

INSPECTION REPORT

GRADE-RUAN CE PRIMARY SCHOOL

Ruan Minor, Helston

LEA area: Cornwall

Unique reference number: 111989

Headteacher: Mrs D.M. Holloway

Reporting inspector: Ian Knight
23031

Dates of inspection: 30 – 31 October 2001

Inspection number: 195046

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ruan Minor Helston Cornwall
Postcode:	TR12 7JN
Telephone number:	01326 290613
Fax number:	01326 290613
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Halliday
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23031	Ian Knight	<i>Registered inspector</i>
19338	Graham Ellis	<i>Lay inspector</i>

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grade-Ruan School is a Voluntary Controlled Church of England primary school serving the village of Ruan Minor and the surrounding area of the Lizard Peninsula in Cornwall. It is a Beacon School, and works alongside other local schools to raise standards. It is a small school, with eighty-nine pupils on roll, including five pupils attending part-time, and it continues to expand. Almost all of the pupils in the school are white European. Twenty-three pupils are on the school's register of special educational needs, the vast majority of whom are at the earliest stages. This number is about average. Two pupils have statements of special need, and this too is about average. The area served by the school has been designated as an area of rural deprivation by the county of Cornwall. Most children enter the school after having attended the local pre-school group, and overall their attainment on entry to the school is about average.

HOW GOOD THE SCHOOL IS

Grade-Ruan is an extremely effective school. Pupils attain high standards in National Curriculum tests and achieve very well. They display excellent attitudes and very good behaviour in lessons and around the school. Despite its small size, the school provides a very good quality of education; in particular, teaching is very good. In order to maintain the high standards reported at the last inspection, the school has made very good progress in the intervening period. These factors have come about chiefly through the outstanding and inspirational leadership of the headteacher, who provides a strong sense of direction to the school's work. This is achieved at a higher than average cost, although much of this is due to the school's small size. Consequently, the school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- The outstanding leadership of the headteacher and the strong sense of community and teamwork amongst staff lead to high standards of teaching and achievement
- Pupils achieve very well.
- Teaching is very good. Teachers have high expectations of what pupils can achieve. They organise their lessons very well, make very good use of resources and challenge all pupils.
- Pupils' excellent attitudes and very good behaviour promote their learning well.
- There is very good provision for pupils' cultural development, especially music.

WHAT COULD BE IMPROVED

This is an extremely effective school with no areas of significant weakness. Nevertheless, the governors, headteacher and staff should consider including the following minor point in their action plan:

- The ability of the school to offer regular outdoor opportunities for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then, standards have been maintained at the high level reported, and pupils' attitudes and behaviour have further improved from their previously good standard. Teaching has been maintained at a high level of effectiveness. All of the key issues from the previous inspection have been addressed: all remaining policies have been developed and reviewed; all parents and members of the governing body understand the school's complaints procedure; the buildings and grounds have had some improvement, and there are well advanced plans for further improvement. These judgements indicate that the school has made very good progress from an already very strong position.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	N/A	N/A
mathematics	A	B	N/A	N/A
science	A*	A	N/A	N/A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	
<i>D</i>	
<i>well below average</i>	E

A grade of A* means the school was in the top five per cent nationally. The results for 2001 cannot be included as the group in school was too small for secure comparisons to be made. Nevertheless, an analysis of the results of that group, alongside an analysis of completed work in school indicates that these high standards have been maintained and improved upon so that standards at the end of Year 6 are well above those expected nationally. Similarly, standards in National Curriculum tests at the end of Year 2 have been consistently high, although an analysis of the trend is too simplistic as the groups of pupils are small. Overall, inspection evidence confirms that standards at the end of Year 2 are also well above those expected nationally. In short inspections, a judgement is not made on standards in every subject, but in nearly half of the lessons observed, standards were judged to be well above those that would be expected at this time of year. These observations also confirm that the youngest children start learning effectively from the outset, so that they exceed the nationally recommended Early Learning Goals for this age group by the end of the reception year. The school sets targets for its future performance that are both well founded and challenging. It is making good progress towards achieving its next set of targets in 2002. When these standards are considered in the light of pupils' average attainment on entry to the school and the levels of challenge in lessons, then it is clear that pupils' achievement in Grade-Ruan School is very good throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic and interested in their work. They are very involved in what they do. These positive attitudes make a significant contribution to their achievement.
Behaviour, in and out of classrooms	Very good. Pupils know how they are expected to behave, and do so. They have a clear understanding of the impact their actions might have on others.
Personal development and relationships	Excellent. Pupils get on extremely well and help one another in classes, respecting others' viewpoints. The 'Bully Busters' take their role seriously and are respected by pupils.
Attendance	Very good. Rates are better than national averages. Pupils are punctual to school.

TEACHING AND LEARNING

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

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

The teaching of English and mathematics is very good, ensuring that the skills of literacy and numeracy are well taught. Planning in the mixed age classes is very rigorous so that all pupils, regardless of age, gender, prior attainment or special need, receive an entirely appropriate diet. All teaching actually observed was at least good. The very best teaching uses a variety of well-chosen resources and maintains a very brisk pace. All pupils are challenged to work and think for themselves. Classroom assistants are well briefed and skilful in supporting groups of pupils within classes. Because all pupils have work that is accurately matched to their needs, they work hard and diligently, getting the maximum benefit from the teaching they receive so that they learn very well. When lessons lacked this sparkle, the pace was less snappy and some segments were a little long, although still promoting good learning overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. National exemplar schemes of work are used, amended for the school's own circumstances. Planning for mixed age classes is rigorous and effective. However, the school's buildings and grounds mean that considerable ingenuity is needed to offer the whole range of physical activity including balancing, clambering and climbing, and the outdoor curriculum for children in reception is not a regular feature of learning.
Provision for pupils with special educational needs	Good. Individual education plans are well maintained and used in teaching. Pupils receive good support and so make the same progress as others in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Despite the school's remote location, provision for pupils' cultural development, including an understanding of other cultures, is very good. The school's ethos and behaviour policy lead to very good provision for pupils' moral development, reflected in their behaviour. Provision for both spiritual and cultural development is good.
How well the school cares for its pupils	Very good. Procedures for health and safety, child protection and for ensuring pupils' welfare are all in place and well understood in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a clear vision of excellence, together with a high degree of commitment to pupils' welfare, which colours all of her actions. This vision is shared by all of the staff leading to a truly shared vision of how a school should be.
How well the governors fulfil their responsibilities	Very good. The governors have a clear understanding of the school, gleaned from reports from staff and their own visits to the school in action.
The school's evaluation of its performance	Excellent. All aspects of the school's performance are closely monitored and evaluated. Poor practice is eliminated by this process and good practice is shared, ensuring that pupils get the best possible deal.
The strategic use of resources	Excellent. All grants are used for the correct purposes and very effectively in maintaining and improving the high standards in the school. The school applies the principles of best value outstandingly well, both in terms of financial commitments and in educational terms, consulting widely, comparing the school to others and challenging itself to do better.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The teaching is good so that their children make good progress because the school expects them to work hard and do their best.• Behaviour in the school is good.• The school is well led and managed with a happy atmosphere.	<ul style="list-style-type: none">• A few parents thought that more use could be made of the nearby recreation ground.• A handful of parents thought that reception children did not receive the full Foundation Stage curriculum.

The team agrees with parents' positive views. The school points out, and the team agree, that there are problems of supervision concerning the use of the recreation ground, which has not always been mown frequently enough, causing potential hazards. Class 1, which includes Foundation Stage children as well as pupils in Years 1 and 2, is very well organised so that all areas of learning for all age groups are covered. However, the school is currently unable to provide regular outdoor learning for reception children as a public right-of-way crosses the playground. This is in the process of being diverted.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The outstanding leadership of the headteacher and the strong sense of community and teamwork amongst staff lead to high standards of teaching and achievement

1. The headteacher provides strong leadership by example and has formed a staff team of high quality around her. The school's clear educational direction is evident in all school documents, which give prominence to its aims and mission statement. These include explicit statements that high standards are the aim in all aspects of school life. The school is conspicuously successful in meeting these aims because of the powerful sense of teamwork within the school, encompassing all staff, whether teaching or supporting teaching. However, the school is not complacent. It seeks to excel by continuously improving practice. This is done through the rigorous monitoring of the school's work on a continuous basis. Teaching is observed and pupils' work closely analysed in order to identify and share good practice and eliminate weak practice. These activities result in written feedback that is followed up in future monitoring. The effect of this close monitoring and evaluation is that teaching and learning are continuously improved. Test results also come under the microscope, with reasons sought for very high or low performance. These reasons are very well founded because staff members know their pupils and their circumstances very well. The school was recognised as a Beacon School following its previous inspection. As part of this role, the school leads meetings and training for other local schools.

2. The school takes an appropriate strategic view to maintain and improve standards. The school development plan is the result of wide consultation among all stakeholders, including governors, staff, parents and pupils. This leads to a focused plan with very appropriate priorities. It is not strictly prioritised, but is costed and has criteria for success that are increasingly based on improving standards. It has been, and continues to be, a powerful tool for school improvement. The school is a small one, both physically and in terms of the number of pupils and staff. It has been extremely ingenious in its use of staff to maximise pupils' learning, for example, by teaching literacy and numeracy in the junior department in classes formed on the basis of prior attainment, and the appointment of specialist music teachers with funding from a charitable trust. This process of widespread consultation also underpins the outstanding way in which the school applies the principles of best value in all its work. Financially, tenders are sought and considered on the basis of value for money. Educationally, the school compares itself to others and is able to justify its use of resources. As noted, it consults widely on future development.

3. These factors together enable teachers to carry out their core business – that of teaching – very effectively, as well as enabling them to extend their skills and learn new ones, for example, the use of new technology to enhance learning. All staff, without exception, strive for the highest possible standards so that all pupils learn and progress at the maximum rate. These are the key factors in the judgement that leadership in this school is outstanding in its effectiveness.

Pupils achieve very well in the school

4. Shortly after children enter the school in reception, they are assessed to set a baseline against which future progress can be measured. Of course, different children achieve at different standards in the areas tested. However, the overall picture over the last few years has been that children enter the school with attainment that is average

overall. This view was confirmed during the inspection by observations of the youngest children in lessons. As children start the National Curriculum in Year 1, they have already improved over this average position following the very good teaching they receive, and they exceed the recommended Early Learning Goals. This prepares them well for the requirements of the National Curriculum.

5. By the end of Year 2, pupils attain very high standards in National Curriculum tests. Over the last few years, the school has consistently been in the top quarter of schools nationally, and is typically in the top five per cent for reading, writing and mathematics. When their performance over a period of time is considered, Grade-Ruan pupils at age seven are typically two or three terms ahead of their age group nationally. If the school is only compared to those with a similar intake, based on the eligibility for free school meals, these pupils still outperform their peers, and their results are again in the top five per cent of such schools. There are no formal tests in the other core subject of science, but teachers' assessments show a similar picture of very high attainment.

6. This high attainment continues throughout pupils' junior years too. When their attainment is compared to that nationally at the end of Year 6, then it is again the case that pupils in this school are two or three terms ahead of those in other schools. This is also the case when the school is compared only to those with a similar intake. When the results at the end of Year 6 are compared with those at the end of Year 2, it might appear that progress in the junior department is only so-so compared with that in the infants. This is not the case. When the results of pupils in Year 6 are compared with the same pupils' scores four years earlier in Year 2, then the average gains are rather higher than those nationally over the same period.

7. Test results only paint part of the picture because they only refer to a small number of subjects at a particular time in two year-groups. In particular, they cannot directly measure pupils' *achievement*, that is, how well these pupils are doing compared with how well they might reasonably be expected to do in an average school. Inspection evidence is able to complete the picture using observations in lessons and an analysis of completed work and work on display. This is used to form judgements both of the standards pupils' reach compared with national expectations for their age and of their level of achievement.

8. The analysis of completed work confirms the high standards suggested by test results. In addition, observations in lessons showed that attainment was never less than satisfactory. Indeed, a satisfactory grading was the exception rather than the rule: of the twelve lessons observed, pupils' attainment was judged to be above the expected level in eleven, and well above that level in five. These observations included a sample across the range of the subjects on offer. Some very good examples of writing were observed, especially from the older pupils. In a literacy lesson, pupils in Years 5 and 6 were considering different types of endings to stories, having looked at beginnings previously. One example of an ending written in that lesson was, 'Time itself was splitting, one paradox contradicted another. The earth was moulding itself once again. A new story was about to unfold.' Earlier in the term, pupils in Years 5 and 6 had completed poetry using similes, based on the poem, 'Yes' by Frank Flynn. There were some very striking similes used, for example, in a poem entitled 'No', one pupil wrote:

*'No is a black word
It melts like an ice cube
In the red-hot sun
Like a lie trying to keep
Itself together.'*

9. High standards are not confined to writing, however. In a numeracy lesson for Years 3 and 4, pupils showed high levels of understanding of number. They worked on three- and four-digit numbers, placing them in order both forwards and backwards. Almost all were able to complete this task, even when moving from 1009 to 1010, for example. In an art and design lesson for reception, Year 1 and Year 2, very high standards of observation and drawing were seen. This lesson was enhanced by a visiting practising artist who demonstrated still-life painting in pastels. Pupils immediately grasped that white is used to show the shiny side of an object in the light. They went on to use magnifying glasses to observe fruit and drew them with clear attention to detail, for example, by using different shades of red and green for apples, and red dots on the skins of oranges. Throughout the school, standards of presentation are high and all pupils take great care over their work.

10. However, high attainment in terms of the expectations of the National Curriculum is not the same as high achievement, which sets attainment in context. These pupils entered the school with average attainment overall. As they move through the school, one might expect that their attainment would remain average, but this is clearly not the case. Attainment at the end of both Year 2 and Year 6 is well above that expected. This shows that these pupils have made very good progress at the school, forming one strand of the judgement that achievement is very good. In addition, teachers have very high expectations of pupils, setting challenging work that causes pupils to work beyond their comfort zone. These factors mean that pupils learn very well in lessons, either taking on new knowledge and skills or consolidating and extending old ones. This completes the picture of high achievement, in that pupils make very good progress over time because of very good learning in a challenging environment in lessons.

Teaching is very good. Teachers have high expectations of what pupils can achieve. They organise their lessons very well, make very good use of resources and challenge all pupils

11. Ninety-seven per cent of parents who completed the questionnaire believe that teaching in the school is good. In a short inspection, relatively few lessons are observed and a consideration of the proportions of teaching that fall into each category has to be considered in this light. In this inspection, twelve lessons were observed. The teaching in all of those lessons was judged to be at least good, and very good in seven. The teaching in one lesson was judged to be excellent. These are impressive figures and form one piece of evidence towards the judgement that teaching is very good overall. However, more important than the statistics of grades awarded are the reasons for those grades. These are consistent across the school, and include high expectations of the work that pupils are to complete, very well organised lessons in which all pupils are challenged at exactly the right level, and very good use of resources, including new technology such as interactive whiteboards linked to a computer.

12. Throughout the school, teachers have very high expectations of how much pupils can learn and the pace at which they will learn it, as well as of pupils' behaviour and attitudes. This latter leads to lessons in which teachers' management of behaviour is invisible and allows lessons to move at a very brisk pace, cramming the maximum learning into the time available. These high expectations were seen in a very good English lesson for the highest attaining pupils in Years 5 and 6. The class was well aware of the teacher's expectations of their conduct, and moved around the room smoothly for different sections of the lesson, wasting no time, despite the cramped nature of parts of it. The teacher displayed high expectations of pupils' learning as she skilfully used questions to draw out their ideas about, for example, which story beginnings were the more interesting and why. She

actively listened to pupils' responses, challenging them to clarify their ideas. This attention to detail was reflected in pupils' technical knowledge; for example, one boy was able to describe how he liked the alliteration in one story. Others were able to suggest more powerful verbs. The whole lesson moved very briskly as pupils moved on to write some story endings, using phrases and constructions that showed they were achieving well above the expected levels at this time of year.

13. All classes in the school have at least two year-groups in them, and some have more. For example, Class 1 includes part-time and full-time reception children as well as pupils from Years 1 and 2. Some parents wonder whether all year groups are given the appropriate challenge, especially in such a class catering for children with minimal school experience alongside those who will be completing National Curriculum tests at the end of the year. This became a focus of the inspection. However, the team found that, in all classes, lessons are extremely well organised, with very good use of classroom assistants so that all pupils are challenged at the right level. This was seen in a very good lesson in Class 1 on numeracy. Each year group had its own objective for learning in that lesson, with two classroom assistants on hand to ensure that each group, regardless of age or gender, was appropriately challenged. In the opening mental mathematics section, the teacher ensured that all pupils received questions at the right level for them, making the learning fun and exciting through the use of Gordon the puppet who kept making mistakes. Later, reception children visited the local greengrocer to buy the fruit mentioned in their book, 'The Very Hungry Caterpillar', which also improved their knowledge and understanding of the world. Year 1 completed data handling work in the computer suite, whilst Year 2 consolidated their skills of counting in twos. This lesson resulted in very good learning for all age groups because of the very good organisation and the very good contribution from the classroom assistants.

14. The school has kept to the forefront of educational thought, despite its remote location. One aspect of this was seen in a number of lessons in which, among other resources, interactive whiteboards were used. These allow the teacher to project previously prepared items, maybe from word processors or presentations, and manipulate them from the screen. Other resources, like the computer suite, or more mundane ones like dictionaries, are also well used. This happened in an English lesson for the middle group in the juniors, consisting of pupils from Years 4, 5 and 6. In this lesson, the teacher made good use of the interactive whiteboard to highlight the differences between direct and reported speech in a well planned and organised introduction. Later in the same lesson, there was a good emphasis on the use of dictionaries to check spellings, and this was also seen in other lessons, including science. The main thrust of the literacy lesson concerned the writing of pithy headlines. The relevant newspaper cuttings were used very well to assist in this, and pupils understood the content of the reports for which they wrote the headline. They were able to contribute imaginative suggestions, including the use of alliteration.

15. All of these features of effective teaching came together harmoniously in an excellent numeracy lesson for Years 3 and 4. The teacher had very high expectations of pupils' ability to count on and back involving very large numbers. This task was organised very well so that the older, more able pupils had more challenging work to do, and all were challenged well. Later, the younger pupils worked on multiples of four. They were presented with a 100 square on the interactive whiteboard which had had the numbers masked and the multiples of four highlighted. This was used very well to reinforce the pattern the table makes on the 100 square and also challenged pupils to use the patterns they observed to identify the highlighted numbers. Year 4 completed the large numbers

between 50 and 100. This task made pupils think hard about using their existing knowledge; for example, that all but one of

the numbers in a given row have the same tens digit, and all numbers in a given column have the same units digit, together with the patterns associated with the four times table. As a result, they extended their knowledge and discovered new facts. This was an outstanding use of the resources, coupled with extremely high expectations in a well-organised and challenging lesson.

Pupils' excellent attitudes and very good behaviour promote their learning well

16. Inspectors judge pupils' attitudes and behaviour in each lesson observed, as well as observing pupils at play and around the school. In one lesson, pupils' attitudes and behaviour were judged to be good; in all others they were judged very good or excellent. In their responses to the questionnaire, no parents disagreed with the statement that behaviour in the school is good, with 78 per cent strongly agreeing that it is good. This view was reinforced in the parents' meeting prior to the inspection, in which the parents present strongly approved of the school's standards of behaviour. Observations of playtimes, lunchtimes and assemblies confirmed that pupils in the school behave very well, whether in lessons or around the school. For example, boys and girls happily play together at lunchtime, with no hint of any aggressive behaviour. At the end of lunchtime, pupils line up and enter the school in an orderly manner.

17. However, it is pupils' attitudes and behaviour in lessons that affect their learning most directly. The most obvious effect of pupils' excellent attitudes is that teachers do not have to exert effort in maintaining control of the class. This frees them to do their main job – that is, to teach. As a result of pupils' eagerness to get on with tasks, and the interest they show in them, lessons have a very workmanlike atmosphere in which large amounts of productive work are completed in short spaces of time. This was seen in the mathematics lesson for Years 3 and 4 noted above. The brisk pace was generated by both teacher and pupils through their common goal in the lesson. During the mental introduction, pupils were very excited about the work on sequencing numbers. They took part with gusto and were almost painfully attentive, hanging on the teacher's words. Because the work was well matched to each pupil's needs, they later worked very hard on their tasks. Pupils behave very well in the school. This is especially important as they move around the cramped corridors and classrooms. Of particular note is the quality of relationships in the school, both between pupils and between staff and pupils. Their high quality helps generate the positive attitudes seen. These are also exemplified by the 'Bully Busters', who are older pupils who look for signs of bullying in the playground. In conversation, they said that their role consisted mainly of telling any participants that this behaviour is not tolerated in the school, and that this is usually enough to stop it. The absence of bullying confirms their view.

The provision for pupils' cultural development, especially music, is very good

18. The school is situated in a particularly remote area of mainland Britain, and this could be seen as a major difficulty in providing for pupils' cultural education. However, this school has grasped the nettle and provides very good provision to enable its pupils to understand both the local culture and those further afield.

19. A major contributor to pupils' understanding of western culture comes through the school's commitment to music and instrumental tuition. It has obtained funding from a local charitable trust that pays for all junior age pupils to receive instrumental tuition. This has allowed the school to form an orchestra and to perform ambitious shows on a regular basis. During the inspection, an orchestra rehearsal was observed. The visiting teacher had

arranged music on a Christmas theme to suit the instruments played and the players' levels of skill. Thus, an orchestra consisting of piano, guitar, violins, flutes, clarinets, cornets and saxophone could all play together and produce a consistent sound. The trust also funds visits from music students at The Purcell School to perform and lead workshops with pupils.

20. However, the school looks beyond its own locality. Through its teaching of religious education and geography in particular, pupils are introduced to the cultures of the wider world, obtaining an appreciation of their position in it. The school runs two major ongoing projects to support this. The first is based on France and French culture. The highlight of this is a residential visit to Brittany for pupils in Year 6, during which they have opportunities to practise the language and way of life. However, the run-up to the actual visit is just as exciting, because pupils learn about France and its language in a practical way, by, for example, running a fund-raising French café in school. The other major project concerns links with a school in Kenya. This began as an element of geography, forming a contrasting locality to the school's own. It soon grew bigger than this as pupils and staff exchanged letters and gifts, initially on the theme of water as each school is located near a large body of water. However, the focus has moved recently as the partner school is in an area of severe drought. The Christian ideal of helping those less fortunate than ourselves came to the fore as pupils learned about the hardships being faced by their African peers. Plans are currently well advanced to send toys and other luxury items from the Lizard Peninsula to Kenya. This link is now enhanced by e-mail links with teachers and members of ActionAid in Kenya, making the exchange of information and photographs easier and more exciting for pupils as they see the results of their activities.

WHAT COULD BE IMPROVED

The ability of the school to offer regular outdoor opportunities for children in the Foundation Stage.

21. Currently, a public right-of-way exists across the school grounds, meaning that the gates cannot be locked. Plans are well advanced to divert the right-of-way through the adjacent churchyard. Meanwhile, however, the school is unable to offer a full outdoor curriculum for reception age children because of the security implications of strangers crossing the playground unannounced. Consequently, they cannot have enough experiences of playing on wheeled toys, climbing, clambering and balancing. The planning for these children does, however, make the best use of the available facilities, and plans are in hand to improve the situation once the right-of-way has been diverted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a highly effective school with no key issues for action. However, the following minor area for development, already noted in the school development plan, should be considered once the right-of-way across the school grounds has been diverted:

- The governors, headteacher and staff should take steps to improve the provision for reception pupils to use wheeled toys and to experience clambering, balancing and climbing activities on large play equipment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	4	0	0	0	0
Percentage	8	58	33	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	84.5
Number of full-time pupils known to be eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.5

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	9	2	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	2	2	2
	Total	11	11	11
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	2	2	2
	Total	11	11	11
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (82)	89 (86)	89 (87)

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

A table of results for Year 6 cannot be included because too few pupils took the tests for comparisons to be meaningful.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	5.3
Number of pupils per qualified teacher	22.4
Average class size	20.8

Education support staff:

YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	64

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	271506.00
Total expenditure	213151.00
Expenditure per pupil	2568.00
Balance brought forward from previous year	34073.00
Balance carried forward to next year	92428.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	73	25	0	0	1
Behaviour in the school is good.	78	20	0	0	1
My child gets the right amount of work to do at home.	58	38	4	0	0
The teaching is good.	85	12	1	0	1
I am kept well informed about how my child is getting on.	47	37	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	54	42	1	0	3
The school is well led and managed.	77	20	0	0	3
The school is helping my child become mature and responsible.	67	30	0	0	3
The school provides an interesting range of activities outside lessons.	69	24	6	0	1

Other issues raised by parents

The majority of parents think that the school is very effective and doing a very good job. A few think that rigid timetabling and the wide age range in Class 1 affect the learning of the youngest children and part-time pupils. The inspection team investigated this and found it not to be the case.