

INSPECTION REPORT

BREAGE C of E (VA) PRIMARY SCHOOL

Breage, Helston

LEA area: Cornwall

Unique reference number: 112000

Headteacher: Mr Ian Brocklehurst

Lead inspector: Mrs Kay Cornish

Dates of inspection: 5th – 7th July 2004

Inspection number: 257607

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 63

School address: Trewithick Road
Breage
Helston
Cornwall

Postcode: TR13 9PZ

Telephone number: 01326 573641

Fax number: 01326 573641

Appropriate authority: Governing Body

Name of chair of governors: Reverend P A Stevens

Date of previous 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

This Church of England Primary School for 63 boys and girls, aged 4 to 11 years, serves a full range of socio-economic circumstances. Pupils are taught in three classes with an average class size of 21. The percentage of pupils identified with special educational needs, including those with a statement of special educational need, is 16 per cent, which is slightly below the national average. Two pupils have statements which, at 3 per cent, is above the national average. No pupils speak English as an additional language at home. The percentage of pupils known to be eligible for free school meals is 8 per cent, which is below the national average. Attendance is broadly in line with the national average. Children are admitted into Reception in the academic year in which they are five. Children's standards when they begin school are at the expected levels for the age range. The school gives sensitive respect for the Christian ethos and religion as focused in its Mission Statement. The school has received three Investor in People awards and won the highly acclaimed Barnabas Award organised by Churches Together in Cornwall on several occasions.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21080	Kay Cornish	Lead inspector	Mathematics Science Information and communication technology Geography History Music
11564	Jean McKay	Lay inspector	
14997	Valerie Emery	Team inspector	Foundation Stage of Learning English Art and design Design and technology Physical education Personal, social and health education and Citizenship Special educational needs

Religious Education was inspected by a Section 23 inspector.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Breage C of E (VA) Primary is a **good school** offering a good quality of education with very good enrichment. The school gives sensitive respect for the Christian ethos. Pupils' achievement is good as a result of good teaching and support. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils reach good standards, which are above the national averages, in most subjects by the end of Year 6.
- Enriching opportunities for learning are inspired by the imaginative leadership of the headteacher.
- The hard work of all staff and the dedicated commitment to equal opportunities have ensured very good relationships and a caring atmosphere in the school.
- The accommodation in the Foundation Stage, in the reception classroom, restricts the creative area of learning and children's independent choices.
- The good presentation of pupils' recorded work in Years 4, 5 and 6, and good listening skills in reception and Year 1, are not consistent in all year groups.
- The quality of the school's links with the community, other schools and colleges is very good.
- The very good approaches to financial management and efficient administration have underpinned good improvements and a thriving school community.

Since the previous inspection in 1998, the school has made good progress. The quality of teaching has improved overall. Standards have risen in mathematics and ICT, due to improved training of staff and better resourcing. Pupils' tasks in lessons are more challenging and have ensured standards have risen. Very good enrichment opportunities have extended pupils' knowledge and understanding of other cultures. Action has been taken successfully on pupils' achievement in writing, problem solving and investigations, quick recall on multiplication facts, and the challenging of higher achievers. The role of governors has been enhanced and they have undertaken additional training. The accommodation has improved significantly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	C	C
Mathematics	A	A	C	D
Science	C	B	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The above table shows a drop in standards in 2003. This was due to a higher percentage of pupils with special educational needs taking the tests. Over a period from 1999 to 2003, the Year 6 pupils' average performance was above the national median. The measure of improvement between Year 2 and Year 6 is above average.

Current standards in 2004, by the end of Year 6, show improvement from 2003. Standards in English, mathematics, science and ICT are **good** and above the average or expected levels in Year 6. Pupils' achievement in art and design, geography and personal, social and health education in Year 6 is good. Achievement is satisfactory in all other subjects and satisfactory with some good features in history. This is a positive picture.

Current standards in 2004, by the end of Year 2, are good and above the average expected levels nationally in speaking, reading, mathematics, science and ICT. Pupils' achievement in geography and personal, social and health education is good. Pupils' achievement in other subjects is satisfactory. Children in reception make satisfactory progress in most areas of learning, apart from their creative development, where they underachieve. Their physical development is good. Children are likely to reach the Early Learning Goals in all areas, apart from creative development. A significant majority exceed the Early Learning Goal in physical development.

Pupils' learning throughout each year group is predominantly good. There are no significant differences in the achievement of boys and girls at present. Pupils with special educational needs make good progress, due to good support in lessons from well-trained teaching assistants. They reach their individual targets successfully. Standards of presentation in Years 2 and 3 could be better. Listening skills in Years 2 to 6 are occasionally very good but most of the time could be better. If improved, this would raise standards even further. Provision for talented and higher achieving pupils is challenging and ensures that all pupils excel in their strengths. Overall, good standards are linked closely to good teaching and effective leadership and management.

Due to the school's good nurturing of pupils' personal qualities, pupils are very interested in school life and the range of activities provided. Relationships are very good. Behaviour in reception is good. It is satisfactory in other classes. Attendance is satisfactory. Pupils' spiritual, moral and cultural development is **good**. Pupils' social development is very good, and helps to bring about their very good confidence and self-esteem.

QUALITY OF EDUCATION

The **good** quality of education underpins pupils' good learning. Teaching and learning are good. Assessment of pupils' progress and achievement is good. The curriculum is good. The quality of enrichment opportunities is very good. Staffing and the accommodation are good and have improved significantly. Resources are satisfactory. Outdoor facilities for learning are very good. Formal procedures to ensure health, safety, welfare and care are good, and all staff work very hard to ensure a clean, safe environment. The quality of the school's links with the community, other schools, and colleges is very good. All combine to ensure that the commitment and concern for the needs of all individuals are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher's imaginative vision and purpose are shared by all staff at the school. His clear and accurate purpose has inspired good teamwork. Hard-working staff have all helped to manage and implement change efficiently. Governance of the school is good. The chair of governors is highly effective and totally committed to her role. Governors have a close interest in the school and make good contributions to monitoring the provision by visiting and supporting regularly. The headteacher's and governors' good strategic planning has ensured a positive momentum for

enlightened change. This has been underpinned by very good financial management and efficient administration, despite difficulties with falling rolls as in keeping with the national trend. The school complies fully with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents, guardians and pupils are positive about the school. Parents' and pupils' views have been sought, valued and acted upon sensitively. The school has good links with parents who regard the school with good respect. They like its family ethos. Pupils like the school, the interesting activities, numerous extra opportunities outside school, and the enrichment through art, drama, ICT, music and sports. Pupils state:

“Teachers are good at helping us when we don't understand. They explain things very clearly. In assemblies, we learn a new thing every day. Children are friendly. If we have tiffs with friends we soon make it up. There's no bullying. There's plenty of space. Just being here is lovely.”

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- ensure that, with the support of the local education authority and the Diocesan Education Board, the accommodation in the reception supports children's creative development and their independence.
- ensure that the quality of presentation of pupils' work and their listening skills are good in all year groups.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

There are good standards, above the national average or expected levels, in nearly all subjects. Pupils' achievement is predominantly good, as was the learning observed in lessons. Children's achievement in the Foundation Stage is at the level expected for the age range, but their creative development is below the Early Learning Goal. Their physical development is above. Standards in religious education were evaluated by the Section 23 inspector.

Main strengths and weaknesses

- By the end of their schooling, in Year 6, pupils reach above average standards in the core subjects of English, mathematics and science.
- ICT standards are above the expected levels in all year groups.
- Pupils' achievement is good in most subjects.
- Pupils' listening skills and presentation of recorded work in some year groups are unsatisfactory.

Commentary

1. Standards overall are improving and are better than at the time of the previous inspection.
2. Current children in Reception make satisfactory progress in most areas of learning, apart from their creative development. Achievement in their physical development is good. Children are likely to reach the Early Learning Goals in all areas, apart from creative development. A significant majority exceed the Early Learning Goal for physical development. There is good support given to children to settle and learn successfully in their personal development. The lack of facilities in the Reception classroom inhibits the creative learning and independent choices of young children, which results in their under-achievement in this area.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (27.0)	26.8 (27.0)
mathematics	26.5 (29.4)	26.8 (26.7)
science	28.4 (29.4)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

NOTE – Care must be taken when analysing the results of cohorts with very small numbers. Such analyses should be interpreted carefully and considered with information gleaned over more than one year.

3. By the end of Year 6, current standards in English, mathematics, science and ICT are good and above the average or expected levels. Pupils' achievement in art and design, geography and personal, social and health education is good. In history, achievement is satisfactory with good features. This is a positive picture.

4. In 2004, pupils' performances in the National Curriculum assessments in Year 6 (compared with those shown in the table above) show an improvement from the previous year. Average points scored in English were 27.5, in mathematics they were 27.0, in science they were 28.7. In science, all pupils reached Level 4 and above in the National Curriculum (the average grade), which is quite an achievement for those pupils with special educational needs. Over a period from 1999 to 2003, the Year 6 pupils' average performance in English, mathematics and science, was above the national median. The measure of improvement between Year 2 and Year 6 is above average. The lower scores in 2003 compared with other years reflect a higher number of pupils then, who had special educational needs.
5. By the end of Year 2, current standards in speaking, reading, mathematics, science and ICT are good and above the average and expected levels nationally. Pupils' achievement in geography and personal, social and health education is good. In all other subjects, pupils' achievement is satisfactory. This is a positive picture and shows improvement since the previous inspection's report. In 2004, Year 2 pupils' average points performances in reading and mathematics are above average when compared with the national median for 2003. In writing, average points have improved and are in line with the median for the year group. Over three years, the average points performances in reading and mathematics in Year 2 were above the national median, but writing standards were well below. Pupils' writing in Year 2 has improved in 2004.
6. Pupils' achievement over time is good. There are no significant differences in the achievement of boys and girls currently. Pupils with special educational needs make good progress, due to good support in lessons from well-trained teaching assistants. Pupils reach their individual targets successfully and occasionally match average standards, as, for example, in Year 6 science. As pupils make good progress, their names are removed from the special educational needs register. There are several examples to show that this has happened. Provision for talented and higher achieving pupils is challenging and ensures that all pupils excel in their strengths.
7. Presentation of pupils' recorded work in Years 2 and 3 is not high enough. In addition, pupils' good listening skills in some age groups are not uniform throughout.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **good** and their behaviour is **satisfactory**. Spiritual, moral, social and cultural development is **good** overall. Pupils' relationships with each other and with their teachers are **very good**. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- The school is very successful in promoting pupils' personal development.
- Pupils enjoy school and have positive attitudes to learning.
- The school successfully promotes a strong set of values, which is based on pupils having respect for themselves and others.

Commentary

8. Young children make good progress in their personal, social and emotional development in the reception class. Parents spoken to during the inspection praised the way the school helped their children to share, take turns and concentrate on activities.
9. The school's ethos places a strong emphasis on pupils' personal development, and it has developed comprehensive planning to promote this throughout the school. The headteacher gives very clear guidelines to promote good learning and very good enrichment opportunities. These ensure that pupils take full advantage of all the opportunities that the school provides. Pupils show high levels of interest in school life and in the range of activities provided. They work hard, and support each other well. For example, during an art lesson on the work of Clarice Cliff, they shared a computer, books and paints amicably, and also enthusiastically produced work based on the artist's pottery. Behaviour overall is satisfactory. One or two pupils were seen to misbehave during the lunch hour. However, they behave well in lessons and are polite and courteous to each other and to adults. Teachers actively support those pupils who have difficulties with relationships by the very effective use of teaching assistants in class. The school's ethos values each individual highly, resulting in very confident pupils who feel well supported by adults.
10. Pupils with special educational needs want to work and are supported well in doing so. They have good relationships with all the adults who teach them and feel safe and secure. They are fully included in the life and events in the school.
11. Attendance is satisfactory. Parents are clear about their responsibilities to send their children to school regularly and on time. Punctuality is good at the beginning of the school day, and a prompt and efficient start is made to individual lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.6
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. The spiritual, moral, social and cultural aspects of the school are strong and there is good nurturing of pupils' personal development. A well-established Christian ethos is evident in the school. Assemblies play an important part in providing opportunities to reflect on values and actions. Representatives from the local Church of England church and Helston Free Methodist church regularly visit the school for this purpose. Services are of good quality, aiding pupils' ability to develop a sense of wonder and curiosity about life and reflect how stories from the Bible have meaning in our own lives. A theme concerning 'Save the Seas' helped pupils to reflect on the need to take care of the world and in particular the creatures in the seas. Particularly strong links with art help pupils to recognise the worth of other people's work. Their own artwork gives very good examples of deep reflection. Work, such as a driftwood sculpture of Jesus on the cross or Jesus portrayed as an 'African' or 'Judge', reflects the good spiritual provision.
13. There were no exclusions in the last academic year. Pupils have a good understanding of right and wrong, which is promoted well by the school's behaviour policy and class rules. These are based on pupils making sensible choices and reflecting on their own actions. A

good feature of the school's provision for moral development is regular discussions or circle time.

14. Pupils have very good opportunities to take on a range of responsibilities. They perform duties as House Captains and Vice-Captains and participate fully in village events, such as the Breany Music Festival. Pupils read lessons in church, help to run the Communion Services and provide drama events to add interest to church services. Pupils organise fund raising events and take part in numerous festivals and local arts and sporting competitions and events.
15. The local culture, in which the school is highly involved, is very strong. Improvement has been made in the provision for pupils to develop knowledge and understanding of other cultures. Cultural development is now good and has improved since the previous inspection. Good links have been made with a school in Czechoslovakia and two teachers have visited Breage school. A return visit to Zlin has been undertaken by the headteacher. The headteacher also visited a school in China and met some pen friends of the pupils of Breage. A fund raising to purchase two goats for the charity, Farm Africa, helped to raise pupils' awareness of environmental and economic issues in third world countries. Provision for cultural development is now good. Such activities develop very well pupils' understanding of the responsibilities attached to living in a community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **good** quality of education ensures pupils' good learning. Teaching and learning are good. Assessment of pupils' progress and achievement is good. The quality of enrichment opportunities is very good. The accommodation is good. Resources are satisfactory. The school provides good levels of care, support and guidance. Links with parents are good. There are very good links with the community, with other schools and colleges. The manner in which the school seeks and acts upon pupils' views is satisfactory.

Teaching and learning

The quality of teaching is **good** and has a strong impact on pupils' **good learning** and achievement over time. **Good assessment** is used well to monitor pupils' progress closely.

Main strengths and weaknesses

- The good subject knowledge of teachers and their assistants is used positively for the benefit of all.
- There is very good encouragement of pupils to learn and many opportunities for enrichment.
- Pupils in Years 4, 5 and 6 receive high challenges.
- The insistence on good listening and good presentation is not enforced consistently in all year groups.
- The thoroughness of assessment procedures gives teachers good information about pupils' progress.
- All staff work very hard, and successfully, to create a cohesive teaching team.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	9	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; percentages have been omitted due to less than 30 lessons being observed.

16. Good teaching was observed in all classes. Very good teaching was seen in Years 4, 5 and 6. There were strengths in the teaching of older pupils in English, mathematics, science, ICT, art and design and personal, social and health education. Good teaching was observed of the National Curriculum for mathematics, science, ICT and personal, social and health education in all year groups. No lessons were unsatisfactory. This is a positive picture, showing good improvement since the previous inspection.
17. Teachers have good expertise for most of the subjects they teach. Teaching of all core subjects is good. There is particularly good expertise in the teaching of speaking skills, reading, mathematics, science, ICT, art and design and personal, social and health education. Good training in the National Literacy and Numeracy Strategies has impacted favourably to raise standards. Very good use is made in the expertise of visiting teachers during, as well as after school time. For example, the skills of visiting teachers of brass, woodwind and musical composing, and of ICT and sport are used fully to promote good standards in these subjects. The management of staff's professional development has

focused on improving areas of uncertainty. Therefore, there has been very good improvement in staff's expertise for the teaching of ICT.

18. Encouragement given to pupils is very good. This promotes good attitudes to school and an enthusiasm for learning. Teachers use a variety of strategies to encourage concentration, such as team points gained for good behaviour and good effort. Open discussion and sharing of ideas are strong, resulting in very confident and exuberant pupils. Teachers provide pupils with many enrichment opportunities. The teaching for performances in musical dramas, concerts and sports, has led to improved speech and confidence, as well as encouraging good spiritual and emotional development, generally, and good personal, social and health education.
19. The teaching in all year groups reflects good strengths in specific areas, such as personal, social and health education, mathematics and science. The teaching in Years 4, 5 and 6, by both teachers, is highly challenging. Teachers have high expectations of pupils' learning. Teachers' high expectations result in improving pupils' skills, achievement and presentation of recorded work most noticeably, and in a full range of subjects. As a result, by the time pupils are about to leave at the end of Year 6, they possess confident, well-rounded personalities with good skills to move on to the next stage for their schooling. The teaching of special educational needs pupils is good. Teaching assistants are deployed well, making valuable contributions during lesson by their knowledge and support. Expectations of independence and what these pupils can do are appropriately high.
20. When children enter the Reception class and Year 1, their good listening skills are nurtured carefully and they make good progress in this aspect. However, good listening is not enforced consistently in all other year groups, particularly when an adult is speaking. Pupils are confident speakers, but the enthusiasm of a number of exuberant pupils means that they are not so good at listening to others. They are, however, appreciative of the efforts of their fellow pupils and often show esteem through spontaneous applause.
21. Assessment procedures are good and the information gathered is used comprehensively and well to guide teachers' planning. The assessment calendar is well balanced for the year. Pupils' progress is carefully monitored and targets for improvement are made and shared with pupils and parents or guardians. Assessments of special educational needs pupils are regular and thorough and information is used well to inform individual tasks. All pupils' work is marked regularly. The best marking indicates clearly to pupils what they need to do next. Marking and the use of homework are generally good and help to improve pupils' accuracy and presentation of their recorded work. However, there is insufficient emphasis on good presentation in Years 2 and 3. Teachers' good record keeping of pupils' standards and progress are methodically and clearly kept.
22. The headteacher has taken an incisive lead in motivating and influencing all staff to work closely as a teaching team in order to provide good planning of lessons, effective teaching and good support. The hard work of all staff and their dedicated commitment for all pupils to receive enriching experiences have ensured confident learners.

The curriculum

The school has developed a **good** curriculum that helps pupils to build on previous learning. It is very well enriched by additional activities. Accommodation is **good** and resources for learning are **satisfactory**.

Main strengths and weaknesses

- Activities that enrich the curriculum help to make it more meaningful for children.
- The good planning of lessons meets the needs of pupils.
- Provision for pupils with special educational needs is good.
- The accommodation has been improved imaginatively and now makes good use of the space available.
- The accommodation in the Reception/Year 1 class inhibits the curriculum for creative activities.

Commentary

23. The curriculum is effectively planned to meet the needs of its pupils. It is reviewed regularly and action taken to improve. Recently, for example, the school has reviewed the way in which writing is taught and there is now a greater emphasis in teachers' planning on the structure and analysis of authors' writing, to help to give pupils the tools to achieve well. Good links are made across the curriculum areas. For example, literacy is used well in all subjects. Religious education is linked well with art and poetry. For example, poems inspired by the sayings of Jesus and numerous pieces of artwork and sculpture, reflecting such aspects as 'Jesus the Judge' and 'The Ruler of Creation' in an Op Art style.
24. Very good links are made with Cornish culture and local events have a high priority in the school's planning, as, for example, when pupils dance annually through the village on a local feast day and participate in the annual 'Pancake Race'. Frequent visits and visitors all give further enjoyment for the pupils and add real experiences to the curriculum. The visit of teachers from the Czech Republic and cultural links with schools in Hong Kong add further breadth and experience for the pupils' curriculum. Pupils are regularly involved in the life of the church and often contribute Bible and prayer readings to services. The swimming programme for the school is good and pupils have opportunities to swim in the pool for a block of lessons each spring. Arts involvement in local competitions and performances in, for example, those held at Truro Cathedral are good. These involve music, art and verse speaking competitions. A wide range of after-school clubs, some in partnership with the local secondary school, is another good feature. Sporting matches and involvement in competitions are on offer to the pupils.
25. The school's provision for pupils' with special educational needs is good and has been maintained since the last inspection. Pupils' needs are identified early and relevant support is provided. The school successfully ensures that all pupils have access to the curriculum by the provision of good quality teaching assistants who support pupils with special educational needs very well.
26. The school has a good number of teaching and support staff and class sizes are below average. Different year groups are taught together and a carefully thought out strategy to place pupils where they are happiest in order to achieve well, is successful. The school is committed to encouraging staff to take on extra training and this is helping to raise

standards. Accommodation has been improved substantially by the addition of an upper classroom, a new computer suite, a staff room, a school office, and the new toilets have improved a poor facility. Two of the three classrooms have been updated and refurbished, but the accommodation for the Reception/Year 1 pupils has not yet been tackled. It has limiting factors in its size, storage and window space and inhibits the curriculum. This is particularly evident in the area of creative development. Another limiting factor in the school's accommodation is the lack of any private office for the headteacher. Resources are generally satisfactory, but the school has limited storage space.

Care, guidance and support

Standards of care, welfare and the guidance and support given to individuals are **good**.

Main strengths and weaknesses

- Pupils have a secure and trusting relationship with adults in the school.
- Staff are fully aware of their roles and responsibilities to guide and support all pupils.
- Pupils with complex learning and behavioural needs receive very relevant support, advice and guidance from their learning mentors.
- Pupils feel fully involved in school life and their views are valued.
- There are effective induction arrangements for children commencing at the school.

Commentary

27. The school provides a clean, safe, happy and visually attractive environment that is conducive to learning. Close attention is paid to health and safety issues, sometimes using the expertise of the governors in this field. Pupils are encouraged to be healthy and to be aware of sensible safety procedures. The personal, social and health education programme is enhanced by talks by the police and environmental experts on personal safety and health issues. Pupils spoken to during the inspection said they knew what to do in the event of a fire. First aid provision is good, and there are good arrangements for looking after pupils who are unwell. Procedures for child protection are good and are carried out in accordance with local practice.
28. Teachers and support staff know pupils and their families very well, are sensitive to their needs and are thus able to provide good support and guidance. There are very good relationships between pupils and staff, and, when asked during the inspection, pupils said they would have no hesitation in approaching an adult if they had a problem. Good assessment procedures ensure that teachers track the progress and personal development of all pupils, including those with special educational needs, well and this contributes to the standards attained. Parents of pupils with special educational needs praise the efforts of the school to raise their children's self-confidence and self-esteem.
29. Arrangements to settle children well into school when they start are good. Parents think that induction arrangements, including home visits, are good and ensure that their children settle happily into the nursery and reception. Most children have previously attended the pre-school group that meets in the school, so are already familiar with their surroundings when they commence full time education. Similarly, the very good liaison between this and the local community college means that pupils are very well prepared for the next stage in their education. Pupils spoken to during the inspection said they very

much enjoyed their visits to the college, for lessons in art, science and sport. They considered that they had gained much in the ICT Club after school under the guidance of a specialist teacher from the secondary school.

30. Good links exist with the local education authority and they provide good support to pupils with special educational needs. Specialists in aspects of special educational needs work closely with teachers to offer pupils good support. Pupils spoken to during the inspection said they had just completed a questionnaire which they thought was a useful way of expressing their views. The school has made good use of their replies. Pupils' views are taken note of well by staff and governors. For example, following a consensus of opinion, the toilets were refurbished and improved significantly. During the next academic year, the school intends to develop a formal School Council.

Partnership with parents, other schools and the community

The school has **good** links with parents. Its links with the community and other schools are **very good**.

Main strengths and weaknesses

- There is a very strong Parent Teacher Association.
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- Links with the church are well established.
- There is an increasingly good range of purposeful links with many schools and the local community college.

Commentary

31. The very good partnership which the school enjoys with parents and members of the community praised in the last inspection report continues to the present time. There is an openness between parents, governors and the school which has grown since the previous inspection. Two parents expressed concerns over the consistency with which staff applied the school's behaviour policy. Inspectors consider that support for any challenging behaviour in lessons is strong and pupils are not allowed to disrupt the education of others. The school is investigating the possibility of extra support for pupils in need during the lunch hour as funds allow. Inspectors consider that one or two pupils' behaviour during the lunch hour would benefit from closer supervision. However, pupils' behaviour overall is satisfactory.
32. Parents make a very good contribution to their children's learning by providing help in the classroom, and on trips and visits. They also raise significant funds for the school through the Parent Teacher Association, and their recent contribution towards the re-building of a class is very much appreciated by the school. Parents spoken to during the inspection said they felt confident in approaching the school with suggestions or complaints, and the strength of this link with parents makes a very positive impact on relationships within the whole school community. There is a very strong feeling of family, which was echoed by the comments of pupils spoken to during the inspection. Parents consider that their children are encouraged to be mature and responsible, and they also appreciate the very good range of extra-curricular activities offered to pupils.

33. Parents at the meeting and during the inspection thought that the quality of information they receive is good. The school operates an “open-door” policy. There is a response slip for the annual Report to parents, and the formal parent evenings are well attended. Parents also appreciate the weekly newsletter. Parents of pupils with special educational needs are fully involved and informed about their children’s reviews and targets for development.
34. The school has very good links with the local community which has traditionally played an important part in village life. Many activities, such as visiting the local old people’s home for a performance of the nativity play, attending St Piran’s flag raising ceremony at Porthleven, and being involved in musical productions such as HMS Pinafore, are all celebrated by members of the local community. Pupils recently received a highly commended certificate in the recent Barnabas RE awards. The school receives regular press coverage, which also raises its profile and ensures that everyone in the village is fully involved in its activities. There are very good links with both churches in the village. The chair of governors, who is also the vicar of St Breaca Church, regularly takes assemblies in school, as do the members of Helston Free Methodist Church.
35. Although this is small rural village school, efforts are made to ensure that it is not isolated from other schools and colleges in the area. There are very good links with other schools and colleges. Joint music projects, a computer club, and various sporting events enable pupils to get to know their peers before moving on. For example, Year 6 pupils have recently taken part in a joint music concert with other schools at Helston School. Transition arrangements are further strengthened by visits to the community college in the summer term and by visits from some staff from the school to talk to Year 6. Shared information is strong between special needs staff, and was particularly praised by parents during the inspection. Links with colleges are in place and many students are welcomed on short placements. Sporting fixtures are organised within the local group of schools, which are much enjoyed.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory** and developing well. The effectiveness of management is **good**.

Main strengths and weaknesses

- The extent to which the headteacher creates an effective team is good.
- Well-targeted planning for school improvement, based on accurate self-evaluation, is implemented with energetic and purposeful determination.
- The school’s finances are managed wisely, are focused on educational priorities, and are very efficiently monitored by the school’s administrator and a representative of the local education authority.
- There is very good commitment to equal opportunities.

Commentary

36. The headteacher has a clear and accurate understanding of the school’s strengths and weaknesses. His imaginative vision and purpose are shared by all the staff at school. He has inspired strong teamwork and receives effective support from subject leaders and all staff who work very hard to carry out and consolidate new initiatives. Subject leaders new

to their duties are implementing the school's overall strategies well. Monitoring of teaching and learning by the headteacher and staff holding responsibilities is good. A great deal of hard work has ensured the improved curricular planning and good assessment.

37. Governors have a close interest in the school and make good contributions to monitoring the provision by visiting and supporting regularly. The chair of governors is highly effective and totally committed to her role. She ensures that all members of the governing body are provided with relevant information to become involved fully. Established and new governors have been supportive of the headteacher in the management of change, due to new educational initiatives, as, for example, the recent 'Excellence and Enjoyment' document. Governors with close interests in the aspects of the curriculum make good contributions to monitoring provision. The headteacher and governors have ensured that the school's self-evaluation procedures are good and closely accurate. There is thorough monitoring of performance and good action taken to improve the school's effectiveness. Management systems are flexible and help to implement priorities listed under the school's clear improvement plan.
38. The leadership and management of special educational needs are good. The co-ordinator for special educational needs knows all the pupils on the special needs register very well. There are regular meetings between the co-ordinator, the teachers and the classroom assistants. The co-ordinator ensures and co-ordinates well the good links with outside agencies and reviews on individual pupils. The key issues of the previous report have been rectified most successfully so that these aspects are now strengths. The school complies fully with the Acts for Race Relations, Disability and Sexual Discrimination.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	199,961
Total expenditure	206,612
Expenditure per pupil	2,910

Balances (£)	
Balance from previous year	25,640
Balance carried forward to the next	18,989

39. The financial management of the school is very good. There is regular monitoring and reporting of the school's budget planning. The systems are closely linked to the local education authority's financial procedures, and an accounts representative from the local education authority visits the school monthly to offer very good support. Accounts, therefore, are reconciled on a very regular basis. There is correct reporting of the private school fund's income and expenditure analysis. There are very good contingency plans to cope with falling rolls and revenue. These have been executed successfully for the coming financial year in order to maintain the staff and pupil ratio.
40. Parents and the community have been very successful in fundraising and the extra resourcing has supplemented items needed in classes. Very efficient school administration ensures that daily routines are smoothly implemented, that inventories are regularly updated and school information and data are secure. Issues from the last audit have been addressed and rectified. The use of capital income and any recent fundraising is set aside for the alteration and refurbishment of the reception and Year 1 classroom, in order to make it more appropriate for a Foundation Stage education. Currently, the

accommodation at the Foundation Stage constrains activities that support the creative area of learning and children's independence.

41. Staff and governors work very hard to ensure that equal opportunities for all pupils are promoted well. Governors and staff have ensured very good relationships and open, positive links with the local community. There is very good commitment to include all pupils in the school's wide-ranging activities. In an enriched climate for learning, all strive hard to maintain a positive momentum for enlightened change. The school has gained its third Investor in People award in 2002, which re-affirmed the good leadership. Good improvements since the previous inspection have underpinned a thriving school community. The school's overall effectiveness is good. Value for money is good.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- The Reception children make satisfactory progress in all areas of learning, except creative development, but their physical development is good.
- The Reception children are well supported by an experienced nursery nurse (NNEB).
- Although there are times when Reception children benefit from working alongside Year 1 pupils and one Year 2 pupil, they do not have enough time on their own.
- There are weaknesses in the accommodation for the Reception children, which constrain their creative development.

Commentary

42. At the time of the inspection, there were 11 full-time Reception children and five part-time children. The Reception children are taught with Year 1 pupils and one Year 2 pupil for most of the time. Standards when they start school span the full range, but are at the expected levels overall. By the end of the Reception year, the children attain the Early Learning Goals in all areas of learning, with the exception of creative development. Their achievement in this area is unsatisfactory. In all other areas, the children's achievement is satisfactory overall. However, physical development is good and children exceed the Early Learning Goal.
43. The teaching is satisfactory overall and has good features, which include good teaching of speaking and listening and good behaviour management and assessment. A weakness, however, is the lack of opportunities for creative play and the development of independent skills. Children have insufficient time to learn through structured play activities or to make their own choices. Assessment systems are good and track children closely through the areas of learning and are particularly useful in communication, language and literacy and in mathematical development. The school works closely with parents to ensure that Reception children have a smooth start to their education and a good number of parents help out with class and group activities. A particularly strong feature is the home visits carried out for all children before entry to the school. Due to the constraints of the accommodation, there is no regular provision for creative play or activities which are normally set up as a choice for Reception children. The children with special educational needs make good progress due to good support.
44. The leadership and management of the Foundation Stage are satisfactory. The overall provision has remained similar to that at the previous inspection, except for creative development, which has lowered.
45. In the area of **personal, social and emotional development**, the children's achievement and the teaching are satisfactory. The children benefit from working alongside older Year 1 pupils who set a good example through their own good behaviour and the Reception children copy this. The children show good levels of confidence when they tackle work, but there are limited opportunities to make choices and work independently. Children have a good understanding of the need to listen to the

contributions of others to take turns and share resources. The Reception children are confident and happy learners and good listeners.

46. The children's achievement is satisfactory in **communication, language and literacy** and the teaching is satisfactory. There is a structured approach to reading and writing and speaking and listening, which is led and directed by adults. Regular sound and word building sessions help children to acquire their skills systematically. They read regularly to both adults at home and school and their whole word vocabulary is built up progressively. Speaking and listening skills are taught both formally and informally. Sessions where children talk about events or chosen articles are successful in helping them to have confidence to talk to a group formally and listen politely to others. The promotion of early writing skills is satisfactorily taught through regular opportunities to write for a variety of purposes linked to other areas of the curriculum as well as literacy lessons. There is a lack of opportunities for children to write freely in structured play situations.
47. In their **mathematical development**, the children's achievement and the quality of the teaching and learning are satisfactory. By the end of the Reception year, most children have a secure understanding of numbers up to 12. Higher attaining children can count in leaps of 2, 3, 5 or 10 and sort out even or odd numbers with a good level of accuracy. The children's learning is enhanced by good use of practical apparatus. For example, in a lesson observed, different coloured teddies were hung on a line and used to support children's understanding of the adding of different variables, for example, 3 or 5. Good quality clocks, as well as the school's own clock in the hall, were used to reinforce the children's knowledge of o'clock time. Due to the constraints of the accommodation, there are missed opportunities for children to explore mathematical concepts through sand and water play.
48. The children's **knowledge and understanding of the world** is secure by the time they transfer to Year 1. Teaching is satisfactory overall and is mainly taught with Year 1 pupils. At these times, activities are adapted for the younger children after the main teaching. Activities are formal and often teacher-directed and do not always give children enough opportunities to find things out for themselves by play and experimentation. The children gain satisfactory awareness of the passage of time through their studies of toys in 1950 to 1960. They have satisfactory awareness of the world beyond where they live through the travels of 'Barnaby Bear'. They have good knowledge of the stories of Jesus and Moses through good coverage. The children are enthusiastic learners and are interested in all activities.
49. In terms of **physical development**, few opportunities were observed and no judgement on teaching and learning was made. The school provides an outside play area for wheeled vehicles for children to extend their physical activities. Regular physical play activities are unstructured, but children have good opportunities to use the climbing apparatus and the school hall. They are very agile and have above average physical abilities. They are able to climb, swing and travel with above average body control. When children use the playground, they show good awareness of space and good balance when travelling. The practice of teaching Reception children tag rugby in a Year 1 lesson is not appropriate, however. Many children do not have the tactics or ball skills of older pupils and would benefit from separate provision on the school field. Children show good control of brushes and pencils, and most manipulate soft play dough and use scissors well.

50. In the **creative area of learning**, very little teaching was observed, because the children do not have regular access to creative activities. No overall judgement about teaching and learning was made. There were no opportunities for creative play during the inspection, owing to the limitations of the accommodation. However, children's finished painted models of fish in 'tanks' show satisfactory knowledge of folding, cutting and sticking materials together in a variety of ways to create an imaginary object.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Procedures to raise standards and achievement in English are most effective.
- Teaching in the Years 3 to 6 class is good overall with very good features.
- Effective school action is bringing about improvements in the quality of pupils' writing and spelling.
- Standards of presentation and handwriting are not high enough in Years 2 and 3.
- The good listening skills observed in Reception and Year 1 are not seen consistently in older pupils' classes.

Commentary

51. There has been good improvement in the standards attained at the end of Year 6 since the previous inspection. Standards have also improved since the national tests in 2003 at the end of Year 2 and Year 6. Standards are now average overall at the end of Year 2 and above average at the end of Year 6. This is a significant improvement, and due to a better focus on the teaching of spelling and writing. As a result, all pupils, including those with special educational needs, achieve well, enjoy their learning and are gaining newly found confidence and skills.
52. At the end of Year 2, speaking and reading standards are above average. Listening standards are below. Writing standards have risen because the teacher is now giving pupils the structure and tools with which to write. For example, a letter writing task was founded on a 'letter writing tool kit', which was formulated by the teacher and the pupils, so that they could check their writing for elements of layout and punctuation. The gap between attainment in reading and writing is narrowing as standards in writing are rising. Writing standards are now at the average level for Year 2 pupils.
53. At the end of Year 6, standards in English have also risen and are now above average. Regular handwriting and spelling activities, together with a wide variety for writing tasks, give pupils the skills to write well. Pupils are encouraged to read widely and most are very enthusiastic readers, with discerning tastes for authors and styles of books. Their reading standards are above average. They are also encouraged to evaluate the style of writing of authors in class studies, in order to gain and use these skills for themselves. For example, in a very good lesson, pupils looked at the work of Walter de la Mare's poetry to discover how the choice of words can create different moods and feelings. The style of teaching in the Year 4/5/6 class encourages open discussion and a sharing of ideas. The pupils are very confident speakers, but not so good at listening, often mainly due to over enthusiasm.

54. The quality of teaching and learning in Year 1 and Year 2 is satisfactory and in Years 3 to 6 it is good. In all classes, teachers have developed good relationships with pupils. Class management skills are satisfactory, but a firmer insistence on the full attention of all to listen when an adult or pupil is speaking is needed. Teaching assistants are well deployed and are effective in their work. They offer good support to pupils with special educational needs and their support ensures that they are fully included in all activities. For example, because of the good support from a classroom assistant, the work achieved by a pupil in a writing task was good enough to be shared with the class at the end of the lesson and was applauded by pupils.
55. The teaching of the skills of reading is good and well structured in the early stages. Pupils regularly take home books to share and are heard to read regularly at school. As they become older and more confident readers, they share books regularly with younger pupils and with each other. Writing skills are now taught systematically and there is good coverage of a range of styles of writing for different purposes. Poetry has a particularly good focus in Years 3 to 6. Marking of books is regular and supportive, but the handwriting of teachers sometimes does not present an appropriate role model to pupils and does not encourage pupils to develop a neat style of regular joined writing. As a result, presentation of work is inconsistent between classes.
56. Good systems for assessing pupils and tracking their progress through the National Curriculum are in operation. These include relevant writing targets, which are at the front of literacy books. Information from assessments is used well to inform curriculum planning. For example, the focus on writing and spelling through out the school was identified from a scrutiny of national tests undertaken by pupils.
57. The subject is well led and managed because this is a small school and has a collegiate style about all its work. Teachers are well aware of the focus for improvements and work hard within their own classes to raise standards successfully.

Language and literacy across the curriculum

58. Teachers make good use of opportunities in other subjects to create interesting and relevant tasks for pupils to apply and develop their literacy skills. This motivates them well and examples include poems inspired by the sayings of Jesus in Year 6 and an information book about Fish and Reptiles in Year 2. Teachers also extend pupils' vocabulary well, ensuring that they understand and use subject terminology correctly and that there are good opportunities for whole-class discussions and evaluations.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The expertise and enthusiasm of teachers are very good.
- The good monitoring and evaluation by the headteacher and new subject leaders have correctly identified strengths and weaknesses in the subject.
- The good planning for improvement and full introduction of the National Numeracy Strategy have ensured pupils' higher achievement.

Commentary

59. By the end of Years 2 and 6, pupils' standards are above the national average for mathematics. Pupils' achievement is good. Over the three years 2001 to 2003, average points performances in mathematics in Year 2 were well above the national median. In 2004, the National Curriculum test results show the school's standards as above the national average for 2003. This reflects good challenges given by teachers to higher achieving pupils as well as those with special educational needs.
60. In Year 6, taking three years 2001 to 2003 together, the school's average points in the National Curriculum tests show that pupils' performance in mathematics was above the national median. In 2004, the National Curriculum assessment data shows that standards are above the national average. At the end of July 2003, the value added measure for Years 3 to 6, in comparison with national distribution, was good. It was still good when compared with similar schools. Higher achieving pupils reach above the national average consistently in their mathematical work. This is due to good teaching in all year groups as well as strong leadership and management of the subject.
61. Teachers' very good expertise and enthusiasm are significant factors in helping pupils to improve their standards. Teachers have very good knowledge of their subject which is delivered with enthusiasm and a brisk pace. Teachers use probing questions to ascertain pupils' understanding, and constantly reinforce pupils' knowledge where they consider there are past gaps in their learning. Teachers use different methods to explain new work and use computers most effectively to support mathematical learning. Day-to-day assessment is used well to inform lesson plans. The good quality of additional support from teaching assistants ensures that the needs of a wide range of ages within each class are met. Teachers take good care to provide interesting problem-solving activities or investigations. This alerts pupils' interest and they have become fluent at expressing their different strategies in solving problems. The provision for pupils with special educational needs is good and pupils make good progress towards their individual targets.
62. Pupils have a good understanding of each digit when solving problems, using a variety of methods. They confidently explain how they calculated their answers. Pupils in Years 1 and 2 draw and write patterns in numbers accurately, counting in 2s, 5s, 10s and 6s. Higher achievers in Year 2 calculate adding correctly a group of three numbers to 150. They multiply and divide tens and units by a single unit correctly. They have a clear understanding of measuring length, weight and capacity, tell the time accurately, and give correct change from £1. They understand fractions of a whole. A significant majority use graphs correctly when handling data.
63. By the end of Year 6, pupils are alert and at ease with mental calculations. They have a quick recall of tables and are highly accurate when solving algebraic problems, mentally. They have a very good understanding of the use of brackets in questions. Pupils correctly and neatly write their calculations when using the four rules for numbers of thousands, hundreds, tens and units. They rise to the high challenges given when interpreting data through graphs and statistics. Higher achieving pupils in Years 5 and 6 use fractions, decimals and percentages to describe proportions correctly. Pupils' standards in the aspect of measurement, shape and space are good and consistently accurate.

64. The good evaluation of the subject's strengths and weaknesses by the co-ordinator and the headteacher has ensured the good use of practical investigation and problem-solving in all year groups. This has encouraged pupils' interest, resulting in good attitudes and behaviour in mathematics' lessons. There has been good improvement in the quality of provision for mathematics since the previous inspection, due to the full introduction of the National Numeracy Strategy and the good leadership of the subject. In addition, extra resources and further training for teachers have had a positive impact.

Mathematics across the curriculum

65. By the end of Year 6, opportunities for pupils to use mathematical skills in other subjects are good. Their mathematical skills enable them to solve investigations in science effectively. The presentation of data and findings is logically ordered with clear methodology explained and recorded during science investigations. When analysing data, pupils have good skills for compiling and understanding graphs. This helps them in their history and geography lessons as well as science. Pupils' good measuring skills help them significantly in design and technology projects. Their use of ICT skills in mathematics has been developed well, resulting in clearer explanations of patterns in data.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teachers' very good expertise and good planning of the curriculum ensure that pupils' learning is good.
- Teachers' good emphasis on the use of specific, technical language enables all pupils to think and explain scientifically.
- There is a good focus on investigative and problem solving work for pupils.
- The good leadership and management of science include good assessment procedures.

Commentary

66. Standards in Years 2 and 6 are above the national averages for science. This shows good improvement from the time of the previous inspection in 1998. Results in 2004 are better than those of the previous year. In 2004, 100 per cent of Year 6 pupils reached the average level of an eleven-year-old in the National Curriculum assessments. A principal reason for the improvement is due to the school's focus on investigative and problem-solving work built carefully into the planning for science, as well as for mathematics. Pupils with special educational needs in all year groups are particularly well supported and achieve well in the general aims of science lessons. In all year groups, higher achieving pupils are highly challenged. This results in their consistently higher scores in tests.
67. Pupils' scientific knowledge and skills are systematically developed through the good planning of the curriculum. Teachers' very good expertise in science ensures that the content of lessons closely follows the National Curriculum guidelines and is built carefully on pupils' earlier learning.

68. By the end of Year 2, pupils have a secure knowledge about life processes and living things. Pupils understand that humans use their senses, they reproduce, and age. Pupils name correctly the main external parts of the body. They correctly identify a variety of animals. They know why flowers have bright colours and scent, and they know the names of many different plants. Pupils correctly label different parts of a plant. They have studied with interest, the habitat of local hedges. They have a very good knowledge of natural and man-made materials, comparing the properties accurately. In their investigations on 'light', using a projector and objects, pupils correctly discovered that, 'Light only travels in straight lines so it won't go through solid things. This is what makes a shadow'. Pupils show satisfactory knowledge about transparency and opaque materials.
69. By the end of Year 6, pupils have good knowledge of circuits and conductors through making their 'burglar alarms'. They have worked with mirrors and light to create reflections. Pupils have carefully compared variables during a scientific experiment when measuring shadows created by the same objects at differing heights. They have a good knowledge of the structure of the eye and how vision operates. In their observations of mixing substances, pupils record, with good analysis, the changes in objects, materials and substances. They explain which are reversible or irreversible. In the recording of their experiments, there is good accuracy over freezing, evaporating, burning, melting and condensation. Pupils have conducted interesting experiments to show the length of plantains in short grass, when they ask themselves the question, 'Do plantains in long grass grow longer than those in short grass?' Overall, Year 6 standards are above the national average, with strengths in investigative work.
70. The quality of teaching and learning in science is good. A strength of the teaching is in the good emphasis on the use of correct scientific terminology to explain findings. Pupils are strongly encouraged to predict outcomes when they investigate and to give an indication why results are as found. In addition, pupils are encouraged to record their own findings with their improved vocabulary, and in tabular or graph format. This method interests the pupils and their enthusiastic reactions are focused well. There is good use of teaching assistants and volunteers to support pupils in their investigations and recordings. The promotion of equal opportunities is good.
71. As a result of good leadership, staff work as a cohesive team to evaluate the planning of the science curriculum and how to assess pupils' progress. The good assessment of pupils is recorded regularly, so that pupils' progress can easily be tracked from entry to the end of Year 6. There has been imaginative use of the local area for the study of wildlife and marine biology. This provides very good enrichment opportunities to enhance pupils' learning and their sense of wonder at the natural world.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teachers make the work interesting and challenging, which raises standards.
- Improvements in resources and staff's expertise have enabled pupils to undertake more complex work.

Commentary

72. At the time of the previous inspection, standards were unsatisfactory, but there has been very good improvement. Pupils' standards are now good and above the expected levels nationally by the end of Years 2 and 6. Teachers challenge pupils well, so that in all year groups, pupils tackle complex tasks confidently and enthusiastically.
73. Pupils in Year 2 can correctly set up a computer program, select, use a menu, and print their work. Higher achieving pupils can connect with the Internet and select information they are searching. Pupils use a word processor correctly to produce sentences that communicate meaning clearly. They edit and punctuate accurately, using the delete button. They explore options in programs suitable for their age range.
74. By the end of Year 6, pupils confidently plan and design layouts of leaflets about a favourite animal or pet, by importing pictures from other files and presenting a sequence of images. They access the Internet quickly and demonstrate good skills in finding information about a topic being researched in history. Pupils send, receive and reply to e-mails, develop and refine the text and send images as attachments. They use simulations to make and test predictions, exploring options. Pupils make a control program to operate a lighthouse and traffic lights on screen, using a delay mechanism to ensure a flashing light or sequenced traffic lights. Overall, pupils' achievement is good.
75. Teachers intervene frequently and effectively to tackle common errors and to provide challenging extension work. They plan activities that are imaginative, relevant and engage pupils' interest. Computers are in frequent use and during lessons, there was successful management of behaviour, resulting in highly focused pupils using the ICT resources and able to work sensibly in pairs.
76. There is good leadership and management of the subject. Staff have undergone extra training which, together with extra resources, have improved provision. There is systematic tracking of pupils' progress throughout all year groups. The school uses a recommended scheme of work, but is also trialling an alternative scheme in Years 3 and 5. The school is well equipped. The ICT suite has seven laptops and a PC. Class computers are linked and there are sufficient programs. The school employs an ICT technician who is currently upgrading all systems. Recently, the school had a major problem with a supplier who went bankrupt, resulting in a lack of maintenance and poor reliability of computers and software. Another supplier's bankruptcy resulted in the disappearance of the school's website. These factors held up the overall good development of the subject for a while. However, the problems have been tackled confidently by the headteacher and the new subject leader.

77. There have been very good enrichment opportunities. The school's very good link with Helston's Community College has provided the services of a skilled teacher in ICT for an after-school club at Breage Primary. This is very popular, and has enhanced pupils' expertise significantly, as well as preparing older pupils for their transition to secondary stage. There have been very good opportunities to e-mail a school in Hong Kong, a school in Somerset and to Zlin in the Czech Republic. Pupils made a video of school life here which was given to the Zlin school. A turtle roamer is in use as well as tape recorders, a camcorder and digital camera. All these activities heighten pupils' awareness of the potential of information and communication technology in society.

Information and communication technology across the curriculum

78. There are many examples of the use of ICT to support other subjects on display around the school and in pupils' workbooks and samples. They use their word processing skills effectively when drafting and editing their work in English, science, history and geography. They access the Internet when carrying out research about topics. In science and mathematics, they show how pictorial representations of investigations through graphs can enhance their findings.

HUMANITIES

The inspection of **religious education** was undertaken by a Section 23 inspector.

Pupils' work was sampled in **geography** and **history**. During the inspection, it was not possible to observe any lessons in geography or history, but samples of pupils' work were analysed, documents and the school's planning were scrutinised and discussions took place with subject leaders and pupils.

The management of both subjects is good and improvement since the previous inspection has been good. The co-ordinator is well informed and enthusiastic. He supports colleagues well and ensures that there are sufficient resources to deliver the subject effectively. Planning ensures good coverage of the subjects of geography and history, which is well balanced with appropriate time being allocated. A major strength of provision is that, in both subjects, emphasis is firmly placed on providing pupils with as much direct experience as possible through a wide range of very good enrichment activities. This is achieved through well-planned visits, visitors to the school, role-play and drama. To promote their research skills and extend their knowledge, pupils have gathered considerable data from the Internet.

79. In geography, by the end of Year 2, pupils have made good progress in developing their map-making skills. This is evident in their work on different modes of travelling on the Isle of Struay, in their map-work on the United Kingdom and in their large-scale three-dimensional model of the village of Breage. They have recorded accurately their view from a window, listing differences in natural outlines compared with man-made objects. Although no lessons were observed and, therefore, it is not possible to make a judgement on teaching and learning, it is likely that pupils' achievement will be good.
80. By the end of Year 6, good progress has been made in studying mountains in Europe, Asia and the Americas and in the earth's structure. Pupils show good understanding of fold and block mountains, volcanoes, rain shadows and glaciers. There has been very good enrichment for pupils through a relevant study of the local coastline. They have made a thorough field study of sand dunes, completed drawings of the top view of

Gwithian, and observed marine eco-systems linked to the local environment. Pupils have drawn maps of the local villages they live in, and have experienced a beach day to Helford. No judgements on teaching and learning in geography are possible. However, pupils' achievement is likely to be good in Year 6.

81. In history, there has been effective studying of the ancient Romans and of the Celts, the latter being reinforced by an interesting visit to a local Celtic site, Chysauster. Topics for younger pupils in Years 1 and 2 have also included work on merchant ships and ancient Egypt, which have obviously increased pupils' understanding of chronology and engaged their interest. Although no judgements are made on teaching and learning in history, it is likely that pupils' achievement will be satisfactory in Years 2 and 6, with good features in Year 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art and design, design and technology, music and physical education. Insufficient lessons were observed to report fully about teaching and learning in these subjects. Samples of pupils' work were scrutinised. Documents and the school's planning were analysed, and discussions took place with all subject leaders about their planning and enrichment programmes.

82. In **art and design**, from the work displayed and the scrutiny of pupils' work, it is likely that pupils' achievement at the end of Year 2 will be satisfactory. At the end of Year 6, pupils' achievement is likely to be good. Strong links with the St Barnabas Trust make very good connections with the religious education curriculum and very good examples of work were on display. Driftwood and willow sculptures, as well as highly reflective art work about their different views of Jesus, have great impact on all those who visit the school. In the one lesson seen, there was a very good study of the techniques of Clarice Cliff and the bright colours which she used.
83. In **design and technology**, from the work seen and talks to pupils, achievement at the end of Year 2 and Year 6 is likely to be satisfactory. Pupils have an appropriate understanding of the designing and making process and have experienced a suitable range of materials. By the end of Year 6, they know a number of ways to join materials and understand the need to evaluate their work.
84. From the analysis of teachers' planning in **music**, of pupils' singing in assemblies, and evidence from videos of concerts and a cassette tape, there is a balanced coverage of the National Curriculum for music and very good enrichment in extra-curricular activities. By the end of Years 2 and 6, pupils achievement is likely to be satisfactory for the age group in music. Standards in singing are satisfactory overall, and confident. There is good improvement since the previous inspection, when music was unsatisfactory.
85. Through a National Trust project and the visit from a musician of the Bournemouth Symphony Orchestra, there has been very good enrichment for pupils to create their own pentatonic compositions in Years 4, 5 and 6. In this aspect of music, the older pupils reach standards above the expected levels for the age range. The very good enrichment of pupils' musical experiences and the range of activities and resources ensure that pupils remain well focused, reflecting good enjoyment.

86. The leadership and management of the subject are good. The planning ensures a clear progression of skills, for all aspects of music between year groups. The use of visiting specialist instrumentalists to teach brass and woodwind, lifts standards. A full range of religious festivals is celebrated, at local churches. The school's choir has sung in St Breaca Church and pupils have participated in Breany Music Festival and in the festival at Reawla. The school intends to participate in the St Ives festival in the autumn term. The school's concerts, such as 'HMS Pinafore', further extend pupils' good equal opportunities. All extra enrichment contributes significantly to pupils' spiritual, moral, social and cultural development and to the very good links between the school and the community.
87. Three lessons were seen in **physical education**, all with a visiting rugby coach whose lessons concentrated on the skills of tag rugby. As none of the permanent staff were observed, no judgements can be made about teaching and learning. There is a balanced coverage of all aspects of physical education. In the lessons seen, pupils' achievement was judged to be satisfactory for their age. The school's opportunities for swimming are very good and all pupils swim each year at the local college's pool. Overall, pupils' achievement in swimming is good. A significant majority swim further than the required 25 metres by the end of Year 6. Pupils have a good success in team events with other schools. Athletics is catered for well in the school's large, flat sports field.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. The school is a harmonious community in which all pupils are given equal status and show tolerance and respect for one another. Staff know pupils well and provide regular opportunities to discuss concerns or school issues. Health and safety, sex and drugs education are appropriately covered with good support from the school nurse, local police and a member of the fire service.
89. Personal, social and health education lessons and discussion times, known as 'Circle Time', are used to good effect. Sessions are planned to explore personal responses. An analysis of the work of Year 6 pupils indicates a variety of topics covered. For example, older pupils discuss and think seriously about real situations such as, *Your friend's older brother offers you a cigarette, or, A friend wants you to try glue sniffing with them.* In these situations, discussions are in depth and managed well. Other topics, such as the lesson observed on 'Society', reflected on people working together to benefit other people. Effects of societies breaking down are well linked to world issues and include war breaking out when societies break down. Drama is used well to enact real-life situations to understand how conflicts and difficult decisions can be resolved.
90. Leadership and management for personal, social and health education and citizenship are good. The school's policy ensures a clear progression of ideas and tasks to develop pupils socially and emotionally, whilst heightening their awareness of healthy lifestyles. There are good multi-cultural Inks established with European and Chinese cultures. Boards around the school celebrate pupils' personal achievements. Staff make every effort to raise pupils' self-esteem and to develop emotional insight. There are plans to develop a School's Council soon.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).