

INSPECTION REPORT

LERRYN CE VA PRIMARY SCHOOL

Lerryn, Lostwithiel

LEA area: Cornwall

Unique reference number: 112026

Headteacher: Mr D Vipond

Lead inspector: Mr D J Curtis

Dates of inspection: 2 – 3 February 2004

Inspection number: 256727

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	30
School address:	School Lane Lerryn Lostwithiel Cornwall
Postcode:	PL22 0QA
Telephone number:	01208 872620
Fax number:	n/a
Appropriate authority:	The governing body
Name of chair of governors:	Dr J Richards
Date of previous inspection:	3 February 1998

CHARACTERISTICS OF THE SCHOOL

This very small primary school serves the village of Lerryn in Cornwall. Currently, there are 30 pupils on roll, including four children in reception. Numbers on roll vary from year to year. All pupils are white and none speak English as an additional language. Three pupils are identified as having special educational needs and, as a proportion, this is below the national average. One pupil has a statement of special educational need. The number of pupils entitled to free school meals is below the national average. Pupils are taught in two classes and the headteacher teaches a class for four days each week.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	Mathematics Geography History Information and communication technology Physical education Foundation stage
9646	Mrs G A Osment	Lay inspector	
8864	Mr P Clifton	Team inspector	English Science Art and design Design and technology Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which provides good value for money. The school's very good links with its community and the effective use of the immediate locality are significant aids to achievement.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and information and communication technology (ICT) are above average by the time pupils leave the school and achievement is good.
- Pupils' attitudes to school, their relationships and behaviour are excellent.
- Teaching is good, with teaching of the key skills of reading and writing very good.
- The leadership and management are good, with a continuing strong focus on improvement.
- The school is at the heart of the community it serves and these strong links benefit pupils' personal and spiritual development.
- Although not unsatisfactory, standards and achievement in science should be higher.
- In Year 6, pupils' skills in handling data are underdeveloped.

The improvement since the previous inspection has been good. Standards have improved as the result of consistently good teaching. All of the key issues from the previous inspection have been addressed.

STANDARDS ACHIEVED

Standards achieved are good.

The small number of children in reception starts school with a wide range of skills in their early development. By the end of the Foundation Stage, most children exceed the goals they are expected to reach and their achievement is good. Teaching is very good, including the very effective support by the learning support assistant and has a significant impact on children's achievement.

The standards achieved by pupils in Years 1 and 2 are very good. Standards in reading, writing and mathematics are well above average as the result of high-quality teaching of key skills. In science, standards are average, with those in ICT above average. No other subjects were inspected in sufficient depth to make judgements about standards. As the result of consistently good teaching, the standards achieved by pupils in Years 3 to 6 are good. Standards are above average in English and mathematics. In science, standards are average, with those in ICT above average. The achievement of pupils with special educational needs is good. Across the school, there is no significant variation in the standards achieved by boys and girls.

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

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

Caution is needed in interpreting the results of national tests because of the very small numbers of pupils in each year group and year-on-year variations in the proportions of each year group identified with special educational needs.

Pupils' personal development is excellent. Their spiritual, moral, social and cultural development is very good, with significant strengths in their spiritual development. Pupils have excellent attitudes to school and behaviour is excellent. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good.

Teaching and learning are good, with strengths in the teaching of the key skills of reading, writing and number in reception and Years 1 and 2. Teachers have good subject knowledge and make lessons interesting and challenging for pupils. Learning support assistants make a significant contribution to the quality of teaching and to the achievement of pupils, including those with special educational needs.

The quality of the curriculum is good, with strengths in the provision of extra-curricular activities. The school makes very good use of a wide range of educational visits, especially in the immediate locality, to support pupils' learning.

Pupils receive very good care and support. The school has good links with parents and very good links with the community it serves.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good and the management of the school is good. A strong sense of teamwork exists amongst the staff and there is a clear commitment to pupils achieving their best. Governance is good. The governors are hard working and supportive. They have a good understanding of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They are pleased with the school's induction programme and feel that their children are challenged to work hard and achieve their best. Inspectors agree that some lines of communication could be improved and the headteacher has plans in place to address this.

Pupils clearly enjoy school and are very happy. They talk enthusiastically about their work and show great pleasure and enjoyment in taking part in out-of-school activities.

IMPROVEMENTS NEEDED

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

- To raise standards in science.
- To develop pupils' more advanced handling data skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards at the end of Year 2 and Year 6 are above average and pupils' achievement is good. The achievement of pupils with special educational needs is good. There is no significant variation in the achievement of boys and girls.

Main strengths and weaknesses

- By the end of Year 2, standards in reading and writing are well above average.
- By the end of Year 2 and Year 6, standards in mathematics are well above average.
- By the end of Year 6, standards in English are above average.
- Standards in ICT are above average.
- Although average, standards in science should be higher.

Commentary

1. The achievement of children in reception is good. As the result of very good teaching, including very effective support from the learning support assistant, they make good progress in their learning. Most children exceed the goals they are expected to reach by the end of the reception year.

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

Standards in:	School results	National results
Reading	17.4 (16.2)	15.7 (15.8)
Writing	14.2 (16.2)	14.6 (14.4)
Mathematics	17.8 (19.0)	16.3 (16.5)

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

2. Because of the small number of pupils involved each year, caution is needed in interpreting the results of national tests for pupils in Year 2. However, trends show that standards are above average and that boys and girls achieve equally well. In the current Year 2, standards in reading, writing and mathematics are well above average. In these subjects, achievement is very good. Pupils read fluently and with good expression. Their poetry and story writing is of high quality, including their use of imaginative vocabulary. In mathematics, they show good mental arithmetic skills. Standards in science are average, with those in ICT above average and achievement is good. In science, pupils' knowledge and understanding of life processes and living things is particularly good. In ICT, pupils use the Internet successfully to research key facts in their history work. Good and very good teaching has a positive impact on the high standards achieved.

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

Standards in:	School results	National results
English	27.0 (27.0)	26.8 (27.0)
Mathematics	28.5 (27.0)	26.8 (26.7)
Science	28.5 (27.0)	28.6 (28.3)

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

3. Results of national tests for pupils in Year 6 vary from year to year because of the very small numbers of pupils involved, but the trend shows standards to be above average. There is no significant variation in standards achieved by boys and girls. In the current Year 6, standards are above average in English, mathematics, and ICT. Achievement is good. Standards are above average because of consistently good teaching. In English, pupils read fluently and with good expression and they write successfully for a range of different purposes and audiences. In mathematics, they show good skills in mental arithmetic and in their understanding of number sequences and patterns. However in Year 6, pupils do not use more advanced skills in data handling, especially line graphs. In ICT, pupils' skills in programming an on-screen device to draw two-dimensional shapes are particularly strong. Standards in science are average and achievement is satisfactory. Pupils' skills in planning investigations are weaker than their knowledge of scientific facts.
4. Pupils with special educational needs make good progress as measured against the targets set in their individual education plans. Their achievement is good. Pupils receive good support from learning support assistants which contributes to them playing a full part in lessons and to making good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and relationships are excellent. Spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

Main strengths and weaknesses

- Behaviour is exemplary.
- The quality of relationships is an outstanding feature of the school.
- The school locality, together with art and music, make a significant contribution to pupils' spiritual development.

Commentary

5. Parents are right in their belief that behaviour in the school is excellent. Pupils clearly enjoy being in the school and have a very thorough awareness of the school's expectations as to how they should behave. They respond accordingly and behaviour at all times is of the highest possible standard. Behaviour is exemplary in lessons because of the very good teaching which means that pupils are interested and motivated to learn; they are never bored. At break and lunchtime, they are provided with a very good range of equipment for playing games and support from adults to keep them interested and fully occupied.
6. At the pre-inspection meeting, parents commented on the strengths of the relationships in the school and of the sense of a strong 'family atmosphere'. They are correct in their views because relationships between pupils and pupils and pupils and adults are excellent and an outstanding strength of the school. In lessons, pupils work together most successfully in pairs and/or in small groups. They listen to and value each other's opinions. At break and lunchtimes, older pupils provide very good care and support for the youngest children in the school. Pupils respect and value the help and encouragement they receive from teachers and all adults who support their learning.
7. Pupils' very good spiritual development is at the heart of school life. The natural beauty of the area in which they live and the changes of the seasons are celebrated, especially through art. Paintings of snowdrops and 'trees at sunset', with accompanying imaginative descriptions show the quality of pupils' reflections on the world which surrounds them. Through listening to music, pupils are introduced to a wide range of composers and musical styles. They are encouraged to reflect on what they hear both orally and through writing and this has a positive impact on their spiritual awareness.

8. Attendance in the current school year is satisfactory. Pupils are punctual and lessons start on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

There were no exclusions in the previous year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good.

Teaching and learning

Teaching and learning are good and make a significant contribution to the high standards achieved. Assessment is good.

Main strengths and weaknesses

- The very effective teaching of key skills in literacy and numeracy.
- Teachers have good subject knowledge.
- Teachers expect that pupils should work hard in lessons.
- Learning support assistants make a significant contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 8 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	2	1	0	0	0

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

9. A significant factor in pupils' very good achievement in literacy and numeracy is the very effective teaching of key skills in reception. The teaching of letter sounds (phonics) is very good and means that by the end of reception, most children use these skills successfully in reading books from the school's reading scheme. The teacher in reception promotes a love of reading through her own imaginative and entertaining reading and telling of stories. In numeracy, children are taught how to count successfully in reception and they are encouraged to look at and discuss how they find patterns with shapes and numbers.
10. In lessons, teachers' subject knowledge is good and they pass this on to pupils with interest and enthusiasm. Because of teachers' confidence in demonstrating and explaining new learning, pupils listen attentively and show good levels of concentration. Teachers share the learning objective for the lesson and pupils are very clear as to what they are expected to do. As a result, they settle quickly and sensibly to individual, paired or small group work. In Years 1

and 2, the teacher makes effective use of role play as a stimulus for learning in history, such

as when pupils act the story of the 'Great Fire of London'. In Years 3 to 6, good use is made of a computer connected to a projector to reinforce key skills, including sorting angles by 'acute' and 'obtuse'.

11. Pupils work very hard in lessons and show impressive levels of concentration because they know that this is expected of them. They respond to challenging and interesting work and are motivated to succeed by the quality of the work they are given which is matched carefully to their ages and abilities. When working individually, pupils' work is well presented and of good quality. In pairs, pupils respond to the challenge of solving a problem together because they are expected to listen to and value the opinion of each other. Teachers use paired and group work successfully in developing pupils' speaking and listening skills.
12. Learning support assistants play an invaluable role in pupils' learning. The learning support assistant is used effectively to support children in reception and this contributes to their good achievement in all areas of learning, especially the early key skills of reading, writing and number. In Years 3 to 6, there is impressive support for pupils with special educational needs, with the result that these pupils play a full part in all lessons and make good progress. Equally, learning support assistants assist in the effective teaching of pupils in two groups by age (Year 3 and 4: Year 5 and 6) and this enables the teacher to meet the different learning needs of pupils much more effectively.

The curriculum

The overall quality of the curriculum is good. It meets all statutory requirements. The opportunities provided for enrichment of the curriculum through clubs, visits and special events are good. The school's accommodation and resources provided to support learning are satisfactory.

Main strengths and weaknesses

- The curriculum is made to be interesting and relevant.
- Pupils are confident learners when they leave the school.
- There are good opportunities for learning outside of the school day.
- Support staff make a significant contribution to the quality of the curriculum.

Commentary

13. The school is successful in providing a stimulating, interesting and challenging curriculum which contributes well to the high standards that pupils attain. The curriculum is inclusive; pupils with special educational needs are given good support and make good progress. They have individual plans which have targets appropriate to their current needs. Examples of particular strengths include:
 - Innovative approaches to teaching writing in Year 1 and 2 which draw strongly on pupils views and interests.
 - Very good use of the locality to enrich the pupils' experiences, and stimulate their imaginations.
 - Effective links between subjects so that skills learnt in one area are used well in others.
14. In addition to providing very well for the development of basic skills, pupils' personal achievements are valued and celebrated. Specific time is set aside to develop personal, social and health aspects of the curriculum. This supports their self esteem well. The curriculum opportunities to develop moral and spiritual development are also very good. By the time pupils reach Year 6, they are confident learners and well prepared to move on to the next stage of education.

15. The school day is usually extended to provide enrichment activities for pupils. Not only are these experiences purposeful, they are also attended by a large proportion of pupils. Football club provides further good opportunities for both boys and girls to hone skills. After-school choir provides very good opportunities for the pupils to perform together a range of contrasting songs. Pupils of all ages sing together enthusiastically under the skilful direction of the teacher.
16. The support staff complement the work of teachers well. They are well deployed to support particular aspects of the curriculum under the direction of the teacher. Their contribution is particularly effective because they have good individual skills which enable them to take responsibility for groups of pupils in lessons. Overall, the progress made since the previous inspection has been good.

Care, guidance and support

The school has high quality procedures to ensure the care, guidance and welfare of the pupils. Achievement and personal development are monitored effectively. The pupils have good opportunities to express their views and to have them acted on.

Main strengths and weaknesses

- The pupils are very well cared for and they feel safe and secure in school.
- Pupils' personal development is monitored very closely.
- The pupils have very positive views of their school.
- Pupils in Year 2 have very good knowledge of their own learning in English.
- Year 6 pupils do not have a clear understanding of how well they are achieving.

Commentary

17. Health and safety, first-aid and child-protection procedures are thorough and ensure that the staff and pupils work and play in a safe environment. It was obvious during the inspection that all pupils are very happy in school, they are kind to each other, play together very well and work co-operatively.
18. All adults who work in the school form very close and trusting relationships with the pupils. The teachers know their pupils well and monitor their personal development effectively. In assemblies pupils are encouraged to share their successes with each other; 'Circle Time'¹ is used effectively for the pupils to discuss issues of importance to them and teachers use praise very well to build pupils' confidence and self esteem.
19. During literacy lessons in Year 2, there is a very good dialogue between the teacher and pupils that enables them to really understand how to improve their work. The teacher shares the lesson objectives with the pupils, which helps them to understand what they are learning. She has very good questioning skills that enable them to know how well they have achieved during a lesson. In discussions with Year 6 pupils during the inspection, it was apparent that they do not have a clear idea of how well they are achieving in English, mathematics and science or what they need to do next to improve their work.

Partnership with parents, other schools and the community

¹ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

The school has a good partnership with the parents. Links with the community and with other schools are very effective.

Main strengths and weaknesses

- Very good community links successfully promote pupils' personal development.
- High-quality links with other schools and colleges provide many benefits for the pupils.
- The pupils are well prepared for secondary education.
- Parents have mainly positive views of the school.

Commentary

20. The school has built up some very strong links within the local community that enrich the curriculum and support the pupils' personal development very well. The local vicar takes assemblies and families are invited to the Harvest and Christmas celebrations in St. Veep Church. The village Memorial Hall is used for physical education lessons and the Lerryn School Association also hold the summer and Christmas fairs there. Pupils benefit from taking part in cricket coaching at Boconnoc Cricket Club and in activities with the National Trust and Fowey Harbour Authority. The local area is very well used as a rich resource for example the woods, the beach, St. Winnow Church and the Eden Project.
21. There are very good links with the pre-school group based in the village which helps the youngest children to make an easy transition into the foundation stage. Close links with the Boconnoc cluster of schools and the Fowey association of primary schools provide many advantages through the sharing of resources and offer pupils extra music, sport and art experiences. The oldest pupils are well prepared for their move to Fowey Community College. From Year 5, pupils begin to visit the college and take part in activities and in Year 6 the additional visits to and from Year 7 teachers build up good relationships that give the pupils confidence and help to make the transfer a pleasurable experience. A BTEC student from the Mid-Cornwall College has been made very welcome in the school and gives good support to the infant class.
22. Responses to the pre-inspection questionnaire and meeting showed that most of the parents are satisfied with the school. Parents' main concerns are that they do not feel well informed about how their children are progressing, the school does not seek their views or that staff explain how they can help their children at home. The inspection team agrees with the parents about information regarding children's progress. The annual reports do not set targets that parents can use to support their children or give enough detail about how well children are progressing. However, the headteacher has recognised that these are a weakness and this summer is to introduce a new format for informing parents in a home/school record. Parent's views of the school were canvassed by the governors and responded to in the last governors' annual report to parents. The setting of homework is satisfactory. Pupils are expected to read daily and practise their spellings at home and the school provides a helpful 'Reading Together' booklet for parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall.

The governance of the school is good. The headteacher and other staff provide good leadership. The school is well managed.

Main strengths and weaknesses

- Governors provide good support to the school.
- The headteacher sets high standards in the school.
- Progress since the previous inspection has been good because of effective leadership.

Commentary

23. The school benefits from a committed governing body who provide strong support. They have a good understanding of the school's strengths and weaknesses and see the school as a central part of the local community. There are appropriate committees, decision making procedures are clear and each governor has a curriculum responsibility. There are close links with parents and a free-flow of information between governors and the headteacher. Some of the governors have visited the classrooms to learn more from first-hand experience. Therefore, together with classroom visits, the governors have good access to information about the school.
24. The headteacher has a significant teaching commitment. He knows each pupil well and sets high standards both in the quality of teaching in the school and in the attitudes and behaviour of the pupils. There is a strong work ethos derived from the headteacher amongst the pupils and a culture of achievement. There is good teamwork between the teachers and teaching assistants whom are relied on to support groups within each class. Teaching assistants are making a significant contribution to the quality of provision and providing good value for money. Pupil performance is monitored appropriately in English, mathematics and science and action is taken when any underachievement is identified. Around the school, the headteacher is a very good role model.
25. Issues identified in the previous inspection have been fully addressed. Pupils' progress in writing and numeracy were judged to be inconsistent and progress in both these areas is now good. Much of the reason why the school has made good progress is due to the strong leadership of the headteacher and the dedication of the staff. The school development plan provides some information about areas for improvement but is lacking in detail. It does not provide enough information to support the governors in their role as critical friends of the school. Funding has been appropriately targeted to improve the accommodation and funding raised by parents has been used wisely to improve the resources in the reception class.
26. The proportion of the budget surplus which exceeded the recommended five per cent related to outstanding back pay for a supply teacher and threshold back pay. The school manages its budget carefully and efficiently. Taking into consideration that all aspects of the school's provision are at least good, it provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	147,046	Balance from previous year	7,907
Total expenditure	143,883	Balance carried forward to the next	11,070
Expenditure per pupil	4,743		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

27. The number of children who join the school each year is very small and standards on entry vary from year to year, but the trend indicates that most children start school with standards expected for four-year-olds. Because teaching is very good, children's achievement is good and by the time they start Year 1, the majority exceed the expectations of the Early Learning Goals in all areas of learning. There are significant strengths in the high expectations of what young children can achieve. The teacher has a very effective partnership with her learning support assistant, which ensures that the learning needs of reception children in a class shared with pupils from Year 1 and 2 are fully met. The quality of support from the learning support assistant, when she works with the reception group, is impressive because she motivates and challenges them to succeed. Very good use is made of the immediate locality to support children's learning.
28. Children make good progress in their **personal, social and emotional development**. They benefit enormously from the strong 'family' atmosphere in the school and the friendship and encouragement of the older pupils. As a result, they are happy, secure and confident and quickly adapt to the day-to-day life of the school. They show confidence in asking and answering questions, especially at the start and end of lessons as well as in assemblies.
29. Progress in **communication, language and literacy** is good. Children become confident readers because the key skills of letter sounds (phonics) are taught so well. At all times, children are expected to contribute in lessons so developing their impressive speaking and listening skills. Children enjoy writing and make very successful attempts at writing simple stories and poems.
30. In their **mathematical development**, children make good progress. Key skills are taught successfully and children are confident in reading, writing and ordering numbers to 10. They recognise and name correctly the coins they use when shopping. Children are accurate in naming two-dimensional shapes.
31. Children make good progress in their **knowledge and understanding of the world**. They show good skills in cutting, sticking and joining in making models of houses. Children are successful in using the computer to word-process, for example their own reflections on 'trees at sunset'. They have good knowledge of the immediate locality through studying homes and develop a good understanding of the past.
32. Pupils make good progress in their **physical development**. Very good teaching ensures that key skills of cutting and sticking are developed successfully. Children take a full part in physical education lessons with their classmates from Year 1 and 2, in the village hall and on the playground. The school is aware of the need to develop further resources for outdoor play but is restricted by the cramped site and lack of storage space for larger play equipment.
33. Progress in **creative development** is good. The quality of children's painting is impressive, especially their recent pictures of 'trees at sunset'. Through very good teaching, colour mixing, printing, collage and three-dimensional work are developed to a high standard for children of this age. Children respond enthusiastically to role-play for example, in being 'policemen', 'firemen' and 'paramedics'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and writing are very high in Years 1 and 2.
- Standards in Years 3 to 6 are high.
- Strategies used in Years 1 and 2 to extend pupils' vocabulary are very good.
- Teaching is consistently good or better.
- Examples of poetry written by Year 2 pupils are outstanding.

Commentary

34. The results in national tests for Year 2 over the past four years show that standards in reading have been above average. Fluctuations from year to year are because of the small numbers of pupils in each year group. In writing, with the exception of 2003, the Year 2 results have been consistently above average. The results at the end of Year 6 show a similar fluctuation because of very small year groups, and are mainly average. The current inspection indicates that standards in both reading and writing are well above average in Years 1 and 2 and above average in Years 5 and 6. Pupils' achievement is correspondingly very good in Years 1 and 2 and good through Years 3 to 6. The school has made good progress since the previous inspection.
35. Pupils with special educational needs are making good progress. Specific support is provided through the use of ICT to help spelling. A teaching assistant ensures that extra support is provided to clarify tasks and support writing. Although there are considerably more boys than girls in the school, this does not affect their learning which is consistently good and sometimes very good.
36. Overall, standards in speaking and listening are above average. Most pupils speak confidently and are not afraid of using new vocabulary learned in the class. This is particularly evident in Years 1 and 2 where some very good strategies are used to enlarge the pupils' vocabulary. Poetry is used very effectively to extend the pupils' understanding of words and phrases and explore alliteration, simile and rhyme.
37. Pupils enjoy **reading** and have good reading habits. Younger readers in Years 1 and 2 have good skills to decode words and are currently making rapid progress. Reading skills are practised on a regular basis in school and at home and reading records are kept methodically. There is a structured reading programme and books are organised and chosen carefully to ensure that the level of difficulty is appropriate. More-able pupils are developing preferences for different authors. They discuss parts of books that they found particularly memorable. Older pupils continue to read on a regular basis. They refer back to the text when explaining what they have read and discuss the plot and characters. Although the range of books read is satisfactory, some pupils have limited knowledge about different authors and are unable to express preferences.
38. There are some outstanding examples of writing in Years 1 and 2. These have come about through some very high quality teaching. Skilful use of resources in a 'special' box enabled pupils to write poems full of imaginative ideas and phrases, such as the 'whisper of a tree'. High quality descriptive writing followed a visit to the local woods. A key feature of this very good teaching is the way the teacher has captured the pupils' imaginations and developed their interest and skills in writing. Teaching in Years 3 to 6 is consistently good. In turning the story of the 'Pied Piper' into a newspaper report the teacher provided strong support for pupils

in developing the structure and style of the writing. ICT is used effectively to present final versions. There are consistently high expectations from the teacher and very good relationships and this has, together with effective planning, developed high levels of interest amongst pupils. The teacher's skilful questioning enables pupils of all ability to contribute well in class discussions and then review and improve the quality of their work.

Language and literacy across the curriculum

39. Pupils use their language skills very well in other subjects. Pupils use their reading skills to good effect when they use the Internet for research. In writing, they show good use of literacy skills when writing up science investigations.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good in all aspects of the subject.
- The teaching of key skills is very good.
- Pupils work exceptionally hard and enjoy their lessons.
- In Key Stage 2, marking does not consistently tell pupils how well they have done or what they need to do to improve.

Commentary

40. The results of the Year 2003 national tests were well above average for pupils in Year 2 and Year 6 in comparison to all and similar schools nationally. Current inspection findings are that the school is maintaining these high standards. Pupils' achievement is very good and current standards are well above average in Year 2 and Year 6. Standards have improved since the previous inspection when they were judged to be average. Improvement is the result of very good teaching, particularly in teachers' knowledge and understanding of the National Numeracy Strategy.
41. Pupils show very good skills in number work, including mental arithmetic and times tables. They are confident in solving problems mentally because teachers place a strong emphasis on expecting pupils to explain how they find an answer. Pupils make very good progress in their understanding of shape, space and measures and by Year 6 are secure in their understanding of metric measures and, for example how to convert metres into kilometres. In Year 6, pupils show good skills in writing computer programs to draw shapes, such as pentagons. However, pupils in Year 6 have insufficient opportunities to develop more advanced skills in data handling, especially in the use of line graphs.
42. Teaching is very good and makes a significant contribution to the high standards achieved. Learning support assistants make a valuable contribution in lessons, including those where they give high-quality support to pupils with special educational needs. The teaching of key skills is very good and teachers build successfully on these by ensuring that pupils use and apply these key skills in problem solving. In Years 1 and 2, there is a very practical approach to teaching, such as the use of real money (notes and coins) to develop pupils' understanding of buying items and being given the correct change. Because work is practical, pupils show great interest, enjoyment and concentration in lessons. They make very good progress because they understand the importance of what they are learning. Pupils work hard and show particular strengths in the pride they take in presenting their written work. In Key Stage 2, teachers' planning is successful in meeting the differing learning needs of pupils and in providing good levels of challenge. There is a strong expectation that pupils should work in pairs to solve problems, which has a positive impact on their social development. However, in

Key Stage 2, work is not marked consistently with the result that pupils are not fully aware of how they could improve their work.

43. Leadership and management are good and contribute significantly to the high standards achieved. Pupils' progress is monitored carefully. Any gaps in pupils' learning are identified quickly and addressed immediately.

Mathematics across the curriculum

44. Pupils use and apply successfully their numeracy skills in other subjects. In history, pupils in Year 2 have a good understanding of time and calculate accurately for example, how long ago the 'Great Fire of London' took place. In Year 6, pupils show accurate use of measurement in conducting science experiments and in presenting results using block graphs. Their use of line graphs in such presentations is underdeveloped.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average with some aspects of scientific enquiry being less well developed.
- Lessons have a strong practical element.
- Opportunities are missed to extend pupils' understanding.
- Teachers' know the pupils well and track their progress carefully.
- Pupils' attitudes and behaviour are very good.
- Pupils' have insufficient understanding of how well they are doing.

Commentary

45. In national tests taken by pupils in Year 6, over the previous 4 years the standards achieved were average. One lesson was seen during the inspection with older pupils. Evidence from this, the samples of work and discussion with pupils indicates that standards in Year 2 and Year 6 are average. Year 6 pupils have secure knowledge and understanding across all aspects of the subject with the exception of presenting data through the use of line graphs. Their written work shows an appropriate emphasis is placed on practical experimentation and they talk about what they have done with enthusiasm. Year 2 pupils have produced some good quality writing about the key features of animals and know about the life cycles of different animals. Their understanding of how to plan a practical investigation is less secure.
46. The quality of teaching is satisfactory. In the lesson observed, pupils investigated how materials change. Year 3 and 4 pupils are well supported by a teaching assistant in exploring ideas about dissolving. The pupils make careful observations and then evaluate their results. Older pupils mix a range of materials together, such as eggshells and vinegar. They consider ways of collecting the gas given off and consolidate their understanding about new materials being made. The practical approaches, use of teaching assistants and effective demonstrations are strong features of the teaching. Balanced against these, the time towards the end of the session is less effectively used and opportunities are missed to extend the understanding of the higher attaining pupils through discussion and written work. Overall the pupils' achievement is satisfactory.
47. Pupils behave very well in class. They work together well, showing consideration for others, and listen to each other carefully during discussion. They have very positive attitudes to learning and respond confidently to questions from the teacher.
48. Teachers have good knowledge about the standards of each pupil in the class and the progress they are making. This includes pupils with special educational needs who are

making good progress. The progress of pupils is monitored carefully: the outcome of tests is analysed and this informs the teaching. However the pupils' own knowledge of their learning is very limited, both in understanding what they need to do to improve and how well they are doing.

49. In the previous inspection, attainment was well above average and progress good. Therefore the current satisfactory picture is not as strong and provides a challenge for the school to improve provision so that it matches the high standards in mathematics and English.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' key skills are very good.
- Pupils are expected to use and apply their skills when working in other subjects.

Commentary

50. Standards are above average for pupils in Year 2 and Year 6 and the school has maintained the good standards identified in the previous inspection. Achievement is good. In Year 2, pupils show good skills in word processing and in choosing different fonts and colours for their writing. They are confident in using the Internet to carry out research in history. In Year 6, pupils are secure in saving and retrieving work from the hard drive and their personal floppy discs. They are very confident in accessing quickly the programs they need. Word-processing and desk-top publishing skills are used to good effect in presenting written work and in creating effective posters. Pupils are confident in writing programs to control an on-screen device in order to create two-dimensional shapes and repeating patterns.
51. Teaching is good and has a positive impact on the standards achieved. Teachers' have good subject knowledge and are confident in teaching key skills. Expectations are high that pupils build on these key skills by using and applying them to support their learning in other subjects, including literacy and numeracy. Pupils respond well to these expectations and work confidently and enthusiastically. A strength is in paired work where they clearly discuss and solve problems through which they show very clearly that they are prepared to listen to and value the opinion of each other.
52. Leadership and management are good and contribute to the good standards in the school. There is a strong commitment to the value of ICT as an important aid to learning. The headteacher as subject leader uses his own skills to good effect in lesson introductions and serves as a good role model to pupils and colleagues.

Information and communication technology across the curriculum

53. Pupils are successful in using and applying ICT skills in other subjects. In Year 2, there is good use of literacy skills when pupils use the Internet to research key facts on the 'Great Fire of London'. In Year 6, pupils use successfully data-handling programs to present the results of experiments and investigations in their science work.

HUMANITIES

54. Religious education is subject to a separate inspection by the Diocese of Truro². One lesson was observed in history, but none were seen in geography and it is not possible to make judgements about the quality of provision and the standards achieved as these were not a focus of the inspection.
55. In **geography**, pupils in Year 2 develop a good understanding of different localities in Great Britain and the wider world through following the adventures of 'Barnaby Bear'. By Year 6, pupils are confident in locating for example, China on a world map and they have a good understanding of the continents. They talk confidently about the water cycle and recall with enthusiasm a lesson on rivers taught by a visiting teacher from the local secondary school.
56. In **history**, pupils in Year 2 have a very detailed knowledge and understanding of the 'The Plague' and 'The Great Fire of London'. They use literacy skills most successfully in sequencing the story in a drama presentation of the story and in writing a diary account as if they were Samuel Pepys. Pupils make very good use of reference books and the Internet to research key facts, such as who started the fire. In Year 6, pupils talk enthusiastically about history and show a very detailed understanding of sources of historical evidence.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57. During the inspection it was possible to observe one lesson in design and technology. No lessons were observed in art and design, music or physical education and no judgement can be made about provision or standards in these subjects.
58. In **art and design**, the samples of painting in Year 1 and 2 show a wide variety of media being used. Painting of flowers show good use of colour. Designs using leaves and wood gathered during a trip to the local woods are imaginative and well presented. Art skills are used effectively in illustrations for stories in English and the work in science. They are also put to good use in the houses made in design and technology.
59. In the lesson observed in **design and technology**, older pupils design a pop-up book for Year 1 and 2 pupils. The pupils plan carefully. They sustain ideas and show consideration for the audience. The teaching uses appropriate resources to develop ideas and covers the skills necessary to design the book. Samples of work show good links to science. The pupils have designed and made Christmas decorations which can 'light up'. The designs are well finished and show a range of good ideas. Year 1 and 2 pupils have made and decorated a range of houses such as a tree house for a witch and a pirate ship for 'Blackbeard'. The ideas are imaginative and individual and the finish of good quality.
60. In **Music**, pupils sing with great enthusiasm. The after school choir sing a variety of songs, including African songs and an English 'Canon'. The singing includes two-part harmonisation, rounds and solo performance. The teacher provides an inspirational lead to the pupils and they respond accordingly. The pupils maintain a good pitch during the pieces. Standards in singing are above average.
61. In **physical education**, the school is successful in providing its pupils with good access to the requirements of the National Curriculum, despite the limitations of the accommodation. Dance and gymnastics are taught in the village hall and the school has an adequate playground and access to a field for games. Swimming is taught with pupils travelling to the

² Because Lerryn Primary School is a voluntary aided school the inspection of religious education and collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the diocese and appointed by the governing body.

leisure centre at Bodmin for lessons. Pupils talk enthusiastically about the subject and clearly enjoy games lessons. They benefit from extra-curricular clubs for football and netball and taking part in competitive matches.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Strong attention is paid to substance misuse.

Commentary

62. The school places a very strong emphasis on this aspect and the outcome is evident in the excellent personal development of the pupils. In lessons, teachers concentrate on the use of praise and encouragement to develop pupils' confidence and self-esteem. In Years 5 and 6, pupils produce good-quality posters in which they show a very good understanding of the dangers of the misuse of drugs, alcohol and tobacco.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	1
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

