

INSPECTION REPORT

LANNER PRIMARY SCHOOL

Lanner

LEA area: Cornwall

Unique reference number: 111837

Headteacher: Mr S Brady

Lead inspector: Mr L Lewin

Dates of inspection: 22 – 25 March 2004

Inspection number: 256697

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	241
School address:	Lanner Estate Lanner Redruth Cornwall
Postcode:	TR16 6AZ
Telephone number:	01209 216346
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Bray
Date of previous inspection:	14 June 1999

CHARACTERISTICS OF THE SCHOOL

Lanner Primary School serves the local village and surrounding area close to Redruth in Cornwall. Pupils attending the school come from families living in privately owned homes as well as an increasing number living in large recently built local authority housing estates. The school is of an average size with 241 pupils taught in seven classes by 10 full-time teachers including the headteacher and one part-time teacher. The number of pupils attending the school has remained much the same over recent years. There is one class for each year group throughout the school. All pupils come from white U.K. heritage backgrounds, with none speaking English as an additional language. Two Traveller pupils currently attend the school and receive local education authority funded support. At 12.3 per cent, the number of pupils known to be eligible for free school meals is broadly in line with the national average. At 12.9 per cent, the proportion of pupils identified as having special educational needs is below the national average, although the proportion of pupils with statements of special educational needs, at 2.1 per cent, is above the national average. The proportion of pupils joining or leaving the school other than at the normal times of leaving or joining is below the level noted in most other schools nationally. The school is part of an ¹Education Action Zone. In 2002 the school was accredited with the *Healthy Schools* award. The school is part of a public finance initiative, which means that a private company maintains the buildings. When they join the Foundation Unit, children show a broad range of abilities, though many of them show below average attainment, particularly in communication and language skills. The attainment of pupils on entry to school has declined in recent years.

¹ A government funded initiative set up in selected areas nationally where it is felt necessary to support schools in raising the standards of pupils' attainment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	English as an additional language Science Information and communication technology
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27779	Mr R Fisher	Team inspector	English Geography History Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that projects a very caring ethos. Very good leadership and management have enabled the school to improve rapidly in recent times so that pupils now achieve well, overall, as a result of good teaching. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides outstanding leadership.
- Pupils attain above average standards in information and communication technology (ICT).
- Very good promotion of spiritual, moral, social and cultural development results in pupils showing very good behaviour and attitudes and forming very strong relationships with one another and staff.
- Pupils' achievement in Year 3 is unsatisfactory.
- Extra-curricular activities provide very good enhancement for the curriculum.
- Very effective and innovative provision is made for the Foundation Stage.
- The school works very well in partnership with the parents and the community.
- Although the school has developed sound systems for evaluating pupils' progress in English and mathematics, assessment procedures in other subjects are underdeveloped.

Since its last inspection in June 1999, the school has improved at a satisfactory rate, overall. However, since the appointment of the new headteacher, a little over a year ago, the rate of improvement has been very good, with many important areas of provision, such as teaching, links with the parents and the community and systems for monitoring the quality of work across the school being boosted to a good level during this time. Standards in mathematics and science are not as good as noted during the last inspection, but the school has detailed plans in place to improve performance in these areas. Nationally produced data and the school's own system for tracking pupils' progress show that in recent times there has been significant underachievement of pupils from Years 3 to 6. However, inspection evidence shows that this is no longer the case for Years 4 to 6, and strong support has been provided to improve pupils' achievement and the quality of teaching in Year 3. All other areas of weakness noted in the school's last inspection have been suitably addressed so that standards in ICT and writing, provision for special educational needs and the quality of the governors' annual report, have all improved. Staff show a good deal of commitment and enthusiasm so that there is much potential for the school to continue its current rapid rate of improvement.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average;

E indicates pupils performing in the lowest five per cent nationally.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

The table above shows above average results in English, average results in mathematics and below average results in science when compared with other schools nationally, but when compared with other similar schools the results are poor and indicate significant underachievement and lack of progress made by these pupils since they were tested in Year 2. However, inspection evidence shows that over the last year the school has been largely successful in dealing with this problem so

that all groups of pupils are on course to achieve well by the end of Year 6. Pupils are now set to attain average standards in English, mathematics and science, with a significant minority of pupils likely to attain above average levels. In the Foundation Stage, pupils achieve well and are on course to attain the expected levels by the end of the reception year. Pupils also achieve well in Year 2 and are set to attain the expected levels in reading, writing, mathematics and science. Throughout the school, pupils do well in ICT and reach the expected levels in history, religious education and physical education. Not enough evidence was collected to enable attainment to be judged in other subjects.

Provision for developing pupils' spiritual, moral and social development is very good. This very strong overall provision results in pupils showing very good behaviour and developing very positive attitudes. Attendance is satisfactory, overall, but a significant minority of pupils is persistently late in arriving at school each day.

QUALITY OF EDUCATION

The quality of education throughout the school is good. Teaching and learning are good, overall and very good in the Foundation Stage. Teachers are good at encouraging pupils to learn in a confident and enthusiastic way. Teachers and all support staff collaborate very effectively to ensure that all individuals and groups of pupils are given precise help and guidance. Lessons are well prepared and the pace at which pupils learn is significantly enhanced by the teachers' good use of interactive whiteboards². A scrutiny of pupils' books in Year 3 shows that they have not been taught effectively and enabled to achieve satisfactorily. In recent times, when they have been taught by the headteacher and more recently by a supply teacher, the quality of work has improved significantly. Teachers make very attractive displays of pupils' work around the school that celebrate achievement and encourage good learning.

Curriculum provision is good, overall, and very good in the Foundation Stage. Provision for caring for, guiding and supporting pupils is very good. The partnership established with the parents and the community is very good.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are very good. The leadership by the headteacher in enabling the school to progress at a very good rate in recent times is outstanding. Governors carry out their roles well, are fully involved in the work of the school and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussions with parents and pupils and their responses to the pre-inspection questionnaires issued show that the vast majority have a very high regard for the school and its staff.

IMPROVEMENTS NEEDED

- Improve teaching and the achievement and progress of pupils in Year 3.
- Using the sound procedures introduced in English and mathematics as a model, fully develop procedures for checking pupils' attainment and progress in all other subjects.

² Touch sensitive computer projection screens.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well. By the end of Year 2 and Year 6, most pupils will reach the nationally expected levels. Standards have been broadly maintained since the school was last inspected.

Main strengths and weaknesses

- There has been much recent improvement in pupils' achievement across the school and especially in Years 4 to 6, although the school recognises that there are still areas where further improvement is needed.
- Pupils do not achieve well enough in Year 3.
- Standards in ICT are above average.

Commentary

1. When they join the Foundation Unit, children show a broad range of abilities, though many attain below the expected levels particularly in communication and language skills. As a result of very good provision, they achieve well and are on course to reach the expected levels in most of the areas of learning, although their speaking, listening, personal, social, emotional, artistic and musical skills are above average.
2. Year 2 national tests for 2003 showed pupils attaining average results in reading and writing, but below average results in mathematics when compared with other schools nationally. The results were average for reading, below average for writing and well below average for mathematics when compared with other similar schools. However, due to the school's successful initiatives across the year a better picture is now reflected with pupils achieving well in Years 1 and 2 and inspection evidence showing that they are currently set to attain the expected levels in reading, writing and mathematics. There has been particular improvement over this year in pupils' achievement by the end of Year 6. In 2003, test results were above average for English, average for mathematics and below average for science, but when compared with other similar schools, were well below average in all of these subjects and indicated that there was significant underachievement by the age of eleven. Currently, pupils achieve well and are on course to attain the expected levels in English, mathematics and science by the end of Year 6, but with a significant minority set to exceed this level.
3. The school's development plan focused very sharply on improving achievement across the school over the last year through rigorous checks on pupils' progress and through the setting of higher expectations for the performance of individuals. A scrutiny of pupils' work and work in the lessons seen verifies the success of the school's initiatives, especially in Years 4 to 6, where the quality, breadth and depth of work covered confirms that all groups of pupils, including those with special educational needs, achieve well, overall. There remains a *pocket* of underachievement in Year 3, of which the school is acutely aware and in which much energy is currently invested to improve the situation. Overall, across the school, the best improvements have been made in English, where standards are now better than when the school was last inspected. However, the school also recognises that despite the improvements made in recent times, there is still much room for improving achievement, particularly in mathematics where a significant minority of pupils still do not achieve well enough and in science where higher-attaining pupils are not always extended by the work that they do.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.0 (16.2)	15.7 (15.8)
Writing	14.5 (14.3)	14.6 (14.4)
Mathematics	15.7 (16.6)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

4. There has been an apparent dip in standards at Year 2 according to national test results over recent years. However, this dip is mainly linked to a decline of the standards achieved by pupils on entry to school over the past few years. None the less the successful initiatives put in place to improve performance provide much potential for the school to improve the trend of its results in the future. Similarly, there has a mainly downward trend in results at Year 6 in recent years, but with clear indications that the school has now arrested this trend and with the likelihood of improved results from 2004 onwards.

Standards in:	School results 2003	National results 2003
English	27.7 (27.5)	26.8 (27.0)
Mathematics	27.4 (26.8)	26.8 (26.7)
Science	27.6 (27.3)	28.6 (28.3)

5. Pupils attain above average levels across the school in ICT. Year 2 pupils have a clear understanding of how to use computer facilities to present their work graphically and in text and have a confident approach towards using computers. By Year 6, pupils gain a wide array of quite sophisticated skills for their age, including how to manipulate software in connection with their digital video-making exploits. Pupils attain average standards in religious education, physical education and history across the school. Not enough evidence was collected to enable the inspection team to make judgements about standards in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships with others are very good, as is the provision for spiritual, moral, social and cultural development – these areas have strengthened since the school was last inspected. Attendance is satisfactory, but too many pupils are failing to arrive at school on time.

Main strengths and weaknesses

- Pupils are enthusiastic and have positive attitudes to school.
- The school is highly effective in promoting good relationships and in stimulating pupils to learn.
- A small minority of pupils is persistently late arriving at school.
- Pupils have good opportunities to develop responsibility.

Commentary

Attendance in the latest complete reporting year (%)

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

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

6. Attendance of pupils is satisfactory and is closely in line with the national average for all schools. The level of unauthorised absence is steadily falling and is now in line with national figures. However, too many pupils are late in arriving at school, which disrupts registration and can delay the start of lessons. Procedures for promoting good attendance are effective and applied consistently. However, the school rightly recognises that further measures are necessary to improve punctuality.
7. Pupils display a very positive attitude to school and they are motivated and enthusiastic to learn. They are very keen to take full advantage of the many learning opportunities made available to them and to participate whole-heartedly in the wide range of extra-curricular activities provided by the school. Relationships between pupils are very strong, which results in a very good collaborative working in class. Pupils also relate very well to adults, which further contributes to a climate within which learning flourishes.
8. The school provides a very wide range of opportunities for pupils to display initiative and accept responsibility. The school council provides a regular opportunity for pupils to plan and run fund-raising events such as the recent *Black and White Day*, influence parent behaviour by writing to them concerning picking-up times after school, and administer a suggestion box through which new ideas are sought and evaluated. At lunch-time older pupils help to run the front office and on a planned basis support the learning of younger pupils through shared reading. Pupils' self-esteem and confidence is boosted significantly by the many opportunities available to exercise responsibility.
9. Pupils' behaviour is very good, both in the classroom and elsewhere. In lessons, pupils are attentive and listen carefully to what is being said both by their teacher and other pupils. They are very effective at working independently and in collaboration with others. Outside of class, behaviour is very good and pupils of all ages and all backgrounds play and socialise constructively and without tension or conflict. Procedures for promoting good behaviour are highly effective and, as a result, instances of serious behaviour, including bullying, are extremely rare. Pupils with special educational needs display positive attitudes to work and are included in every aspect of school life. Their progress is accelerated as a result of the very good relationships that exist throughout the school.
10. Provision for spiritual, moral, social and cultural development is very good. Good opportunities exist for spiritual and personal reflection in assemblies and through the regular visits to local places of worship. For example, pupils were provided with a good opportunity to experience a few moments of awe and wonder when simulating worship at a Hindu shrine (through the use of ICT) as part of a Year 2 religious education lesson. Moral development is very effectively promoted through assemblies, personal, social and health education lessons and particularly through circle time sessions³. The school very successfully develops social responsibility by encouraging pupils to be involved in fund-raising and by the choir performing in local churches. Cultural awareness is developed effectively through pupils studying a range of world faiths in religious education. A good range of resources is used effectively to familiarise pupils with their own community and cultural heritage. However, opportunities for pupils to expand their knowledge and understanding of multi-ethnic Britain are limited.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good provision, overall, is made for teaching pupils and providing them with an interesting curriculum. Very good systems are in place to monitor, care for and guide individuals. The links with the parents and the community also very strongly enhance the quality of education provided for pupils.

³ Pupils sit in a circle and take it in turns to speak while others in the class listen to their views.

Teaching and learning

Teaching and learning are good, overall, and very good in the Foundation Stage. The proportion of good or better lessons seen is similar to that noted in the last inspection but more very good teaching is in evidence than was previously noted.

Main strengths and weaknesses

- Lessons are well prepared and interesting.
- Teachers generally set high expectations for pupils' behaviour and attainment.
- Extra support teaching provides an effective boost to pupils' learning.
- Teaching in Year 3 does not enable pupils to achieve satisfactorily.
- Teachers make very good displays of pupils' work.
- Learning is enhanced very effectively by skilful use of the interactive whiteboards.
- Teaching assistants provide good support for teachers and pupils.
- Although sound assessment procedures have been implemented for English and mathematics, they are not sufficiently developed in other subjects.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15 (37%)	17 (41%)	9 (22%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Teachers plan and prepare their lessons well to ensure that activities presented to pupils are as interesting as possible. Work is tailored well to suit the needs of different groups so that all individuals generally feel challenged by the work they do. The good preparation, match of work and good level of interest ensure that all pupils, including those with special educational needs, stay fully involved and well focused on what they have to achieve. For example: in a Year 2 science lesson, well prepared resources helped pupils to access rapidly the interesting and important part of their investigation; Year 6 pupils were well motivated by the enjoyable activity of preparing small plays for a history re-enactment; Year 1 pupils thoroughly enjoyed the task of *dragging and dropping* items on the interactive whiteboard; while very good modelling of a writing task and use of interesting Harry Potter text fully engaged all groups in a Year 4 literacy session.
12. Teachers generally have a demanding approach in lessons, demonstrated through skilful questioning that helps drive pupils' understanding forward and motivates individuals to think deeply about the ideas introduced. For example, very good interactive discussion and questioning of pupils in a Year 6 literacy lesson promoted an enthusiastic response from pupils and led to above average standards of writing. High expectations are also promoted in most lessons through clear and succinct explanations, which reflect confident subject knowledge on the part of the teachers. Pupils gain a clear understanding of what they should do from these explanations and, even though the activities are often challenging, the strong encouragement they are given leads to a confident *have a go* mentality being evident in most activities. Occasionally, in science work, teachers do not provide activities that extend higher-attaining pupils sufficiently. Rigorous monitoring of lessons over the last year has helped the headteacher and staff to work together in fine-tuning aspects of teaching to ensure that pupils achieve as well as possible.
13. Initiatives in the school's development plan focus very precisely on improving teaching and learning and all teachers in the school are fully committed to improving the quality of education

for pupils. For example, rewriting the policy for teaching and learning, improving resources, improving assessment, target-setting and methods of identifying pupils in need of support are all important ingredients that, shared and developed between staff, have helped improve teaching. In particular, well-applied intervention strategies and booster group work for older pupils are having a significant impact upon improving pupils' performance. Observations of the various support sessions and discussions with the individuals involved show that, not only are pupils improving their academic skills, but are also developing confidence and gaining much self-esteem through the good encouragement and guidance from the teachers and support staff involved. The school currently funds extra support teaching in both the infant and junior sections of the school and the smaller intensive teaching groups made possible by this support successfully accelerate the progress of pupils. All of these strategies reflect a very well thought out approach towards enabling a continuous improvement to standards through precisely targeted support.

14. One area where improvement has not moved as quickly as the school would like is in Year 3, where samples of pupils' work show that at times they have been given activities that are not sufficiently challenging and result in the output of substandard work. However, when taught by the supply teacher and by the headteacher, pupils have produced work of a significantly better quality and there are indications from this evidence that pupils have received unsatisfactory teaching at other times during the year.
15. Teachers generally take a great deal of trouble to display pupils' work attractively as well as to present information in interesting ways to motivate pupils. The displays mark a very effective emphasis on the celebration of pupils' work and efforts and, as a result, pupils throughout the school develop a pride in their work and an interest in the work of their classmates and pupils in other classes. Such ideas of celebrating the efforts of individuals are also followed through effectively by awards in assemblies, and the school's approach in these areas serves to raise pupils' expectations of what they can achieve.
16. Teachers make very good use of interactive whiteboards to present a wide range of learning materials to pupils. Discussions with pupils show that they enjoy having information presented to them in this way and feel that it helps them to rapidly understand new ideas. The strong visual impact and attractive presentation of items clearly helps pupils learn better. For example, in a Year 1 literacy lesson, the teacher presented digital photographs on the whiteboard of a play the pupils had acted out. This helped pupils very rapidly recap ideas and skills needed in the current lesson and cut out the need for lengthy explanations by the teacher. There were many other examples of high impact usage of the whiteboards in lessons seen throughout the school.
17. Teaching assistants work very closely with teachers. They are very well briefed about their role in the classrooms and play a strong part in lessons by supporting/teaching groups as required. The school has taken much trouble to ensure all of the support staff are involved in training wherever possible and, as a result, these members of staff often work in a very perceptive way with pupils – catering very precisely for individual needs. For example, they show a very good insight into knowing when to support individuals and when to draw back and let individuals try an activity independently.
18. The very good teaching noted in the Foundation Stage helps children to develop a very confident approach. Observations of sessions such as circle time show that even the most reserved individuals gain the confidence to listen very carefully and join in discussions. A particularly strong feature of the Foundation Stage teaching is the very effective teamwork that exists between the teachers and staff that ensures that all activities flow smoothly and that all individuals stay fully involved. There are lots of imaginative and interesting ideas in the way that the classrooms and outdoor areas are set up – designed to create fascinating areas for pupils. For example, the *Travel Agent's Office*, *aircraft*, *safari park* and *jungle* areas give pupils an excellent role-play holiday experience.

19. The clear targeting of pupils' performance in English and mathematics has been an important part of the school's drive to improve achievement and has been based upon sound systems and procedures for assessing and tracking pupils' attainment and progress. The assessment information in these areas is carefully recorded and analysed and used well by staff to set targets and to inform future planning of work. The school rightly identifies the need for similar systems to be devised for all other subjects in order to continue the current impetus for improving standards and achievement and to devise procedures for involving pupils in the assessment process more fully.

The curriculum

Overall, the curriculum is good and meets all statutory requirements. The breadth of curricular opportunities is good and opportunities for enrichment are very good. The school's accommodation is very good. Resources to support teaching and learning are good. Support staff are deployed very effectively. There has been good improvement in curricular provision since the last inspection.

Main strengths and weaknesses

- The school has a very good range of clubs, sporting activities and educational visits.
- The curriculum in the Foundation Stage is very innovative and imaginative.
- Provision for pupils with special educational needs is good.
- Provision for gifted and talented pupils has not yet been fully developed.

Commentary

20. The school provides very good curriculum enrichment through its programme of extra-curricular activities, with clubs such as science, drama, art, and cookery as well as a very wide variety of sporting activities ranging from tag rugby to carpet bowls. Good opportunities are also provided for pupils to participate in team sports against other schools. Members of the local community make a significant contribution to the curriculum, by, for example, accompanying the school choir on the piano, running an aerobics class and hearing pupils read. The school enjoys a very good relationship with the local churches, which involves the pupils visiting the local church as well as the priest or minister taking assemblies. Many opportunities are offered for pupils to learn to play musical instruments and there is a flourishing choir. All of these activities strongly enhance pupils' learning and give a wide range of opportunities for individuals to develop their talents in areas beyond the narrow confines of the National Curriculum.
21. The curriculum for the Foundation Stage is very innovative and is being delivered very successfully. Staff in this part of the school ensure that children are exposed to a wide range of interesting activities that give plenty of scope for developing children's skills and, in particular, for developing children's enjoyment and confidence in learning and interacting with one another and with adults.
22. The curriculum provides well for pupils with special educational needs, who have access to a broad and balanced range of learning experiences and who achieve well. Class teachers work closely with the special educational needs co-ordinator to write, implement and evaluate good quality individual education plans for these pupils. Support for these pupils is delivered in a flexible and sensitive manner, involving very effective one to one support and group work led by a support teacher or teaching assistant. These approaches involve tailored support, that targets improvement in pupils' literacy and numeracy skills effectively.
23. The school has not yet identified and assessed pupils with particular gifts and talents. Whilst enrichment activities are very good, curriculum planning has not yet been developed to take account of the special needs of these pupils.

24. The school's accommodation is very good and includes small but attractive, well-resourced areas for ICT and cooking. All subjects are well resourced and, as a result, pupils learn better because they rarely have to share books or other essential equipment.
25. The administration and clerical staff, classroom assistants and literacy support group leaders are deployed very effectively. They provide very good support for teaching staff in order to allow them to concentrate on their primary role. In particular, the school's administrative officer's very caring approach provides a very welcoming atmosphere for parents and visitors to the school. Premises staff work effectively to ensure that the school buildings and grounds are clean, tidy and attractive.

Care, guidance and support

The school provides a safe and secure environment in which learning and personal development thrive. The support, advice and guidance given to pupils are of a very high order. Pupils are very well involved in the life of the school. These areas have been strengthened further since the school's last inspection.

Main strengths and weaknesses

- Provision of support, advice and guidance is very good.
- Pupils are very involved in the life of the school.
- The school provides a safe and secure environment in which pupils thrive.
- Good induction procedures for children starting school and good transfer arrangements for those moving to their new secondary school.

Commentary

26. Procedures for health and safety, including arrangements for child protection, are good. The health and safety policy has recently been revised and is comprehensive and relevant to the needs of the school. Detailed risk assessments have been prepared and those relating to external visits are of very good quality. However, risk assessments associated with the curriculum are currently lacking and this matter is now being addressed as a matter of urgency. Regular health and safety checks are conducted with the findings being logged and appropriate action taken. Child protection procedures are good and are fully understood and properly implemented by all members of staff.
27. The care, guidance and support available to pupils are very good. Staff, both teaching and non-teaching, are exceptionally supportive and sympathetic, which greatly boosts pupils' learning and personal development. This very high quality of pastoral care is based on a close personal knowledge of each pupil's individual needs and circumstances. The personal development requirements of pupils with special educational needs are very well met as a result of this close understanding. These learning and personal development needs of pupils are tracked and monitored very effectively and, consequently, support is timely and well directed.
28. Arrangements for seeking and acting upon the views of pupils are very good. The school council provides an effective forum through which pupils' views are considered and, where appropriate, acted upon. The school carefully considers the views expressed by pupils and, whenever possible, implements recommendations made by them.
29. The school prepares pupils well for the next stages in their education – this is done particularly well in the classes for younger children. Relations with the secondary school to which most Year 6 pupils transfer are very good. There are a number of strategies in place to make the change as easy as possible for the pupils, including frequent visits by secondary school teachers to teach Years 5 and 6 pupils. The school's educational psychologist, together with a teaching assistant, is involved in an innovative programme to support those pupils who are

identified as being the most vulnerable on transfer to a new school. Induction of children into their first year of school involves home visits and is very good, overall – paving the way for them to settle quickly and easily once they begin.

Partnership with parents, other schools and the community

Very good partnerships have been established with parents, the local community, and with other schools. These areas have all been strengthened since the school's last inspection.

Main strengths and weaknesses

- Communication with parents is very good.
- The school is very effective in seeking and acting upon the views of parents.
- Links with the local community are very strong and greatly enhance the curriculum.
- Very strong and effective links have been established with other schools.

Commentary

30. Parents hold the school in very high regard and they all feel fully included in the school's partnership with them. They believe it to be very well led and managed, teaching to be good, and pupils making good progress within a safe and secure environment.
31. Frequent newsletters, a comprehensive prospectus, the detailed governors' annual report, the very informative written reports to parents about their children's progress and the wide range of opportunities for parents to meet staff, both formally and informally, are examples of the very effective methods used by the school to keep parents very well informed about and involved in the work of the school. Communication with parents of children with special educational needs is very good. Parents are quickly informed of any concerns and invited to assist in the preparation and implementation of individual education plans and this smoothes the passage for ensuring that pupils receive the right kind of support.
32. Parents involve themselves in the life of the school, which considerably promotes pupils' learning and personal development. Many parents and grandparents help in school and with outside visits. This support is very much encouraged by the warm and welcoming atmosphere projected by the school and serves to strengthen links between home and school. The Friends of Lanner School is very effective both in raising funds and providing a focus for social activity. Many parents assist with their children's homework and the school assists them to perform this role and this teamwork results in boosting pupils' confidence and skills.
33. Links with the local community are very good and significantly enhance learning. For example, local churches provide speakers for school assemblies and make available their premises not only for worship, but also as a religious education learning resource. Pupils visit many local sites of historical and cultural interest, which supports and reinforces learning in different projects very effectively. The curriculum is further enhanced and pupils' enthusiasm for learning promoted well by various visitors to the school, including training coaches from the Plymouth Argyle Football Club.
34. The school has forged very effective partnerships with local education providers and particularly with the secondary school to which most pupils transfer. Good opportunities provided for pupils to visit their new secondary school and visits made by teachers from the secondary school to which most pupils transfer provide very effective support for pupils to ease their move.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and have been significantly improved since the school's last inspection. Governors carry out their role well and ensure that all statutory requirements are met. The leadership of the headteacher is excellent in helping the school to move forward at a rapid pace.

Main strengths and weaknesses

- Staff work together as a highly effective and enthusiastic team.
- Staff with key responsibilities carry out their role well.

Commentary

35. In his four terms at the school the headteacher has enabled the staff and governors to gain a very clear understanding of the school's strengths and weaknesses and helped them formulate the means to make rapid progress in many areas that were in need of urgent development. In particular, he ensured that significant underachievement, particularly for pupils in the junior section of the school was, firstly, clearly recognised by staff and governors, and secondly, properly addressed through a wide range of incisive measures in the school's development plan. His outstanding ability to communicate clearly with all members of the school community has ensured that all personnel are fully committed to moving developments along. The improvement plan, formulated together with staff and governors, contains measures that precisely target the main areas of development needed and a year on from its inception, the change from pupils underachieving to a situation where they now achieve well, overall, reflects the high quality of the strategies that were laid down in the plan. Other elements of recent success are rooted in rigorous systems that the headteacher implemented to monitor and evaluate teaching, learning and the curriculum and the detailed analysis of performance and subsequent setting of more exacting targets and higher expectations for the rate of pupils' learning.
36. The headteacher has ensured that the school makes the most of support available from external organisations. For example, very effective use has been made of funding and resources provided by the Education Action Zone to accelerate the development of the school's Foundation Stage Unit and to help with the development of ICT throughout the school. This support has clearly helped to broaden the range of opportunities that the school provides.
37. The headteacher has worked hard with the governing body and they are fully appreciative of the way in which he has raised their awareness and provided them with detailed information. Through his detailed reports to them and their own regular visits to the school governors now have a clear overview of the school's strengths and weaknesses and fully support the headteacher and staff in the implementation of the school improvement plan initiatives. In particular, the headteacher has worked very effectively with governors in establishing a clear approach towards setting the school budget so that they now have a good understanding of the need to make the most of all available funding and apply the budget to areas that give the school good value in terms of improving standards and the quality of education offered to pupils. The school has been carrying a very hefty financial surplus, which is now being suitably invested in funding extra staffing to boost pupils' achievement where this is most needed.
38. The deputy headteacher provides strong support for and works closely with the headteacher to ensure that day-to-day management of the school runs smoothly. Through her monitoring activities she ensures that all curriculum planning across the school works efficiently and effectively. Along with her other colleagues in the senior management team, she helps to ensure that all staff are fully supported and that all school improvement plan initiatives are properly implemented. Overall, teachers carry out their subject management responsibilities well. They maintain a clear overview of the quality of work across the school and have a good

understanding of the developments needed in the future. The literacy co-ordinator works very well in her post and has ensured that actions to improve standards have been rigorously implemented. The management of ICT is excellent. Working closely with the headteacher, governors, staff and a range of outside organisations, the co-ordinator has driven along improvements at a very rapid rate so that resources, staff skills and standards have been significantly upgraded.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	497,196
Total expenditure	472,517
Expenditure per pupil	1,961

Balances (£)	
Balance from previous year	67,816
Balance carried forward to the next	92,495

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The very good provision for young children of nursery and reception age is a strength of the school. Provision has improved since the previous inspection.

The quality of teaching is very good as there is a strong emphasis on tailoring learning to the individual needs of every child, whatever their age or ability. All staff work extremely well together as a team. The curriculum is very well planned to help children learn effectively, and it is very well co-ordinated. The very good accommodation, including two classrooms joined by a dedicated outdoor play area, provides plenty of space for a wide range of activities. Teachers have a very imaginative and innovative approach towards constructing activities that promote learning in a wide range of areas at the same time.

Example of outstanding practice

Promoting learning in a wide range of areas at the same time.

The outdoor play area for young children was transformed very imaginatively into a *safari park*. Large papier-mâché models of a giraffe, a crocodile and a lion, made during lessons, stood on the grass, while life-size cut-outs of zebras, tigers and monkeys hung from branches or were partially concealed behind trees. Some children observed the wildlife curiously through binoculars from an *observation hide* they had constructed using a framework of withies surrounded by wicker beach mats and covered with camouflage netting. Others constructed a *safari jeep* by cutting and painting a cardboard body attached to a wheeled base, and then pushed each other enthusiastically around the *safari park* to observe the animals at close quarters. Well-integrated art and craft activities contributed very effectively to developing children's knowledge and understanding of the tropical savannah environment.

A wide variety of high quality resources and imaginative displays create an attractive and inspirational learning environment. As a result, children make good progress and achieve well. There has been good improvement in the provision since the previous inspection, particularly for children of reception age.

When they join the Foundation Unit, children show a broad range of abilities, though many children's attainment is below expectations for their age, particularly in communication and language skills. All children learn quickly and make rapid strides towards the early learning goals for young children. By the time they leave the Foundation Unit, most children have reached the levels expected in communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world and physical development. Their personal and social development and their creative development are better than expected for their age.

Teachers and other staff have a very good understanding of how young children learn. They plan and work together effectively, providing a stimulating range of interesting activities. Staff ensure that all children are fully included in all activities. Children play very happily together, co-operate sensibly and are well motivated. This is because teachers' expectations are high, staff check and record children's progress regularly and work is matched very closely to the individual needs of children. Children with special educational needs are soon identified, and they receive plenty of assistance from class teachers and teaching assistants.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children have many opportunities to select their own activities and to use resources independently.
- They are very keen to learn and co-operate sensibly with others.

Commentary

39. Teaching is very good in this area. Teachers and other staff help children develop very good social skills. Children are happy to leave their parents on arrival and are quickly involved in choosing from a wide range of activities. This helps them to become responsible for their own learning. They dress up and play sensibly together in the *Lanner Travel Agents* and put on their own coats when playing outside. They chat happily together and co-operate well when acting out stories with play people in the *castle*. They learn how to make their own sandwiches and how to eat snacks politely. Children sit quietly and listen attentively to their teachers. They put their hands up when answering questions and wait their turn sensibly when sharing resources. Children make very good progress and their level of personal, social and emotional development is better than expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Good teamwork ensures children are taught effectively in small groups.
- Children develop good speaking and listening skills.
- They enjoy looking at books and most read a few words and simple sentences.
- They learn to recognise the initial sounds of many words, and write simple words unaided.

Commentary

40. Communication, language and literacy skills are taught very well. Staff talk continuously with children to broaden their vocabulary. They ask many open-ended questions and constantly encourage children to explain what they are doing. Children take part in very effective role-play activities to develop their speaking skills. Those who are more hesitant are given plenty of encouragement. As a result, all children achieve very well, and their language development is above national expectations by the end of the reception year.
41. Children enjoy listening to stories and retell stories and put pictures in the correct sequence. Children enjoy sharing books with adults. Higher-attaining children are beginning to read simple sentences confidently, while most children read a range of words encountered frequently. Younger and lower-attaining children look closely at the illustrations and make sensible observations. Teachers constantly encourage children to identify the sounds made by the initial letters of a range of words. When they move from room to room, for example, children whose names begin with a certain sound are asked to move first. In another interesting activity, where children 'packed a case' to take on holiday, the class teacher helped a small group of children to recognise the initial sounds of items such as *towels* and *pants*. Children take books home regularly to share with parents and other adults and soon recognise a variety of words that are used frequently. Children achieve well, and by the end of the reception year, most read in line with expectations for their age.

42. Children are given many opportunities to develop their writing skills. Children use emergent writing to issue *tickets* in the *Travel Agents* and learn to write their own name. They learn to write the letters of the alphabet and are taught the sounds associated with each letter. More able children begin to write their own simple sentences with a teacher's help. Children's individual needs are met very well because they are often taught in small groups. By the end of the Foundation Stage, most children write simple sentences in a clear, legible script, while higher-attaining children use capital letters and full stops when writing longer sentences such as *Big Bear and Little Bear read the Bear book*. Children achieve well and most attain standards in writing in line with those expected nationally.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children enjoy practical investigations such as weighing and sorting objects.
- They learn to use numbers to ten accurately.
- Children identify the properties of common two-dimensional shapes.

Commentary

43. Teaching of mathematical concepts is very good. Children enjoy investigating numbers and exploring shape and size. They use weighing scales to identify *heavier* and *lighter* objects, and measure the correct number of spoons of flour when baking. They count to ten using small plastic animals and learn to recognise numbers by rolling a dice and giving the appropriate number of sweets to their partner. Children investigate the kind of homes they live in, then construct pictograms and use computer-generated bar charts to illustrate the results of their survey. Good teamwork ensures that teaching in small groups meets the needs of individual children well. By the end of the Foundation Stage, most children use numbers within ten accurately and add one more and take one away. They recognise circles, squares and triangles and create simple repeating patterns. Higher-attaining pupils use numbers within 20 and count on in twos. Children achieve well, and, by the end of the Foundation Stage, most have mathematical skills in line with those expected.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children learn effectively because they carry out their own investigations.
- There is a good emphasis on learning about different environments.

Commentary

44. Teaching is very good and involves plenty of opportunities for children to learn through practical investigations. Children collect leaves during an autumn walk. They plant daffodil bulbs and observe that bulbs need water and sunshine to grow. Children talk about postcards of places they have visited on holiday. They discuss different environments around the world and create an imaginative rainforest effect in one of the classrooms. During one lesson, children learnt how water-holes in tropical savannah environments dry up before being replenished in the rainy season. Children construct a collage about the life cycle of a frog, and observe how frog spawn develops into tadpoles and frogs. Children walk round the school and add their drawings of different teachers to a large map of the school. They

explore the village, visit a supermarket and learn about different types of shops. They achieve well, and their levels of knowledge and understanding by the end of the Foundation Stage are in line with those expected nationally.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children handle tools and small equipment safely and with increasing control.
- They develop their co-ordination by engaging in a variety of energetic activities.

Commentary

45. Good teaching ensures that children have many opportunities to develop their manipulative skills and their co-ordination by using finger puppets, pencils, crayons and paint-brushes. They pour water into funnels and containers, roll and shape play dough, assemble jigsaws and learn to use scissors correctly. Children take part in more energetic activities, both indoors and out of doors. They improve their co-ordination as they hop, skip, walk on stilts, play with hoops, throw basketballs and make patterns with streamers. In the school hall, children play parachute games and develop their movement and balancing skills when using the climbing equipment. Children achieve well and their manipulative skills and co-ordination are in line with those expected by the end of the Foundation Stage.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children use a good variety of paints, fabrics and construction materials to create a wide range of imaginative work.
- Children enjoy singing and playing a variety of percussion instruments.

Commentary

46. Very good teaching ensures that children develop their creative skills well. Teachers make a wide variety of paints, paper, card, fabrics and construction materials available for children to choose from. Children use chicken-wire, ribbons and feathers, for example, when creating a large parrot as part of their *rainforest* environment, and use cardboard boxes when making models of houses and shops to attach to a large map of the village. Teachers encourage creativity. During one lesson, small groups of children made monkey puppets on sticks by twisting pipe cleaners into shape and then adding a monkey face. Children regularly draw people in their sketch-books, and make prints of leaves and animal shapes. They use felt-tip crayons to draw pictures of tree-frogs and lizards, and use bold colours to paint pictures of parrots. They use wax-resist techniques effectively to create spiders' webs, and cut pieces out of folded tissue paper to make attractive patterns. They etch leaf patterns on to clay, and stick pasta shapes on to painted backgrounds to create imaginative three-dimensional effects. Aeroplane mobiles, made by the children, *fly* in the wind, suspended from the roof outside the classroom. Children enjoy singing a variety of rhymes, and join in worship songs during weekly whole-school assemblies. They enjoy playing a variety of percussion instruments. They beat their instruments rhythmically and play loudly or softly when instructed. Children achieve very well and their artistic and musical skills are better than expected by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** and has improved since the last inspection.

Main strengths and weaknesses

- The quality of teaching and learning is good, overall, and most pupils achieve well.
- Standards in Year 3 are unsatisfactory.
- Detailed analysis and evaluation of pupils' achievements has led to a clear focus on raising standards in reading and writing.
- There is a good emphasis on developing pupils' speaking and listening skills in lessons across the curriculum.
- Standards in writing are improving.
- The school's intention to create a *literacy/print rich* environment for the pupils is succeeding.

Commentary

47. Standards in English are rising as a result of the school's focus on improvement in this subject. In both Years 2 and 6 standards are currently average, but inspection evidence suggests that, as a result of the many changes of management and teaching over the past four terms, more pupils in Year 6 are now moving towards or achieving higher levels.
48. Pupils, including those with special educational needs, achieve well throughout the school, with the exception of Year 3 where achievement is unsatisfactory. Pupils with special educational needs are particularly well supported and every effort is made to raise their attainment by carefully planned work and encouragement. In response to the school's recognition of its underachievement in reading and writing a number of initiatives were put in place. These included: improving individual target-setting for pupils; developing the use of technology to support teaching and learning; and improving provision for able pupils. All of these initiatives are now improving the quality of teaching and learning successfully.
49. During lessons, pupils have regular opportunities to discuss their thinking with a partner at each stage of a lesson and dialogue between the teacher and individual pupils is frequent. Guided reading lessons often show this happening, particularly where teachers and teaching assistants lead detailed discussions about particular aspects of the book being studied. Children enter the school with below average speaking and listening skills. By Year 2 many are confident speakers and attentive listeners and are able to express themselves clearly. Pupils in Year 6 articulate their ideas clearly and thoughtfully and listen with sustained concentration. Progress over time is therefore good.
50. Overall, throughout the school, pupils achieve well in reading. There is a structured reading scheme as well as a well-resourced library from which pupils choose additional reading books. All classes provide opportunities during the school day for the pupils to engage in group reading, both within and beyond the literacy lessons themselves. All pupils are encouraged to read with parents and carers at home – there are effective reading diaries - and this helps their reading to progress. Pupils are clear about the strategies they need to use in order to work out how to read more difficult words and they tackle new reading materials confidently. Pupils, especially older ones, are developing preferences for particular authors. This is encouraged by good displays in classrooms that feature the work of a favourite author. Book areas around the school are inviting to the pupils and initiatives like the class *story swop*, where teachers swop classes to share stories with pupils, are successful in promoting pupils' interest in books.

51. Overall, standards of writing are improving as a result of the school improvement initiatives. Pupils in Year 2 have had experience of writing in a range of styles, including stories, descriptions, poems and instructions. Ideas are being developed in to sequences of sentences, with punctuation, handwriting and spelling skills developing well over time. Writers in Year 6 sustain ideas and produce interesting and lively extended writing. This is a result of the good teaching, particularly in Year 6. In Year 3, much of the work carried out during the year is below the expected levels, but shows significant improvement when the pupils were taught by the headteacher and more recently by the supply teacher. Throughout the school, pupils' writing shows good use of information and communication technology to enhance presentation and to offer opportunities for manipulating text to maximise the impact on readers.
52. In the lessons seen, teaching ranged from very good to satisfactory and was good, overall. Where lessons are effective teachers plan thoroughly, the pace is brisk, and good questioning skills ensure maximum challenge and involvement from the pupils. Teaching assistants provide good support for less confident pupils. In some lessons, time is not always left at the end for an effective plenary to enhance the learning that has taken place. Teachers make good use of interactive whiteboards in their teaching.
53. The subject leader manages the subject very well, with strong support from the headteacher. The school's self-evaluation processes have been effective in identifying the key priorities needed to raise standards. Action plans to address these priorities have brought about improvements in the teaching of reading and writing. Further development of the monitoring of teaching and the provision of training is required to ensure greater consistency in literacy teaching. Procedures for the assessment of pupils' work have been agreed and are being implemented. However, there is no consistency in approach across the school and this is an area for further development.

Language and literacy across the curriculum

54. Pupils use their language and literacy skills well in other subjects. For example, in a very good Year 6 religious education lesson, pupils were encouraged to take part in extended discussions, between themselves and with the teacher, about similarities and differences in the moral codes associated with different religions. Very good speaking skills were shown and the pupils listened to one another, and to the teacher, with concentration and interest. Pupils have the opportunity to write in a range of styles and for different purposes, for example, in the very successful Year 5 project *In the shadow of Carn Brea*.

MATHEMATICS

Provision in mathematics is **satisfactory**, overall, but is not as good as at the last inspection.

Main strengths and weaknesses

- Teaching is good, overall.
- Pupils show very positive attitudes in lessons.
- The achievement of pupils in Year 3 is unsatisfactory.
- The subject is well managed.

Commentary

55. Pupils are on course to attain the expected levels by the end of Years 2 and 6 and most pupils achieve well as a result of good teaching. In Year 2, pupils make good progress in developing number skills. For example, they use pairs of numbers that add up to ten when performing quick mental calculations and count in fives up to fifty. In Year 6, pupils work adeptly with their number recall skills and apply and use these skills confidently when solving problems.
56. Although most pupils are now achieving well by Year 6, the school's results in national tests indicate that previously there was significant underachievement. Action plans, put in place

over the last year, have largely addressed this problem. However, there remains a significant minority of pupils who are still catching up and not yet at the level they should be. Also, although current work in Year 3 shows that pupils are being well taught by the supply teacher and progress well, their previous work shows that activities in this class were very repetitive and over-reliant on worksheets and that, consequently, most pupils made little progress.

57. As a result of the school's successful action plans, teaching and learning are now good, overall, and occasionally very good. Effective use is made of interactive whiteboards and laptop computers to teach mathematical concepts in a visually stimulating way. For example, in a lesson in Year 2, good use was made of an interactive whiteboard when converting the time shown on an analogue clock to a digital format. Very good teaching seen in a Year 5 lesson meant that pupils' learning was accelerated very effectively through sharply defined tasks that challenged pupils working at different levels very well. Teachers plan work well and usually present it clearly with lots of good interactive discussion and questioning that flexes pupils' mental/oral skills.
58. Teachers and teaching assistants work effectively together. Relationships with pupils are very good and this encourages children to work hard and to learn well. Assessment is used well to ensure that all pupils, including those with special educational needs, receive work that is tailored to meet their individual needs. Work for higher-attaining pupils is planned to challenge them appropriately, while lower-attaining pupils make good progress because of the additional support they receive from teachers or teaching assistants, often working in small groups in different rooms.
59. As a result of the good teaching, pupils' develop very good attitudes towards mathematics. They concentrate hard and work very sensibly. Pupils co-operate well when working in pairs and in small groups.
60. The subject is managed well. The co-ordinator ensures that good planning is in place and monitors teaching to encourage the use of new technology and to check that learning is matched carefully to pupils' needs. In addition, the school improvement plan contains a range of detailed and realistic actions for improving pupils' performance across the school. For example, upgrades to the assessment systems have led to pupils having clear targets displayed in their exercise books so that they have a good understanding about what they must do to improve.

Mathematics across the curriculum

61. Pupils apply their mathematical skills in a range of subjects. They use line graphs to record observations in science investigations, and measure materials accurately when constructing models in design and technology. They analyse census data in history and collect statistics on traffic flows in geography. In these ways, pupils practise their mathematical skills and put them to good use.

SCIENCE

Provision in science is **satisfactory**, overall. Standards and provision are not as good as reported in the last inspection.

Main strengths and weaknesses

- Teaching in lessons seen is good.
- The subject is very well led and managed.
- Some areas of work are not taught in sufficient depth.
- Scope for extending higher-attaining pupils is not maximised.
- Systems for assessing pupils' attainment and progress are underdeveloped.

Commentary

62. Overall, pupils attain standards that match those expected in Year 2 and Year 6. A few pupils exceed the expected level at Year 6. Generally, pupils cover an appropriate range of topics but there is variation in the depth to which these are covered and occasionally work is too superficial. This was particularly the case in some of the work seen in pupils' books in Year 3, where much of the work was below average, poorly recorded and often incomplete. Too little evidence was seen in these books of science investigation being undertaken in much depth. Overall, the picture varies across the school, with some in-depth work evident, for example, in the Year 1 and Year 2 lessons seen. For example, in the Year 1 lesson, personal, social and health education was strongly promoted, with pupils thinking in depth about what constitutes a healthy meal. Also, in Year 2, very good lesson preparation and provision of resources enabled pupils to investigate push, pull and friction forces in depth, with many pupils reaching an above average standard in this work – showing a good knowledge of what they need to do to ensure their tests were fair. Similarly, in Year 6, there are some examples in pupils' books where individuals record investigation results in good detail; for example, by including line graphs that they interpret and use to help them draw conclusions. There is also evidence that pupils of this age frequently make detailed predictions and close observations.
63. In the lessons seen, teaching was good, overall, with well-organised tasks that enabled pupils to progress at a good rate and generally achieve well. Activities were also well supported by teaching assistants who, along with the teachers, ensured that lower-attaining pupils in particular were given sufficient support to help them maintain the same pace of work as their classmates. Another good feature of the lessons was the effective way that the teachers led discussions with pupils to draw out individual's ideas and understanding, with good precise questioning to challenge higher-attaining pupils. However, the activities set did not always give enough scope for extending the higher-attaining pupils – and this was also noted in pupils' books where all pupils work at the same level. For example, there is little evidence of opportunities being provided for older pupils to devise their own approaches to carrying out investigations or identifying key factors involved in fair testing.
64. The headteacher manages the subject area very well. He has drawn up a very clear range of action within the school improvement plan, which targets areas of weakness very precisely and provides the potential for much improvement to take place in the subject. For example, he has identified rightly the need to develop clear systems for assessing pupils' attainment, and already, a sharper focus on setting pupils' performance targets has raised expectations of what the pupils can achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject leadership is excellent.
- Pupils attain above average standards.
- Resources to aid teaching and learning are very good.

Commentary

65. Since the last inspection, very good improvement has been made to the provision in this subject and improvement in recent times has been very rapid. The co-ordinator has a very clear vision for: developing the school's ICT resources, improving standards and improving staff confidence to teach and use ICT. His energy has led the school to a position where it is close to being *state of the art* in terms of what it now offers the pupils. For example, teachers now make full and very effective use of the interactive whiteboards in their classrooms and this has the effect not only of improving learning across the curriculum, but also means there is

continual demonstration and reinforcement of ICT techniques and skills throughout the week – not just in ICT lessons. As a result, pupils' ICT skills are good throughout the school and they achieve well and make rapid progress in acquiring new knowledge and understanding. For example, Year 2, pupils show confident skills in saving and retrieving their work and in using facilities within word processing and graphics programs. By Year 6, pupils use ICT to support work in a wide range of subjects, for example: carrying out surveys, using databases, producing graphs, using computer-based science keys for identifying animals along with much use of word processing and graphics programs to improve the quality of presentation of assignments and projects that they do. They are also confident in the use of programs such as PowerPoint to help them present their ideas in an interesting way using a multimedia approach. A few higher-attaining pupils make the most of opportunities provided for them to go to the local secondary school to participate in *master classes* developing their skills with website designing.

66. All staff, including teaching assistants, have received much training, which has brought the skills of them all up to a good level so that they are confident of helping the pupils in all of the skills taught. Teaching is good, overall, and was very good in the Year 1 and Year 5 lessons seen where the teachers gave the pupils a rapid insight into the skills they needed. For example, in Year 1, pupils used the interactive whiteboard to learn to drag and drop items between columns in a chart, which meant they had a very good grasp of how to do this when they tackled it independently on the laptop computers that they used. Again the whiteboard was used to great effect in the Year 5 session where the teacher led a very good demonstration/discussion to investigate how to improve their techniques for researching on the Internet. This led to pupils rapidly fine-tuning and improving their use of key words to improve their searches. Teachers support each other very well with ICT usage. A good example of this was the intervention by the ICT co-ordinator in a Year 6 lesson to help solve a technical problem. This instance also demonstrated that teachers are confident in using the equipment and realise the importance of pupils learning the fallibility of systems and what you need to do to fix things at times.
67. The combination of fixed workstation computers around the school and the mobile suite of laptop computers is a very good flexible solution to addressing the school's needs and provides very good opportunities for all groups of pupils to be fully involved in ICT work. All of the equipment is used and maintained well, with the school making very good use of technical support services as required.
68. The school approaches ICT development in an innovative way. For example, its involvement in video production work has led to pupils producing good quality video sequences and learning all of the special techniques in this kind of work, including the use of sophisticated software programs to edit the video clips they have taken.
69. The co-ordinator identifies correctly that one area that now needs development is in creating systems and procedures for assessing and recording pupils' attainment and progress, so that the acquisition of pupils skills can be carefully tracked as they move through the school.

Information and communication technology across the curriculum

70. As mentioned above, the use of ICT is ingrained in most areas of work that pupils do in the classroom.

HUMANITIES

71. No geography lessons were seen and two history lessons were seen. No judgements can be made about teaching and overall provision in these subjects. Four lessons were observed in religious education.
72. Only two **history** lessons were observed during the inspection but these, together with scrutiny of pupils' work and conversations with pupils, showed standards to be broadly average. In one lesson the teaching was good, and in the other it was very good. A feature of these lessons was the high level questioning skills of the teachers. This ensured that all the pupils, regardless of ability, made good progress with their learning. Good use was made of drama to help the pupils understand what life was like during the periods being studied. For example, in a Year 3 lesson, the pupils were able to create well-thought-out tableaux of life in Celtic times.
73. In **geography**, the scrutiny of pupils' work gave every indication that standards are broadly average. Some high quality work in this subject was seen where Year 5 pupils had been involved in projects such as *In the shadow of Carn Brea*. This entailed pupils using maps to plot the location of tin mines in Cornwall prior to identifying why they were located in this way.
74. In both history and geography it is clear that a range of visits and visitors play an important part in making the subjects interesting and relevant. For example, the school's *challenge days* strongly enhance the history and geography curriculum.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is good coverage of the religious education curriculum and each class has a detailed scheme of work.
- The co-ordinator is knowledgeable and enthusiastic.

Commentary

75. Displays of pupils' work and discussions with pupils indicate the subject has a high profile in the school. Pupils' standards of attainment in the subject are average at the end of Year 2 and Year 6, although their understanding and knowledge of world faiths is above average, overall. Religious education lessons are used very well to promote moral and ethical awareness.
76. In the lessons observed, teaching was good, overall. Detailed overall planning systems help teachers to prepare their lessons well and ensure that pupils are provided with a wide range of interesting projects to study. In the lessons seen, many good opportunities were offered to pupils to discuss and debate with the teacher and between themselves. Interactive whiteboards and other technology was used well to enhance learning. Teaching is well supported by visits to the local churches and by both ministers working in school with classes.
77. The co-ordinator is a member of Cornwall's SACRE committee and through her good subject knowledge and enthusiastic approach provides strong support for less confident colleagues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. No lessons were observed in art and design or in music, and only three lessons were observed in design and technology. No judgements can be made about teaching and overall provision in these subjects. Four lessons were observed in physical education.

79. In **art and design** in Year 1, pupils produce imaginative work in the style of Aboriginal artists and copy some of their techniques. Pupils use cotton wool buds dipped in paint, for example, to produce characteristic designs portraying Aboriginal creation stories. A computer paint program is used successfully in Year 2 to produce pictures based on the story of *The Princess and the Pea*. Pupils use clip art and the paintbrush and *fill* tool to produce attractive results. Pupils use sand, pebbles and seaweed to create imaginative beach sculptures, based on the work of local artist Andy Goldsworthy. In Year 2, pupils paint models of timber-framed houses and add these to an attractive collage illustrating The Great Fire of London.
80. Older pupils also use collage effectively to produce displays illustrating their work in other subjects. Pupils in Year 3, for example, use crêpe paper, aluminium foil and a range of fabrics to create an attractive collage of a Viking longboat, while pupils in Year 4 combine painting and collage techniques to produce a display on costumes in Tudor times. In Year 6, pupils create life-size images of Macbeth and Lady Macbeth, and produce masks inspired by art from different cultures. Older pupils in Years 5 and 6 develop their observational skills and learn a variety of sketching techniques such as shading and smudging. Pupils in Year 5, for example, record observational drawings of the local landscape in their sketch-books, then use their sketches to create images in the style of local artist Seb West. Pupils go on to make slab pots in clay, decorated with themes adapted from their sketches of the local area.
81. Good use is made of visiting artists, who share their talents and inspire pupils. Pupils in Year 5, for instance, worked with a visiting artist to produce an outstanding three-dimensional mural of Cornish engine houses and local wildlife. This high quality work now forms an attractive display at the entrance to the school. Throughout the school, there are attractive displays of well-crafted artwork, some of which is produced by pupils attending the after-school art club. Visits to the Tate gallery in St Ives enrich pupils' experience of a wide range of artists' work. Although there is no formal assessment of pupils' standards, the co-ordinator checks the work on display and ensures that there is a logical development of pupils' skills throughout the school.
82. Some very good teaching and learning was seen in **design and technology**. In the three lessons observed, pupils made good progress and achieved well. Teachers plan carefully so that pupils develop skills in a logical order and build on what they have learned previously. In a very good lesson in Year 1, pupils used simple mechanisms to create moving pictures. They handled the materials and equipment confidently and completed a sliding mechanism successfully with good assistance from the teacher and teaching assistants. In Year 4, pupils designed their own mechanisms to create pop-up books. Pupils were encouraged to evaluate their designs and to ensure they were *fit for the purpose*. In Year 6, a specialist teacher from the local secondary school provided expert assistance to pupils designing and constructing models of all-terrain vehicles from wood, card and fibreboard. Pupils incorporated simple independent suspension and steering systems, and worked out solutions sensibly to problems, such as slipping pulleys on the drive from the electric motor to the axle. Pupils evaluated their designs thoroughly and suggested improvements to their models.
83. Pupils follow a well-structured course in food technology. Pupils in Year 2, for example, learn how to prepare an attractive fruit salad, while those in Year 3 use digestive biscuits as a basis for their cookery projects. In their *Healthy Eating* project in Year 5, pupils prepare attractively presented menus incorporating breakfast, lunch and dinner, reflecting a healthy balance across different types of foods. Pupils are able to develop their ideas further by attending a cookery club.
84. Pupils sing well during collective worship and listen to a variety of **music** being played during assemblies. There is a strong tradition of music in the school and pupils perform regularly in end-of-term productions. Lunch-time activities include well-attended guitar clubs for pupils at different stages of learning the instrument. The school choir is another popular extra-

curricular activity and has been successful in a number of local music festivals. The school benefits from visiting musicians who organise music workshops and regularly teach a wide range of string and woodwind instruments, together with keyboard and percussion.

Physical education

Provision for physical education is **satisfactory**, overall. This is similar to the provision at the time of the previous inspection.

Main strengths and weaknesses

- Sound teaching ensures that pupils of all ages make satisfactory progress.
- There is a good emphasis on warm-up and cool-down exercises.
- Pupils perform imaginative dance sequences, but are not always given enough opportunities to develop their own evaluation skills.
- Good links with the local secondary school include specialist coaching.
- An extensive range of extra-curricular sports activities and participation in local competitions help pupils to develop their skills further.

Commentary

85. Standards in Years 2 and 6 are broadly in line with national expectations. Teaching and learning are satisfactory, overall, and, as a result, pupils' achievement is satisfactory throughout the school. Lessons are planned to include a broad range of skills and different activities. All girls and boys, including pupils with special educational needs, are fully included in all activities. Pupils have very good attitudes to physical education and are well-behaved. There is a good emphasis on warm-up and cool-down sequences so pupils understand how to exercise safely. Occasionally, however, the teacher fails to check that pupils understand why these warm-up exercises are necessary.
86. Pupils cover all areas of the National Curriculum Programmes of Study. In dance, pupils develop a good appreciation of basic principles and begin to combine these effectively into dance sequences. In Year 4, for example, pupils used shadowing and mirroring effects to create rain motifs that reflected the rhythm of the music well. A particular strength of this lesson was the many opportunities pupils were given to evaluate and build on the work of other pupils. In contrast, in a lesson in Year 2, pupils built up lively dance routines to represent the flames that consumed London during the Great Fire. However, pupils were not given sufficient opportunity to evaluate other pupils' efforts and therefore did not identify and build on the best practice. Pupils are taught to develop skills in a range of games, including cricket, hockey and netball. In a lesson in Year 6, for example, pupils developed basic handling and ball control skills in tag rugby.
87. Leadership and management of the subject are good. The co-ordinator ensures that good planning is in place so that pupils build progressively on existing skills. Effective links have been developed with the local secondary school and with Plymouth Argyle Football Club and Plymouth Basketball Club. This means that pupils receive specialist sports teaching and coaching. Secondary teachers assess pupils' skills so that they can be guided towards suitable sporting activities when they transfer schools. All pupils receive swimming lessons in Years 3 to 6 until they can swim at least 25 metres, while other pupils develop orienteering skills. Resources, including a reasonable-sized hall, are adequate, though there is a need for more large apparatus and the school playing-field is a five-minute walk away. A wide variety of after-school clubs includes aerobics, cricket, rugby, netball, football and carpet bowls, and pupils benefit from playing in matches against other local schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. No full lessons were observed in **personal, social and health education**, but a school council session was observed and inspectors talked with pupils who are council members. However, this does not constitute sufficient evidence to enable an overall judgement about the quality of provision to be made. None the less, the discussions with pupils and staff and observations of assemblies indicate that pupils benefit strongly from the school's emphasis on this area. For example, regular circle time sessions have been introduced in all classes with the intention of developing pupils' self-esteem and encouraging them to take responsibility. The recently formed school council offers the opportunity for pupils to be involved in decision-making across the school and pupils attending a meeting showed a conscientious and interested approach towards developing their social responsibility skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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