

# INSPECTION REPORT

**Mabe Community Primary School**

Mabe Burnthouse, Penryn

LEA area: Cornwall

Unique reference number: 111855

Headteacher: Mr Nick Illsley

Lead inspector: Mr Stephen Dennett

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> November 2004

Inspection number: 267263

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed  
Number on roll: 118

School address: Cunningham Park  
Mabe Burnthouse  
Penryn  
Cornwall

Postcode: TR10 9HB

Telephone number: 01326 372662  
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Appropriate authority: Governing body  
Name of chair of Mr P Tisdale  
governors:

Date of previous 28<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Mabe Primary School is a small community school serving the village of Mabe Burnthouse and the surrounding communities. It provides full-time education for 118 pupils aged four to eleven. At the time of the inspection 25 children were under five years of age. The school is popular locally and its roll is currently rising. Nearly all the pupils are from a white British background, although a few pupils are of Chinese origin. No pupils speak English as an additional language. The number of pupils eligible for free school meals is below the national average, although it has risen recently. The social and economic circumstances of pupils are relatively disadvantaged. Over half of the pupils attending the school come from outside the immediate catchment area. Twenty-five pupils have been identified as having special educational needs at present and this figure is above the national average. There are three pupils attending the school who have Statements of Special Educational Need. This is well above the national average. Pupils have been identified as having moderate learning difficulties, physical disabilities and autism. The school has very small groups entering each year and inward pupil mobility is above average. The composition of year groups varies considerably but, overall, pupils' attainment on entry to the school is below average. The school is part of the Penryn Network Learning Partnership. In 2001 the school received an Achievement Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Mathematics, science, information and communication technology, art and design, design technology, physical education
11564	Jean McKay	Lay inspector	
14997	Valerie Emery	Team inspector	English, religious education, geography, history, music, personal, social and health education, Foundation Stage, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school that has made a good level of improvement since its last inspection. The quality of education provided is good and it is well led and managed. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- The headteacher provides very good leadership for the school.
- There are very effective systems for assessing pupils' work and the information gathered is used very effectively to adjust teachers' lesson planning and the school's improvement plan.
- Pupils have very positive attitudes towards their work and enjoy coming to school.
- Standards in information and communication technology are not high enough in Years 5 and 6 and there are weaknesses in the school's provision for the subject.
- Opportunities for enriching pupils' education are very good.
- The school provides very good support and guidance for its pupils.
- There are very good links with parents, the community and other schools.
- Standards in English, mathematics and science are below average in Year 6.

There has been a good level of improvement overall in the school's performance since its last inspection. All the issues relating to assessment and the keeping of pupils' records have been dealt with very well. Most of the minor issues have also been addressed well or are in the process of being dealt with.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	E	C
mathematics	D	E	D	B
science	D	E	C	A

*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 the results from the national tests taken in the spring of 2004. As the number of pupils taking the tests each year is small, statistical results tend to be unreliable. In addition, there is a considerable variation in the composition of each year group and in some years the number of pupils with special educational needs is quite high. This inevitably has a negative effect on test results.

Pupils' standards of achievement in the national tests at the end of Year 2 were well above average in reading, writing and mathematics. This was an improvement on the results of 2002 and 2003. Pupils results were also well above average when compared with schools with a similar number of pupils eligible for free school meals. Teachers' assessments of pupils in science indicate that standards were very high.

The inspection findings are that standards are **above average** overall and pupils' achievement is **good**. Children enter the reception class with levels of attainment which are

below average. They make very good progress and, by the time they enter Year 1, they have exceeded all the early learning goals<sup>1</sup> in all areas of learning. At the end of Year 2, standards are well above average in English and pupils' achievement is good. In art and design, standards are also well above average and pupils' achievement is very good. Standards are above average in mathematics, science and physical education and pupils' achievement in these subjects is good. Standards in information and communication technology are average, but pupils' achievement is good because of good progress from previously low levels of attainment. Standards in music and religious education are average and pupils' achievement in these subjects is satisfactory. At the end of Year 6, standards are above average in art and design and physical education. Pupils' achievement in these subjects is good. Standards in music and religious education are average and pupils' achievement is satisfactory. Standards in English, mathematics, science and information and communication technology are below average. However, because of good teaching and good recent progress, pupils' achievement in English, mathematics and science is good, as these pupils have made good progress from low levels of attainment at the end of Year 2. Pupils' achievement in information and communication technology is satisfactory overall, as pupils are now beginning to make satisfactory progress from low levels of attainment in Years 3 and 4.

Attendance and punctuality are good. Pupils' attitudes to school and their work are very good. They work hard and this is having a positive effect on the progress they make. Behaviour around the school and in classes is good. Pupils behave responsibly and their spiritual, moral, social and cultural development is good overall. Their moral development is very good.

## **QUALITY OF EDUCATION**

The quality of education is **good**.

Teaching and learning are good. Teachers have very good subject knowledge in the Foundation Stage and Key Stage 1 and, elsewhere in the school, it is good. All teachers insist on high standards of behaviour and this aspect of their teaching is very good. Very good use is made of teaching assistants in the younger classes and they make a very significant positive contribution to pupils' learning. As a result of the good quality teaching, all pupils, including those with special educational needs, make good progress in their learning. Systems for assessment are very good and the information gained is used very effectively to set pupils clear targets for improvement and to adjust teachers' planning where necessary.

The curriculum provided by the school is good overall. The opportunities for enrichment provided through extra-curricular activities such as clubs and school visits are very good. The provision for pupils with special educational needs is very good. The school is provided with well qualified teachers and very effective teaching assistants. The accommodation is good and the school is generally well resourced. However, some of the computer hardware and software are obsolete and this is having a detrimental effect on standards in information and communication technology.

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<sup>1</sup> Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

There are good systems for ensuring pupils' welfare, health and safety. Provision for their support, advice and guidance is very good. The school is actively involved in seeking pupils' views and this aspect of provision is good. There are very good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school is **good** overall. The governance of the school by the governing body is good. The headteacher has a very clear sense of purpose and his personal leadership is very good. Other key staff support him well and there is a marked sense of teamwork throughout the school. Systems for monitoring the school's performance are very good. The school's improvement plan is an effective document and has done much to move the school forward. The school makes a very good contribution to initial teacher training. Overall, management is good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have **very positive** views of the school. They especially praise the way in which all staff are approachable and deal with any problems quickly and effectively. Pupils like the school **very much**. They say they enjoy their work and like their teachers. They are very appreciative of all the extra-curricular activities provided.

## **IMPROVEMENTS NEEDED**

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

- further raise standards in and improve provision for information and communication technology as planned;
- continue to raise standards in English, mathematics and science in Year 6 as planned.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are **above average** overall and pupils' achievement is **good**.

#### Main strengths and weaknesses

- Standards are good in all areas of learning at the Foundation Stage and children's achievement is very good.
- Standards are well above expectations in English and art and design at Key Stage 1.
- Pupils in Year 6 have made good progress since the end of Year 4.
- Standards in English, mathematics, science and information and communication technology are below expectations in Year 6.

#### Commentary

1. Children enter the school with levels of attainment which are below average. They make very good progress and their achievement is very good. By the time they enter Year 1, they attain standards which are above those expected in all areas of learning.
2. Standards in national tests at the end of Year 2 have risen significantly over the past three years. Standards in national tests in 2004 were well above average in reading, writing and mathematics. In teacher assessments, standards were very high in science. The results were just as good when compared with similar schools. Observed standards for the current pupils are well above average in English and above average in mathematics and science. There is some variation between years because of the small number of pupils in each group, but all pupils are achieving well. Standards in information and communication technology are average, but pupils are achieving well from a low starting point. Standards are well above average in art and design, above average in physical education and average in religious education and music.

#### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
Reading	18.1 (17.8)	15.8 (15.7)
Writing	17.0 (16.8)	14.6 (14.6)
Mathematics	18.3 (16.6)	16.2 (16.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

3. Standard in national tests at the end of Year 6 have improved overall over the past three years. In the 2004 national tests, standards were well below average in English, below average in mathematics and average in science. In comparison with similar schools, standards were above average in English, average in mathematics and well above average in science. Observed standards for current pupils are above average overall and their achievement is good. Standards at the end of Year 6 are currently

below average in English, mathematics, science and information and communication technology, but elsewhere standards are at least above average and, in Year 3, sometimes well above average. The current Year 6 group achieved standards that were well below average in reading, writing and mathematics at the end of Year 2 and have made good progress in their learning since the end of Year 4, due to good teaching. However, they have not yet reached the expected standards in core subjects, despite good teaching. In addition, nearly a third of this group have been identified as having special educational needs, including a pupil with a Statement of Special Educational Need who has moderate learning difficulties. Standards are below average by the end of Year 6 in English, mathematics, science and information and communication technology but, for the reasons stated above, pupils' achievement is good in English, mathematics and science. In information and communication technology, pupils' achievement is satisfactory. In religious education, standards are in line with the locally agreed syllabus and pupils' achievement is satisfactory. Standards in art and design and physical education are above average by the end of Year 6 and pupils' achievement in these subjects is good. Standards in music are average and pupils' achievement is satisfactory.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	24.7 (26.6)	26.9 (26.8)
Mathematics	26.1 (25.5)	27.0 (26.8)
Science	28.8 (27.4)	28.6 (28.6)

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

- Pupils with special educational needs make good progress and achieve well as a result of the good support in lessons from well trained teaching assistants. Pupils reach their individual targets successfully and sometimes reach standards which are in line with the expected level for their age. As pupils make good progress, their names are removed from the special educational needs register. Provision for gifted and talented pupils is good, both in lessons and by extra support outside the school. Good links with the secondary school provide extra challenging activities for these pupils in mathematics and sport.

#### **Pupils' attitudes, values and other personal qualities**

Attendance and punctuality are **good**. Pupils' attitudes are **very good** and their behaviour is **good**. Spiritual, moral social and cultural development is **good** overall.

#### **Main strengths and weaknesses**

- The school is very successful in promoting pupils' personal development.
- Pupils enjoy school and want to learn.
- The school successfully promotes a strong set of values, which is based on pupils having respect for themselves and each other.

#### **Commentary**

5. Young children make good progress in their personal, social and emotional development in the reception class and have good attitudes to learning by the time they enter Year 1.
6. The school's ethos places a strong emphasis on pupils' personal development and promotes it very well through its stated values and very good relationships. Pupils' respect for themselves and for each other is promoted well. Very good enrichment activities add enjoyment to school life and the school is a happy place in which to be. 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. Pupils have very positive views of the school and enjoy all the activities provided.
7. Behaviour overall is good, both in lessons and at lunchtimes and playtimes. Pupils are motivated to behave well because they are encouraged to think about the effect their actions have upon others. There are also many rewards for good behaviour and responsible actions. Pupils learn to be responsible from an early age and the range of responsibilities increases as they move through the school.
8. Provision for pupils' spiritual and cultural development is good, whilst provision for pupils' moral and social development is very good. The daily act of worship and lessons in religious education and personal and health education contribute well to the good ethos. Good links with a local minister provide pupils with regular insights into Christianity. Assemblies are very much enjoyed by pupils and a strong element of reflection is present at these times.
9. Pupils have a good understanding of right from wrong, which is promoted well by the school's behaviour policy and class rules. Sensitive group discussions in class help pupils to understand the impact of their actions upon others. Pupils have very good opportunities to take on a range of responsibilities such as librarian and collecting for charities. Visits, including residential experiences, contribute positively to social development by promoting independence and tolerance in living closely together. Religious education provides good opportunities to learn about and contrast major world faiths. Very few pupils in the school come from other cultural traditions, but those who do are used well to promote understanding and tolerance of different ways of life. The good range of visits and visitors provided by the school extends opportunities to enjoy the arts. Visiting theatre groups, musicians and involvement in local events are good provision. Pupils enjoy local culture through taking part in the 'Mabe Shindig' and other community project events.
10. Pupils with special educational needs want to work and are supported well in doing so by their teachers and by teaching assistants. 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. Where this is not possible, a carefully managed programme of withdrawal with clear criteria is adhered to and reviewed regularly by all concerned.

## **Attendance**

Attendance is **good** overall. Punctuality at the beginning of the school day is generally good 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:	5.1	National data:	0.5

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

**Exclusions**

There were no exclusions in the year 2003/4.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Teaching and learning are good. The curriculum is good and provision for pupils' care, health and safety are also good. There are very good links with parents, the community and other schools.

**Teaching and learning**

Teaching and learning are **good**. Assessment is **very good**.

**Main strengths and weaknesses**

- Teachers have very good command of areas of learning and subjects at the Foundation Stage and the infants.
- All teachers insist on high standards of behaviour.
- Good teaching in Years 5 and 6 means that pupils have made good progress from a low starting point.
- Very good use is made of teaching assistants.
- Assessment systems are very good and are used very effectively.

**Commentary**

***Summary of teaching observed during the inspection in 27 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	18	3	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. All teachers have a good grasp of the subjects they teach and the areas of learning they need to cover. However, the quality of teachers' expertise in reception and the infants is particularly good. Here, teachers plan interesting and well-balanced lessons, which focus on key skills. As a result, pupils make very good progress in their

acquisition of skills, knowledge and understanding. Although most children enter the school with levels of achievement which are below average, the expert teaching they receive ensures that they exceed the early learning goals in all areas of learning by the time they enter Year 1. This accurately focused teaching continues in the infants, where pupils achieve high standards in literacy and numeracy.

12. All teachers insist on high standards of behaviour in lessons. As a result, behaviour in many lessons is very good and learning is rapid. Pupils apply themselves to their work with high levels of concentration and produce high quality work in many subjects. Teachers' behaviour management is positive and pupils enjoy the rewards they receive for their good behaviour. These all have a positive effect on the standards they achieve and the progress they make.
13. Pupils in Years 5 and 6 have made recent good progress in their learning because of sensitive and well-focused teaching. This group achieved standards that were very low at the end of Year 2 and evidence suggests they made little progress overall in Years 3 and 4. They have made up significant 'lost ground' over the past year and their overall achievement is good. The teacher has taken account of the overall below average abilities of the group and their lack of understanding in key areas of learning. He has sensibly concentrated on aspects which will provide pupils with key skills and the confidence to learn. As a consequence, pupils' attitudes to learning are very positive.
14. Very good use is made of teaching assistants, especially in reception and the infants, although assistants make a valuable contribution to learning in the juniors as well. A very important aspect of teaching assistants' work is the assessment and monitoring of pupils' contributions to class discussions. This information is reviewed jointly with the class teacher and adjustments made to planning to assure that all pupils have equal opportunities to participate. The information is also used to ascertain pupils' understanding of the concepts being taught.
15. The teaching of special educational needs pupils is good. It is particularly good in the classes where pupils' special educational needs are particularly complex. Work is specially adapted for pupils by teachers and teaching assistants are deployed very well to support them. Expectations of independence and what pupils can do are appropriately high. Assessments of pupils with special educational needs are regular and thorough. The information gained is used well to set new targets which are achievable and are regularly reviewed.
16. There have been very significant improvements in the systems for assessment since the last inspection. Assessments are now very thorough and provide teachers with accurate information about each pupil's performance. Teachers review how well each lesson has gone and how pupils have responded. They then use this information to adjust their planning very effectively to ensure all pupils learn at an optimum rate. Assessment is thus used very well to respond to the needs of individual pupils. There are detailed 'tracking' systems in place for English and mathematics which track pupils' progress and set appropriate targets for their performance in optional and national tests.

## The curriculum

The curriculum is **good** overall. Opportunities for enrichment are **very good**. The accommodation and resources are **good**.

### Main strengths and weaknesses

- The school has adapted the English curriculum well to raise standards in writing.
- Activities which enrich the curriculum help to make it more relevant for pupils.
- The provision for pupils with special educational needs is very good.
- The curriculum for information and communication technology is neither broad nor is it balanced.

### Commentary

17. The school has maintained the good curriculum identified in the last inspection and all statutory requirements are met. The curriculum is planned well and meets the needs of all pupils. They are well prepared for the next phase of their education. Good links are made across the curriculum areas. Literacy is used well in nearly all subjects. Art is used well as a method of recording in all subjects, particularly with younger pupils. Most subjects are covered well and the school uses national guidance to help to plan these. In information and communication technology there is an over emphasis on text and graphics at the expense of control and modelling simulations.
18. The range of activities provided to enrich the curriculum is very good. For a small school, the range of clubs on offer is very good. These include lunchtime clubs, which are well attended. Sporting activities are very good and involve the pupils in competitive leagues, sailing and swimming. The range of arts activities is also very good with involvement in arts competitions, an 'Arts in Trust' scheme and opportunities to work alongside artists who visit the school. Good links with the local secondary school provide extra support in both mathematics and sport for pupils who need more challenge.
19. The school's provision for pupils with special educational needs is very good. Pupils' needs are identified quickly and relevant support is provided. Because of the complex nature of the special educational needs of some of its pupils, the school is constantly reviewing the provision necessary and this is very time consuming for all concerned. Necessary care is taken to monitor the effects of inclusion in a mainstream school and the benefits for the special educational needs pupils in doing so.
20. The school has a good number of teachers and a very good number of teaching assistants. Classes contain pupils with a two year span of age who are taught together and the work is planned on a two-year cycle to accommodate this. A deliberate strategy of the school is to budget for a good number of teaching assistants. This has successfully provided very good support for all pupils and in particular those pupils with special educational needs. This helps to include all pupils in lessons and supports their good achievement. The school's accommodation is good. There is good access for disabled pupils. The school benefits from extensive and well

managed outside areas, some of which are shared with the local community. The school is very well maintained and attractively presented. Resources for most subjects are good and each classroom has a whiteboard linked to the teacher's laptop computer. The school will be gauging the effect of these whiteboards on increasing pupils' interaction and engagement in lessons. The majority of computers are obsolete and this is having a detrimental effect on the standards pupils achieve in information and communication technology.

## Care, guidance and support

The school makes **good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **very good** support and guidance and is in the early stages of involving them in the work of the school and its development.

## Main strengths and weaknesses

- Pupils have a secure and trusting relationship with adults in the school.
- Pupils feel secure and work in a healthy and safe environment.
- They achieve well because their progress is closely monitored.
- There are good procedures for introducing children to school life and for pupils leaving to commence the next stage of their education at the local secondary school.

## Commentary

21. 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. 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.
22. Teachers and support staff know pupils and their families very well, are sensitive to their needs and are thus able to provide very 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. In collaboration with the Penryn Partnership, the school is in the early stages of involving pupils in establishing a school council. Pupils said that they thought their different views and opinions are listened to. Pupils take responsibilities seriously, for example two older pupils run the 'Huff and Puff Club' at lunchtime, handing out toys to their fellow pupils.
23. Induction arrangements for new pupils are good. Good relationships are established with parents who come to the school from a number of outlying country areas. They are encouraged to get involved in their children's learning from a young age. The very good liaison between the school and the local community college means that older pupils are very well prepared for the next stage in their education.

## Partnership with parents, other schools and the community

The school has **very good** links with parents and the local community. It has **very good** links with other schools and the local college.

## **Main strengths and weaknesses**

- The very good contribution parents make to their children's learning at school and at home has a positive effect on the standards pupils achieve.
- Parents are well informed about the school and the standards and progress of their children.
- The very good links with the community help to enrich the curriculum.

## **Commentary**

24. The school's relationship with the parents is one of true partnership. Parents spoken to during the inspection thought that this relationship had grown steadily since the last inspection. The headteacher and governors are aware of the importance of working in partnership with parents and have an open approach to parents, often providing them with advice and help, for instance during times of family crisis. Many parents make a very good contribution to their children's learning by helping with school activities.
25. Although there is not a formal Parent Teacher Association at present, parents and the local community have raised significant funds for the school which help to fund, for example, visits to the theatre and other school trips. Parents are well informed about the school through the prospectus, regular newsletters and frequent other correspondence. They are also well informed about their children's progress through consultation evenings, open days, the annual report to parents and the governors' annual report. Parents spoken to during the inspection said they felt confident about approaching the school at any time if they had a problem. Parents of pupils with special educational needs are fully involved and informed about their children's reviews and targets for development. This is done through letters, telephone calls or interviews and is often discussed at parents' evenings.
26. Because this is a small rural school, great efforts are made to ensure that it is not isolated from the other schools and colleges in the area. There are very good links with other primary schools. All these schools, known as the Penryn Network Learning Community, provide many opportunities for staff development at both local and national level. Pupils are provided with many opportunities to take part in a variety of sporting occasions, all of which raise academic and sporting standards. Because there is so much pupil involvement with the college, parents believe the school goes above and beyond the basic minimum requirements by this effective partnership and provides their children with many valuable opportunities for learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is **very good**. The leadership of other key staff is good, as are governance and the effectiveness of management.

### Main strengths and weaknesses

- The very good leadership provided by the headteacher has moved the school on significantly over the last year.
- The evaluation of performance data is very good and the information gained has been used very effectively to bring about improvement.
- The school makes a very good contribution to initial teacher training.
- There are very good systems for financial management.

### Commentary

27. The headteacher has a very clear vision for the school and there is a dynamic sense of purpose to all its work. He has high aspirations for the school and he has already moved the school forward significantly in the three terms he has been in post. The school's development plan has correctly identified a number of key issues, including the raising of standards in the upper juniors and improving provision for information and communication technology. The headteacher is supported effectively by the governing body and other staff. Although the school is small, staff and governors take their many responsibilities seriously and this has a positive effect on the overall leadership and management of the school. Governors are actively involved in the work of the school and the chairman has been very effective in moving the governing body forward since its last inspection. As a result of their involvement, governors have a very good grasp of the strengths and weaknesses of the school and contribute effectively to the debate about raising standards and improving provision. Although there has been a significant improvement in overall provision, the school has yet to fully develop the role of co-ordinators, especially in curricular development and monitoring standards. This has been identified as an area for development in the school's improvement plan.
28. The management of the school is good. A very detailed analysis of performance data has led to a very effective 'tracking' system. This enables teachers to identify weaknesses in pupils' learning and to set realistic targets for improvement. This is demonstrated in the school's 'value added'<sup>2</sup> in 2004, which was well above average. The information has also been used very effectively to refine the school's improvement plan. Other systems for self-evaluation are good and are constantly being refined to improve the school's understanding of how it can improve. The improvement plan is effectively linked to teachers' performance management and continuing professional development. It also ensures that all pupils have full access to all the school's provision.
29. Leadership and management of special educational needs are very good. The co-ordinator for special educational needs knows all pupils on the special educational needs register very well. There are regular meetings between the co-ordinator, the

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<sup>2</sup> Value Added – the amount of progress pupils make in their learning from the end of Year 2 and the end of Year 6.

teachers and the classroom assistants which enable the co-ordinator to track progress and to plan work to help special educational needs pupils achieve well. The co-ordinator ensures that there are good links with outside agencies and helps to review all pupils' progress.

30. The school make a very good contribution to initial teacher training by taking several trainee teachers each year from the Cornwall School-centred Initial Teacher Training programme. They receive very good support from staff, as well as practical experience in taking small groups and larger classes. As teachers at the school are good practitioners, this provides trainees with high quality role models on which to base their teaching experience.
31. There are very good systems for financial management and planning. Although the school has suffered some cuts in its budget due to over-expenditure in the past, there is now a secure budget-making process which is closely overseen by the governing body. This has ensured that there are sufficient funds for all the school's current improvement projects, including the upgrading of computer hardware and software. The school makes good use of a bursar who works effectively with the school secretary to ensure that the day-to-day administration of the school is managed very well.

***Financial information for the year April 2003 to March 2004***

<b><i>Income and expenditure (£)</i></b>		<b><i>Balances (£)</i></b>	
Total income	335,337	Balance from previous year	5,935
Total expenditure	326,414	Balance carried forward to the next	14,858
Expenditure per pupil	3,022		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall provision for children is **very good**. Children enter the Foundation Stage with levels of attainment which are generally below average. By the time they enter Year 1, most have exceeded the targets set for pupils of this age.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision is **very good**.

#### **Main strengths and weaknesses**

- Children achieve very well.
- Staff have high expectations.
- Children learn to take on responsibilities quickly.

#### **Commentary**

32. In this area of learning, children's achievement is very good. The teaching and learning are good and almost all children reach the expected levels, with good numbers of children above this. The expectations of what children can achieve are high in terms of children looking after themselves independently. The children are interested and excited in their work and want to learn. They understand the qualities of friendship and what it means to be a good friend. They stay interested in their work when set tasks and follow instructions well. Children take on good responsibilities within the classroom for tidying up tasks and take the register independently to the office each morning. Opportunities to make their own choices about activities and to work independently by finding out for themselves are limited in the morning sessions, but more evident when the part-time children join the class in the afternoon.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision is **very good**.

#### **Main strengths and weaknesses**

- Teaching is consistently good.
- Parents give very good support to their children at home.
- Standards of reading are above average.

## Commentary

33. The children's achievement is very good. Almost all children are above average and are well into Year 1 work by the end of their reception year. The consistently good teaching and learning, together with a good team of learning support assistants, contribute well to this very good achievement. Parents also give very good support at home to their children. They listen to their children read regularly and help them to learn their new words. They also help them to form their letters correctly in their handwriting tasks. Children who are full-time already know a good number of their sounds and they recognise first and last sounds in words. Some children are already starting to write independently, using a word bank to help them. Children have opportunities to write freely in play situations. Children's reading is above average. Most full-time children are reading books with a small vocabulary which are closely linked to the words they learn at home.

## **MATHEMATICAL DEVELOPMENT**

Provision is **very good**.

### **Main strengths and weaknesses**

- Standards are above average and children's achievement is very good.
- Good use is made of practical apparatus.

### **Commentary**

34. Children's achievement is very good and the teaching is consistently good and challenges children well. Almost all children are above average by the end of their year in reception. Almost all are able to count reliably to at least 20, many beyond this. They are able to add and subtract to 10. Standards in the current reception class in the mornings with full-time children are already above average overall. Above average children count reliably up to 100. Children sort numbers into larger or smaller than 7 and know what 'more than' and 'less than' mean. The teaching uses practical apparatus well, including the interactive whiteboard.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision is **very good**.

### **Main strengths and weaknesses**

- Activities are practical and interesting.
- Good use is made of the outdoor environment.

### **Commentary**

35. Standards are good and almost all children reach the required goals, with a good number of children above this, by the end of the reception year. Teaching and learning are good. The children achieve very well because the activities are practical and interesting. They regularly go to the computer suite and improve their computer skills. Children use the mouse on the computer accurately to select icons and draw objects. They have regular walks out in the school grounds to observe the seasonal changes and learn about plants and animals. They follow instructions accurately to make cakes, observing the changes from liquids to solids when the cakes are cooked. The teacher gives children regular times to play with sand and water, using pumps and funnels, and they observe the differences in their play in wet and dry sand.

## **PHYSICAL DEVELOPMENT**

36. Few opportunities were observed and no judgement on teaching and learning can be made. However, the indications are that children will achieve very well and reach

above average standards by the end of their reception year. The school provides an outside play area for wheeled vehicles for children to extend their physical activities. Children have regular opportunities to dance, use bats, balls and hoops. They also enjoy parachute games. Children show good control of pencils, scissors and brushes. They fold paper accurately and most are able to copy letter shapes well.

## **CREATIVE LEARNING**

37. In this area of learning very little teaching was observed. No overall judgement about teaching and learning was made. Opportunities for creative play are always in the classroom and the theme is changed regularly. This area is sometimes a vet's surgery, laundrette, pirate ship or caravan and a range of dressing up clothes is provided for children to play creatively. The art work on the wall suggests good standards are being reached. Almost all children are achieving very well and are likely to meet the required goals, with a more than average number reaching levels beyond this.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Writing has improved in the school as a result of effective school action, led by the very good subject co-ordinator.
- Very good pupil tracking systems help teachers to adapt their teaching to raise standards.
- Some overlong sessions of teaching at the start of lessons reduce opportunities for pupils to work independently.
- Very good support for pupils with special educational needs helps these pupils to achieve well.

#### **Commentary**

38. This is a small school and the attainment of pupils varies considerably from year to year. Inspection judgements are that pupils at the end of Year 2 reach well above average standards and at the end of Year 6 they are below average. Since 2001, standards in the national tests have risen for pupils at the end of Year 2 and stayed consistently high for 2003 and 2004. Standards at the end of Year 6 have shown more variation and have been below or well below average since 2001. The improvements in standards in Year 2 in recent years are reflected in the good standards maintained in Years 3 and 4. Standards when compared with those in the last inspection have risen for pupils in Year 2 and dropped for pupils in Year 6.
39. The achievement of pupils at the end of Year 2 is good. They have achieved very well in the reception class and reached above average standards on entry to Year 1. At the end of Year 2, their standards are well above average and this shows a good achievement. The achievement of pupils by the end of Year 6 is also good. In their national tests at the end of Year 2, their results were well below average, so these pupils have also shown good improvement. Standards in the school are rising as a

result of the very good school action to raise standards in writing. Teachers have effectively identified the things that pupils have to learn to write well and have a consistent, agreed approach to teaching these skills. Pupils' ability to write in an interesting and engaging style is showing good improvement as a result.

40. Overall, there are significant strengths in the good teaching seen in the school and the quality of teaching and learning is good throughout. Reading is also taught well and pupils are enthusiastic readers who read widely and most name their favourite books. Younger pupils in Year 2 know how to use information books and pupils in Year 6 name a range of favourite authors and write book reviews. Good links are made between reading and writing and pupils are asked to use their reading to develop their writing skills in regular tasks at reading times. A relative weakness seen in the teaching are some overlong teaching sessions at the start of lessons. Although the teaching is very relevant, the pupils are not able to concentrate for such long periods of time when the teaching and learning are intensive and do not involve pupils in practical activities. Another weakness is that the current marking in the classes of Year 5 and 6 pupils, although it deals very well with improving the writer's ability to improve writing skills, does not focus sufficiently on basic spelling and punctuation which need improving. Teachers and teaching assistants work very well as a team in each class. This benefits pupils with special educational needs in particular. Their personal targets to be worked on are well known to all adults and pupils. Good systems are in place to exchange and record information about their progress towards meeting these targets and they also achieve well.
41. The leadership and management of the subject are very good. An important figure in raising standards is the subject co-ordinator who leads the subject very well. She has analysed strengths and weaknesses of the subject and provides very good training and support for teachers to help raise standards through the school, particularly in writing. The school's assessment and pupil tracking systems have improved significantly since the last inspection. The school is now able to track pupils' progress right through the school and set challenging targets for each pupil in reading and writing for each school year. Teachers have good knowledge of these targets and, in their teaching, focus well on how to help the pupils improve. In their marking, they help pupils to assess how far they are towards reaching these targets.

### **Language and literacy across the curriculum**

42. Good use is made of pupils' literacy skills to support their learning in other subjects. There is well planned use of opportunities in science, information and communication technology, art, mathematics and religious education for pupils to develop and apply their language and literacy skills. They write accounts of stories they are told and write up science experiments. Discussion is used well in lessons, such as different animal habitats in science or pupils explaining their work to the class or teachers.

### **MATHEMATICS**

Provision in mathematics is **good**.

## Main strengths and weaknesses

- Standards in national tests are improving rapidly.
- Standards of numeracy are very good in Years 3 and 4.
- Teachers' planning is very effective.
- Very good use is made of assessment to ensure work is well matched to the needs of pupils.
- The subject is well managed and the monitoring of performance information is very good.

## Commentary

43. Pupils' results in the 2004 national tests at the end of Year 2 were very high, compared both with the national average and with similar schools. The proportion of pupils achieving the higher Level 3 was well above average. There has been a significant improvement in standards in Years 1 and 2 since 2002. At the end of Year 6 in 2004, the test results were well below the national average but, compared with similar schools, they were average. The proportion of pupils achieving the higher Level 5 was in line with the national average, but well above that found in similar schools. Test results have improved steadily since 2001 and the amount of progress the group of pupils taking the test in 2004 made between the end of Year 2 and the end of Year 6 was well above average.
44. The inspection judges that standards are above average overall and pupils' achievement is good. They are above average at the end of Year 2 and pupils are achieving well. Standards of numeracy are very good in Year 3 and Year 4 and pupils have a very good recall of basic number facts. They use these skills well to solve number problems and their achievement is high. Pupils are good at explaining their reasoning and apply their thinking skills well to solving problems involving large numbers. In Year 5, standards are above average and pupils achieve well. They are developing good skills in handling data and produce both bar and line graphs. Standards in Year 6 are currently below average, but this group had poor results in the 2000 national tests at the end of Year 2 and is now achieving well because of good teaching. Over 30 per cent of this group have special educational needs, including a pupil who has severe dyscalculia<sup>3</sup>.
45. The quality of teaching and learning is good overall. Teachers plan very effectively and produce lessons which are imaginative and stimulating. They make very good use of interactive whiteboards to engage pupils' attention and to teach difficult mathematical concepts. Pupils use the boards as well to demonstrate that they understand what they are being taught. Lesson plans are evaluated after each lesson and adjusted effectively to ensure that pupils make as much progress as possible. There is very good provision for pupils with special educational needs and they are supported very well by class teachers and teaching assistants. All teachers insist on high standards of behaviour and, as a result, pupils have positive attitudes to the subject, behave well and make at least good progress. There are very good systems for assessment and the analysis of national and optional test results. The information gained is used very effectively to set group and individual targets for improvement

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<sup>3</sup> Dyscalculia: A condition which results in the subject finding it almost impossible to perform any mental and written calculations.

and to adjust planning as necessary. The analysis of tests showed a need to develop pupils' thinking skills and this is in the process of being addressed well through the use of 'problem solving' books.

46. The subject is well led and managed. There has been effective monitoring of standards, teaching and learning and staff development has been linked well to the need to improve the quality of teaching. The monitoring of performance data and the reviewing of patterns in pupils' learning has led to the successful raising of standards over the past two years. Although in some respects provision for the subject has not been maintained consistently since the last inspection and standards dipped significantly between 1999 and 2001, nonetheless recent good progress means that improvement is satisfactory overall.

### **Mathematics across the curriculum**

47. Pupils make good use of their mathematical skills to support learning in other subjects. They use their numeracy skills well in science to calculate results and produce graphs. In information and communication technology, they also collect data to put into a database and produce bar graphs. This work has a positive effect on the development of pupils' mathematical skills and knowledge.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Teacher assessments indicate that standards are very high at the end of Year 2.
- There is good emphasis on the development of pupils' investigative skills in teachers' planning.
- Teachers make very good use of teaching assistants to support pupils' learning at Key Stage 1.

#### **Commentary**

48. In 2004, teacher assessments indicate that pupils achieved very high standards at the end of Year 2, compared both nationally and with similar schools. The proportion of pupils achieving the higher Level 3 was above the national average, but in line with that found in similar schools. In the 2004 national tests at the end of Year 6, standards were above the national average and well above those found in similar schools. The proportion of pupils achieving the higher Level 5 was in line with the national average, but well above that found in similar schools.
49. The inspection judges that standards are above average overall and that pupils' achievement is good. At the end of Year 2, standards are above average and pupils achieve well. They have a good idea of a 'fair test' and know that they must make careful observations when carrying out investigations. They have a good grasp of physical processes and know that for a light to glow in an electrical circuit, the circuit must be complete. In Years 2 and 4, standards are well above average and pupils are

well on the way to designing their own tests to answer scientific questions. They understand well that friction will slow down a moving object and that to work efficiently machines must have smooth working surfaces to reduce friction. Standards at the end of Year 6 are below average, but teacher assessments in 2000 indicate that this group has made good progress from a very low standard since the end of Year 2 and therefore their achievement is good. This is largely been due to the well-focused teaching pupils receive. This group contains nearly a third of pupils with special educational needs, including one pupil with a Statement. This clearly has a negative effect on the overall standards of achievement in this group.

50. Teaching and learning are good. Teachers plan interesting lessons which place a significant emphasis on developing pupils' investigative skills. Pupils are encouraged to ask questions and devise ways of answering them, using the 'scientific method' to arrive at their conclusions. Teaching methods are sometimes very imaginative and teachers make effective use of drama, practical demonstration and interactive whiteboards to engage pupils' attention. As a result, pupils make good progress in their learning and clearly enjoy the subject. Very good management of pupils' behaviour means that they concentrate well and get the maximum benefit out of lessons. In the infants, very effective use is made of teaching assistants to support pupils' learning. They make effective use of questioning to extend pupils' understanding of what they are doing and therefore pupils' learning is very good in these sessions.
51. There is good leadership and management of the subject. The co-ordinator has good subject knowledge, which he has used effectively to raise teachers' expectations and standards in the subject. Good progress is being made in the development of assessment, particularly the use of 'I can' statements to involve pupils in their own assessment. These statements also ensure good coverage of the programme of study, which is based on nationally developed units. The co-ordinator has not yet had the opportunity to analyse the latest test results and this is a weakness. However, there are plans to do this, which will enable the co-ordinator to target areas of learning which need further improvement. The level of improvement since the last inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils in Key Stage 1 achieve well.
- Standards are below average at the end of Year 6.
- The curriculum is neither broad nor balanced.
- Insufficient use is made of information and communication technology to support pupils' learning in other subjects.
- There have been significant improvements in the subject over the past two years.

## Commentary

52. Standards are generally satisfactory overall, but are below the expected level at the end of Year 6. Although standards are only average at the end of Year 2, pupils in Years 1 and 2 are achieving well as they are now making good progress in their learning. Pupils' skills in manipulating text and creating computer graphics are good, but their ability to give a sequence of instructions is limited. In the juniors, pupils' achievement is satisfactory overall and standards in Years 3 and 4 are average. However, pupils have limited skills in giving a sequence of instructions (programming) or in using computer hardware to monitor external events. They have better skills in combining text and graphics and in making presentations. Younger pupils are developing appropriate data handling skills, but their ability to ask suitable questions is limited. Standards at the end of Year 6 are below the expected level. Pupils are able to use a presentation program to combine text and graphics, but are not yet able to give proper consideration to the needs of the target audience or whether the colour schemes chosen are appropriate. This group has a significant number of pupils with special educational needs and has made satisfactory progress in the subject over the last year.
53. Teaching and learning are satisfactory overall, although in the infants they are good. Teachers encourage pupils to do their best and pupils generally have positive attitudes to the subject. This has a positive effect on the progress pupils make in their learning. Very good use is made of teaching assistants to take lessons and the quality of teaching in these sessions was good. There is a good emphasis on pupils' practical experience of using computers and other equipment. Good use is made of interactive whiteboards to demonstrate techniques. Assessment systems are good and involve pupils in their own self-assessment.
54. The curriculum is neither broad nor balanced. There is an over-emphasis on text processing and graphics at the expense of programming and data handling. Pupils also have had very limited opportunities to use computer technology to monitor external events, such as temperature or light intensity. In addition, resources for the subject are limited. Although there is a computer suite, the computers are old and the software on them does not fully meet the needs of the programme of study. A considerable investment has been made in interactive whiteboards and these are used effectively by teachers and pupils alike.
55. The school has gone through a period where information and communication technology was not a priority for development. As a consequence, standards dropped and provision declined. However, the recently appointed co-ordinator has taken great steps to improve provision and standards through a very well worked out action plan. Significant funds have been set aside to improve the quality of hardware and software. There is also a good programme of training to improve teachers' confidence and expertise. As a consequence of these positive initiatives, the leadership and management are judged to be good overall. As standards are now rising from the low level of two years ago, improvement is judged to be satisfactory overall.

## Information and communication technology across the curriculum

56. Although good use is made of interactive whiteboards in some subjects to promote pupils' learning, the overall use of information and communication technology to support pupils' learning is only just satisfactory overall. In Years 5 and 6, it is unsatisfactory, as pupils do not have sufficient skills to make effective use of ICT. Evidence suggests that they spent insufficient time in using ICT in Years 3 and 4 and their skills were poorly developed when they entered Year 5, However, because of good teaching, pupils are now making up 'lost ground', but they only have limited opportunities to use computers and other equipment in lessons due, in part, to hardware constraints. The school has plans to remedy this in the near future. Little use is made of the Internet for research and pupils do not use email very often to communicate with other pupils. Some use is made of presentation software to support learning in science, for example, but the quality of this is below the expected standard for Year 6. Some use is made of data analysis in science, but the information is gathered manually and there are no opportunities for pupils to use remote data capture instruments to log findings. Good use is made of word processing and graphics to illustrate pupils' work in English and to prepare reports in history, for example.

## HUMANITIES

57. **History** and **geography** were not a focus for the inspection. Evidence in the classroom indicated good links with drama days such as Roman, Greek and Victorian days. Work on the Victorians links well with literacy when instructions are written for a Victorian recipe. In the infants' classroom, well displayed work showed coverage of contrasting the life of Luisa, who lives in Peru, with their own life in this country.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Writing skills are used well to record work.

### Commentary

58. Pupils reach standards in Years 2 and 6 which are broadly in line with the expectations of the locally agreed syllabus. Their achievement is satisfactory through the school. The good balance across the school between the studies of Christianity and Hinduism in Years 1 and 2, and Judaism and Sikhism in Years 3 to 6, helps pupils to build steadily on their previous knowledge. It enables them to compare similarities and differences in major world religions. Pupils in Year 2 have a satisfactory knowledge of special people, places and friends. They have learned about famous Christians, such as Florence Nightingale, and special people in the Hindu religion, such as 'Hanuman son of the wind'. They know that Hindus believe God is seen in many different forms and differently from our beliefs. By the end of Year 6, pupils show a satisfactory understanding of a greater range of the world religions. They know which religions celebrate Diwali and Hanukkah from their studies of 'Festivals' and recognise different aspects of the Sikh religion through their research. They compare Christianity, Judaism and Sikhism in terms of gods, places of worship and beliefs. Overall, religious education helps to develop tolerance and knowledge of other cultural differences well. As a consequence, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
59. Teaching and learning are satisfactory. Teachers use pupils' written skills well to record work. They also use pupils' language skills well to discuss and reflect on issues, as well as present researched information to the class. In the lesson seen in Years 5 and 6, there was good use of Sikh artefacts. Pupils learned from handling these and from research so that they could present their information to the class. In Years 1 and 2, pupils are learning to compare the beliefs of Hinduism with those of Christianity through the telling of a range of different stories. Pupils were able to reflect on the differences between Christianity and Hinduism through these stories.
60. Religious education has not been a focus for development for the school, but is about to become one. The co-ordinator is relatively new to the post and leadership and management are satisfactory. The co-ordinator has recently reviewed the planning to cover identified gaps and now has a satisfactory view of all that is being taught. There has been a satisfactory level of improvement since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Design and technology

61. Design and technology was not a focus of the inspection and it is not therefore possible to make a judgement about provision. No lessons were seen, so it is not possible to make a judgement about teaching and learning. From the sampling of pupils' work, standards appear to be at least in line with those expected at the end of both key stages.

## Music

62. In music, only two lessons were seen and these were taken by a visiting music specialist. From the work observed in these two lessons for pupils in Years 3, 4, 5 and 6, it is likely that the pupils' achievement at the end of Year 6 will be satisfactory. After consultation with teachers, the school bought in the visiting teacher to help to raise teachers' confidence and expertise in the school. This is successful and teachers are gaining confidence in teaching alternate lessons. The pupils are enjoying their music lessons and work hard. A whole school singing session was observed and the standards seen were also satisfactory.

## Art and design

Provision for art and design is **very good**.

## Main strengths and weaknesses

- Standards are well above those expected at the end of Year 2.
- The quality of teaching is very good in Years 1 and 2.
- The curriculum provided is very good and provides pupils with a rich experience.
- The subject makes a very good contribution to pupils' spiritual and cultural development.

## Commentary

63. Standards are generally very good throughout the school. They are well above those expected at the end of Year 2 and pupils' achievement is very good. Standards are also very good in Years 3 and 4 and pupils' achievement here is very good. Because pupils have very positive attitudes to the subject, they put great effort into their work and achieve very well in all aspects. Standards are above those expected at the end of Year 6 and pupils' achievement is good. They work effectively in the style of a number of well-known artists and follow the design traditions of Western and other cultures. In Years 1 and 2, pupils make very good use of a range of media to produce exciting and vibrant patterns in the style of the Incas. They have good manipulative skills and use colour with sensitivity. Pupils in Years 3 and 4 create interesting designs following their study of Art Nouveau. They make careful observational drawings of plants and turn these into well-designed patterns.
64. The quality of teaching and learning at Key Stage 1 is very good. Teachers have good subject knowledge, which is put to very good use to ensure pupils make very good

progress in their learning. Teaching is good overall at Key Stage 2, but with some very good teaching in lower Key Stage 2. Teachers make very effective use of resources to stimulate pupils' learning, including effective use of interactive whiteboards to show examples of artists' work. Pupils concentrate very well in lessons and this has positive effect on the progress they make in their learning.

65. The curriculum for the subject is very broad and provides pupils with a rich experience of artists and design traditions. Very effective use is made of visiting artists to stimulate pupils' creativity. They have produced imaginative designs for a rain forest mural, using clay sculptures. Children in reception have also produce very high quality work in clay, modelling flowers and insects to a high standard. Planning for the subject includes a very wide range of modern and historical artists and pupils develop work in their styles to a high standard. The work done by pupils in Year 2 in the style of Mondrian is particularly good.
66. The co-ordinator provides good leadership and management for the subject. There has been an improvement in provision and standards since the last inspection. There is a good programme of study which provides pupils with a wide experience of different media and processes. The subject makes a very good contribution to pupils' spiritual development by providing many opportunities for pupils to examine their thoughts and feelings about the world around them, as well as great artworks. The subject also makes a very good contribution to pupils' cultural development through their study of great artists from the Western tradition and the design traditions of cultures from around the world. However, apart from the good use of interactive whiteboards, insufficient use is made of information and communication technology to support learning in the subject and pupils only have limited opportunities for manipulating images.

## Physical education

Provision for physical education is **good**.

## Main strengths and weaknesses

- Pupils achieve very good standards in dance at Key Stage 1.
- The curriculum is good and provides a wide range of physical education experiences for pupils.
- The leadership and management of the subject are good.

## Commentary

67. Standards are good at the end of Years 2 and 6. Pupils' achievement is good throughout the school. Standards are particularly good in dance at Key Stage 1. Pupils move expressively to music and make very good use of space and different levels. They put a number of movements together effectively to form a sequence and comment on how they can improve their movements to make them more effective. Older pupils in Key Stage 2 have good ball skills and play a number of games well. They pass, dribble and move around the court, showing a growing understanding of

tactics. Standards of swimming are also good, with nearly all pupils swimming considerably further than the national minimum of 25 metres by the end of Year 6.

68. The curriculum for physical education is well balanced and is considerably enhanced by a wide range of extra-curricular activities. The school has done well in local sporting events and takes part in several local 'leagues'. The subject makes a good contribution to pupils' social development by giving them a good understanding of sportsmanship and 'fair play'. Teaching and learning are good and teachers have a good understanding of the subject. Good use is also made of visiting teachers from local secondary schools for several aspects of the subject. Pupils gain good experience of outdoor activities at the local college and on an annual residential visit. Through effective planning, enthusiastic support and interesting lessons, pupils make good progress in their learning and clearly enjoy their physical education lessons.
69. The co-ordinator provides good leadership and management for the lesson. He provides staff with a good programme of study and appropriate training where needed. The school has established very good links with Penryn College and other local schools, which is having a beneficial effect on standards and the quality of provision. There is a good assessment system in place which encourages pupils to assess their own performance and which provides teachers with targets for further improvement. The good quality resources also have a positive effect on the standards pupils achieve and the quality of provision. Standards and provision have improved since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

70. This area of the curriculum was sampled. The school is a harmonious community in which all pupils are given equal status and show tolerance and respect for another. Because it is a small school with a family atmosphere, all staff know their pupils well and give regular opportunities to pupils to discuss their concerns. Health and safety, drugs and sex education are covered appropriately by the school.
71. In the one lesson seen, social education was covered well in a group discussion known as 'circle time'. The lesson was planned to explore personal responses. Pupils discuss the 'Golden Rules' in the classroom, such as having 'a happy friendly atmosphere' and being 'able to feel confident' and 'not worried'. The discussion led effectively to pupils making positive responses to actions. The teacher helped pupils to identify how these positive comments made them feel. Pupils were enthusiastic about improvements they had made. At the end of the lesson, pupils could recognise how their behaviour affects others. Overall, they listen to each other and co-operate well and have good relationships with each other and the teacher.
72. There is no identified co-ordinator for this area and the school does not have a school plan to follow. Informally the subject gets good coverage with boards around the school covering pupil health and safety matters. The school is involved in a range of healthy initiatives such as 'Walk to School', healthy 'tuck shop' and 'Fruit for Schools'.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*