

INSPECTION REPORT

PENSILVA PRIMARY SCHOOL

Pensilva, Liskeard

LEA area: Cornwall

Unique reference number: 111963

Headteacher: Mrs Jean Snell

Reporting inspector: Jacqueline Ikin
3349

Dates of inspection: 24-25 September 2002

Inspection number: 247168

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:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	School Road, Pensilva, Nr. Liskeard, Cornwall.
Postcode:	PL14 5PG
Telephone number:	01579 362546
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Merchant
Date of previous inspection:	March 2 1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pensilva Primary School is smaller than most other primary schools. There are 163 pupils, 78 boys and 85 girls, on roll. It is a growing school and many parents choose to send their children there because of the good reputation that it has within the local community. One hundred and fifty-nine pupils are of white United Kingdom heritage. The remaining pupils are from mixed, white and either Asian, Turkish or Caribbean heritages. Four pupils come from traveller families. The number of pupils entitled to free school meals is below the national average. This is not a totally accurate reflection of pupils' backgrounds and the socio-economic circumstances of the area are below average. There is a wide range of attainment on entry. Although the attainment of a small minority of pupils is above average on entry, it is mainly just below average. Most children have attended some form of pre-school provision. The percentage of pupils with special educational needs is below average. However, the school has an above average number of pupils with a Statement of Special Educational Needs. Special educational needs include autism, emotional and behavioural difficulties, moderate learning difficulties and speech and communication difficulties.

HOW GOOD THE SCHOOL IS

This is a good school that benefits from the outstanding leadership and management of the headteacher, the good support of senior staff and a highly committed team of staff and governors. An atmosphere of care and mutual respect pervades the school, the quality of teaching is good and an effective climate for learning has been created. Pupils make good progress and attain standards that are above average in reading, mathematics and science. The school has no major weaknesses and provides good value for money.

What the school does well

- Pupils make good progress and attain above average standards in reading, mathematics and science as a result of the good teaching that they receive and a very effective system of assessment, which ensures that work is well matched to their needs.
- The headteacher has excellent leadership and management skills. She is ably supported by the deputy headteacher, and a highly committed staff and governing body. This results in a strong sense of teamwork, purpose and direction throughout the school.
- Pupils enjoy coming to school, behave very well and have very positive attitudes to their work and to each other. This is because of the very good provision for their spiritual, moral, social and cultural development and the values of care and mutual respect that pervade all aspects of school life.
- Special educational needs provision is very good. Pupils who have special educational needs make very good progress because care is taken to plan for their individual needs and they receive very good support from well-trained teaching assistants.
- The curriculum is very well planned and enriched by a wide range of extra-curricular activities and links with the community and other schools. This ensures that all pupils have access to a broad, well-balanced curriculum that develops their knowledge, skills and understanding progressively as they move through the school.
- Very good links have been established with parents; they are fully involved in their children's education and make a valuable contribution to the school's work.

What could be improved

- Planned opportunities for the development of pupils' speaking skills.
- Opportunities for subject leaders to develop their skills in lesson observation.

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 March 1998 and since then its improvement has been very good. All the issues raised in the last inspection have been addressed. Standards in information and communication technology have improved and are now in line with those expected nationally as a result of improvements in resources and the curriculum. The school now has very good assessment procedures and these are used well to inform planning for pupils' needs. There is also clear planning for a wide range of writing opportunities in all areas of the curriculum. The quality of teaching has improved and is now good. The school has sustained high standards in mathematics, science and reading and is improving standards in writing. High expectations have been established for all pupils as a result of the headteacher's work in the last few years and there are now very effective systems in place to ensure that pupils make progress. The school has set itself appropriately challenging targets and is on course to meet them.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	C	D
Mathematics	A	A	A*	A*
Science	A	A	A	A

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

The table shows that the results of statutory tests in 2001 were in the top five per cent for mathematics and well above the national average for science. For English they were average. When compared to schools with a similar number of free school meals then the results for English are below average, in the top five per cent for mathematics and well above average for science. The results for English need to be interpreted with caution because the low number of free school meals at the school is not an accurate indicator of its socio-economic circumstances. At the time of the inspection there were no national averages to compare with the school's 2002 results. However, these results indicate that the school has met the targets that it set, the high standards in mathematics and science have been maintained and standards have improved in English. The results of 2002 tests for pupils at the end of Year 2 are much better than those of 2001, when they were broadly average in reading and mathematics, but well below average in writing. The 2002 results show a significant improvement in reading, writing and mathematics, with more pupils attaining the higher levels. The evidence of the inspection confirms these results and shows that pupils achieve well throughout the school. Children make good progress in the reception class and nearly all achieve the standards expected by the end of the reception year. Standards in reading, writing and mathematics are in line with those expected nationally by the end of Year 2 and above by the end of Year 6. There are weaknesses in pupils' speaking skills and their understanding of more complex words. This often prevents them from reaching higher standards in writing, and is evident in the use of simple sentences and a limited vocabulary.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They enjoy coming to school and are keen to learn and do their best.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school day.
Personal development and relationships	Pupils form very constructive relationships with adults and with each other. They work amicably together on shared tasks, and respect each other's opinions. They are caring for others and respond very well to opportunities to take responsibility and use their initiative.
Attendance	Good; rates of attendance are above average. Pupils arrive on time and this ensures that a prompt start can be made to lessons.

TEACHING AND LEARNING

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

Teaching is good throughout the school with some very good teaching also evident. Particular strengths of teaching are the very good use of assessment, thorough planning and very good use of resources. This ensures that the needs of all pupils are met and the skills of literacy and numeracy are well taught. However, opportunities are missed to develop the skills that pupils need to speak effectively. All the time available for teaching is very well used and lessons flow smoothly because pupils clearly know what is expected of them. The teaching of pupils with special educational needs is very good and well-trained teaching assistants give valuable support to groups of pupils and individuals. Pupils are interested in their work and make good progress in the acquisition of knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good overall and fully meet the statutory requirements. The school provides a rich and varied curriculum that is very well planned and structured. However, there is limited guidance to support the teaching of speaking skills. There is a very good range of extra-curricular activities. Strategies for teaching literacy and numeracy are good and ensure that pupils make good progress in mathematics and reading.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. There are very good arrangements to ensure that they receive the support and help that they need, which includes very good support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision that the school makes for pupils' spiritual development is good. Provision for moral, social and cultural development is very good.
How well the school cares	The school is a caring community where pupils' welfare is a high priority.

for its pupils	Teachers know their children very well and very good use is made of assessment systems to monitor academic and personal progress.
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The school has very good links with parents and keeps them fully informed about their children's education. The parent teacher association makes a valuable contribution to the school through fund-raising and links with the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has excellent leadership and management skills, provides the school with a clear sense of direction and has built a highly committed team. The school has moved rapidly from a low base a few years ago. She is supported well by the deputy headteacher and senior staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well; they visit the school regularly to observe it in operation, are well informed and ensure that the statutory requirements are met. They are influential in shaping the school's work and have a good awareness of its performance.
The school's evaluation of its performance	The headteacher uses a good range of effective monitoring strategies, including lesson observations, analysis of data and scrutiny of pupils' work. Subject leaders check standards in their subjects and have a satisfactory awareness of strengths and weaknesses. However, most are new to their posts and there has been limited time to develop their skills in monitoring teaching and learning.
The strategic use of resources	The school makes very good use of its resources. Financial planning is carefully linked to the priorities in the school development plan and the principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards that the school achieves • The values that it promotes and the good behaviour of pupils • The hard work and commitment of the teachers and the support given to pupils when they have problems • The way the headteacher leads and manages the school • The approachability of the school and the way in which it responds to their suggestions and concerns • The links that the school has with the pre-school and secondary school 	<ul style="list-style-type: none"> • Possibly greater challenge for some higher attaining pupils • The amount of homework given to pupils • Extra-curricular activities

Inspectors' findings fully support the parents' positive views of the school. In regard to the areas they would like to see improved the inspection evidence shows that the amount of homework is about right and in the lessons seen, work was well matched to pupils of all abilities including higher attainers. The

inspectors find it hard to understand parents' concerns about extra-curricular provision. The school provides a good range of activities both during the lunch hour and after school and provides ample opportunities for educational visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and attain above average standards in reading, mathematics and science as a result of the good teaching that they receive and a very effective system of assessment, which ensures that work is well matched to their needs.

1. The results of the 2001 statutory tests for Year 6 pupils in mathematics and science are well above the average for schools nationally, and for mathematics the school results are in the top five per cent. Results for English are average, but closer examination shows that pupils perform well in reading, although, in common with schools nationally, not so well in writing. When compared to schools with similar numbers of free school meals, results are below average for English, but well above average for mathematics and science. The results of tests for pupils at the end of Year 2 are average for reading and mathematics, but well below average for writing. There were no national figures to use as a comparison at the time of the inspection, however, results of 2002 tests for pupils in Year 6 show that high standards are being maintained for mathematics and science and results for English have improved with more pupils attaining at the higher levels, particularly in writing. The results for pupils in Year 2 are considerably better than last year and show that more are achieving at the higher levels in reading, writing and mathematics. The findings of the inspection are that pupils achieve well in relation to their below average starting points on entry to the school and attain standards that are in line with those expected by the end of Year 2 and above those expected by the end Year 6 in reading, mathematics and science. In writing standards have improved as a result of the help that teachers give to pupils to improve the accuracy of their spelling. They also place great emphasis on encouraging pupils to use the language and styles of different authors to make their writing more effective. However, standards remain average rather than above average because of weaknesses in pupils' spoken language, which are transferred to their writing. They use a limited range of vocabulary and lack confidence when expressing their views and ideas using complex sentences. Pupils with special educational needs make very good progress and many achieve standards that are in line with those expected for their age by the end of Year 6. The school's own analysis of the results shows that pupils' achievement in reading is better than in writing and, as a result, it is making a sustained effort to improve standards in writing and is being effective in improving standards even further. The school set itself appropriately challenging targets for the 2002 tests and has met them.
2. When they enter the school at the age of four, pupils' literacy and numeracy skills are below those expected for children of a similar age. As a result of the good teaching they receive children are confident, keen to learn and very well prepared for the National Curriculum by the end of the reception year. The teacher's knowledge of the national guidance for three to five-year-olds is very good. Very effective planning ensures that there is an appropriate balance of teacher-directed and child-initiated tasks and a good range of practical activities that help children to learn at appropriate levels through play and talk. These activities are linked together well and are effective because they capture children's imagination and enrich their experience. For example, during the inspection children were invited to bring their teddies into school to show them around the building and grounds. They enjoyed this and were able to talk knowledgeably about the layout of the school as a result. In a literacy lesson pupils responded well to a picture book 'Kipper and the Lost Teddy', and, prompted by the teacher's own enthusiasm, made keen observations and deductions about the characters in the story. There was good use of opportunities for counting and they counted from one to five with enthusiasm as the teacher pointed to a box containing the lost teddies. They enjoyed sounding out the initial letters of words that they heard and later practised making the marks of the letters with their fingers in shaving foam. Interaction between the teacher and the children is very good and is effective in supporting children's learning. Children are encouraged to develop their speaking skills when working with the teacher and when playing and sharing with others. Children are sensitively, but firmly, managed and this gives them security and confidence in their early days of schooling.
3. Good use of the literacy strategy and effective assessment and planning ensures that pupils read simple texts fluently and confidently by the time they reach the end of Year 2. They use an

appropriate range of strategies to decode unfamiliar words. As they progress through the school, they read an increasing variety of texts with expression, responding well to punctuation. They can use inference and deduction to establish deeper meaning, and show by their response that they understand the key features and themes of a story. Most Year 6 pupils can analyse and appreciate a wide range of fiction and information texts, and can justify their choice of reading matter. However, they do not always understand the meaning of some of the more complex words that they read. This is linked with weaknesses in their speaking skills.

4. In mathematics, pupils' mental agility with number is good as a result of well-focused teaching and clear systematic planning. By the end of Year 2, most recall addition and subtraction facts up to 20 and many add and subtract two-digit numbers in the course of their mental calculations. As they progress through the school, they carry out a variety of mental computations with addition, subtraction, multiplication and division. In Years 3 and 4 pupils accurately partition numbers using a range of strategies and know that inverse operations can be used as a method of checking their calculations. They have a good understanding of place value and decimals, and show that they can identify and describe patterns and relationships such as 'multiple', 'factor' and 'square'. In Year 5, pupils recognise fractions and percentages as proportions of a whole. This leads to a good understanding of the equivalence between fractions, decimals and percentages in Year 6. Throughout the school pupils develop an accurate knowledge of number facts and multiplication tables and this aids them when carrying out mathematical investigations and when solving a range of number problems. There is, however, scope to develop pupils' skills in articulating, logically and coherently their mathematical reasoning. In the course of their written work, younger pupils demonstrate a sound understanding of the properties of two and three-dimensional shapes. When constructing models and drawing, older pupils measure angles and make use of the appropriate mathematical language to describe different kinds of triangles such as equilateral and isosceles.
5. Pupils make good progress in science as a result of well-focused teaching and a particular emphasis on practical work and scientific enquiry. Younger pupils have very good levels of knowledge of basic life processes and use appropriate scientific terminology for the main parts of plants and the human body. Written work shows a developing understanding of what is needed to ensure that a test is fair. Year 1 pupils made good use of information books to find out about the appearance of young and old creatures of the same species, and in the course of their searches extended their understanding of how living creatures, including humans, grow and change. Year 3 pupils classified different kinds of food into the kinds that helped to build the body, those that were needed to maintain it and those that gave energy. They then used this information to help them to design a balanced meal. Older pupils develop a good knowledge of physical processes through their work on magnetism, gravity, electricity and light. For example, Year 6 pupils designed experiments to find out the factors that affect the amount of light emitted by a bulb. They constructed their own circuits and then identified all the factors that need to be taken into account in order to make their test fair. Pupils' work shows that by the time they reach Year 6 they are able to work together to collect evidence to answer questions, develop their scientific ideas and design their own tests. They evaluate information, and communicate their findings to others in the form of graphs, charts and diagrams, as well as in written form. However, pupils often find it difficult to articulate their scientific reasoning in the course of discussions.
6. The overall standard of teaching is good and this is a significant factor in the high standards that the school achieves. Teachers have a good understanding of the National Literacy and Numeracy Strategies. They have high expectations of themselves and of pupils in their class. Lessons are moved along at a brisk pace and well-established routines and procedures ensure that the maximum use is made of all the time that is available for teaching. Lessons are very well planned and assessment is used particularly well to inform planning for the different needs of pupils. Clearly focused learning objectives are shared with the pupils so that they clearly understand the purpose of the lesson and what is expected of them. In the very best lessons, work is presented in lively and interesting ways, which inspire the pupils to develop their own ideas, and very good use of skilful questioning and feedback ensures that pupils are learning at the edge of their capabilities. Teachers work very closely with their teaching assistants and ensure that they have all the information that they need to support the pupils with whom they are working. The teaching assistants complete feedback forms at the end of each session and this ensures that teachers

have the information that they need about how pupils have responded to the work set. Homework is used well to support the work that pupils do in school. There is very good use of targeted additional literacy support and this is having a significant impact on raising standards.

7. Assessment procedures have greatly improved since the last inspection and very good use is made of them at every level to inform the provision that the school makes for pupils. The headteacher analyses statutory and non-statutory test results to set whole-school targets for improvements and inform priorities for school development planning. Targets are also set for individual pupils and shared with both pupils and parents. Careful monitoring of pupils' progress ensures that pupils stay on course and that the school responds when difficulties are met. Teachers assess literacy and mathematics work on a regular basis and make ongoing adjustments to planning when misconceptions occur or when ideas have not been fully understood. There are effective assessment systems for all other subjects of the curriculum, which ensure that pupils' significant achievements are noted and that weaknesses in knowledge, skills and understanding are addressed. Work is regularly marked with constructive comments to help pupils to know what they have to do to improve.

The headteacher has excellent leadership and management skills. She is ably supported by the deputy headteacher, and a highly committed staff and governing body. This results in a strong sense of teamwork, purpose and direction throughout the school.

8. The headteacher is a highly effective leader. She leads by example and is held in extremely high regard by the governors and staff and greatly respected by parents and the community. The school has clear educational direction. High expectations for all pupils have been established and systems have been introduced to ensure that teaching and learning are at the heart of improvements and that high standards, once achieved, are sustained. This ensures that the overall aims of the school are reflected in all its work. A great deal has been achieved since the last inspection; all the areas of weakness identified have been addressed. The school is also actively addressing the need to improve areas, such as writing, that it has identified through its own checking procedures. The deputy headteacher works in close partnership with the headteacher in the leadership and management of the school; for example, all decisions are taken in close consultation with him and his knowledge of the needs of the local community is particularly valuable in planning for future developments. Together they form a highly effective team, using their combined strengths and expertise for the benefit of the school. The special educational needs co-ordinator also plays a very important role in the leadership and management of the school and takes overall responsibility for the management of the teaching assistants with whom she meets regularly.
9. Roles and responsibilities are delegated well and this ensures that leadership is evident at every level in the school community. A secure management structure includes clearly stated guidance about roles and specific responsibilities. All staff, teaching and non-teaching, are involved in the running of the school. They are given the training that they need to carry out their work and encouraged to develop their own ideas. Regular contact ensures that they understand what is expected of them and the importance of their role. As a result, there is a cohesive and committed staff team who work well together, have a very good understanding of their role in the day-to-day work of the school and its longer-term improvement and know that their work is valued.
10. Governors fulfil their statutory responsibilities very well and make a substantial contribution to the effectiveness of the school. They share a wide range of experience and expertise and use these combined strengths well for the benefit of the school. Many have been associated with the school for a number of years and have an in-depth knowledge of both the school and the community. Committees and meetings are very well organised and attended and issues are rigorously debated prior to decisions being made. Governors ensure that they are well informed about the school, not only through the headteacher's reports and presentations by co-ordinators and senior staff, but also by visiting the school regularly, talking with staff and observing its work. They meet with subject leaders prior to writing their annual report for parents and ensure that they are kept up to date with all policies and procedures. As a result, they have a clear view of its strengths and

weaknesses and of the challenges that it faces, and this knowledge makes a substantial contribution to the school's improvement efforts.

11. The school's procedures for performance management are very good and are used extremely well to promote the professional and personal development of all staff. This has made a significant contribution to the quality of teaching and the improvements that have been made since the last inspection. There are very thorough induction procedures for new members of staff and newly qualified teachers, and all staff, including non-teaching staff, feel that they are given good encouragement and support in the development of their roles and in gaining the experience that they need to further their career aspirations.
12. There are very thorough and effective checks on teaching, learning and achievement through a clear and well-organised programme of lesson observations by the headteacher. This ensures that there is a good overview of the effectiveness of school improvement efforts, and of the areas for future development. Thorough feedback, both oral and written, to individual teachers gives useful pointers on how they can improve. There is a very good range of methods for checking the standards that the school and individual pupils are achieving. For example, test results are carefully monitored, the work of individual pupils is scrutinised and planning is regularly checked. The results of these checks are carefully analysed and used well to inform future developments. Subject leaders keep a satisfactory overview of their subjects, but, due to changes in staff, many are new to their post and there is scope to develop their skills in lesson observation.
13. Procedures for development planning are very good and ensure that everyone understands the main priorities for improvement, the time schedule and their part within school development. Clear foci for improvement are identified as a result of a training day in which representatives of all those within the school community are involved in a review of the school's strengths and weaknesses and the prioritising of areas for improvement. Actions are carefully planned so that they are manageable and properly funded. There are very good links with the budget and success criteria and arrangements for checking the progress of actions are clearly identified.
14. The budget is very well managed and the principles of best value are applied well so that the highest value is obtained for the lowest cost and all the monies that are available to the school are directed towards obtaining the best possible provision for the education of the pupils. The school makes very good use of all its allocated funds for their designated purposes and links them closely to its priorities for improvement. The work of the parent teacher association makes a significant contribution to the school's funds and, in particular, to the upkeep of the school's swimming pool. They organise numerous fund-raising events. For example, they ran a charity shop for a week and raised over £1000 for school funds. Local small businesses make small, but valuable, contributions to the school; for example they have each sponsored a 'Story Sack', to promote pupils' interest in reading. Given the unit cost for each pupil, the good progress that they make and the high standards that the school achieves, the school gives good value for money.
15. There is very good management of all the resources available to the school. The improvements to the school building that were almost complete during the inspection have been well planned to enhance classroom provision. Very good use is made of all the accommodation, and even in the midst of building works, an attractive environment for learning has been created. This is helped in no small measure by the hard work of the site manager and her staff, who ensure that the accommodation is kept immaculately clean and tidy. A well-equipped computer suite has been installed at the school since the last inspection and this is having a significant impact in raising standards in information and communication technology.

Pupils enjoy coming to school, behave very well and have very positive attitudes to their work and to each other, as a result of the very good provision for their spiritual, moral, social and cultural development and the values of care and mutual respect that pervade all aspects of school life.

16. The school emphasises the values of mutual respect, care of others, care for the environment and the importance of collective responsibility. These values pervade every aspect of its work, and, as a result, the provision that it makes for the spiritual, moral, social and cultural development of pupils is very good. This is evident in academic subjects, assemblies and the curriculum for pupils' personal and social development. The school's values towards self and others are promoted well throughout the school and make a significant contribution to the school's climate in which all pupils are able to grow and flourish, respect others and be respected.
17. There have been improvements to the provision that the school makes for pupils' spiritual development since the last inspection and it is now good. Pupils are given good opportunities to explore values and beliefs. For example, in religious education, where they discuss the importance of special places, books and religious artefacts, and in personal and social education, when they reflect on the importance of what makes a good friend. There are many worthwhile opportunities for pupils to understand human feelings and emotions; for example, in their work on characterisation in literacy. Through this, they develop a good understanding of how emotions affect peoples' behaviour and the ways in which understanding this can be helpful. Pupils also reflect on their own feelings in the course of personal and social education, For example, on times when they have felt angry, sad or happy. There is a range of very good opportunities for pupils to develop a sense of awe and wonder of the natural world. For example, when a pupil found a chrysalis in the playground it was brought into school for observation. Photographs capture pupils' delight in watching the moth when it emerged and gently holding it on their fingers. Their writing about the Cornish seascape demonstrates a real appreciation of the environment. Teachers value pupils' ideas and questions and give space for pupils' own thoughts and suggestions. They also share their own experiences and feelings with pupils and this is highly effective in developing a climate of trust, in which pupils feel safe to share their personal experiences and concerns.
18. The school provides a very clear moral code as a basis for behaviour, and this is promoted consistently through all aspects of the school. Pupils are taught the importance of self-discipline at an early stage and quickly come to understand the high expectations that the school has of them. They respond well to this and, as a result, are polite and courteous to adults and other pupils, and show respect for each other and their environment. Books are well cared for and pupils demonstrate respect and sensitivity when handling living creatures and plants. Pupils are given a range of worthwhile opportunities across the curriculum to explore and develop moral concepts of right and wrong, and truth and justice. An open and safe learning environment has been established in which they can express their views and practise moral decision making. For example, when discussing the social issues surrounding children who are orphans in the course of literacy and when taking decisions that affect the others as members of the school council. The quality of relationships throughout the school is very good and staff set a good model of the principles that the school promotes. For example, treating all pupils with respect and emphasising the importance of being fair and considerate to others. There is good encouragement for pupils to take responsibility for their actions and as a result of the good guidance they receive pupils are able to think through the consequences of their actions on themselves and others. An assembly about harvest was used well to promote understanding of the responsibility that everyone has to work hard if they wish to get results.
19. As a result of the very good provision that the school provides for pupils' social development, pupils adjust to a range of social contexts with appropriate and sensitive behaviour. They begin to appreciate the rights and responsibilities of individuals within the wider social setting as a result of the wide range of visits and visitors that the school provides. There are also very good opportunities for pupils to develop the concept of empathy in the course of their work in history, geography and English. For example, the school has good links with Tanzania and exchanges letters with a school in that country. When they learned that the pupils liked football and played with a ball made from rolled up plastic carriers, they immediately made a collection to send them a real

football because they knew they would like this, but wouldn't have the funds to buy one. When a Tanzania visitor demonstrated how women in the country carry water from a well in a bucket on their head whilst at the same time carrying a small child, it made a considerable impact and helped pupils to develop huge respect for the women of the country. The work of the school council helps pupils to develop a very good understanding of how the school community functions and is organised. Personal and social education sessions are planned carefully to ensure that they include opportunities for pupils to learn about the importance of social relationships. The school provides a very good range of opportunities for pupils to work together in a variety of situations. These include the joint design of experiments in science, group discussions in English and working as part of a team in competitive sport. This makes a significant contribution to pupils' skills in listening to and taking account of the views of others, and working as a member of a team. The curriculum appropriately recognises and respects the social codes and mores of a range of cultures.

20. The school's provision for cultural development is very good and has greatly improved since the last inspection. It is promoted through opportunities to participate in art, literature, music and drama events, which include authentic experiences and accounts from a diverse range of cultures. For example, pupils took part in the Gorsedd, a celebration of Cornish culture. They also learn about the traditions of a range of different religions represented in the wider society; for example, they have a good understanding of the story behind Diwali. They have opportunities to hear an authentic account of Jewish traditions from a member of the educational community. During an activity week they wrote their own stories based on traditional stories from other countries. They also learned about African drumming. As a result, pupils extend their understanding of their own cultural values, the influences that have shaped their own cultural heritage and the range of cultural traditions that are represented in British society. The provision of a range of opportunities for pupils to discuss their own cultural assumptions and values through personal and social education and religious education enables pupils to develop the ability to appreciate cultural diversity and accord dignity to other peoples' values.

Special educational needs provision is very good. Pupils who have special educational needs make very good progress because care is taken to plan for their individual needs and they receive very good support from well-trained teaching assistants.

21. The overall provision for pupils with special educational needs is very effective and, consequently, nearly all of them make very good progress in relation to their prior attainment. Many reach levels expected of their age group by the time they leave school in the basic skills of literacy and numeracy. Special educational need is very well led. The teacher with responsibility is highly committed and knowledgeable about the subject. She co-ordinates a hard-working team of well-trained support assistants and ensures that they are all constantly updated about the needs of the pupils through regular meetings. There are good links between the special educational needs co-ordinator and the class teachers. Very good links are maintained between class teachers and the teaching assistants so that ongoing checks are kept on pupils' progress. The special educational needs co-ordinator also meets regularly with the pre-school special educational needs co-ordinator and this ensures that pupils' individual needs are identified at an early stage. She also attends meetings with co-ordinators for other schools and ensures that she is fully up to date with national and local initiatives. There is appropriate use of the budget that is made available for special educational needs. Good use has been made of assessments and other data to evaluate the effectiveness of arrangements for special educational needs pupils. The governor for special educational needs visits the school regularly and gives very good support.
22. Early identification by class teachers enables pupils to be carefully assessed and programmes of work planned to meet pupils' specific needs. Most often their needs are concerned with English and language development, but provision also focuses on mathematics, behaviour and social awareness when required. Whenever possible the support given is closely linked to class-work, and work is prepared to enable pupils to take part fully in lessons and have access to the curriculum. The pupils are well taught by teachers and learning support assistants. For example, in the course of lessons class teachers are skilful in asking questions for the most and least able pupils. Teaching assistants sit beside special educational needs pupils to ensure that they fully

understand explanations and questions, and then support and encourage them in their answers. Learning support assistants also ably carry out programmes of work based on the carefully structured 'Additional Literacy Support' scheme, and this is highly effective in helping special educational needs pupils and others to develop their basic literacy skills and confidence in literacy lessons.

23. The co-ordinator monitors these pupils' progress on a half-termly basis. She knows all the pupils well and draws up individual education programmes in collaboration with class teachers, teaching assistants and parents. The individual education programmes are of very good quality and specifically focus on pupils' needs. Programmes are monitored regularly to make sure that they provide a clear and helpful framework for pupils' learning. The balance of work done by working with pupils in small groups and individually outside the classroom and the support that they receive in the classroom is very effective in helping them to make progress and achieve higher standards. Although the school receives a limited amount of time from the school psychological service, the school finds this support valuable and makes very good use of it.
24. The school works hard to ensure that parents are informed at an early stage if a class teacher has a concern about their children's progress. There is clear information about the support that pupils will receive and what the school is trying to achieve. Parents are involved appropriately when targets for learning are set. For their part, the parents have great praise for the special educational needs provision that the school provides.

The curriculum is very well planned and enriched by a wide range of extra-curricular activities and links with the community and other schools. This ensures that all pupils have access to a broad, well-balanced curriculum, which develops their knowledge, skills and understanding progressively as they move through the school.

25. The curriculum that the school offers is very good and has improved since the last inspection. It is broad and balanced and rigorously planned to ensure that all the National Curriculum requirements are met. The school is particularly successful in providing a wide range of worthwhile opportunities that meet the interests, aptitudes and particular needs of all pupils, including those who have special educational needs and higher attaining pupils, particularly in reading, mathematics and science. Very good curriculum planning procedures ensure a secure progression in pupils' knowledge, skills and understanding as they move through the school year and as they change classes, in the majority of aspects of their work. Planning and provision for information and communication technology has improved significantly since the last inspection and this has resulted in an improvement in standards in the subject. The Foundation Stage curriculum fully complies with the statutory requirements, with a good range of worthwhile activities for pupils to learn both through well-planned play and more formal teacher-directed activities. The school makes very good links between subjects to help to make learning more relevant to its pupils and ensures ample opportunities for pupils to apply their numeracy and literacy skills in other subjects. For example, in science pupils used their information and communication technology skills and their numeracy skills to present their findings of an experiment to find out if balls made of different materials bounced in different ways, using their knowledge of spreadsheets and graphs compiled on the computer. They also use their mathematical skills in measuring the angles at which light is reflected from mirrors. They make good use of their literacy skills in history; for example, in writing reports of the battles between the Roman army and the Iceni, as if they were writing for a Roman newspaper.
26. There are effective strategies for teaching the basic skills of literacy and numeracy, which include use of the national strategies. The opportunities that school now provides for pupils to write in different styles are good, and this is an improvement since the last inspection. The recent emphasis on improving pupils' writing, which includes setting individual targets and the use of assessment ladders that identify the specific elements of good writing, are proving effective in raising standards in English, particularly for pupils attaining at the higher levels. The school makes very effective use of additional literacy and numeracy support programmes to provide lower attaining pupils and special educational needs pupils with the help that they need to improve their basic skills and further their understanding.

27. Personal, social and health education is very well taught through a well-planned, two-year rolling programme. The school recently won the 'Healthy School's' award in recognition of its good work in the field of health education. The promotion of self-esteem, decision making, good relationships, the importance of communicating feelings and making well-informed decisions is at the heart of its work. Opportunities for whole-class discussions on personal issues through 'circle time' and school issues brought to the school council make important contributions to this. Opportunities are also built into literacy and science. There are clear policies and guidance on sex education and drugs misuse, aimed at helping pupils to gain insight into the importance of making sensible decisions about issues that will affect their health and well-being as they grow older.
28. The school encourages a range of visitors to the school who are highly effective in making learning more interesting for pupils in all subjects of the curriculum. For example, visitors from Tanzania talked to pupils about school in their country, answered pupils' questions and demonstrated elements of their way of life. Visitors from a local wildlife centre brought in a snake, tawny owl and baby racoon to show to the pupils. A theatre company has visited the school and given a performance of 'The Lion the Witch and the Wardrobe'. An 'Explorer Dome', which was erected in the hall as part of the science curriculum, captivated pupils' interest and taught them a great deal about the properties of light. Pupils are taken on a wide range of visits, both locally and farther afield, to develop their understanding of the subjects that they are studying. Most recently a group of older pupils visited the Isles of Scilly. Not only did they enhance their knowledge and understanding of this part of the British Isles, but they also developed their personal and social skills. The school also runs an activity week for pupils that involves a range of outdoor, adventurous activities.
29. The school's support for learning outside the school day is very good. There is a wide range of clubs, run by staff, which include football, netball, French, choir, recorder, dance, gymnastics, volleyball, cross country and short tennis. The school is particularly proud of its sporting achievements. Its netball team are champions of the Cornwall small schools' league, and the football team is third in the league. The school has its own swimming pool and all pupils have the chance to use this during the summer months. As a result, nearly all pupils learn to swim by the time they leave the school in Year 6. The school also offers a good range of opportunities for music, not only through the choir, but also in regular class music lessons. There is also peripatetic tuition for violin and brass. The choir regularly contributes to the life of the community, singing for local old age pensioners and at 'Trago Mills' a local shopping centre, and takes part in festivals alongside choirs from other schools. All these activities are eagerly attended by large numbers of pupils and make a substantial contribution to pupils' positive attitudes to the school and the standards that they achieve.
30. The school's very good links with local schools greatly enrich the curriculum opportunities that are available. For example, a teacher from the local comprehensive school regularly teaches French to Year 6 pupils. Higher attaining pupils have joined others from schools in the area to attend 'master classes' at a local centre. Pupils have also joined with those from other schools in locally organised activities involving the development of a dance project. The school has very strong links with the local pre-school, which will move back onto the school site once building work is complete. This helps very young children and their families to prepare for school and become familiar with it from an early stage, and the transition for pre-school to school is, therefore, much easier.

Very good links have been established with parents; they are fully involved in their children's education and make a valuable contribution to the school's work.

31. When children enter the school, their parents are immediately embraced as a very important part of the community. There are very good induction procedures and links with the pre-school, which will return to the school site once building works are complete. Members of the pre-school and school staff meet regularly and the school ensures that newsletters are available for pre-school parents. The school expects parents to take an interest in their children's learning and to give them every support, and when parents do so this makes a very positive contribution to the

progress that pupils make. Where parents are not able to support their children; for example, with reading, then the school makes every possible effort to compensate for this in school. The school and parents share common expectations about the school, and the good relationships that are established at an early stage, are strengths of the partnership. Parents welcome the emphasis given to the fact that the personal as well as the academic needs of pupils are considered important. Parents are pleased that the school successfully meets the high expectations of good behaviour and standards of work for which it aims. They find the headteacher and staff easy to talk to and most feel that they listen well to their concerns. This leads to the parents having strong support for the school, and a sense of ownership and being valued, which does not preclude them from commenting on the school's weaknesses as well as its strengths.

32. Parents receive a very good range of information about all aspects of school life. The school prospectus and the governors' annual report to parents provide extremely clear information about the school. Weekly newsletters ensure that parents are kept up to date with day-to-day information about the school and parents are also kept well informed about the school's policies on behaviour, homework and attendance. Half-termly curriculum information letters include summaries of what pupils are to learn, and play an important part in keeping parents in touch with the curriculum and enable them to give support and encouragement at home. Occasional meetings are held to explain new educational strategies. The deputy headteacher has also organised a very successful evening when families were invited to take part in a design and technology challenge to design a timing device. Questionnaires are used to seek parents' views about the school and the findings are taken seriously and acted upon, often being incorporated into the school development plan. For example, parents have requested an evening in which they can receive information about how the school tackles the issues of drug abuse, and plans are in hand for this to take place. Parents have regular opportunities, throughout the year, to see their children's work and to discuss progress. Annual written reports are thorough and give a good picture of pupils' academic standards and progress. Parents feel that the school is very approachable and say that they appreciate the fact that the headteacher and teachers are generally available both before and after school to talk with parents about any immediate concerns. They report that if they do have any problems they are always taken very seriously and acted upon. The school has established positive links with the parents of special educational needs pupils. They are informed of their child's needs when these are first identified, and most parents are keen to attend subsequent meetings when their child's progress is reviewed and new targets are set.
33. Parents give strong support for their children's learning. They support school events well and when they are able, help regularly in classes or with jobs around the school. They are more than willing to share their knowledge and expertise for the benefit of the school and willingly give of their time to assist with educational visits or to be involved in self-help projects to improve resources. There is an active and supportive parents association, which is involved in raising money and also in organising social events. For example, it has raised over £1000 by opening a charity shop for a week in a local town. It also approached local small businesses to sponsor resources for reading. Most of the money that it raises ensures that the school can maintain the upkeep of its swimming pool, but it also pays for other resources that enhance curriculum provision.

WHAT COULD BE IMPROVED

Guidance to support planned opportunities for the development of pupils' speaking skills.

34. Although there are many opportunities for pupils to develop their skills of speaking and listening through working with others and in small and large group discussions, pupils' skills as listeners are in advance of their skills as speakers in a range of social situations. Pupils' vocabulary is often limited and their understanding of the words that they read in books and that they are encouraged to use in their writing, is not always secure. For example, a Year 6 pupil could read fluently, with enjoyment and expression, but when asked, did not know the meaning of words such as 'agile' and 'embroider', although she could read them. Although teachers work hard to develop pupils' understanding of powerful adjectives and adverbs in the course of creative writing and poetry, this knowledge does not then become embedded in the stock of words that pupils use in their

speaking or is it transferred to other pieces of work. Weaknesses in pupils' speaking skills affect their ability to use language for thinking. For example, they are not always able to explain their thinking logically in the course of mathematics. There is a limited guidance to support teachers in their planning for the development of speaking skills, and, as a result, opportunities are missed to promote the grammatical knowledge and wide vocabulary that pupils need to develop the skills of effective speakers. The school has already recognised the need to improve pupils' speaking skills in the context of writing and has included it in the school development plan.

Opportunities for subject leaders to develop their skills in lesson observation as part of their work in monitoring and evaluating their subjects.

35. Although they have a broad overview of the strengths and weaknesses in their subject areas, subject leaders have not yet had the opportunities that they need to check the effectiveness of teaching and learning through observations of lessons. This is partly because of recent changes in staff, which have resulted in a reallocation of curriculum responsibilities, and partly because there has been little non-contact time available until recently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. The school has no major weaknesses, however, in order to build on its considerable strengths and raise standards even further the governors should:

ensure that planned opportunities for the development of pupils' speaking skills are supported by guidance that ensures that pupils:

- develop the skills that they need to be able to speak effectively for different audiences;
- improve the range of their vocabulary and their understanding of more complex words;
- make better use of language for thinking and writing.

(see paragraphs 1,3,4,5 and 34)

develop the skills of subject leaders in monitoring and evaluating teaching and learning through lesson observations so that:

- they are better informed about how teaching in their subject reflects the school's teaching and learning policy;
- they are able to help to improve teaching even further and share the good practice that exists within the school.

(see paragraphs 6, 12 and 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	15	3	0	0	0
Percentage	0	14	72	14	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		163
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		25

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	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	5	11
	Girls	8	8	7
	Total	16	13	18
Percentage of pupils at NC level 2 or above	School	84 (83)	68 (87)	95 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	11
	Girls	8	8	8
	Total	16	19	19
Percentage of pupils at NC level 2 or above	School	84 (87)	100 (87)	100 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	6	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	6	6	6
	Total	17	20	21
Percentage of pupils at NC level 4 or above	School	81 (81)	95 (90)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	6	6	6
	Total	18	20	21
Percentage of pupils at NC level 4 or above	School	90 (76)	95 (81)	100 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
159		
1		
2		
1		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	156

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

Financial information

Financial year	2001/2002
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	£
Total income	360,201
Total expenditure	319,756
Expenditure per pupil	2,070
Balance brought forward from previous year	29,231
Balance carried forward to next year	46,425

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	163
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	58	38	0	0	3
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	34	41	14	3	7
The teaching is good.	61	32	0	0	7
I am kept well informed about how my child is getting on.	55	34	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	66	28	0	3	3
The school works closely with parents.	62	34	3	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	44	44	11	0	0