differing abilities. Teachers' own knowledge and understanding of the National Literacy Strategy are good, and their teaching is generally both confident and competent. The Years 5 and 6 teacher has successfully interested her pupils in reading because of her own interest and enthusiasm for books, which she conveys to her pupils by using such words as 'cool' and 'groovy'. She takes a genuine interest in pupils' own views and ideas about the books, and mature dialogues about literature develop as a result. In the mixed Years 2, 3 and 4 class the teacher very effectively helped the pupils to understand the importance of reading and writing when she introduced a genuine letter from her mother and then asked the pupils to reply to it. When teaching is satisfactory, rather than good, it is because the purpose of the lesson is not made clear at the beginning, or discussed towards the end of lessons to help the pupils to understand how well they have done. The very good relationships that all staff have with their pupils are very effective in nurturing a climate of mutual respect in which pupils are keen to work because they are interested in what they have to do and they feel that their efforts are valued. Teachers give pupils a great deal of individual attention, which often involves skilful questions and explanations to help pupils to think for themselves and develop their own ideas. On occasions, however, pupils often ask for help prematurely without first trying to overcome difficulties for themselves.
76. The headteacher is also the subject co-ordinator. She is a highly knowledgeable about all aspects of English and leads the subject well by the very good example of her own very skilled teaching. Resources are good and used well to support learning. They have been improved since the last inspection. The school makes the best use of the space that it has available to promote books. Comprehensive assessment procedures are now in place. The results of assessments are routinely analysed, and appropriate targets are set for individuals and year groups. Although the headteacher has observed all members of staff teach English, there have been insufficient opportunities for staff to observe her work or that of each other in order to share the significant teaching strengths that there are in the school. The use of ICT to support work in English is a priority for improvement, which has been already identified by the school.

MATHEMATICS

77. By the end of Years 2 and 6 current standards of attainment in mathematics are average. This represents good achievement in relation to their low starting points. Pupils with special educational needs also achieve well. Test results over time have been above the nationally improving trend and represent an improvement since the last inspection.
78. Pupils' mental agility with number is good. Throughout the school pupils develop an accurate knowledge of number facts, as a result of well-focused teaching and clear systematic planning, based on the numeracy strategy. By the end of Year 2, most pupils can recall addition and subtraction facts up to 20 and many can add and subtract two-digit numbers in the course of their mental calculations. Throughout the school they learn to carry out mental computations with addition, subtraction, multiplication and division. In Years 3 and 4 pupils can accurately partition numbers using suitable, standard methods. They know that inverse operations can be used as a method of checking calculations. They move on to develop a sound understanding of place value and decimals, and show that they can identify and describe patterns and relationships such as multiple, and square in Year 5. In Year 6 pupils recognise fractions and percentages as proportions of a whole and understand the relationship between fractions and decimals. Pupils make satisfactory use of their numeracy skills in the course of solving problems in mental oral sessions. For example, in a Years 5 and 6 lesson, pupils played 'bingo', placing counters over numbers that were the answer to; for example, square numbers and percentages. In a Year 1 lesson pupils worked well at consolidating their knowledge of subtracting a one-digit number from a two-digit number. In a Years 5 and 6 lesson, the teacher presented a range of problems related to every day situations for pupils to tackle, using their white boards to record their answers for

easy assessment, and calculators to check their answers. However, more needs to be done to develop pupils' skills in solving written problems, carrying out their own mathematical investigations and recording their methods of working. Younger pupils have a sound understanding of the properties of two and three-dimensional shapes. When constructing models and drawing, older pupils measure angles and make use of the appropriate mathematical language to describe different kinds of two and three-dimensional shapes.

79. The teaching of mathematics is good, which is an improvement since the last inspection. Teachers plan their work well and base it securely on the National Numeracy Strategy with each lesson having a clear focus on the development of numeracy skills. The introductory mental maths is generally well taught and pupils are actively involved throughout through the use of white boards and other instant recall devices to show their answers. This enables teachers to assess their answers as they go along. For example, in a Years 3 and 4 lesson, pupils used white boards to record division facts, and then used individual clocks to reinforce the five times table using five-minute intervals on the clock face. The main activities are well managed and organised. Work is well matched to differing ability groups and the teaching assistants give skilled support. For example, most Year 2 pupils work with the Years 3 and 4 class for mathematics. In a lesson on position and movement, they worked with an experienced teaching assistant on coordinates using a grid on the playground, while Years 3 and 4 pupils worked practically on points of the compass. Higher attaining pupils were extended by work on all eight points of the compass. Where teaching is satisfactory rather than good it is because teachers do not always share the learning objectives with the class at the beginning of the lesson or in the closing session, to identify the extent to which they have been achieved. In addition pupils are not fully involved in their own learning, knowing, for example, what is needed to achieve a higher level.
80. Teachers provide opportunities for numeracy skills to be used and consolidated usefully in other areas of the curriculum, such as when using timelines in history and pie charts in geography, and when measuring in science and design and technology. In an information and communication technology lesson pupils used their knowledge of geometry well to create shapes using a `logo` programme, but the use of ICT to support the teaching of mathematics is underdeveloped, and, in particular, this limits their achievement in data handling.
81. The subject is soundly managed and the co-ordinator has worked hard to develop the subject, introduce the National Numeracy Strategy and check standards. However, there is a need to develop the co-ordinator's role in monitoring teaching and learning through lesson observations. Assessment procedures are satisfactory. They are used to set long-term challenging targets for individual pupils, but these need to be translated into short-term achievable targets that pupils and parents understand. Resources are good and used well to support pupils' learning in all classes.

SCIENCE

82. Standards in science seen during the inspection are average at the end of Years 2 and 6. These are not as high as the well above average standards achieved at the end of Year 6 in the national test in 2002. The small numbers of pupils in Year 6 means that there are variations in results from year to year. Pupils in Years 2 and 6 are achieving well on their prior attainment. Pupils with special educational needs are fully included and achieve equally well.
83. From the lessons observed, samples of work provided by the school and discussion with teachers, all aspects of science life and physical processes and materials and their properties are covered well, and there is a strong emphasis on teaching scientific enquiry and investigative skills. Where there are weaknesses it is in the development of recording skills as pupils get older. They use drawings and their numeracy skills to communicate information through tables and block graphs, however, the overall presentation of their work lacks clarity and organisation.
84. Pupils' skills in observing, exploring, asking questions about the natural world, materials and physical phenomena develop well. For example, in a Years 1 and 2 lesson pupils looked at how plants produced and protect seeds. A good practical introduction used a range of fruit, sliced so that the seeds could be seen. Pupils made keen observations, and good questioning by the

teacher established that pupils knew the key vocabulary associated with plants and fruits. Pupils quickly settled to drawing fruits, one higher attaining pupil likening the skin of a green pepper to 'armour for protecting the seed'. However, the work did not include labelling the main parts of the fruit and so did not extend Year 2 pupils' recording skills sufficiently. Pupils respond enthusiastically to opportunities to predict what might happen in their experiments. For example, in a Years 3 and 4 lesson pupils predicted what might happen to the shadow made by a stick in the course of the school day. They then made accurate observations of the length of shadow, in relation to the angle of the sun, at hourly intervals, recording their observations, first in tabular, and then in graphical form. Their skills in evaluating evidence and considering whether tests are fair are satisfactory. For example, in a good Years 5 and 6 lesson pupils studied forces in action. The teacher recapped on previous work well and reinforced, with examples, key vocabulary, such as, 'gravity', 'friction', and 'Newtons' as a measure of force. Pupils enthusiastically tackled an experiment to investigate how the length of string affects the duration of the swing of a pendulum. They made predictions and justified their ideas and were able to design a test and decide whether it was fair. They shared their scientific ideas with each other in the course of the lesson and recorded their work on a chart.

85. The quality of teaching in the three lessons seen was sound, an overall improvement since the last inspection. Teachers have good subject knowledge and plan their work well. Teachers recognise and use scientific vocabulary and always insist on its use by pupils. They manage their pupils well and make science interesting. This has a clear impact on pupils' learning and their good progress in lessons. Class organisation allows opportunities for pupils to work together collaboratively to plan and discuss their work, and this contributes well to their social development. Pupils enjoy science and respond enthusiastically, particularly to investigative work, and the good use of the neighbouring environment contributes positively to pupils' cultural development.
86. The subject is soundly managed, but there is insufficient use of lesson observations to inform the school's improvement efforts. Although progress is good overall, planning for progression in the skills of scientific enquiry, the development of recording skills requires review in order to establish a systematic approach and clear expectations for what is expected. Resources are of good quality, well organised and used effectively. The school grounds and the immediate locality are used well to promote scientific enquiry and to promote an appreciation of the natural world. For example, pupils have carried out a study of the local coastline.

ART AND DESIGN

87. Only two lessons were observed in art and design, but from work in the art and design portfolios and displays around the school standards are average at the end of Years 2 and 6 and pupils achieve well. Standards have been sustained since the last inspection and the issue of the lack of three-dimensional work has been addressed.
88. Standards in investigating and making are satisfactory and pupils explore and develop their ideas well. Pupils throughout the school are able to respond confidently to the range and variety of material with which they work. These include three-dimensional modelling, paint, crayon, pastel, textiles and information and communication technology paint programs. For example, Years 1 and 2 pupils have drawn their face on a card and glued string on to the pencil lines to make their own self-portraits, having looked at self-portraits by famous artists such as Van Gough. Pupils express their ideas well using materials to create three-dimensional pictures and forms. For example, in Years 3 and 4 they have create three-dimensional pictures based on the theme, 'on the shore' and explored repeating patterns using different media. Years 5 and 6 pupils, use the theme, 'people in action' to sketch and make models of the human form. Pupils evaluate their work as it progresses and make sound use of sketchbooks to explore their ideas and make ongoing observations to inform their work.
89. The teaching of art and design is good and this contributes to the good progress that pupils make. Lessons are well planned, pupils are well organised and managed and there are high expectations of what they can achieve. The skills of using different media and tools are well taught. For example, in a Years 1 and 2 lesson pupils worked at colour mixing, using the three primary

colours to make three secondary colours. They were encouraged to work very carefully and to experiment in painting different shades of the secondary colour. They then used these colours well to create dot patterns. Lessons are well structured to help pupils to develop their ideas systematically. For example, Years 3 and 4 pupils learned the skills of printing in a sequence of lessons, first making a string printing block and then, using two colours, to create designs incorporating rotation.

90. The subject is well managed by the headteacher who is the subject co-ordinator. She teaches art and design throughout the school through a well planned rolling programme that ensures good coverage, and this ensures continuity and progression in the teaching of skills. The school makes good use of the local environment for art. For example, pupils have painted scenes of Bodmin Moor and some of their paintings of the, 'Four seasons of Bodmin Moor' have been entered in a local art competition. Art exhibitions are arranged within the local cluster of schools and there is an art club. An appropriate assessment system is in place and pupils' work is assessed at the end of each unit. Areas for development include the use of information and communication technology, as, for example, digital photography for landscapes and the theme, 'People in Action', which would give more breadth of study.

DESIGN AND TECHNOLOGY

91. No lessons were observed during the inspection and so it is not possible to make a judgement about teaching. However, from the work available and discussion with the co-ordinator, standards are broadly average at the end of Years 2 and 6, an improvement since the last inspection where standards at the end of Year 6 were below average. Pupil achievement is satisfactory.
92. Pupils' skills in working with tools, equipment and materials develop well. Vehicles made by Years 1 and 2 pupils, for example, show that they can cut out and shape materials, join and combine materials and components and use simple finishing techniques to improve the appearance of their models. Their skills in investigating and planning their designs are sound, however, their skills in evaluating their work and making appropriate modifications are less evident. Years 3 and 4 pupils have designed hats that light up, incorporating a bulb and switch and purses that hang from a belt, and pupils in Years 5 and 6 have made powered vehicles, researching their design on the Internet. They have designed hats using fleece fabrics to make them really warm. There is evidence that pupils make some use of their literacy and numeracy skills in the course of their work in design and technology, but there is no systematic planning for this and the presentation of pupils' work is not always as good as it should be.
93. The planned rolling programme ensures that the subject is covered well. The co-ordinator teaches all classes and this ensures that the curriculum is fully covered and that there is a clear progression in the teaching of skills. Visitors to the school, such as a recent challenge for pupils to construct shelters using bamboo poles and tarpaulins, add breadth to the subjects. Teachers appropriately assess pupils' attainment at the end of each unit. Consumable resources are good, but the use of ICT, including control programs needs to be developed.

GEOGRAPHY

94. No geography lessons were seen during the inspection and so it is not possible to give a judgement about teaching in the subject. However, from the evidence from pupils' work, teachers' planning and talking with teachers and pupils, it can be said that standards are broadly in line with expectations by the end of Years 2 and 6 and that all pupils, including those with special educational needs, make good progress in the subject. These findings are similar to those of the last inspection.
95. Pupils have a satisfactory knowledge and understanding of places. Years 1 and 2 pupils can identify and describe the physical features of St Breward and know something of its main services and the way of life for people who live there. They have contrasted this with a city environment and considered the differences between the ways of life in the two localities. Pupils in Years 3 and 4 have extended their knowledge further by comparing St Breward with a village in India and

identifying tourist attractions in Cornwall and also in London. In Years 5 and 6 pupils have extended their knowledge of the wider world through their studies on Italy and Australia and by looking at mountain and coastal environments. As a result of this work, pupils throughout the school are able to identify and describe where places are, recognise how some places compare with others and know something of the links between countries. Pupils soundly develop their geographical enquiry skills through their studies of different places. There is an appropriate emphasis on the use of geographical vocabulary and the use of maps and plans. Older pupils have looked at the different points of view that people hold on issues that effect the environment both locally and farther afield. There is less emphasis on the development of appropriate fieldwork techniques and the use of ICT to support their work, and these are areas for development in order to improve standards even further.

96. The subject is soundly led. The co-ordinator plans and teaches the subject throughout the school and this has enabled her to keep an overview of standards, and ensures that the subject is fully covered and that there is a clear progression of knowledge and skills. An appropriate assessment system is in place and is beginning to be used to inform future planning. There is a satisfactory range of resources to support the subject and good use is made of the locality.

HISTORY

97. All pupils, including those with special educational needs, achieve well in history and standards are in line with those expected by the end of Years 2 and 6.
98. Pupils have a satisfactory knowledge and understanding of events, people and changes in the past. In Years 1 and 2 they learn about famous people, such as Florence Nightingale, and know some of the reasons for her choosing to become a nurse. They know about famous historical events such as the 'Great Fire of London' and something about the changes that have occurred over time by finding out about home life in Victorian times and comparing it with their lives today. Their knowledge and understanding are extended appropriately in Years 3 to 6 where they study other aspects of Victorian times, such as working life and the treatment of children. Older pupils also develop their knowledge of other historical periods, such as the events leading up to the Roman conquest of England and the way of life in Ancient Greece. Pupils' skills of historical enquiry are developed well. They ask questions about the past and use books, photographs, artefacts and the Internet to help them to find answers. They communicate their findings in a range of different ways; for example, pupils in Years 1 and 2 draw pictures of old toys and say how they know that they belong to the past. In Years 5 and 6 pupils record facts about aspects of Greek life in note form and then give presentations to their classmates. Pupils' sense of chronology develops well as a result of the well-planned curriculum that is followed. By Year 6 they have a sound understanding that the past can be divided into different periods of time, they recognise some of the similarities and differences between those periods and make appropriate use of historical terms.
99. History is well taught throughout the school by the subject co-ordinator. Lessons are well planned and structured so that pupils develop their knowledge and skills over a period of time. A good range of methods is used to bring history to life and make the subject interesting to the pupils. The geographic isolation of the school means that visits to historical sites is both time-consuming and expensive. The school compensates for this by inviting historians into the school when possible. For example, a Viking expert has brought in artefacts, dressed the pupils in Viking costumes and talked to them about this interesting period of history. The school also makes appropriate use of video recordings and is beginning to develop its use of information and communication technology for history. In the course of their work on Victorians, the role-play area in the Years 1 and 2 classroom was set up as a Victorian bedroom, complete with stone hot-water bottle, and the pupils were able to experience for themselves what it might have been like for children in those times. The teacher's own enthusiasm for history is communicated well to the pupils and, as a result, they are interested in lessons and keen to learn.
100. The subject is soundly led. Improvements to planning and assessment have ensured that pupils' historical skills are developed systematically as they move through the school. Overall, pupils

experience a well-planned and interesting curriculum, which is rooted in the National Curriculum Programmes of Study and draws on national guidance. As she teaches the subject throughout the school the co-ordinator has a good overview of how the subject is being covered and of the progress that is being made. However, there is a need to develop more formal methods of checking standards and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. During the inspection week only one lesson of direct teaching of ICT was seen. Therefore, judgements are mainly based on the scrutiny of pupils' work, teachers' planning and discussion with pupils and teachers.
102. By the end of Years 2 and 6 standards in ICT are below average. The demands of the curriculum, particularly for the older pupils, have increased since the last inspection, and the updating of hardware through the purchase of new computers and the link to the Internet are relatively new. Staff training has now been completed and there is a greater confidence in the use of information and communication technology as a result. The school has appropriately identified ICT as an area for development and has introduced a scheme of work, based on national guidance, which ensures that all areas of information and communication technology are covered and that skills are systematically built upon. Pupils are still catching up on this programme and making sound progress in relation to their starting points. They are on course to reach the required national standards by next year.
103. By the end of Year 2, pupils can, with help, log on, use the mouse to open files and folders, select from an on-screen menu, delete and insert letters and words, and save and print their work. They know that information can be obtained from television, video, tape, CD-ROMs and the Internet. Work displayed showed some examples of the use of computers to word-process, produce graphs and the use of an art program to draw shapes and pictures. Pupils have experienced how to enter instructions into a floor turtle to make it move in a predetermined path. What inhibits their progress is the access to computers and the amount of practise they have individually.
104. By the end of Year 6 pupils can word-process their work and import pictures into text. They use the Internet when, for example, researching the Ancient Greeks in history. Another example of the use of information and communication technology across the curriculum was evident when pupils scanned in Aboriginal designs for a bookmark, and then used a colour fill art program to enhance them. Examples of work from other classes in Years 3 to 6 show that younger pupils are gaining in confidence. Pupils in Year 4 can change font size and style in their word-processing, use an art program and use e-mail and a music programme associating instruments with sounds.
105. Good teaching of information and communication technology was seen in a Years 5 and 6 lesson, projecting the computer's `logo` window on to a screen to demonstrate the program. Pupils were stimulated and interested. Effective questioning by the teacher enabled pupils to initially make a square and then increase their understanding to making circles of differing size to create a three-dimensional effect. Very good links with mathematics were made, and later, when pupils worked in pairs to practise their skills, they calculated the interior angles of a pentagon. The subject is soundly managed and a clear programme for improvement is in place.

MUSIC

106. No music lessons were seen during the inspection. It is not possible, therefore, to make a judgement about teaching, learning and standards in the subject. However, evidence from the music teacher's planning shows that the subject is being thoroughly covered in line with the National Curriculum requirements at the appropriate level for each year group.
107. The school employs a specialist teacher for music and she teaches all the classes in the school on a Friday morning. Planning for lessons is very thorough and carefully structured to develop pupils' knowledge, understanding and skills over a series of lessons. A good range of musical activities, which integrate performing, composing and appraising, is evident and there are

opportunities for pupils to work on their own, in groups and as a whole class. Pupils listen and respond to a wide range of music. For example, in Years 1 and 2 they sing and move to familiar songs. In Years 3 and 4 pupils have listened to 'Peter and the Wolf' and discussed how the music has been used to describe the animals and people in the story. In Years 5 and 6 they have listened to the cyclical patterns evident in Asian music. Pupils are taught how to use their voices expressively; for example, by singing songs such as 'Rock-a-Bye Baby' and, in contrast, 'The Grand Old Duke of York' in Years 1 and 2. As they get older they sing with increasing confidence, skill and expression and this was evident in the hymn singing during the inspection. There are good opportunities for pupils to use instruments and to develop their composing skills, combining different musical elements such as pitch and rhythm, and in Years 5 and 6, layering musical effects to make their work more interesting.

108. The subject is overseen by the headteacher who works closely with the part-time teacher to ensure that appropriate resources, and policies and schemes are in place. Assessment procedures are being developed, but they have not yet been fully embedded. Currently class teachers are released to develop their own subject areas during music lessons. This is appropriate in a small school situation where non-contact time is scarce. However, there is also a need to allocate time for class teachers to observe music lessons so that the music teacher can share her expertise and extend the skills of the other teachers.

PHYSICAL EDUCATION

109. Only one games lesson in Years 5 and 6 and a movement to music lesson in Years 1 and 2 were observed during the inspection, but evidence from teachers' planning, the school's scheme of work and discussion with the co-ordinator, indicates that pupils have opportunities to take part in all aspects of the appropriate physical education curriculum for their age, including swimming and outdoor adventurous education. In the lessons seen standards in games by the end of Year 6 and pupils' movement and response by the end of Year 2 were average and their achievement sound. Pupils in Years 3 and 4 swim weekly and exceed national standards. This is particularly relevant to their needs as they live so close to the sea. Outdoor adventurous activities are planned for at the biannual residential week for pupils in Years 3, 4, 5 and 6.
110. In the games lesson seen teaching was good. Lessons were well structured to develop learning and there was due emphasis on warming up and cooling down. Pupils responded very well to the high teacher expectations, adopting marking positions well, and passing the ball accurately in small competitive games. They listened and responded very well to instructions, although more use could have been made of pupil demonstration and evaluation. Pupils' very good attitudes when working together contribute to the school's provision for pupils' social development. Satisfactory teaching was observed in the movement to music lesson. The pupils listened and responded well to the tape, and managed movements well in the restricted hall space, but there was no extension of the activities.
111. There is a range of extra-curricular activities throughout the year and pupils have the opportunity to take part in competitive events arranged in the area. The indoor space is small and the gymnastic equipment limited, particularly for the older pupils, but the outdoor facilities are good with a large playing field and a well marked out hard standing area. There is no formal assessment in physical education and no evidence of the use of ICT. The subject is soundly managed, although strategies for checking progress and attainment in the subject require development.

RELIGIOUS EDUCATION

112. Pupils make satisfactory progress as they move through the school and achieve standards that are broadly in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. This is similar to the findings of the last inspection.
113. Pupils have a sound knowledge and awareness that religious traditions in the United Kingdom are mainly Christian and know about some of the other principal religions that are represented in society through their work on Judaism, Sikhism and Hinduism. They know some of the traditions of the Christian faith as celebrated in the United Kingdom. They are also aware of some of the stories and festivals of other faiths.
114. Pupils have a sound understanding of the distinctive features of religious traditions and how they relate to people's lives by the end of Years 2 and 6. Pupils in Years 1 and 2 know some of the stories of the Bible; for example, the story of Noah, and are also familiar with stories from other faiths, such as that of Rama and Sita, from the Hindu Holy Book. They have learned why Easter and Christmas are special times of year for Christians. They have also learned about some of the traditions of other major faiths, such as the Jewish New Year. Older pupils know the names of the books that are considered holy by the major faiths, and understand some of the reasons for them being so special. For example, pupils in Years 5 and 6 know that Sikhs believe that the Guru Granth Sahib is the living voice of the gurus and that it is why it is read from beginning to end at all their festivals and celebrations.
115. Pupils have a sound grasp of basic religious concepts and symbolism. Pupils know about the significance of the cross in Christianity, through visits to the local church, and of the importance of prayer as a means by which people of many faiths believe that they can communicate with God. In Years 5 and 6 pupils have a sound understanding of the symbolism of the Chanri in reflecting the importance of the Guru Granth Sahib.
116. Pupils' ability to form thoughtful views on religious and moral issues is satisfactory. For example, younger pupils discuss the need for rules in relation to their own lives in school and of the rights and wrongs of how we should treat each other and the environment. Older pupils thoughtfully engaged in a discussion about the rights and wrongs of war in the light of the current situation in Iraq. All their views are underpinned by a clear sense of respect for the beliefs of others, which is consistently promoted by teachers.
117. The quality of teaching is satisfactory overall. Lessons are soundly planned to reflect the locally agreed syllabus. The very good relationships that the teachers have with their pupils contribute to an atmosphere of mutual respect in which difficult issues can be discussed openly. The respect that the teachers show for different religious cultures and traditions promotes similar attitudes of respect in pupils, and this contributes well to their preparation for life in a culturally diverse society. Teaching includes an appropriate range of teaching methods, including whole-class discussions and role play. Quite complex ideas are explained clearly and resources are used well to illustrate what is being said.
118. The subject is soundly managed. The co-ordinator teaches the subject throughout the school and ensures that there is a progression of skills and knowledge. However, her role in monitoring standards needs further development. Resources for the subject include artefacts from the faiths that are studied, and there is a satisfactory range of books. There are no assessment procedures for religious education, although plans are in place for them to be developed. Insufficient use is currently made of ICT, although the school recognises this and appropriate plans are in place for improvement. Well-planned assemblies make a significant contribution to pupils' religious education.