INSPECTION REPORT

Portreath County Primary School
Portreath

LEA area : Cornwall

Unique Reference Number : 111839

Headteacher : Mr J E Whetter

Reporting inspector : Mrs J Hooper RgI
15334

Dates of inspection : 13th – 16th September 1999

Under OFSTED contract number: 707093

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school :	Community Primary – Infant and Junior
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Penberthy Road Portreath Redruth Cornwall TR16 4LU
Telephone number :	01209 842542
Fax number :	01209 842542
Appropriate authority :	Governing Body
Name of Chair of Governors :	Mrs L Oates
Date of previous inspection :	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Hooper RgI	English Geography History Music Religious education Under-fives	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Staffing Learning resources
Mr J Vincent Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Equality of opportunity
Mr C Lewis	Mathematics Science Information technology Art Design and technology Physical education	The curriculum and assessment Financial efficiency Special educational needs

The inspection contractor was:

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS **Paragraph**

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Standards of speaking and listening at both key stages are above average.
- Overall, the quality of teaching is good and at times very good.
- Pupils have very positive attitudes to their work and are very well behaved.
- There is mutual respect between pupils and pupils and staff which leads to very good relationships in the school.
- The pupils are confident, show initiative and are willing to take responsibility.
- Attendance is good and pupils enjoy going to school.
- The school provides very well for the pupils' spiritual, moral, social and cultural development.
- The provision for pupils with special educational needs is good.
- The school provides a very caring environment where the pupils are looked after very well.
- There is a strong partnership between the school, parents and the local community.
- The school provides a good range of activities out of school hours.
- The overall management of the school is good with the headteacher providing very effective leadership, which generates a very positive learning environment.
- The school manages its finances very efficiently.

WHERE THE SCHOOL HAS WEAKNESSES

I. The school's procedures for monitoring and evaluating the curriculum and teaching and their impact on pupils' learning are still in their infancy.

II. The accommodation does not allow the school to provide the full programme of physical education.

III. Not all pupils with Statements of Special Educational Need have appropriate support.

IV. The siting of the library in the school hall does not allow pupils to study independently.

The weaknesses of the school are by far outweighed by its strengths and they will form the basis of the governors' action plan, which will be sent to all parents and guardians of children at the school

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

V. Judgements on pupils' attainment, especially in the core subjects at both key stages, are similar to those in the last inspection report; the school has set its own targets over the next four years for improvements in these subjects

VI. Throughout the school, 68 per cent of teaching was judged to be good, and 15 per cent very good.

VII. There are now effective procedures in place for monitoring and evaluating major decisions taken by the governing body.

VIII. The school has reviewed its policies and adopted government recommended schemes of work for the majority of subjects, so that teachers plan what they want the pupils to learn in line with the National Curriculum requirements.

IX. Assessment procedures are used effectively to plan future work for individual pupils.

X. An additional extension to the school buildings now provides improved office facilities and an extra classroom.

XI. In general, the provision for pupils with special educational needs has improved significantly.

XII. Annual written reports for parents have improved.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	A
Mathematics	E	E
Science	C	D

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

These results show that, in English, in 1998, although fewer pupils achieved the national expectation overall, there were within this group a much higher than average number who achieved above the national expectations, so statistically the overall results were above those in schools nationally and well above schools where pupils have similar backgrounds. In science, the results matched the national average but were below those in schools where pupils have similar backgrounds. The mathematics results were well below those nationally and in schools where pupils have similar backgrounds.

The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading and writing 87 per cent of pupils achieved the national expectation and, in reading, 30 per cent achieved beyond this. In mathematics, 81 per cent of pupils achieved levels expected nationally. In science, teacher assessments show that by the end of Key Stage 1, 82 per cent of pupils achieved the national expectation or above. By the end of Key Stage 2, in English, mathematics and science, over 75 per cent of pupils achieved levels expected of 11 year olds nationally, and 27 per cent achieved beyond this in mathematics and science. Although national comparators are not yet available, this represents a great improvement, especially at Key Stage 2.

It is important to note that the number of pupils in the cohorts who took these tests was relatively small so that comparisons of the results should be treated with caution.

From inspection evidence, by the end of both key stages, the current cohorts of pupils are likely to attain standards that at least match the levels expected for seven and 11 year olds in English and mathematics. No science lessons were observed at Key Stage 1 so there was insufficient evidence on which to make secure judgements on pupils' attainment at the end of Key Stage 1. However, Year 6 pupils are on course to attain standards equivalent to those expected nationally at the end of the key stage in science. In information technology, at both key stages, pupils are making satisfactory progress and the majority are likely to achieve the national expectation by the end of the key stages. In religious education, pupils are making satisfactory progress and are on line to achieve standards, by the end of both key stages, in line with the recommendations of the locally Agreed Syllabus.

In all other subjects, most pupils are attaining levels expected for their ages as they move through the school.

As the inspection took place very early in the academic year the majority of the reception children on roll had only been in school for a week, attending either in the morning or the afternoon session. As a result, there was insufficient evidence to make secure judgements on attainment in any of the areas of learning.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Not applicable	Insufficient evidence	Good
Information technology	Not applicable	Good	Satisfactory
Religious education	Not applicable	Satisfactory	Good
Other subjects	Good	Good	Good

Throughout the school all the teaching observed was satisfactory or better. Of this teaching, 68 per cent was good or better and 15 per cent was very good. At Key Stage 1, 70 per cent of the teaching was good or better and six per cent was very good. At Key Stage 2, 66 per cent was good or better and 23 per cent was very good. In 71 per cent of the lessons observed, the teaching of the children under five was good.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils are very well-behaved, courteous and friendly.
Attendance	Good. Pupils enjoy going to school.
Ethos*	Very good.
Leadership and management	Good with particularly strong and effective leadership by the headteacher. Governors are supportive, play a full part in the management of the school and meet their statutory responsibilities.
Curriculum	Overall, this is broad and balanced and provides equality of opportunity for all pupils. The school offers a wide range of extra-curricular activities.
Pupils with special educational needs	Overall, the provision is good. However, not all pupils with Statements of Special Educational Need have appropriate support.
Spiritual, moral, social & cultural development	The school makes very good provision for the spiritual, moral, social and cultural development of its pupils.
Staffing, resources and accommodation	Satisfactory, overall. However, there is a lack of suitable facilities for indoor physical education.
Value for money	Good.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
XIII. They are encouraged to play an active part in the school. XIV. They appreciate the way the school handles suggestions and complaints. XV. The school is easy to approach with questions or problems. XVI. They value the information the school gives on what is being taught. XVII. The high standard of behaviour shown by the pupils. XVIII. The caring attitudes of the teachers. XIX. They are pleased with the activities the school. provides outside lessons XX. Their children like school.	There were no significant adverse comments from the questionnaires received or at the meeting for parents with the registered inspector.

The above are the best overview of the responses from the meeting and the questionnaires. Inspectors' judgements support the parents' views.

KEY ISSUES FOR ACTION

In order to further enhance the quality of education provided for the pupils, the governors and staff should now:

- Develop and formalise the procedures for monitoring and evaluating the curriculum and teaching and the impact they have on children's learning (Paragraph 54).
- Seek ways of providing a full and safe physical education curriculum (Paragraphs 33, 46, 57, 60, 126, 130).

In addition to the key issues above, the following weakness should be considered for inclusion in the action plan:

- Provide all pupils with Statements of Special Educational Need with appropriate support (Paragraph 56).
- Improve the library facilities so pupils can study independently (Paragraphs 58, 60, 81).

INTRODUCTION

Characteristics of the school

1. Portreath Community School is situated in the small holiday resort of Portreath on the north Cornwall coast. Some five miles inland is the industrial area of Redruth and Camborne. The school admits pupils between the ages of four and 11. There are on roll currently, 123 full-time pupils and 20 reception children who are, at present, attending part-time. These pupils are in five classes, as there are slightly more pupils at the school now than at the time of the last inspection, when there were four classes.

2. The school is a popular school and is at present oversubscribed. About 75 per cent of the children come from the immediate catchment area and the rest from much further afield. The school's admission policy of admitting children in the September after their fourth birthday is clearly stated in its handbook for parents. The socio-economic background of the pupils is varied and although overall, pupils' attainment on entry is broadly average, pupils throughout the school represent a wide range of attainment. Almost all pupils in the school are white and have English as their first language. At present nine pupils (7 per cent) are known to be eligible for free school meals, which is below the average for primary schools. The school has identified 21 pupils (14.7 per cent) as having special educational needs, which is slightly below the national average. Three pupils have Statements of Special Educational Need.

3. The aims of the school are to:

- Enable all children to achieve their potential in terms of academic achievement, physical ability, aesthetic appreciation and spiritual awareness.
- Encourage the children to develop a responsible and independent attitude towards work and towards their role in society.
- Encourage all children to be tolerant and understanding with respect for the rights, views and property of others

1. The school has identified the following targets for development and improvement in the current year:

- More focussed curriculum planning with emphasis on learning objectives.
- To enable all Year 5 and Year 6 pupils to access the National Grid for Learning.
- To continue to develop group and individual target setting with pupils.
- To encourage greater involvement from parents and to give them more information about the National Numeracy Strategy, homework and pupil expectations.
- To continue to develop the pupils' ability to write effectively in a wide range of forms.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for reporting year:

Year	Boys	Girls	Total
1997	8	14	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7	7	7
	Girls	12	12	11
	Total	19	19	18
Percentage at NC Level 2 or above	School	86	86	82
	National	80	80	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8	6	8
	Girls	14	12	12
	Total	22	18	20
Percentage at NC Level 2 or above	School	100	82	91
	National	80	84	85

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for reporting year:

Year	Boys	Girls	Total
1997	7	9	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	4	7
	Girls	8	5	6
	Total	13	9	13
Percentage at NC Level 4 or above	School	81	56	81
	National	63	62	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	7
	Girls	9	7	7
	Total	15	12	14
Percentage at NC Level 4 or above	School	94	75	88
	National	63	64	69

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1998	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	6	7	6
	Girls	6	7	6
	Total	12	14	12
Percentage at NC Level 2 or above	School	63	74	63
	National	80	81	85

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	6	7	8
	Girls	6	6	6
	Total	12	13	14
Percentage at NC Level 2 or above	School	63	68	74
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	10	6	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	4	7
	Girls	4	2	4
	Total	9	6	11
Percentage at NC Level 4 or above	School	56	38	69
	National	65	58	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	7
	Girls	4	3	4
	Total	9	8	11
Percentage at NC Level 4 or above	School	56	50	69
	National	65	65	71

Attendance

Percentage of half days (sessions) Missed through absence for the Latest complete reporting year

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. In general, most of the children when they join the school in the September after their fourth birthday have had some pre-school education, and the baseline assessments indicate that their attainment on entry is broadly average. However, as the inspection took place very early in the academic year the majority of the reception children on roll had only been in school for a week, attending either in the morning or the afternoon session. As a result, there was insufficient evidence to make secure judgements on attainment and progress in any of the areas of learning as outlined in the School Curriculum and Assessment Authority's ' Desirable Outcomes for Children's Learning'.

6. Trends in the results of the national assessment tests over the years 1996 to 1998 show that, in mathematics, the results by the end of Key Stage 1 have been consistently well below the national average, and additionally, in 1998, these results were very low in comparison with schools where pupils have similar backgrounds. The end of Key Stage 1 national assessment tests in 1996, indicate that by the end of Key Stage 1 in reading and writing, pupils attained standards below the national average. In 1997, the results, in both reading and writing, were above those nationally. In 1998, although in reading the results were broadly in line with the national average, they were below those in schools where pupils have similar backgrounds. Also, in writing, in 1998, the results were below the national average and well below those in schools where pupils have similar backgrounds. Although in 1998 the teacher assessment of the Year 2 cohort at the end of Key Stage 1 indicated that fewer pupils achieved the national average in science for their age, more pupils achieved levels above the national expectation.

7. In 1996, pupils' results in English, mathematics and science by the end of Key Stage 2, were well above those nationally. In 1997, although the results in all of these subjects took a slight dip, they were still above the national average. In English, in 1998, although less pupils achieved the national expectation overall, there were within this group a much higher than average number who achieved above the national expectations, so statistically the overall results were above those in schools nationally and well above schools where pupils have similar backgrounds. In science, the results matched the national average but were below those in schools where pupils have similar backgrounds. The mathematics results were well below those nationally and in schools where pupils have similar backgrounds.

8. The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading and writing 87 per cent of pupils achieved the national expectation and, in reading, 30 per cent achieved beyond this. In mathematics, 81 per cent of pupils achieved levels expected nationally. Teacher assessments in science show that, by the end of Key Stage 1, 82 per cent of pupils achieved the national expectation or above. By the end of Key Stage 2, in English, mathematics and science, over 75 per cent of pupils achieved levels expected of 11 year olds nationally, and 27 per cent achieved beyond this in mathematics and science. Although national comparators are not yet available, this represents a great improvement, especially at Key Stage 2.

9. It is important to note that the number of pupils in the cohorts who took these tests was relatively small so that comparisons of the results should be treated with caution.

10. From inspection evidence, by the end of both key stages, the current cohorts of pupils are making satisfactory progress and most are likely to attain standards that at least match the levels expected for seven and 11 year olds in English and mathematics. No science lessons were observed at Key Stage 1 so there was insufficient evidence on which to make secure judgements on pupils' progress and attainment by the end of Key Stage 1. However, Year 6 pupils are making satisfactory progress and are on course to attain standards equivalent to those expected nationally by the end of the key stage in science. In information technology, at both key stages, pupils are making satisfactory progress and the majority are likely to achieve the national expectation by the end of the key stages. In religious education, pupils are making satisfactory progress and are on line to achieve standards, by the end of both key stages, in line with the recommendations of the locally Agreed Syllabus.

11. In all other subjects, teachers plan work at an appropriate level for each year group and, consequently, most pupils are making satisfactory progress and attaining levels expected for their ages as they move through the school.

12. Pupils in Year 2 and Year 6 are reading books, with appropriate texts, accurately and, in general, with good understanding. Most pupils in Year 2 understand and explain the meaning of simple text. Throughout Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. Older pupils are beginning to use inference and deduction as they evaluate texts. Within the literacy hour pupils develop their writing skills appropriately for different purposes and audiences. Pupils also use their writing skills to support other areas of the curriculum. Overall, standards of spelling and grammar are satisfactory and throughout the school most pupils present their work neatly. In general, by the end of both key stages, pupils' speaking and listening skills are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and feelings coherently.

13. Pupils are developing adaptable methods of working with number, especially mental methods, and make satisfactory use of their numeracy skills in other curriculum areas such as design and technology and science. Pupils, at Key Stage 1, are working with number both orally and mentally and are starting to understand the need to check the accuracy of their work. At Key Stage 2, pupils develop a widening mathematical vocabulary and use and apply the four rules of number practically in real-life problems. At the time of the inspection, the school was one week into implementing the National Numeracy Strategy and all mathematics lessons seen were based on this government recommended curriculum. Under this new scheme of work and curriculum, pupils will be undertaking a wide range of work in all areas of mathematics.

14. In science, at Key Stage 2, Year 3 and Year 4 pupils were using focussed exploration and investigation to acquire knowledge, skills and understanding. Year 6 pupils correctly use simple apparatus and equipment, observing and measuring accurately and present their observations using tables. Pupils throughout the school plan and undertake experiments and study life processes and living things, materials and physical processes. Evidence from the previous year's work shows that pupils throughout the school carried out a range of interesting scientific activities.

15. At Key Stage 1, pupils were, with help, using computers for data handling in mathematics and were analysing the cereals the class had for breakfast and producing pie and bar graphs to illustrate their results. Pupils at Key Stage 2 in Year 3 and 4 were changing fonts and knew how to change font colour and point size, how to delete work and how to bring up a new blank page. Pupils use computers confidently for word-processing, for example, in English, inputting a favourite poem into a class anthology and, in the previous term, producing a guide to the locality in partnership with another local primary school.

16. In religious education at Key Stage 1 pupils were exploring feelings. The younger pupils, looking at pictures, correctly identified peoples' feelings from their expressions. Older Key Stage 1 pupils identified what made them sad and happy and gave some sensible ideas how they could make other people happy. Pupils at Key Stage 2 understood the behaviour they should exhibit individually, and the role people should play in working together to ensure that the school runs smoothly.

17. Pupils with special educational needs are well catered for, attain the standards they are capable of and make good progress. They benefit considerably from the effective support of class teachers and classroom assistants and an effective range of well-targeted activities.

Attitudes, behaviour and personal development

18. Throughout the school pupils' attitude to learning is very good and this positive situation has been maintained since the last inspection.

19. Although most of the children in the reception group had only been in school for two weeks on a part-time basis it was obvious that most were quickly adjusting to the routines in the class and learning to work as part of a group. The children behaved well and responded positively to adults and the other children. They listened enthusiastically to the teacher's requests and instructions. They are learning the importance of taking turns, and are developing a consideration of one another.

20. As pupils progress through the school this attitude continues to mature with the resultant successful impact on their learning. This is a strength of the school. Pupils and staff enjoy a quiet, settled, friendly and industrious atmosphere throughout the school and almost all pupils are attentive, interested and apply themselves to their tasks with commitment and concentration. Even the youngest pupils have the capacity to work unsupervised. When required the pupils co-operate in groups, and work very well together with different age clusters in each class. Older pupils support their younger peers very effectively which parents value and appreciate.

21. Throughout the school, behaviour is very good. The school's behaviour policy is based on a positive approach and pupils in each class agree their own rules which are displayed in the classrooms as a constant reminder. Pupils are courteous and well mannered and during the inspection no instances of inappropriate behaviour were observed. Pupils also showed care and respect for their school environment. There have been no exclusions during the last year.

22. Relationships throughout the school are very good. Pupils are friendly and sociable and treat adults and one another with mutual respect. Collaboration and co-operation amongst pupils are good and bridge both age and gender gaps.

23. Pupils' personal development is another strength of the school. Pupils volunteer and take responsibility for a variety of tasks both in and out of school. For example, the school weekly newsletter the 'Portreath Splash' is compiled and produced by pupils. Two members from each class have seats on the school council and contribute constructively to school policies. All these duties are undertaken responsibly and assist the development of initiative and social skills. These and other less formal activities coupled with the family atmosphere that permeates the school ensures the personal development and social awareness of pupils throughout their school career.

Attendance

24. Attendance is good and has been maintained at the similar high level of the last inspection. The school encourages and promotes this. Most pupils want to come to school, arrive promptly and lessons start on time. The school policy on family holidays is clearly set out in the school booklet for parents and reminders are published in the school newsletter. However, despite this there are instances of pupils being absent due to family holidays which are taken in term time without school knowledge.

· QUALITY OF EDUCATION PROVIDED

Teaching

25. Teachers are conscientious and work extremely hard for the benefit of all of the pupils. Throughout the school the teaching was never less than satisfactory, frequently good and at times very good. This is an improvement on the judgements made on teaching at the last inspection as at that time no teaching was judged to be very good. Of this teaching, 68 per cent was good or better and 15 per cent was very good. At Key Stage 1, 70 per cent of the teaching was good or better and six per cent was very good and at Key Stage 2, 66 per cent was good or better and 23 per cent was very good.

26. In 71 per cent of the lessons observed in the class of children under five, the teaching was good. Although there is a wide range of ages and levels of attainment in the class, the teacher meets the different needs of the children well. Staff are supportive and reassuring and create a welcoming atmosphere. Routines are well established so that children feel secure and can develop their independence. Staff value all the children's efforts and continually praise their work.

27. All teachers have a very pleasant manner with the pupils and they value the contributions the pupils make to the lessons. They plan their work well, ensuring that what they want the pupils to learn is in line with the National Curriculum requirements, which is an improvement since the last inspection. Also, the teachers plan their lessons carefully to meet the needs of the wide range of ages and attainment levels of the pupils in their classes and have high expectations of their attainment and behaviour. In the best lessons, teachers used every opportunity to make teaching points and promote learning. An example of very good teaching was in a literacy lesson at Key Stage 2. The teacher, during the whole-class introductory session, motivated the pupils very well, maintained their interest and targeted questions that matched individual pupils' attainment levels. She valued their answers and used praised effectively. The follow-up activities were also well organised.

28. Most teachers have a good knowledge of the subjects they are teaching. This is particularly so in the teaching of music at Key Stage 2. Teachers frequently use skilful questioning techniques to extend pupils' thinking and learning. For example, in a mathematics lesson at Key Stage 1, the teacher used a good range of questioning strategies, to help the pupils see the patterns that were emerging in their number work. Another significant feature of the good teaching was that teachers frequently timed activities, which resulted in a brisk pace to the lessons. Any weaknesses in the teaching observed arose from lack of pace so that pupils lost interest and concentration.

29. Teachers are very aware of their responsibilities and successfully promote learning for pupils with special educational needs. They provide appropriately matched work for the lower attaining pupils and support these pupils effectively with additional input or one-to-one assistance during the activity. In addition, in most lessons, teachers successfully provide sufficiently challenging work for the higher attaining pupils.

30. All support staff are well primed as to what the pupils have to learn and make a very valuable contribution to the pupils' education.

The curriculum and assessment

31. The school has introduced a considerable number of changes, both in curriculum planning systems and in assessment procedures, since the last OFSTED inspection. The reviewed curriculum planning procedures and the quality of curriculum planning have been significantly improved, with new or revised policies and schemes of work based firmly on National Curriculum requirements in place for most subjects. The government recommended schemes of work and nationally published curriculum documents which the school has very recently adopted, ensure continuity and progression in learning and the development of key skills as pupils move through the school. Assessment procedures have also been improved, especially in the use of the data obtained to plan future work for individual pupils. In general, the provision for pupils with special educational needs has improved significantly.

32. The school makes appropriate provision for children who are under five years of age and their personal and social development is of a high priority. The curriculum is clearly linked to the School Curriculum and Assessment Authority's 'Desirable Outcomes for Children's Learning', providing a strong foundation for learning at Key Stage 1.

33. Throughout the rest of the school the curriculum is well balanced and broadly based. It meets the statutory requirements to teach all the subjects of the National Curriculum and religious education, with the exception of gymnastics in the physical education curriculum which the school is unable to provide fully. This is primarily due to the limited space, and the lack of suitable climbing apparatus in the school hall. The school promotes pupils' spiritual, moral, social and cultural development very well and effectively promotes pupils' intellectual, physical and personal development, preparing them well for the next stage of education. There are policies in place, agreed by the governing body, for sex education and drug and substance misuse education. The 20 per cent of curriculum time not devoted to the National Curriculum is used appropriately for additional personal and social education, health education and outdoor education. The school has been conducting the National Literacy Strategy very effectively since the beginning of the last academic year and has planned effectively for the introduction of the National Numeracy Strategy started at the beginning of the current term. In common with most primary schools, the time allotted to different parts of the curriculum has had to be reviewed and adjusted carefully to take account of the literacy and numeracy provision. Teachers produce detailed medium-term plans for the half term for each subject

based on National Curriculum Programmes of Study. To support their planning, teachers are utilising nationally produced and government recommended schemes of work. These provide satisfactory continuity and progression in learning.

34. The school provides equality of access for pupils to learn and make progress. The curriculum responds well to the cultural heritage of the pupils, with pupils taking part in a number of local events. The school makes good provision for pupils with special educational needs and meets the curricular requirements of all pupils on the school's Code of Practice Special Educational Needs register. Pupils have suitable Individual Education Plans, which are being followed, and these contain achievable targets which are reviewed regularly. Care is taken to ensure that pupils with special educational needs have access to a broad and balanced curriculum and pupils' access to the full curriculum is not compromised by withdrawal.

35. Pupils have the opportunity to take part in a good and appropriate range of extra-curricular activities which support their work and interests. Homework is used well to promote and extend class work. Annual school residential camps enhance the curriculum very effectively. A good range of visits to local places of interest supports and informs their work well and visitors with specialist knowledge are invited to the school to work with pupils. Liaison with the secondary school to which most of the pupils move at the end of Key Stage 2 is good.

36. The school's assessment policy and procedures are good. The local education authority's baseline testing for the children under five is undertaken on entry and, so that comparisons can be made and progress assessed, this is repeated later in the first year of school. In addition to this, the school undertakes the statutory end of key stage national assessment tests, optional mid-key stage English and mathematics tests, six-monthly standardised reading tests and assessment tasks linked to the units of work in the newly introduced science scheme of work. The data obtained from these tests has been analysed in detail by the headteacher and the results used effectively to adapt and improve curricular provision. One example of this is the introduction of a weekly 'sustained writing' lesson in addition to the National Literacy curriculum, after analysis of test results revealed improvements were required in pupils' writing. Teachers know their pupils well and use informal assessment data well on a day to day basis to plan appropriate work for the needs of pupils at all levels of attainment. Individual pupil targets and year-group targets have been set for the core subjects of English and mathematics and individual records of achievement are maintained in which samples of pupils' work are collected as they move through the school.

37. The school has an effective policy for marking pupils' work.

Pupils' spiritual, moral, social and cultural development

38. Overall, the school is very effective in promoting the pupils' spiritual, moral, social and cultural development, which is similar to the judgements made in the last inspection report.

39. Spiritual and moral awareness are developed through the daily act of collective worship and the curriculum in general. Assemblies are appropriately planned on a thematic basis which ensures consistency and helps to avoid repetition. Acts of worship take place in a variety of settings and groupings, either within classes, key stages or for the whole school, and meet statutory requirements. The Friday assembly is particularly concerned with celebrating the shared values of the school and raising pupils' self esteem. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. Visiting speakers to the school, such as a CADE fieldworker in India, raise pupils' awareness of people less fortunate than themselves. Moral issues are regularly addressed, and it is clear that pupils distinguish right from wrong. Staff regularly reinforce the difference between acceptable and unacceptable behaviour and provide good role models.

40. Social development is fostered very successfully. A family atmosphere exists throughout the school despite the fairly large number of pupils. Older pupils naturally care for younger ones. Parents of the very youngest children appreciate the support their children get in this area of development. Pupils are encouraged to carry out responsibilities around the school, and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis; for instance, ringing the school bell and setting up the hall for school assemblies. The school council, composed of two elected pupils from each year group, the headteacher and a governor, gives pupils a real understanding of citizenship. Organised residential trips for the three older year groups give these pupils a great insight into social awareness.

41. The pupils' cultural awareness is developed well through subjects such as English, history, art and geography. For instance, older pupils learnt about their own heritage through making a geographical and historical study of Portreath. Also, pupils make visits further afield in connection with their topics, such as the visit Year 2 pupils made to Penrose Estate in a sponsored 'Arts in Trust' day. On a wider basis, opportunities are taken to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons. The school supports several charities and is very involved in a water for India project. This work has resulted in close links with a village school in India and pupils have benefited from the many faceted aspects of this project. Short and long-term visitors to the school such as exchange teachers from Australia and students from France further enhance this aspect of the pupils' education.

Support, guidance and pupils' welfare

42. Support, guidance and pupils' welfare are very good and a strength of the school. The comments made regarding annual reports in the last OFSTED inspection report have been addressed and these reports are now detailed, focussed and specific.

43. The staff know their pupils well and place a high value on building their self esteem. There is a comprehensive policy on record keeping and portfolios are kept for each pupil containing copies of annual reports, work samples and personal work targets. Comments on the personal development of younger pupils are also included as part of the annual report. These procedures ensure progress is monitored thoroughly. In addition staff monitor and promote personal development informally. The school makes very good provision for the support, guidance and welfare of pupils with special educational needs.

44. The school behaviour code is based on a positive approach with simple but effective rewards and sanctions, with pupils contributing to class rules. All members of staff lead by example and are very good role models. There is a detailed anti-bullying policy and play times are very well supervised which ensures there is no opportunity for inappropriate behaviour.

45. The school attendance policy covers unauthorised absence and there are informal but effective procedures for following up unexplained absences. Registers are completed accurately and in accord with statutory requirements with the educational welfare officer being involved when the need arises.

46. The school has adopted the local education authority's Health and Safety policy with regular risk assessments carried out. Each staff member has responsibility for any Health and Safety matters in their own classrooms and fire drills are held regularly. However, the position of a piano, cupboards and the storage of tables and chairs in the hall present a risk to pupils' safety during physical education lessons.

47. There is a nominated person responsible for first aid who has received the appropriate training. A comprehensive child protection policy with an appropriately trained co-ordinator is in place and all staff understand child protection procedures. A detailed policy on drug education and substance misuse helps to develop this important aspect of pupils' learning.

48. The procedures for induction of pupils to the school are very good. Pre-school children and their parents spend time in school on a regular basis. Year 6 pupils spend time in their receiving school to ensure a smooth transition to secondary education.

Partnership with parents and the community

49. Overall, the partnership with parents is very good. The detail in annual reports has improved since the last inspection and parents appreciate the depth of information they contain. Parents receive weekly newsletters covering curricular and social activities and many take advantage of the opportunity to talk informally to school staff at the end of the school day. The school also offers three consultative meetings a year for parents to talk with teachers about their children's progress and arranges meetings to discuss and explain curricular requirements. All parents receive a school handbook and there are prominent notice boards both outside the school and in the classrooms.

Parents and outside agencies are sufficiently consulted and involved in reviews for pupils with special educational needs.

50. The value of parental support in school is stressed in the school handbook. Parents help with sporting activities, school clubs and are happy to make themselves available for various duties when the need arises. Some assist with pupils' learning in the classroom and most support their children well at home, for instance, with their reading. The Friends of Portreath School raise considerable funds and purchase resources which enhance pupils' learning.

51. Enrichment through links with the community is a strength of the school. A local business has made donations to the school which has enabled the purchase of story sacks. Social events involving the local community range from barn dances to quizzes and the school is also involved in helping with the planning of the Portreath millennium celebrations. The school has a letting policy to help strengthen community links further. Various church visitors take school assemblies and the school also has students undergoing work experience on a regular basis. The school arranges visits from artists and poets to broaden pupils' skills and knowledge.

52. All these activities make a valuable contribution to pupils' learning.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

53. The management of the school is good which concurs with the judgements made in the last inspection report. The headteacher provides strong and effective leadership. He and the staff work as a proficient team creating a positive ethos that reflects the school's aims and commitment to high achievement through an effective learning environment. Governors are supportive, play a full part in the management of the school, and meet their statutory responsibilities. The school development plan, developed in consultation with the staff, governors, parents and pupils, is comprehensive, well laid out with all the necessary elements and shows the clear vision the governing body has for the future of the school. There are now effective procedures in place for monitoring and evaluating major decisions taken by the governing body, which was a key issue to be addressed in the last inspection report.

54. The current systems for monitoring and evaluating the curriculum and teaching and the impact they have on children's learning are still very much in their infancy. The school recognises the need to continue to develop this, especially as much of the curriculum has been restructured with new schemes of work in place. The management of special educational needs takes clear account of the Code of Practice for Special Educational Needs and there is an appropriate policy in place which is being followed. The special educational needs co-ordinator has a good overview of special needs in the school and the school's approach to special educational needs is well-organised and co-ordinated. Pupils' progress is monitored well. The special needs governor is well qualified and very supportive.

55. The routines of the school are well known to pupils, staff and parents, and very effective administrative support ensures that the school runs smoothly.

- **Staffing, accommodation and learning resources**

56. The school has sufficient and suitably qualified staff to meet the demands of the curriculum as at the last inspection. The conscientious support staff contribute much to the work of the school and considerably enhance the pupils' learning. Although there is a policy for the induction of newly qualified staff there is not one for teaching or supply staff. However, a comprehensive handbook lays out clearly the personnel and their responsibilities, and the routines of the school. The school is operating a full and effective appraisal system for teachers and this is being extended to other members of staff. Staff training is appropriately focussed on the priorities in the school development plan, government initiatives and the professional development of individual staff. There is good support assistance for the majority of pupils with special educational needs. However, at the time of inspection, one child with a Statement of Special Educational Needs was not receiving essential full-time support in the classroom. This situation is unsatisfactory for the needs of the child and places an unreasonable burden on the class teacher. Time is

used well, specialist outside support is provided where necessary.

57. Accommodation is satisfactory overall and there has been an improvement since the last inspection with the provision of a new classroom and offices. The five classrooms permit effective delivery of the academic curriculum. However, the hall is not large enough for physical education classes and the furniture stored there can present a risk to pupils' safety when these classes are in progress.

58. The library is also situated in the hall and has no provision for independent study. In bad weather classrooms and the hall in the main building can only be accessed through other classrooms. It is to the credit of staff and pupils that little disruption is caused when movement between rooms is necessary. Throughout the whole school there are colourful displays and examples of pupils' work which add to the welcoming atmosphere.

59. The school benefits from a large playing field and two secure play areas for the younger pupils. The school environment is very well maintained which encourages pupils to respect and take care of their surroundings.

60. Overall, the range and quality of learning resources are sound. Although, thanks to the Friends of Portreath School, there is a good range of small and large physical education equipment, there are no wall bars or ropes in the hall for off the floor gymnastic activities. Also, there is a limited range of tuned musical instruments and those of an ethnic nature. In general, resources are appropriate for the age range of the pupils, and used efficiently. Day-to-day requirements are sensibly kept in classrooms, but other resources, for instance, artefacts for topics not currently being studied, are stored appropriately centrally. Resources for special educational needs are satisfactory. Most resources are well organised and readily accessible to the teachers and pupils as appropriate. The classrooms and library are stocked with an adequate range of books although the siting of the library in the hall is not conducive to individual learning and research. Visitors to the school with a range of knowledge and expertise are encouraged. These, together with visits, serve to enhance the education of the pupils.

The efficiency of the school

61. Following the previous OFSTED inspection, a thorough review of the school development planning process was undertaken and good progress has been made in developing a very detailed plan, appropriately funded with clear success criteria.

62. Educational developments at the school are supported through very careful financial planning, resulting in good use of teaching and support staff, good use overall of learning resources and accommodation and very efficient financial control and administration. The school development plan contains detailed targets appropriately funded for the current school year and outline planning to the year 2002. The plan for the current year contains a series of action plans for curriculum, staff development and accommodation issues and focuses on improving educational outcomes, relating expenditure to this. It shows that the governing body and management of the school are budgeting very carefully for new and well-focussed expenditure. Prudent consideration is given to alternative strategies for managing expenditure and decisions are based on accurate, current budget data and projections provided by the local education authority. Specific grants are used efficiently including those for pupils with special educational needs, and arrangements for these pupils have a positive effect on the quality of education provided.

63. The governing body is very active and supportive of the school and the headteacher. It fulfils its strategic responsibility for planning the use of resources through its efficient finance committee. Careful consideration is given to alternative strategies for managing expenditure and handling contingencies and the governing body has developed a clear view of the priorities of the school.

64. The school's financial systems are very good. The limited recommendations of the last internal audit report were acted upon very promptly and effectively. Administrative procedures are well structured and unobtrusive, and there is very efficient and effective day-to-day administration of the school's finances by the school's secretary in co-operation with the headteacher. The school's administrative systems and routines give clear support to the central purposes of the school, allowing the teachers to focus on their work with the pupils.

65. The school continues to give good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. In general, most of the children when they join the school in the September after their fourth birthday have had some pre-school education, and the baseline assessments indicate that their attainment on entry is broadly average. The school operates an effective induction programme so that the children settle quickly and confidently into the mixed class of reception and Year 1 pupils. However, as the inspection took place very early in the academic year the majority of the reception children on roll had only been in school for a week, attending either in the morning or the afternoon session. As a result, there was insufficient evidence to make secure judgements on attainment and progress in any of the areas of learning as outlined in the School Curriculum and Assessment Authority's 'Desirable Outcomes for Children's Learning'.

67. The children's **personal and social development** is of a high priority. It was obvious that most are quickly adjusting to the routines in the class and learning to work as part of a group. The children behave well and respond positively to adults and the other children. They listen enthusiastically to teacher's requests and instructions. They are learning the importance of taking turns, and are developing a consideration of one another. Teaching in this area of learning is good. Staff are supportive and reassuring and create a welcoming atmosphere. Routines are well established so that children feel secure and can develop their independence. Staff value all the children's efforts and continually praise their work.

68. In **language and literacy** the children are beginning to increase their awareness of letter sounds and most recognise their own names in print. The group of full-time children and some of the part-time children make good attempts at writing their names. They enjoy looking at books, handle them with care and most understand how they are organised. Most children listen carefully to the staff and each other, and speak confidently making themselves understood. The teaching of language and literacy is usually good. Vocabulary is generally developed effectively. The staff question the children skilfully and value the responses the children make. Effective links are established between the spoken and written word.

69 In the area of **mathematics** the majority of children count up to ten accurately and the older children do even better than this. Some recognise numerals in print and match them to the right number of objects. They readily join in with number rhymes and counting games. Most children use mathematical language correctly, for example, using terms such as 'bigger than' and 'smallest' when comparing sizes of objects. The teaching of mathematics is generally good.

70. In the area of knowledge **and understanding of the world** most talk knowledgeably about their environment and some recognise buildings and other features when looking at aerial photographs of the local area. The majority talk about their families and older and younger brothers and sisters. The children are developing their scientific knowledge satisfactorily through, for instance, cooking baked potatoes and understanding that potatoes change from being hard to soft when they are cooked. The teaching observed was good and resources were always readily available for the children to use.

71. In the **creative area of learning**, the children experiment successfully with paint and brushes to make hand prints on paper. In a musical activity they were beginning to distinguish between high and low sounds demonstrating this effectively with the movement of their hands. In these lessons, the teaching overall was good. In the painting activity the teacher gave them scope to experiment and encouraged them to try out new ideas. She had a high expectation of the children's behaviour and gave clear explanations and instructions.

72. In their **physical development,** the children, in a dance lesson, understood the need for space to move around and most managed to co-ordinate their movements to the music. The manual dexterity of most children is developing satisfactorily and most hold scissors, pencils and paintbrushes correctly. The teaching was generally good, and the children responded well to the teacher's clear explanations and instructions, for example, in a dance lesson.

73. Although there is a wide range of ages and levels of attainment in the class, the teacher meets the different needs of the children well. Overall, the curriculum meets the recommendations contained in the School Curriculum

and Assessment Authority's 'Desirable Outcomes for Children's Learning'. The baseline assessments undertaken when the children start school are used effectively to inform future planning in all areas of learning. The teacher plans to repeat this assessment process in March, before parental consultations, so she can discuss and illustrate the progress pupils have made. The support assistants in the class are kept well informed of their tasks and make a very valuable contribution to the education of these younger children. The classroom is self-contained with its own amenities. Outside there are secure hard surfaced and grassed areas for outside play activities. Resources are, in general, adequate to meet the learning needs of the children. However, there is a lack of equipment for outdoor activities, such as, ride-on wheeled vehicles and climbing apparatus.

ENGLISH, MATHEMATICS AND SCIENCE

English

74. The end of Key Stage 1 national assessment tests in 1996, indicate that by the end of Key Stage 1 in reading and writing, pupils attained standards below the national average. In 1997, the results in both reading and writing were above those nationally. The 1998 results show that, in reading, the results were in line with the national average but below those in schools where pupils have similar backgrounds. In writing, in 1998, the results were below the national average and well below those in schools where pupils have similar backgrounds. In 1996 and 1997, pupils' results in English by the end of Key Stage 2, were well above those nationally. In 1998, although less pupils achieved the national expectation overall, there were within this group a much higher than average number who achieved above the national expectations, so statistically the overall results were above those in schools nationally and well above schools where pupils have similar backgrounds.

75. The results of the 1999 national assessment tests show that by the end of Key Stage 1, in reading and writing, 87 per cent achieved the national expectation and, in reading, 30 per cent of pupils achieved beyond this. By the end of Key Stage 2, in English, over 78 per cent of pupils achieved levels expected of 11 year olds nationally.

76. From the English lessons observed and the scrutiny of work of Year 1 and Year 5 (now Year 2 and Year 6 respectively), pupils are making satisfactory progress, and most by the end of both key stages are likely to attain standards that at least match the levels expected of seven and 11 year olds nationally.

77. Pupils in Year 2 and Year 6 are reading books, with appropriate texts, accurately and in general with good understanding. Pupils in Year 2 recognise an appropriate range of words by sight, and they use a range of strategies well to help them read, such as, letter sounds and clues from pictures and other text to tackle unfamiliar words. Most pupils understand and explain the meaning of simple text, talk about characters in the stories they have read and recall stories they have previously heard. Higher attaining pupils are beginning to predict what will happen next in the story. Most are familiar with the layout of non-fiction books and are beginning to use index and contents pages with ease. Throughout Key Stage 2, pupils, through regular practice, build on these skills, and by the end of the key stage, the pupils read for their own interest and pleasure. In their shared text, younger pupils were expressing their views about a poem and identifying specific words and phrases to support their viewpoints. Older pupils reading 'The Wizard of Oz' were beginning to use inference and deduction as they evaluated the text and the characters.

78. Within the literacy hour pupils develop their writing skills appropriately for different purposes and audiences. Pupils in Year 1 were using a familiar story as a model for their own writing, whilst Year 2 pupils were successfully continuing and finishing a story already started by their teacher. At Key Stage 2, the younger pupils were collecting suitable words and phrases in order to write their own imaginative poems. Older pupils were using their note taking skills to record differences between the book version of a story and the film adaptation. Pupils also use their writing skills to support other areas of the curriculum. For example, in their earlier work, older Key Stage 2 pupils had made some very well presented books on their geographical and historical studies on Portreath. Also these pupils, on a rota basis, write and edit the weekly newsletter for parents, the ' Portreath Splash'. Overall, standards of spelling and grammar are satisfactory. At both key stages pupils use dictionaries effectively to help with their spellings. Year 2 pupils are beginning to use with help capital letters and full stops to punctuate their sentences correctly. In their work, most of the Year 5 pupils were writing direct speech with correct punctuation.

Throughout the school most pupils present their work neatly; in print at Key Stage 1, and most pupils use a cursive style of writing at Key Stage 2. In general, by the end of both key stages, pupils' speaking and listening skills are above average. Almost all pupils listen attentively to their teachers and each other, and express their ideas and feelings coherently. They also have opportunities to practise speaking to wider audiences, through class discussions such as circle time and whole school presentations, for example, assemblies and school concerts.

79. Most pupils, throughout both key stages are making satisfactory progress in their knowledge and use of English. During literacy hours steady progress is made in reading and writing through the reinforcement and consolidation of previous learning. Overall, the pupils with special educational needs make good progress in relation to their prior attainment through the valuable extra support they receive and the well-planned Individual Educational Plans. Throughout both key stages, most pupils enjoy their work and are eager to learn. Most pupils, even the very youngest, showed they could sustain concentration even when not directly supervised by an adult. The majority of pupils said they enjoyed reading, and read for pleasure at home. Almost at all times pupils respond enthusiastically to their teachers, contribute constructively to lessons and answer questions appropriately.

80. Overall, at both key stages the quality of teaching is good. In the best lessons the teachers had planned and organised the lessons in detail to meet the varying ages and attainment levels of pupils in their classes. In the introductions to these lessons, teachers used skilful questioning techniques to revise and review work covered in previous lessons, and they valued the contributions made by their pupils. Also, they gave clear instructions and explanations for follow-up work. Throughout both key stages teachers monitor pupils' reading carefully, both through the guided reading sessions in the literacy hour and through pupils' independent reading. Pupils regularly take their reading books home to share with their parents.

81. The school has a clear and detailed policy statement for English which has been updated to be in line with the National Literacy Strategy. All teachers have adapted the National Literacy Strategy lessons appropriately to meet the needs of the mixed age classes. Some monitoring of the effects of the National Literacy Strategy on pupils' attainment has been done through testing and direct classroom observation, but the latter has been limited. One useful outcome of the analysis of tests results revealed improvements were required in pupils' writing, so the school is planning to introduce a weekly 'sustained writing' lesson in addition to the National Literacy curriculum. Resources, overall, are adequate and are continuing to be built up to meet the demands of the new curriculum, for instance with 'big books' and group reading books. The classrooms and library have a satisfactory range of books. However, the library, housed in the school hall is not ideal for independent learning.

Mathematics

82. In mathematics, over the three years 1996 to 1998, pupils' results in the national assessment tests by the end of Key Stage 1 were well below national averages and declined slightly over the period so that in 1998 these results were also very low when compared with results of schools where pupils have similar backgrounds. By the end of Key Stage 2, pupils' attainment in these tests was above national averages in 1996 and 1997, but fell to well below the national average in 1998 and also well below those in schools where pupils have similar backgrounds. However, the recent 1999 national assessment tests showed significantly improved levels of overall performance, with 81per cent of pupils by the end of Key Stage 1, and 77 per cent of pupils by the end of Key Stage 2 achieving expected levels.

83. Lesson observations during the inspection, a scrutiny of the unavoidably limited sample of the current year's work and the previous years' work of Year 1 pupils (now Year 2) and Year 5 pupils (now Year 6) indicate that the current cohort of Year 2 and Year 6 pupils are making satisfactory progress and are on course to attain standards equivalent to those expected nationally by the end of both key stages. However, there are examples at both key stages of pupils attaining above national expectations.

84. At the time of the inspection, the school was one week into implementing the National Numeracy Strategy and all mathematics lessons seen were based on this government-recommended curriculum. Under this new scheme of work and curriculum pupils will be undertaking a wide range of work in all areas of mathematics. Samples of pupils' work from the previous school year show that under the previous curriculum, based on a published scheme of work, pupils undertook a wide range of work on shape, space and measures, and tackled a range of problems

involving handling data and investigation.

85. Pupils are developing adaptable methods of working with number, especially mental methods, and make satisfactory use of their numeracy skills in other curriculum areas such as design and technology and science. At Key Stage 1, where attainment is satisfactory overall, pupils are working with number both orally and mentally and are starting to understand the need to check the accuracy of their work. In lessons observed, pupils in Year 1 were using and applying mathematics practically, ordering numbers from one to 11 and developing the concept of place value. Most pupils are able to order consecutive numbers accurately and many are able to read, write and order numbers to 20 accurately. Most pupils are beginning to understand the concept of tens and units and establish the place value of two digit numbers. Year 2 pupils are ordering sets of numbers accurately and calculating the missing number on a 100 number square. The majority are able to order whole numbers to 100, understand appropriate mathematical terminology such as 'digit' and understand what each digit represents in a two-digit number.

86. At Key Stage 2, although pupils' attainment is satisfactory overall, there are some pupils who are achieving above average levels. Here pupils develop a widening mathematical vocabulary and use and apply the four rules of number practically in real-life problems. They use a variety of mental and written strategies in their mathematical work and interpret tables found in everyday life.

87. In lessons seen, Year 3 pupils were recalling addition and subtraction facts to ten accurately and, in most cases, speedily. Pupils in Year 4 understand that when adding numbers the answer is the same, whatever their position in the written sum. Some pupils are beginning to work out different strategies for mental number work, for instance, partitioning numbers mentally into tens and units in order to add two numbers. Most pupils in Year 5 understand the value of each number in a three-digit number and are able to add or subtract one, ten or 100 from a starter number. Most Year 6 pupils are able to use a variety of mental computations within the four operations and are developing their own strategies for problem-solving, such as when doubling and halving numbers. They explain their methods and mental strategies confidently and clearly, using appropriate mathematical terminology, for example, explaining the concept of 'square numbers' and 'square root'.

88. Overall, at both key stages in the lessons observed, pupils made good progress in their lessons. Pupils with special educational needs are catered for in teachers' planning with appropriately levelled work and additional support and they make good progress overall. Pupils' response in mathematics lessons is good throughout the school. Pupils in both key stages work individually and co-operatively, without the need for constant supervision, and respond appropriately to the challenges set with interest and enthusiasm. In Key Stage 1, pupils clearly enjoy their mathematics work, they work together well and respond well to the challenges and pace set by their teacher. They are attentive during introductions and have a very good rapport with their teachers. In Key Stage 2, pupils respond well to the 'quick mental mathematics' exercises at the beginning of lessons, trying hard to answer teachers' questions, are interested in their work and concentrate on the tasks.

89. At both key stages, teaching in the mathematics lessons observed was good overall. In the best lessons, teachers generate a very good working atmosphere, generate a good pace to the lesson, use praise effectively and consistently use and encourage pupils to use appropriate mathematical vocabulary. In most cases they have very good working relationships with the pupils and appropriately high expectations of pupils' work and behaviour. They plan activities well, working closely to the recommended lesson format in the National Numeracy Strategy, and reinforcing mental arithmetic skills effectively and systematically with number games and tables practice. They use questioning techniques and appropriate mathematical language well to probe and extend pupils' learning and provide different activities for the range of ages and abilities in the class.

90. The school has implemented the National Numeracy Strategy with quick whole-class mental mathematics exercises at the beginning of lessons and whole-class plenary sessions at the end of lessons, satisfactorily. The school had begun to introduce some of the strategies in the previous term, and teachers have adopted the new curriculum and planning systems with enthusiasm. Resources are, in general, adequate.

Science

91. There are no national assessment tests for science for Key Stage 1. However, in 1998 the teacher assessment of the Year 2 cohort at the end of Key Stage 1, indicated that although fewer pupils achieved the national average in science for their age, more pupils achieved levels above the national expectation. By the end of Key Stage 2, pupils' results in the national assessment tests in the years 1996 and 1997, were well above national averages. In 1998, results declined that year so that, although close to national averages overall, they were well below national averages for pupils achieving above national expectations and below those in schools where pupils have similar backgrounds. However, the 1999 national assessment tests showed significantly improved levels of overall performance over the 1998 results by the end of both key stages. Teacher assessments show that by the end of Key Stage 1, 82 per cent of pupils achieved the national expectation or above, and 81 per cent of pupils by the end of Key Stage 2 achieved expected levels and with a significant proportion of these achieving above national expectations.

92. A limited number of lesson observations were possible during the inspection; no science lessons were observed at Key Stage 1, providing insufficient evidence on which to make secure judgements of pupils' progress and attainment at the end of Key Stage 1. However, lesson observations in Key Stage 2, a scrutiny of the limited sample of the current year's work and a review of the previous years' work indicate that the current cohort of Year 6 pupils are making satisfactory progress and are on course to attain standards equivalent to those expected nationally by the end of the key stage in science.

93. Evidence from the previous years' work shows that pupils, throughout the school, carry out a range of interesting scientific activities. Pupils throughout the school plan and undertake experiments and study life processes and living things, materials and physical processes. No science lessons were observed at Key Stage 1. However, in the previous year pupils had studied appropriately, food and healthy eating, forces, materials, what plants and humans need for growth and were differentiating between living and non-living objects. In these activities pupils were obtaining scientific information through direct, practical experiences, exploring by the use of their senses and relating their knowledge of science to their home and environment.

94. At Key Stage 2, Year 3 and Year 4 pupils use focussed exploration and investigation to acquire knowledge, skills and understanding. When sorting organisms into living and non-living sets, they were using their knowledge of basic life processes and providing simple explanations for their observations. Year 5 pupils, studying seed dispersal, understood the different ways in which seeds and fruits can be dispersed and were observing carefully, classifying and recording their results. Year 6 pupils were studying forces and explained that 'Newton meters are used for measuring friction', that 'gravity makes objects fall to the ground' and that 'air resistance slows falling objects'. They correctly use simple apparatus and equipment, observing and measuring accurately and present their observations using tables. A survey of Key Stage 2 pupils' work during the previous school year shows that pupils undertake a wide and appropriate range of science activities, studying, for example, magnetism, testing metals, such as undertaking an experiment on rusting in Year 6, classification keys, the human body, light and shadows, day and night and the Earth in space and, topically, reasons for the eclipse of the Sun.

95. Pupils in Key Stage 2 make satisfactory progress in science, acquiring appropriate scientific knowledge as they move through the school. Pupils with special educational needs are supported well and make satisfactory progress overall. Pupils in the Key Stage 2 lessons observed responded well to their science lessons. They answered the teacher's questions appropriately and most were genuinely interested and involved in their tasks, working independently, without the need for consistent teacher intervention.

96. Teaching in the lessons observed was good overall. Teachers give clear explanations and are confident in their subject knowledge; they plan lessons very well, with clear links to the National Curriculum Programmes of Study, and make good links with other curriculum areas such as English and mathematics. They use appropriate science vocabulary, deploy a range of questioning strategies and give good individual support to pupils.

97. From the beginning of the school year, the school has adopted a nationally published curriculum for science. Science topics are planned on 'rolling programmes' of two years and this system provides satisfactory progress and continuity in learning, covering all the science National Curriculum appropriately. Assessments of science work

covered during the term will be undertaken using the assessment units at the end of each unit of work in the scheme of work. Resources for the subject are satisfactory.

OTHER SUBJECTS OR COURSES

Information technology

98 One lesson was observed at each key stage during the inspection and, based on the evidence from these lessons, surveys of examples of work on display around the school and samples of pupils' work from the previous school year, pupils make satisfactory progress as they move through the school and, by the end of both key stages, most are likely to attain standards expected for their ages nationally.

99. In the lesson observed at Key Stage 1, pupils were, with help, using computers for data handling in mathematics and were analysing the cereals the class had for breakfast and producing pie and bar graphs to illustrate their results. In the lesson observed at Key Stage 2, Year 3 and 4 pupils changing fonts knew how to change font colour and point size, how to delete work and how to bring up a new blank page. Although the lessons were not observed, Year 4 and 5 pupils had been working out the cost of making a birthday cake, entering data on the cost of ingredients into the cells of a spreadsheet and printing out the resulting table. In Year 6, pupils had been inputting data into spreadsheets to analyse and compare the cost of various makes of cola. In the previous term Key Stage 2 pupils using 'Logo' programming language had created, tested, modified and stored sequences of instructions for control, giving direct commands that produced a variety of outcomes on the screen and describing the effects. Pupils use computers confidently for word-processing, for example, in English, inputting a favourite poem into a class anthology and, in the previous term, producing a guide to the locality in partnership with another local primary school.

100. Pupils' response in both lessons observed was good; pupils were well motivated, they worked well together, taking turns and, in the majority of cases, working independently, unsupervised. The quality of teaching in the one lesson observed at Key Stage 1 was good and in the Key Stage 2 lesson it was satisfactory. The teachers provided good one-to-one support, generated a good working atmosphere in the class and encouraged pupils' independence effectively. They demonstrated appropriate expectations of work and behaviour, gave clear explanations of the task and demonstrated satisfactory subject knowledge.

101. The school has a satisfactory ratio of computers to pupils and, although pupils had not had the opportunity at the time of the inspection to use the facility, had been connected to the Internet immediately prior to the inspection. The school has adopted the recently produced nationally published curriculum documents as a scheme of work for the subject which contains appropriate activities to effectively cover all the attainment targets of the information technology curriculum.

Religious education

102. In religious education, pupils are making satisfactory progress and are on line to achieve standards, by the end of both key stages, in line with the recommendations of the locally Agreed Syllabus.

103. At Key Stage 1 pupils were exploring feelings. The younger pupils, looking at pictures, correctly identified people's feelings from their expressions. Most explained clearly what made them happy. Older Key Stage 1 pupils identified what made them sad and happy and gave some sensible ideas of how they could make other people happy. They empathised with a character in the story the teacher read, giving appropriate reasons why they thought she was unhappy. Pupils in the lessons observed at Key Stage 2 were considering individual and group behaviour. Most understood the behaviour they should exhibit individually, and the role people should play in working together to ensure that the school runs smoothly.

104. In all the lessons observed the pupils made satisfactory progress. They were responsive and most were confident to answer questions and make comment. The teaching at Key Stage 1 was sound and at Key Stage 2 it was good. All teachers had a pleasant rapport with their pupils. In the better lessons teachers used skilful questioning to

draw out pupils' thoughts and feelings and they respected and valued pupils' responses. These lessons also moved at a good pace. Any weaknesses in the teaching were due to lack of in-depth planning.

105. The school has an appropriate policy for religious education. Teachers use the local education authority's Agreed Syllabus, which is to be reviewed next year, to help with their planning. Resources are adequate. Recently, the school has bought artefacts to support the teaching of Judaism, Hinduism and Islam. Also, the Friends Association generously donated money to buy more Bibles.

· **Art**

106. One art lesson was observed during the inspection at Key Stage 1 and two lessons at Key Stage 2. Evidence provided by these lessons and a survey of work undertaken at both key stages during the previous school year suggests that work is planned at an appropriate level for each year group and, consequently, most pupils make satisfactory progress as they move through the school producing work of a standard expected for their age.

107. In the lesson observed at Key Stage 1, pupils studying the work of a local artist were developing their recognition of their cultural heritage. They demonstrate an understanding of appropriate vocabulary such as 'landscape' and 'portrait' and were devising and making images using a variety of materials. In Key Stage 2, Year 3 and 4 pupils making observational drawings of shoes were exploring the techniques and tools of drawing, recording their observations of the made environment, developing their recording skills from first-hand experiences and learning to use a sketchpad to record their observations. Year 6 pupils working with clay demonstrated skills appropriate for their age, making coil pots with lids and smoothing out the sides of their pots using fingers, modelling tools and sponges. A survey of samples and photographs of work undertaken during the previous school year shows that pupils in both key stages undertake a satisfactory variety of art tasks and investigate and make in a variety of scales and with a variety of media. Pupils have opportunities at both key stages to develop an understanding of artists' work and apply it to their own. For example, Year 2 pupils studied prints by Hokusai and Derain before producing their own pictures and Year 3 pupils produced careful pencil studies of details from Vincent van Gogh's 'Landscape Near Mont Majeur'. Older Key Stage 2 pupils had used torn paper to produce effective snail pictures based on the work of Matisse and faithfully represented the work of Lowry in a large frieze. In addition, pupils had the opportunity to work with local artists through the 'Artists in Trust' scheme, producing silk paintings and large-scale three-dimensional reliefs.

108. In all the lessons pupils enjoyed their art activities, listened carefully to the teacher, and in most cases responded well to practical guidelines and showed pride in their work. Overall, the quality of teaching at both key stages, was satisfactory. Teachers demonstrate appropriate subject knowledge, maintain a satisfactory pace throughout the lessons, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress.

109. Although the policy explains overall aims for the subject, there is currently no overall whole-school scheme of work in place which will guide teachers' planning and ensure continuity and progression in the key skills as pupils move through the school. Resources for art are generally of satisfactory quality, are utilised well and are readily accessible.

Design and technology

110. No design and technology lessons were observed at Key Stage 1 during the inspection, so there was insufficient evidence on which to make secure judgements on pupils' progress. One design and technology lesson was observed during the inspection, in Key Stage 2. Evidence from this lesson and from samples of work on display around the school and photographic evidence provided shows that work is planned at an appropriate level for each year group, and pupils make satisfactory progress in design and technology as they move through the key stage developing skills appropriate to their ages.

111. In the one lesson observed, Year 4 pupils beginning a new design and technology topic in which the task was to design and make a pair of Roman sandals were making judgements about the aesthetic, scientific and functional aspects of a variety of shoes, investigating, assessing and considering their function. A survey of work undertaken

and artefacts produced in the previous school year, such as the wheeled, powered 'moon buggies' produced by Year 6 pupils, reveals that pupils throughout the school are involved in appropriate design and make activities and evaluate their work.

112. In the lesson observed, pupils made good progress. Pupils were interested in the task and responded well to the teacher's questions and directions. They were offering their own ideas and generally appropriate suggestions and clearly enjoying what they were doing. Teaching in this lesson was good; the teacher demonstrated good subject knowledge, resourced the lesson very well, provided clear explanations and had planned a range of appropriate activities for the different age and ability groups in the class.

113. There is a policy in place for the subject and the school is currently assessing nationally published curriculum documents as a scheme of work for the subject to ensure continuity and progression in the key skills. Resources for the subject are satisfactory for the taught curriculum.

· **Geography**

114. Judgements made on the lessons observed during the inspection, along with a scrutiny of work in books and on display, indicate that work is planned at an appropriate level for each year group. Consequently, most pupils make satisfactory progress as they move through the school and, in general, the work seen was of a standard expected for the pupils' ages.

115. Year 1 pupils were developing their geographical enquiry and mapping skills through looking at an aerial photograph of the local area. Some spotted houses, sheep in fields and a few identified the school correctly. In their lesson, Year 2 pupils were also gaining a good grasp of aerial perspective and the basics of map making, as they identified accurately railway lines, a swimming pool, sand dunes and a zebra crossing on an aerial photograph of a seaside town. Younger Key Stage 2 pupils, using appropriate geographical vocabulary, suggested the type of places people chose to settle, giving sensible reasons for this. In their lesson, older Key Stage 2 pupils were listing the factors that made up the environment of Portreath. They also investigated other types of environments in the world through looking at photographs and using atlases, using correct geographical terminology.

116. In the lessons observed the pupils were well behaved and attentive, and keen to answer questions and make comment. At both key stages most of the teaching was good. The teachers had a good knowledge of the subject, were clear about what they wanted the pupils to learn and moved the lesson on at a brisk pace.

117. The school has developed an appropriate policy for geography. From the start of this academic year, the school has adopted nationally published curriculum documents to help teachers with their planning. These also help to avoid repeats and ensure continuity and progression in the acquisition of knowledge, skills and understanding. Resources are at least adequate to meet the demands of the subject and are being added to as new topics are introduced. Teachers make good use of the local environment to enhance pupils' geographical knowledge. Also visitors to the school, for instance, in connection with pupils raising money for charities, gives pupils an insight into how people in other parts of the world live.

· **History**

118. Three lessons, all at Key Stage 2 were observed during the inspection. However, evidence provided by these lessons and a survey of work undertaken at both key stages during the current and previous school years, suggests that work is planned at an appropriate level for each year group. In general, most pupils make satisfactory progress as they move through the school and the standard of their work is appropriate to their ages.

119. Younger Key Stage 2 pupils in connection with their studies on 'Invaders and Settlers', were investigating by drawing on their own experiences, the reasons why people move and settle in different parts of the country. Year 4 and 5 pupils were studying the lives of Victorian children. They were using a painting of Queen Victoria and her family as a source of historical evidence and suggesting reasons why the younger boys and girls were wearing similar clothes. Older Key Stage 2 pupils, studying Ancient Greece, were developing an understanding of everyday life at that time.

120. Pupils enjoyed their history lessons and, in general, were keen to learn. Overall, the teaching was sound. Teachers often use cross-curricular links effectively. A good example of this was shown in a display of pupils' artwork, where they had drawn decorations on pots and vases typical of the Ancient Greeks.

121. The school has developed an appropriate policy for history. In order to help teachers with their planning, and to avoid repetition, the school has recently adopted nationally published curriculum documents. These also help to ensure continuity and progression in the acquisition of knowledge, skills and understanding. Resources are generally adequate to meet the demands of the subject and are being added to as new topics are introduced.

· **Music**

122. Four lessons, two at each key stage, were observed, and hymn singing in assemblies. From these observations it is clear that most pupils, throughout the school, are making at least satisfactory progress and that work is planned at an appropriate level for them. Although most pupils are working at levels expected for their ages some of the older Key Stage 2 pupils are working at levels beyond this.

123. The younger Key Stage 1 pupils showed that they could distinguish between high and low notes and used their hands to indicate this. Some identified by name a few percussion instruments and recognised whether they made a high or low note when played. Year 2 pupils were using untuned percussion instruments to follow simple rhythm patterns successfully. Having very recently been introduced to the pentatonic scale, the older pupils in both classes at the top of Key Stage 2, were playing their own compositions, albeit in letter notation, on tuned instruments with various degrees of success. They appraised their own and each other's music making, giving sensible reasons why they liked or disliked them. In assemblies most pupils sang in tune with the taped music.

124. In all of the lessons observed the pupils enjoyed their music making and they responded very well to the teachers' instructions. The older Key Stage 2 pupils shared the instruments amicably and listened attentively to each other's compositions. The teaching at Key Stage 1 was sound and pupils made satisfactory progress. At Key Stage 2, the teaching was very good so pupils made good progress. In these lessons the teacher had a good knowledge of the subject, gave clear explanations and instructions and allowed pupils enough time to experiment and develop their compositions.

125. The school's policy for music is sound. Teachers at Key Stage 1 are using the local education authority's music planning pack which they have recently revised to help with their planning. The co-ordinator, who teaches music throughout Key Stage 2, is using nationally published curriculum documents to aid her planning. Both schemes ensure continuity and progression in skills, knowledge and understanding. Resources, especially tuned percussion instruments, are barely adequate, and as some are rather old they do not function properly. Also, there are limited instruments of an ethnic nature. The school has an orchestra, and these pupils play for the whole-school assembly every Friday. They also play to a wider audience at school functions.

Physical education

126. Pupils make appropriate progress in most areas of physical education at both key stages. However, as there are no wall bars or ropes in the hall for off the floor gymnastic activities, the school is not able to fully comply with the requirements of the National Curriculum Programmes of Study for physical education by providing a suitably wide range of gymnastic activities.

127. In the Key Stage 1 gymnastic lessons observed, pupils were developing different ways of performing the basic actions of running, jumping and hopping. They were beginning to link and repeat a series of actions and demonstrated an understanding of the need to warm-up before exercise. In a dance lesson observed at Key Stage 1, pupils were developing their response to music and developing co-ordination, balance, poise and elevation in the basic actions. At Key Stage 2, pupils further develop various ways of travelling on the floor, using both hands and feet, emphasising changes of speed and direction, running, turning, jumping, stretching, curling etc. with increasing competence as they move through the key stage so that, by Year 6 pupils are developing different ways of balancing on the floor and on mats and benches.

128. Pupils at both key stages enjoy their physical education lessons, work well together and respond willingly to their teachers' instructions. The quality of teaching in the lessons observed at Key Stage 1 was satisfactory and, overall, at Key Stage 2, it was good. The teachers organise appropriate 'warm-up' and 'cooling-down' activities, have a good rapport with the pupils, keep up a good pace throughout the lessons, changing activities frequently to gain and maintain pupils' enthusiasm, give clear instructions and use praise appropriately.

129. The school has adopted a new, locally produced planning framework which provides useful guidance for teachers and satisfactory continuity and progression in key skills as pupils move through the school. The co-ordinator is well experienced and has undertaken a good range of appropriate in-service training.

130. Although teachers make the best use of the available space, the hall, at best, provides limited floor space, making physical activity difficult, especially for whole-class groups of older pupils. Also, the school equipment necessarily stored in the hall such as a piano, shelving units and storage cupboards is a potential safety hazard. This term, in order to try and overcome the limitations of space for whole-class lessons in the hall, the school has appointed a specialist physical education teacher for one day a week to teach gymnastics to each class in two half class sessions. All Key Stage 2 pupils visit a local pool for swimming lessons during the school year and many pupils by the end of the key stage attain above average standards in swimming. The school provides a good range of outdoor, adventurous activities for all pupils with residential field trips for Year 4, 5 and 6 pupils.

131. Although internal accommodation for the subject is unsatisfactory, the school has the advantage of a large playing field and a satisfactory range of small apparatus for indoor and outdoor use.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

132. The inspection team of three inspectors, one of whom was a lay inspector, was in school for ten inspector days. During the inspection, parts of 53 lessons were seen. Inspectors heard pupils from each year group read, examined pupils' mathematical knowledge and understanding, and talked with them about their work. Samples of pupils' work from each year group were inspected. The policy documents, teachers' planning, pupils' records, reports, attendance registers, the school development plan and budget figures were examined. Discussions were held with the headteacher, members of staff, the Chair of Governors and other governors. Eight parents attended a meeting with the reporting inspector, and 34 parents returned a questionnaire expressing their views on the education provided by the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	133	3	21	9

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5.6
Number of pupils per qualified teacher	23.75

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	102.5

Average class size:	26.6

Financial data

Financial year:	1998/1999

	£
Total Income	209,789
Total Expenditure	214,400
Expenditure per pupil	1,564.96
Balance brought forward from previous year	11,227
Balance carried forward to next year	6,616

PARENTAL SURVEY

Number of questionnaires sent out:	112
Number of questionnaires returned:	34

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	64	30	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	85	9	0	6	0
The school handles complaints from parents well	40	43	10	3	3
The school gives me a clear understanding of what is taught	31	62	3	3	0
The school keeps me well informed about my child(ren)'s progress	44	50	3	3	0
The school enables my child(ren) to achieve a good standard of work	53	37	9	0	0
The school encourages children to get involved in more than just their daily lessons	56	31	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	53	0	6	3
The school's values and attitudes have a positive effect on my child(ren)	42	48	6	0	3
The school achieves high standards of good behaviour	48	48	3	0	0
My child(ren) like(s) school	53	38	0	0	9