

INSPECTION REPORT

Luxulyan Primary School

Luxulyan, Bodmin

LEA area: Cornwall

Unique reference number: 111917

Headteacher: Mrs H Leeson

Lead inspector: Keith Sadler

Dates of inspection: 2nd and 3rd February 2004

Inspection number: 256801

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 51

School address: Luxulyan
Bodmin
Cornwall
Postcode: PL30 5EE

Telephone number: 01726 850397
Fax number: 01726 850397

Appropriate authority: Governing Body
Name of chair of governors: Mrs A Burley

Date of previous inspection: 15th September 1998

CHARACTERISTICS OF THE SCHOOL

Luxulyan is a very small village school. There are 51 pupils on roll. The numbers on roll have steadily fallen over the past few years. As a consequence, the school reduced from three classes to two from September 2003. The school is housed in modern accommodation in the village of Luxulyan. It serves the village and surrounding rural areas. All the pupils are from a white background and currently there are no children that have English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The full range of ability is represented when pupils enter the school and, overall, their attainment is below average. For many, it is well below average in communication, language and literacy. The proportion of pupils with special educational needs is above the national average.

The school gained the "Healthy Schools" award in 2001, achieved "Investors in People" in 2002 and the Cornish Football Association's "Charter Standard" for soccer in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	English Special educational needs Science Information and communication technology Geography History Physical education Religious education
10329	Brian Sampson	Lay inspector	
30677	Peggy Waterston	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Luxulyan is an effective school that provides good value for money. Good teaching ensures that the pupils achieve well. The quality of education provided is good and the leadership of the headteacher is very good. There is a positive ethos, behaviour is good, pupils are very keen to learn and relationships are very good. This high quality learning atmosphere is valued by parents who support the school strongly.

The school's main strengths and weaknesses are:

- The enrichment of the curriculum by use of visits and visitors to the school is outstanding;
- The headteacher's leadership and management are very good. She has a strong vision for the school and is instrumental in promoting the positive ethos;
- Pupils achieve well. Inspection findings are that standards are in line with national expectations though children's starting point is below average;
- The arrangements for the pupils' care, guidance and support are very good;
- The school's partnership with parents, the community and other schools is very good;
- The achievement of children in the Foundation Stage is limited.

The school has dealt effectively with the weaknesses identified in the last inspection. There is a very good outside area for children in the Foundation Stage, there has been an improvement in the quality of the individual plans for pupils with special educational needs and there are very good opportunities for older pupils to use their own initiative. The school now has good systems in place for monitoring and evaluating the quality of teaching and learning and for tracking pupils' progress. Learning and achievement are good and, pupils, in both Year 2 and Year 6, achieve well in relation to their prior attainment.

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*	E	E	A
mathematics	C	D	E*	E
Science	E	E	E	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.

NB: Caution is needed when interpreting data in this school which has extremely small year groups. National test results fluctuate depending on the number of pupils in any year group and those with special educational needs.

Pupils achieve well for their abilities in Years 1 to 6. The average and above average standards seen during lessons contrast with the overall results shown in the table above. Standards in the 2003 tests were well below average in all three subjects in comparison with all schools, and in the lowest five per cent nationally in mathematics. In comparison with similar schools, the same pupils achieved well above average standards in English, well below average standards in mathematics and average standards in science. Children enter school with below average attainment and most make steady progress in the reception year. However, for some their achievement is limited because, on occasion, the children spend a proportion of their time on activities that lack a clear focus for learning. Pupils achieve well in both the infant and junior classes and the current Year 2 pupils are already achieving levels expected nationally at the end of the school year in reading, writing, mathematics, speaking and listening. Pupils are reaching national expectations in most other subjects. Pupils achieve well in the junior class. This is due to the good quality of education. By Year 6, pupils are working at the nationally expected level in most subjects and are above

expectations in information and communication technology. Pupils with special educational needs achieve well because the provision for them is good.

Pupils' personal qualities are good and the provision for their spiritual, moral, social and cultural development is good. Pupils' relationships are very good, they have positive attitudes and their behaviour is good. Pupils' attendance is also good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good overall. The quality of teaching is sometimes very good in the junior class both when pupils are taught both by the head and the part-time teacher. Pupils learn well because teachers make the work relevant and interesting. Support staff make a good contribution to teaching and learning.

The curriculum is good overall, and has an outstanding strength in the opportunities that are provided for enrichment. The school makes use of a myriad of visits and visitors to the school to enrich the curriculum. This helps to motivate the pupils and develop a thirst for learning. The care, guidance and support for pupils are very good and a strength. There is a positive ethos which stems from the very good relationships between all the adults and pupils. This, too, contributes to the good learning and achievement because it helps to develop good self-esteem and confidence in the pupils. The school has developed very good links with parents, the community and other schools. These links play an important part in the good quality education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good and is pivotal to the effectiveness of the school. She has a clear vision for the educational direction of the school and leads the school very well through developing a shared sense of purpose and strong teamwork. The school has thorough evaluation and performance management processes and is managed well. Governance is good because the governors are well-organised and are directly involved in the life of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school, feel fully involved and express positive views. Pupils thoroughly enjoy all the school has to offer, and they too say that they like being at school.

IMPROVEMENTS NEEDED

The most important thing the school needs to do to improve is:

- Ensure that there is greater consistency in the learning focus of the activities provided for children in the reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Achievement is good overall. The achievement of children in the Foundation Stage is sometimes limited by the lack of learning focus on the activities provided but is satisfactory overall. In both the infant and junior classes, achievement is good and pupils are working at nationally expected levels in most subjects.

Standards achieved in areas of learning and subjects

Main strengths and weaknesses

- In Years 1 to 6, pupils achieve well and make good progress in learning in most subjects;
- Achievement is particularly good in the junior class with pupils achieving very well in ICT;
- Standards achieved in ICT are above the national expectation for both Year 2 and Year 6 pupils;
- Currently, pupils in both Years 2 and 6 are attaining standards that are in line with national expectations in most subjects;
- Children in the reception year do not always achieve as well as they should.

Commentary

1. The number of pupils in each year group is so small that to compare the school's results with national results makes comparisons inaccurate. This is because one more or one less pupil achieving a given level could have a profound impact on the results for that year group. The number of boys and girls also varies widely from year to year. Luxulyan's results in national tests fluctuate widely both across year groups and also within subjects for each year. The overall improvement trend is better than the national trend in tests for seven year olds and below the national trend in tests for eleven year olds. However, local authority data show that many pupils make good progress between Year 2 and Year 6.
2. Children enter the school with attainment below the national expectation. Their communication, language and literacy skills and their personal, social and emotional development are generally well below average. Children's achievement in the reception year is sometimes limited because there is a lack of learning focus in the activities provided. By the time they enter Year 1, the majority are unlikely to reach the expected standards. The current Year 2 pupils are working at the average level in reading, writing, mathematics and science. Year 1 and 2 pupils and those with special educational needs and the most able achieve well. The most able Year 2 pupils, for example, are already achieving standards in reading, writing and mathematics that are expected at the end of the school year. Their achievement in speaking and listening is particularly good with pupils attaining above average standards. This is due to the good planning by teachers for pupils to express their ideas and to collaborate in lessons. In ICT, good achievement results in attainment by Year 2 that is above the national expectation. In Years 1 and 2, pupils' displays and other work available demonstrate good achievement and standards that are in line with the national expectations in history, geography, design and technology, art and design, music and physical education. Pupils' work in religious education indicates satisfactory achievement and work similar to the standard expected.
3. Pupils make good progress in the junior class and achieve well. Pupils' work in Years 3 and 4 is generally in line with the standard expected though it is below average in writing. The current Year 6 pupils are targeted to make progress in English, mathematics and science that is greater than the national average between tests for seven and 11 year olds. They are currently working at nationally expected levels at the end of the school year in reading, writing and science. The most able are working at the higher expected level particularly in science due to the good emphasis on investigative work. In mathematics achievement is good and pupils are working at expected levels. Pupils' writing has shown particularly good improvement since the

last inspection and this affects learning positively in some other subjects. As a result, in history, geography and religious education, where work was sampled, the evidence suggests pupils achieve well and their attainment by Year 6 reflects the standard expected. In ICT, achievement is very good and pupils' attainment is higher than national expectations. This is due to the good provision which enables pupils to use ICT as part of normal classroom practice. There are indications, through discussion with pupils, reviewing work in books and displays, that standards are at expected levels in design and technology and art and design.

4. Throughout the school, pupils with special educational needs achieve well because of the very good teaching, both in small groups and individually by well-informed teaching assistants and teachers. Pupils in Years 3 to 6 benefit from the focused teaching programmes for reading and writing. High quality support from teaching assistants aids these pupils' learning in class and as a result, they enjoy lessons and progress well.

Pupils' attitudes, values and other personal qualities

Attendance, punctuality, pupils' attitudes, their behaviour and their spiritual, moral, social and cultural development are all good.

Main strengths and weaknesses

- The pupils' relationships with others are very good;
- Behaviour, both in lessons and around the school, is good.

Commentary

5. These aspects have improved since the last inspection, and contribute significantly to the effectiveness of pupils' learning. The school engenders well a desire to learn and the majority show keen interest in the many activities provided for them. This was clear from talking to a group of pupils at lunchtime and discussing the boys' and girls' soccer teams and their pride at representing their school against other villages. The pupils enjoy taking responsibility as a natural part of school life. For example, older pupils looking after younger ones in the playground and helping with the tuck shop.
6. The school has clear and effective procedures to deal with any bullying or harassment if they may occur. Pupils and most parents agree that the children are given the confidence to report any incidents to an adult and all staff are well aware of nipping potential situations in the bud. The school sets high expectations for pupils' conduct and usually achieves this, hence the overall good behaviour throughout the school. There have been no exclusions for some years. Relationships between pupils and between pupils and adults are very good and this is a major strength of the school. The school is aware that a high percentage of the pupils join with low self-esteem. However, the positive and supportive ethos that is evident throughout the school helps to increase their confidence.
7. Spiritual awareness is within the very ethos of the school. Regular prayers are said in all assemblies. In addition pupils visit the church, which is used for contemplation for poetry. During a very severe storm, the children watched and listened in awe at the thunder and lightening. When it had finished, they commented on the marvels of the sun coming out suddenly and pupils splashed through huge puddles looking for frogs.
8. The school supports the pupils' moral and social awareness effectively. Just prior to the inspection, members of the Wild Life Trust visited the school and talked about local people's concerns at dead dolphins being washed up on local beaches. This has become an important theme in the school and supports pupils' awareness of the environment and sustainability and contributing to English lessons through poetry, writing reports and letter writing about the plight of dolphins. The pupils are helped to secure a well-developed sense of right and wrong and respect the feelings, values and beliefs of others. For example, at Christmas they gave up their

usual nativity play and wrote and performed their version of *The Pied Piper* in order that Jehovah's Witness pupils could join in. The pupils are well aware of their local culture and have just been reading the old school diary for this week in 1890 when two children died from scarlatina. They have very strong village links through the local Cornish, age-old tradition of 'Feast-Week'. This involves local sports, a fete and Cornish teas in individuals' homes. As part of their multi-faith learning, all pupils have covered Hinduism, Judaism and Sikhism.

9. Attendance is above the national average; pupils enjoy coming to school and arrive punctually.

Attendance in the latest complete reporting year: 2002-2003 (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching is good and is sometimes very good, particularly in the junior class. The curriculum is good and the school provides an outstanding range of enrichment opportunities. Pupils are cared for very well and given very good guidance and support. The links with the community, parents and other schools are a particular strength and help to ensure that the pupils gain benefit from a wide range of adults beyond this exceptionally small school.

Teaching and learning

Teaching and learning are good overall. They are satisfactory for the reception-aged children, but good for pupils from Years 1 to 6. Assessment is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning is good overall;
- There is a high proportion of very good teaching, particularly in the junior class;
- Pupils with special educational needs are taught well and they make good progress in their learning;
- Staff are adept in managing the frequent small teaching groups and ensure that lessons run smoothly with good pace;
- Activities provided in the Foundation Stage do not always have clear enough learning objectives.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	4	0	0	0

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

10. The table above indicates the quality of teaching as seen across the school. The quality of teaching overall is good and always at least satisfactory. There were examples of very good teaching in both the infant and junior classes, with a higher proportion of very good teaching in the junior class. Although there are only two classes in the school, at different times of the day, different adults may be teaching many more groups in different parts of the school. This

pattern of teaching is complex due to the wide number of intervention and support programmes that the school operates. As a consequence, pupils move frequently in and out of lessons to be taught either individually or in small groups – usually either in the hall or in the spare classroom. In addition teaching assistants support learning in classes. This is particularly the case in the infant class where care is taken to ensure that the Foundation Stage children are taught separately from the Years 1 and 2 pupils for part of the session each morning. These factors lead to very complex demands in the teaching arrangements. These arrangements are managed very well. Both staff and pupils move quietly and efficiently to their different places, and, as a result, little teaching time is lost and the pupils benefit from both the small teaching groups and also the focused work aimed at a single year group.

11. For most pupils, staff are adept at ensuring that the work set matches pupils' needs and this is one of the key contributory factors to the good quality teaching for pupils in Years 1 to 6 and also in the special educational needs groups. Work is set at a number of different levels which both maintains good pace to the learning and also to meet the developing needs of the pupils. However, on occasion, the tasks set for children in the Foundation Stage are not based on sufficiently clear learning objectives and they can lack focus. As a consequence the children's learning is sometimes limited.
12. Lessons are usually sequenced well and at the beginning of most lessons staff take time to review previous learning and to remind the pupils what the objectives are. Objectives are then invariably checked through at the end of the lesson. This helps the pupils to feel secure, as well as giving them a sense of how their learning is building towards the overall unit objectives. This leads to the pupils being very willing and engaged as learners: they enjoy their lessons and are frequently dismayed to discover that it is time for the lesson to end. This is also the case with pupils who have special educational needs. These pupils make good progress in their learning due to the skilled teaching and the calm and patient manner shown by both the special needs teacher and learning support staff.
13. Teaching is consistently good across most subjects in Years 1 to 6. It is very good in ICT. This is due to the very good provision that enables pupils to use computers as part of normal classroom practice. Hence, when they have specific ICT lessons, pupils are confident and self-motivated. Staff are patient in providing explanations and support learning very well through asking very good questions that make the pupils think, and also through having very high expectations of what the pupils are able to achieve during ICT sessions.
14. Staff are confident at teaching the literacy strategy. Speaking and listening skills are developed well through the use of skilful questioning and both reading and writing are well taught. Pupils' skills in speaking and listening are further developed through staff providing many opportunities for pupils to collaborate in their learning. This, when linked the teachers' high expectations of behaviour, helps the pupils to maintain concentration and involvement.

The curriculum

The school has a good curriculum. It is broad and balanced and carefully planned, and enriched excellently by additional activities. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- There are excellent opportunities for enrichment of the curriculum.
- Provision for pupils with special educational needs is good.
- There are good opportunities for pupils to participate in sport and the arts.

- The Foundation Stage curriculum does not always meet the children's learning needs.
- There is a good number of support staff to meet the needs of pupils and the curriculum.
- Specialist teachers promote good learning.
- The absence of an adequate sized hall on the school premises inhibits opportunities for physical education.
- The new enclosed outside area enhances provision for younger pupils.
- Effective links are made across different subjects to aid coherence in themes/topics.

Commentary

15. The school provides a broad and balanced range of opportunities to promote pupils' learning, which meets national requirements. The national strategies for literacy and numeracy have been appropriately modified to meet the needs of the school's mixed age classes. The recent change from three classes to two has meant modifications to the school's long and medium term planning; the curriculum overview indicates appropriate coverage of, and time allocation to, the National Curriculum programmes of study for all subjects. The school has managed the required curriculum changes well. Foundation subjects, such as art and history, are taught using nationally published schemes. These too have been modified to take into account aspects of the school's local area. Good links between subjects are carefully planned. This provides strong coherence in the topics being studied and enhances learning. The curriculum for the Foundation Stage aims to ensure children have experience of all six areas of learning though, on occasion, children's attainment is not sufficiently taken into account in order to ensure they make enough progress in their learning.
16. Provision for pupils with special educational needs is good and meets statutory requirements. The pupils have full access to the National Curriculum and are integrated in classes. Pupils' individual learning plans are sharply focused; teachers and their assistants take these into account in lessons. When pupils are withdrawn for brief periods for a specific purpose, these arrangements are appropriate for their needs.
17. Provision for pupils' personal, social and health education (PSHE) permeates all subjects. A programme of citizenship, PSHE and circle time gives good opportunities for discussion about issues. Broad aspects of sex education are incorporated into topic areas and the subject is also specifically addressed. Links with the local police contribute to pupils' awareness of various aspects of safety, including raising their understanding of the harm that can be done by drug abuse. Outside visits provide good opportunities for the development of social skills outside the school environment.
18. There is a strong inclusive ethos. The school's individual tracking data, and teachers' secure knowledge about their pupils, informs decision making about provision other than on occasion for children in the Foundation Stage.
19. The move from the infant to the junior class is well managed; teachers know the pupils very well and ensure the transition from one learning environment to the other is as smooth as possible. Pupils are well prepared for the next stage of their education at eleven. There are strong links with the local secondary school, including induction visits and discussions about curricular provision. Secondary specialists teach modern foreign languages and drama in the junior class.
20. There are excellent opportunities for enrichment of the curriculum through a wide range of visits and visitors, and through extra-curricular activities such as chess. Pupils join with other local schools for sports activities, and the school runs clubs for football. Arrangements are made for a very wide range of visitors to the school to enhance the curriculum being studied. Recent visitors include a tin miner to talk about his work, a sculptor and an artist, representatives of the National Trust and the Church Army, a nurse, a midwife, a brass quintet and priests from local churches. Pupils have visited Truro Cathedral, been to the theatre to see *'The Hobbit'*, local museums, and made considerable use of the local area for river and coastal

studies. The school is involved in a Guardianship scheme with the National Trust at Lanhydrock; this has resulted in pupils planning a nature trail in the grounds for which they have won a national competition.

21. Accommodation and resources are satisfactory overall and are used effectively to promote pupils' learning. Since the last inspection, an attractive outdoor area has been developed for pupils in the Foundation Stage. Teachers and their assistants work well together, complementing each other's skills. Specialist teachers make a valuable contribution to pupils' learning. Accommodation is safe and generally adequate for the purpose. The two classrooms are of a satisfactory size for the present number of pupils, and are well appointed. The recently released temporary classroom has provided a much needed area for teaching music, drama and special needs groups. The school hall is too small and low to be used for physical activities. The school has made arrangements to walk to the village hall for gymnastics. Although the school has managed this situation well, there is insufficient equipment to meet the needs of pupils in gymnastics. Other accommodation weaknesses, which include the limited size of the library area and administrative accommodation, are being addressed through plans to extend the front of the school.

Care, guidance and support

The pupils' care, welfare, health and safety are very good, and provision of support, advice and guidance based on monitoring is good. The school involves its pupils well through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The pupils' care, welfare health and safety are very good.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.

Commentary

22. The headteacher is the named and trained child protection person and ensures that all staff are very well briefed on their relevant responsibilities. There is very good liaison with the local social services.
23. The named health and safety person has secured up-to-date risk assessments for all eventualities and a comprehensive health and safety policy. All fire, portable electrical and physical educational equipment is date checked and fire exercises are held every term. All escape routes are accessible and well marked. The school has caring and effective accident and medicine routines and all staff are trained first-aiders. Good professional outside support is used, such as the police who help with personal, social and health education talks on "*Stranger Danger*" and drugs abuse. Meals are cooked and consumed in very hygienic conditions and the school utilises the local authority internet safety policy.
24. All pupils have access to good support, advice and guidance. Pupils have very good and trusting relationships with at least one or more adult in the school. They clearly know to whom they would turn to for advice or comfort. Pupils have a good understanding of what is said about them in their annual reports and they are aware that they are welcome at target setting meetings with their parents. Induction arrangements for the pupils are good. The reception teacher liaises with the "*Smarties*" playgroup well beforehand and all potential parents are advised that playgroup experience is preferable before joining school. The arrangements include an opportunity for children to visit for four half days in the term before entry and this helps to smooth entry and transition into the school. However, at present there are no details in writing about pre-school liaison routines.

25. The school ensures that pupils' views are taken into account and acted upon. The openness and intimacy of the school allow the pupils to put forward their ideas at any time, be it in a conversation, at assemblies or in personal, social and health education lessons. The school surveys pupils' views. Last term, for example, pupils stated that they would like extra playground toys and three named adults in whom they could confide in times of need. These suggestions have been now implemented by the school.

Partnership with parents, other schools and the community

This area is a significant strength of the school. The partnership with parents, the community and links with other schools are all very good.

Main strengths and weaknesses

- Parents have very positive views about the school and feel fully involved;
- The school has a highly productive range of partnerships with the community;
- There are very strong links with other schools;
- Very good use is made of visitors to enrich and broaden the curriculum.

Commentary

26. The school is very welcoming to its parents and they are very satisfied with the quality of education provided and the progress that their children make. Parents agree that the headteacher and staff are very approachable and they are particularly appreciative of the dedication and commitment of the staff. They are particularly pleased that the school, whilst maintaining the benefits of being very small, constantly seeks to use all possible resources to ensure that the pupils receive a broad and rich curriculum that is strengthened by the wide range of visitors to the school and visits to the local community.
27. Parents are provided with a good range of information about both events in the school and the progress that their children are making. Parents with pupils with special educational needs are kept particularly well informed about their children's learning and progress towards targets that are set. There is a thriving "PALS" – Parents Association, Luxulyan School which raises valuable funds for the school.
28. The school has a wide range of community partnerships which both enriches and enhances the curriculum. As reported previously, the school works closely with the National Trust, particularly at Lanhydrock House which is frequently used by the school for curricular support. The school also makes a significant contribution and gains from the Luxulyan Valley which is nearby the school, and is managed by a "Friends of the Valley" association. Pupils talk enthusiastically about conservation and environmental education and their role in the Luxulyan Valley.
29. The school invites a wide range of visitors into the school that enriches the curriculum and extends pupils' experiences through the study of various topics – such as "Mark the Miner" who came to talk during a local studies topic. In addition, the school makes very good use of skills available through other local schools. This includes the following:
- A teacher from the local specialist Languages College, which is also a Beacon School, teaches a modern foreign language to the junior class for a session every week.
 - An Advanced Skills Teacher teaches music for a period each week.
 - Drama is supported by an Advanced Skills Teacher.
- A further partner secondary school that has sports status provides sessions of tag-rugby and soccer and a teacher supports dance.
 - As part of the Sports Co-ordinator Scheme, support is provided for gymnastics and the school's PE co-ordinator.

30. In addition, the school supports a number of charities, and has a UNICEF day each year. A large number of local businesses are very supportive of the school and contribute generously to fund-raising events.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The leadership of the headteacher is very good and has led to effective improvement. Management is good. The governance of the school is good.

Main Strengths and Weaknesses

- The school is evaluative, identifies appropriate priorities for improvement, and has strategies to effect change.
- The headteacher and governing body share a clear educational philosophy that promotes very good relationships and effective teamwork.
- Good financial management ensures efficient use of a limited budget.

Commentary

31. The very good leadership of the headteacher ensures that the school does many things well, whilst continuing to make improvements in its provision. All of the issues that were raised in the previous inspection report have been successfully addressed. The headteacher has a clear vision and a sense of purpose which are shared by school staff, governors, and the wider village community. The school is greatly valued by the community because it enables the pupils to achieve well and offer all pupils learning opportunities through involvement in the local area.
32. The school has good systems for evaluating its work, identifies appropriate priorities for improvement, and develops good strategies to effect change. New arrangements for the Foundation Stage came into effect in September because the school moved from three classes to two. There were only two children in the reception year until shortly before the inspection and there has been insufficient opportunity to judge the effect of the changes for these children. However, these children are not always presented with activities matched to their learning needs.
33. The staff, including those with a part-time involvement, work very well as a team. This is because teaching and non teaching staff are consulted about how the school functions, what it should do to improve, and how it should go about it. This develops a shared sense of purpose. The school, having being awarded the *“Investor in People”* standard, demonstrates its commitment to staff development and inclusive leadership and management. Hence arrangements for performance management are well-established for all staff; there are clear targets for school and personal professional improvement, and training needs are identified. As a result, performance management is having a positive impact on teaching and learning. This is particularly important at a time when teaching assistants have increasing responsibilities for small groups of pupils from classes with a wide range of abilities and ages.
34. The governing body has clear aims and policies, and helps to set an overall direction for the school which reflects its individual nature. Governors understand their role and their specific responsibilities, meeting their statutory obligations through an efficient and effective committee structure. Governors have a good grasp of the school’s strengths but are less secure about identifying areas for improvement, lacking a clear focus on raising standards. However, they are fully involved in planning for school improvement, and closely monitor the progress towards targets. The school and the governors work well in partnership, and relationships are very good. Governors are very supportive of the school’s work but are prepared to challenge the school’s thinking when necessary, and to take difficult decisions if required.

35. Financial planning and management are good. The office is efficiently run, and budget information is up to date and closely monitored. There is a secure understanding of best value principles and how to apply them.
36. Overall, taking into consideration the good achievement of the pupils and the quality of education provided, the school is judged as providing good value for money. This is the same as the last inspection even though the relative costs per pupil have substantially increased due to the drop in pupil numbers.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	212967
Total expenditure	211563
Expenditure per pupil	3847

Balances (£)	
Balance from previous year	10938
Balance carried forward to the next	12342

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 **satisfactory overall**.

Main strengths and weaknesses

- Supportive relationships are being established and children show increasing confidence.
- Teaching assistants provide good support.
- Children's current levels of achievement towards the expected goals are not adequately taken into account in lesson planning.
- Activities are not always sufficiently learning based.

Commentary

37. There have been changes in the organisational arrangements for children in the Foundation Stage since the previous inspection because the school's classes have been reduced from three to two. This means children in the Foundation Stage are now taught in the same class until they are seven; previously they were in a class with Year 1 pupils. The school has worked hard to modify its planning and to try to ensure that children in the Foundation Stage are appropriately taught while the class follows a curriculum for Year 1 and Year 2 pupils. The school has rightly recognized that there is a need to extend opportunities for children in the Foundation Stage.
38. The children enter the school part-time in the term after their fourth birthday, becoming full time in the term in which they become five. At the time of the inspection there were three children attending all day and four attending in the mornings. Most children have attended some form of pre-school provision.
39. Teaching in the lessons seen was satisfactory but there are weaknesses in the provision over time. As a result children do not always achieve as well as they should. Nearly all children begin school with attainment in all areas of learning which is below, and sometimes well below, what is expected for their age. The majority are unlikely to reach the expected standards on entry to Year 1. Most children entering Year 1 in September 2003 had not achieved all the expected standards. Overall, progress is occasionally limited because activities are sometimes not sufficiently learning based.
40. The inside accommodation is satisfactory in terms of size and is equipped with the usual range of resources. The key issue identified at the previous inspection has been addressed successfully; the school has developed an attractive, enclosed area, with climbing equipment, in which children are able to use wheeled toys, sand and water, and plant their own little gardens. Unfortunately, very wet weather at the time of the inspection prevented full use of this good facility.
41. The **personal, social and emotional development** of the current intake is below what is expected for their age. They tend to engage in activities on their own rather than co-operatively, for example when they use large construction equipment. Their concentration span is short and they find it difficult to sit still. They respond well for very short periods if their interest is aroused, as evidenced during a lesson when they used musical instruments. The teacher and teaching assistant are sensitive to children's needs so they enter school happily, and with increasing confidence. During the inspection two work experience students provided general care.

42. Early indications are that the majority of children will not meet the expectations in **communication, language and literacy**. They enter the reception class with speaking and listening skills which are well below those expected for their age group. The immaturity of most children means they do not listen well to each other, and have difficulty following instructions. In the café role play area the children tended to play alongside each other and there was no-one with them with sufficient experience to help extend their language. They enjoy listening to stories, take books home to share and like the individual attention they receive when sharing a book with an adult in school. Children were pleased with a 'book' produced by the teacher using ICT for a simple text related to photographs of themselves. They handle books with care and turn pages correctly, using pictures as they begin to think about the sequence of the story. One child was able to use his knowledge of initial letter sounds, and picture clues, to identify words in his book, indicating that the structured 'Progression in Phonics' programme is having a positive impact.
43. The children are in the very early stages of progress towards the expected standards in their **mathematical development**. This is because of their low attainment on entry, combined with some planning that does not always meet their learning needs appropriately. Children are beginning to recognise some numerals and to count with increasing accuracy. Full-time children had the opportunity to take part in a data handling activity linked to a science lesson and began to recognize some columns on a bar chart had more items than another.
44. Children's development in the **knowledge and understanding of the world** area of learning is satisfactorily provided for. Children have opportunities to learn through play, for example, by investigating construction materials and the properties of sand and water. They take part in religious education lessons, beginning to express their feelings and developing an understanding of the life of Jesus. Sometimes the content of the lesson is too far removed from their own experience, such as when they are present during a history lesson on the life of Florence Nightingale. They thought about, and drew pictures of, healthy food during a science lesson, choosing appropriate food from their 'café'. They have also brought in photographs of themselves as babies and learned about the care babies need.
45. There was too little work on display to provide a clear indication of the breadth and standard of children's **creative development**. In a whole class music lesson, reception children showed they were beginning to recognize differences between sounds, and responded to variations in tempo with body movements.
46. In the area of **physical development**, one gymnastics lesson was seen; this took place in the Village Hall where there is a very limited range of equipment. Children moved along and over benches and mats, varying the shapes they were making from wide to thin, and sometimes modifying the ways in which they moved. They showed they could use the available space with due regard for the needs of others. There was too great a variety of activities in the lesson for children to refine their movements and improve their performances. Children had opportunities to use one handed tools of various kinds, to place small objects in small containers, join large cogs and rods, and build with big bricks.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress in their learning and achieve well;
- Teaching and learning are good;
- Pupils have a very positive attitudes to English and thoroughly enjoy both reading and writing;
- The provision for teaching and learning of poetry is particularly effective.

Commentary

47. The good provision reported in the last inspection has been maintained and there has been a strengthening of the quality of teaching. Pupils enter the school with below average skills in language and literacy. They make good progress in their learning through in Years 1 and 2 and by the time they are seven, most pupils have a good grounding in both reading and writing. Their achievement is good. National test results for seven year olds suggest that standards are well below average. However, this does not provide a reliable picture of the standards achieved because the cohorts are so small each year. Last year, for example, the Year 2 cohort consisted of five pupils – all boys – each of whom achieved well, though overall only two pupils gained the expected level in reading and four in writing. Inspection findings are that there are a number of pupils who achieve particularly well and for some, the standards attained are significantly above average, with a small portion already achieving the higher level expected of pupils at the end of Year 2. Achievement is particularly good in speaking and listening due to the good opportunities provided for the pupils to collaborate in their learning.
48. Pupils achieve well in reading, writing, speaking and listening in the junior class. Results in the tests for 11 year olds show that the school's standards have been consistently below the national average in each of the past five years. As with tests for seven year olds, this does not show the full picture because the cohorts are so small that it is unreliable to make comparisons with national results. In 2003, four of the five pupils taking the tests achieved the expected level. The pupils currently in Year 6 are achieving well and attaining standards in line with the national expectation. The school's targets for the Year 6 pupils, if achieved, will secure progress that is greater than the national average between the tests for seven and 11 year olds. A significant minority are targeted to make above average gains. The pupils are in line to achieve their target levels by the time that they leave school.
49. Pupils enter the school with below average levels of speaking and listening. The good progress that is evident by the time that they leave the school is due to the very good arrangements that teachers make to ensure that there is a wide range of opportunities provided for pupils to express themselves when responding to teachers. Also teachers provide good opportunities for the pupils to collaborate in their learning. Pupils enjoy talking about their work, they listen well and are responsive to prompts and guidance from adults. By the time that they are 11, most pupils are articulate, have a wide vocabulary and are comfortable giving extended explanations about aspects of their work, though their diction is weak.
50. Pupils make good progress in reading across the school. The most able pupils in Year 2 read fluently and well. They are able to discuss the plot and characters in favourite books and have a good understanding of favoured genre and authors. By the time that they are 11, most pupils are skilled in using inference and deduction, when, for example discussing and analysing text in a guided reading session. Pupils of all abilities express an enjoyment of reading and most pupils take their books home to read. Most parents, particularly those with children in the infant class, make comments in reading diaries on a daily basis.
51. The school has been targeting writing skills. This is showing benefit as the pupils are now achieving well from the below average starting point when entering Year 1. There is a particularly rich curriculum provided for writing and the pupils enjoy and show good understanding of the writing process due to both the good teaching and the broad curriculum

provided. The use of capital letters and full stops is consistent in the work of pupils from Year 2, though on occasion, presentation is not strong. By the time that they reach Year 6, pupils' writing is well-structured and ideas are sustained and developed well and pupils generally convey meaning in logical sequences. Standards in writing are at least in line with the national expectation, and the more able pupils exceed this. The pupils' good achievement is partly due to the very good habits that the pupils have in using writing frames to support their writing. These "marking ladders" help to define and structure most writing set by the teachers.

52. The very good planned opportunities provided have a positive effect on pupils' achievement. For example, the theme of "*The Pied Piper of Hamelin*" ran through much of the English work in the junior class last term. The pupils scripted the whole play and performed it for parents. The script was prepared on computers in the classroom and, in addition, the theme was well-used to match the National Literacy Strategy objectives of writing and presenting observational records. "Hamelin Town destroyed by Rats" was one pupil's headline on the desk-top published work.
53. Classroom displays provide a very strong and positive literate environment which further encourages pupils. In the junior classroom in particular, a wide range of material is very attractively presented, including a wide range of work published by the pupils. This work is generally well-structured, always clear and imaginative, lively and reflective. The teacher in the infant class uses the digital camera to very good effect and publishes pupils' work on the writing theme of the week. Pupils thoroughly enjoy reading each other's work.
54. The school has particularly good arrangements for pupils identified as having special educational needs. The provision is good with both teaching and support staff providing effective support to enable these pupils to achieve well. Teaching, in both the classrooms and withdrawal groups, is good. Individual work, including innovative programmes such as the Beacon reading approach encourages pupils to be precise and helps to motivate learners through a positive and individual approach. This particular programme is successful because of the skilled teaching by both the teacher and trained teaching assistant.
55. The quality of the teaching and learning in English is always good and frequently very good. Lessons move at a good pace with teachers demonstrating very good subject knowledge and pupils are encouraged to contribute through discussion. In the junior class in particular, the work is very cleverly adapted to meet the differing needs of the pupils. This is a particular challenge as there are pupils of four different school year groups in this class.
56. The subject is well managed by the subject leader who has a particular passion for teaching literacy. Teachers ensure that the subject makes a very good contribution to the pupils' spiritual development. Many opportunities are provided for writing – particularly poetry writing – which is inspired through well-conceived visits. An example of this was a visit to the church and Luxulyan Valley where pupils wrote poems.

French

57. A teacher from a specialist Languages College teaches French each week to the junior class. In the lesson observed, the highly effective teaching and the excellent pace of the lesson supported the pupils' language skills in both speaking and listening. The lesson made a significant contribution to the pupils' English language development as well as providing a sound basis for developing a modern foreign language.

Language and literacy across the curriculum

58. Very good opportunities are provided for both language and literacy across the whole curriculum. Teachers ensure that the wide range of learning styles adopted supports pupils' speaking and listening skills very well. For example, in a science lesson, probing questions set to groups of pupils demanded that they collaborated and reported their findings to the group

and whole class. Plenary sessions in most subjects also contribute well in developing oracy skills. In a numeracy lesson, for example, pupils were asked to provide extended talks about their learning in the main activity. Writing across the curriculum is used very well and there are excellent examples of extended writing in history, geography and religious education work in the junior class. There are good links made between subjects and topics and the theme for literacy lessons, and this too, helps to secure good progress in literacy learning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Lessons are well organised to take account of the needs of different ages and abilities.
- Teaching assistants provide good support.
- Pupils record mainly on work sheets; these are untidily written and do not indicate progression over a unit of work.

Commentary

59. Pupils' achievement is good in mathematics. The small numbers of pupils taking the national tests each year make results unreliable. Standards fluctuate according to make up of the group and the proportion with special educational needs. In the national tests in 2003, for example, pupils in Year 2 attained average standards compared with well above average standards the year before, and standards well below average in 2001. In the national tests in 2003, pupils in Year 6 attained standards which were very low compared with the national average, whilst in 2001 results were close to the national average and in 2002 were below them. The school tracks individual progress carefully, using optional annual tests; the targeted gains for mathematics, tracking from Key Stage 1 to Key Stage 2 are challenging, appropriate and show significant gains for most pupils.
60. During the inspection pupils achieved when teaching was good. Most pupils enter the school with attainment which is below average and make good progress in their learning attaining average standards in each area of mathematics by the end of Year 6. Achievement is good because pupils' abilities are appropriately identified and teachers provide suitable activities that extend their knowledge and skills. Pupils who show particular ability in mathematics are taught with older pupils. Pupil groupings in mathematics lessons are managed effectively so pupils are taught according to their learning needs. Teaching assistants provide good support, taking groups to another teaching area for parts of lessons so that the wide age range in each class is provided for.
61. Teaching was satisfactory overall in the three lessons seen, including one good lesson. However, work samples and teachers' planning indicates that teaching is good over time. Teachers plan lessons well so that coverage of the guidance in the National Numeracy Strategy is thorough, and taught at levels appropriate for pupils' abilities. Lessons are well organised, with sufficient challenge and pace. Pupils respond well and are productive when working independently or in pairs. Good routines have been established so that individual whiteboards are used effectively for ongoing assessment.
62. The co-ordination of mathematics is satisfactory. The co-ordinator analyses data from tests and uses tracking systems to monitor progress. She has monitored and evaluated lessons taught by others, and taken an audit of resources to inform purchases of new equipment.

Mathematics across the curriculum

63. Pupils' knowledge and skills in mathematics are used effectively and further developed in other subject areas. Pupils in the infant class made bar charts related to a science topic on healthy foods and compared results. Older junior pupils linked mathematics and geography when they calculated times in different parts of the world.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teacher assessments for 7 year olds in 2003 show pupils to be attaining well above average standards;
- Junior age pupils make good progress in their learning and achieve well;
- The curriculum has a very good focus on practical and investigative work;
- The teaching is very good in the junior class.

Commentary

64. Teachers' assessments at the end of Year 2 in 2003 indicate that that standards were well above average. However, the current Year 2 pupils' attainment is in line with the national average and pupils' achievement is good. In lessons, the pupils are able to identify different types of food and they are able to select a healthy food to put into a lunch box. They are able to classify different types of foods and prepare tables to show results. The most able pupils have a good knowledge of the requirements for growth, and are able to talk about foods for plants and animals. Standards are in line with the national expectation, and are stronger in investigative science because of the good prominence that this is given.
65. Pupils in the junior class achieve well and although the results of the national tests show standards to be generally below average, the current Year 6 pupils are working at levels expected at the end of the school year. For example, in a lesson in which they were investigating the upward thrust of water when weighing objects suspended in water, the pupils had a good understanding of the differences in recordings using a forcemeter and achieved very well in this lesson. Achievement is good overall due to the strong emphasis that is placed on investigative science and pupils' independent learning. This helps pupils to enjoy science lessons and contributes to very good learning. As a result of very good teaching, pupils have a good understanding of the role of variables and controlling them in investigative work, and there is extensive evidence to show how the very good understanding of scientific processes are consistently applied well across a range of units of study. This includes the study of gases and liquids, friction, separating mixtures, electrical circuits and also when investigating pulse rates.
66. The quality of teaching and learning is good overall with very good teaching of the junior-aged pupils. This teacher is skilled at ensuring that activities are set at a challenging level for all pupils in the class and he ensures that the work is focused at a number of different levels of difficulty. This enables pupils to both study the same units whether in Years 3, 4, 5 or 6 and also to progress very well in their learning.
67. The subject is very well managed. The co-ordinator has made very good adjustments to the curriculum provision in the move from three classes to two. He has a clear vision for the development of science in the school and is enthusiastic and knowledgeable.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve very well and attain above average standards.
- Teachers ensure that ICT is used well as part of normal classroom practice.
- Teaching is very good.

Commentary

68. The attainment of pupils at the end of Years 2 and 6 is above the national expectation, with the most able pupils in both year groups attaining well above average standards. Pupils achieve well in lessons in both classes because the teachers planning frequently includes opportunities for computers to be used to support learning across most subjects in the curriculum. This is an improvement since the last inspection where pupils attained average standards and made satisfactory progress. There are very good examples of the Year 1 and 2 pupils using graphs and charts to make plans of houses when studying Luxulyan as part of a geography topic. In a topic on "Myself", infant pupils made good graphs showing the months of birthdays of pupils in the class. Some pupils have also designed and printed birthday and Christmas cards as part of work in design and technology. Particularly good use is made of the computers to support mathematics in the Year 1 and 2 class. The youngest Y1 pupils are skilled and knowledgeable because of the access and availability that they have to use the machines. Pupils use commercially produced programs and CDROM developed as part of the National Numeracy Strategy to practise and develop number work. In English, they are able to cut, copy and paste text. By the time that they reach Year 2, pupils are dextrous in using and controlling the mouse and are able to load CDROM based software to support their learning when prompted by either the teacher or classroom assistant. The most able Year 2 pupils are very knowledgeable and attain standards expected of pupils in Year 4. These pupils are can use word processing functions with ease. They can change font, size and colour of the text they type to create interesting effects. They choose and use appropriate tools form the tool bar. Using a "paint and draw" program. They are able to search for information and express opinions about their preferences in using search engines.
69. The achievement of pupils in Years 3 to 6 is very good. Pupils are very ICT literate. They are able to talk knowledgeably and enthusiastically about the use of computers across the full curriculum range. They are skilled in making use of email and are able to attach documents and photographs to emails. They sift through and download materials for geography and history work. When, for example the class was studying the Victorians, pupils investigated life in a Welsh village to compare with Victorian life in Luxulyan using web-based materials. In English, pupils word process extensively. They publish poems, write plays and desk-top publish newsletters. In one lesson where pupils were studying journalistic writing, the teacher asked pupils very cleverly to check a newsletter that they had prepared previously. They were required to edit their newsletters in line with their new learning about the genre. Pupils swiftly and competently accessed their newsletters from their own floppy disk. They were able to import their newsletters from one program into another. They changed font, text and layout to achieve this lesson's objectives and show knowledge and skills expected of pupils at the end of the school year.
70. Teaching and learning in ICT is very good. In both classes, the teachers are supported very well with knowledgeable and well-trained support staff. This enables pupils to use computers as a matter of routine. Teachers seek opportunities to make use of the computer both as a tool across the curriculum and also to use information technology to develop pupils' knowledge and understanding across the curriculum. Teachers ensure that there are very good opportunities for pupils to study control through the use of "roamer" and control software. Resources are good and each classroom has a dedicated space for machines. This too is an improvement since the last inspection, when resources were found to be in need of updating.

Information and communication technology across the curriculum

71. This is a particular strength. There are many examples of ICT being used to support learning in most subjects. Good use is made of programs in literacy and numeracy to reinforce pupils' basic skills in spelling and calculation. Teachers ensure that there is constant access and support from computers in English, mathematics, science, history, geography, art and design, religious education and design and technology. As a result of the good access and planning, pupils' use of ICT deepens their learning in topics being studied.

HUMANITIES

72. Work was sampled in **history, geography** and **religious education** with only one lesson seen in history. It is not possible to provide an overall evaluation of the provision in any of the humanities subjects.
73. The subjects are planned well to provide a rich and broad curriculum. The school has excellent arrangements in place to enrich the curriculum for the humanities subjects. This stems from the head's vision of making the work relevant through providing first hand experiences as far as possible. In addition, she believes in the need to build on the pupils' knowledge of the village and surrounding areas. As a consequence local places of historic interest such as Lanhydrock House, which is a large Georgian house and gardens owned by the National Trust, is used very well as primary source material for studying history. The pupils visit the house frequently to enact, for example, life in Victorian times. Very good use is made of local industrial archaeology, including the Luxulyan Viaduct, to support both geographical and historical studies. Consequently, the pupils' knowledge of local history is very good. They thoroughly enjoy re-telling the lives of children attending their school in Victorian times and are able to accurately recount evidence from the school log book written over 100 years ago. They are very knowledgeable about local industry, including tin and china clay mining.
74. In **history**, during the inspection the junior-aged pupils were studying the working lives of children during Victorian times. In the lesson seen, the good teaching, linked to the very photographs used which the pupils were investigating as source material, led to good progress. Pupils skilfully recounted their previous understanding developed through the visit of a tin miner to the school during a previous unit of work. The pupils were able to empathise with Victorian children working in the tin mines. This was because they had a good knowledge and understanding of local tin mines. Also, because the work was presented in a lively way, it made pupils think carefully about what it would be like, for example, to undertake a 12 hour shift with the light of a single candle. In consequence, not only do pupils achieve well in both subjects, they have very positive attitudes to learning in both history and geography.
75. Work in ICT is used well to provide additional source material. For example, pupils are skilled in accessing the Internet and making good use of web-based materials when making comparisons between Luxulyan and Chembakolli – an Indian village. They also used the Internet to compare and contrast life in a Welsh village with both Luxulyan and Chembakolli and were able to discuss differences in lifestyles, housing, transport and work as well as climatic features of the three villages.
76. The partnership with Lanhydrock House, under the National Trust's Guardianship Scheme has helped environmental studies. The school has recently won a national competition with an award of £1,000 for the creation of a trail for pupils through the estate. This, too, significantly adds to the pupils' self-esteem, interest in local geography and history, and also contributes very well to the pupils' understanding of sustainable development.
77. In **religious education**, at the end of Year 2 and 6 there are indications that pupils achieve well and meet the expectations of the agreed syllabus. Throughout the school pupils develop a good knowledge about Christianity and other world religions. The curriculum is well planned,

and, as in history and geography, as far as possible first hand experiences are provided to enrich learning. Consequently, pupils are able to discuss the importance of the village church, have an understanding of Christian symbols and also the relative differences between the chapel and church in the village.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. **Art and design, design and technology** and **music** were all sampled as part of the inspection. Each subject has a broad and balanced curriculum based upon recommended schemes of work; cross-curricular links are made wherever possible. Lessons in art and design, and design and technology were not taught during the inspection. Classrooms and communal areas contain attractive displays of pupils' work and indicate standards that are in line with national expectations. The school employs a music specialist to take lessons in both classes. This is an example of how the school enhances its usual provision by the use of outside expertise. In a very good infant class music lesson every pupil was involved in creating a class composition using percussion instruments effectively and sensitively. Pupils have the opportunity to listen to music during assemblies. During a well-led singing session for the whole school, pupils enjoyed listening to, and singing, songs from Africa. The lesson made links to geography and to another culture. The standard of singing was in line with expectations for primary pupils, except when enthusiasm made the singing less musical. This shows a significant improvement since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Although no lessons were seen in this area and hence no overall judgement on provision can be made, pupils' personal, social and health education (PSHE) is promoted well through many aspects of the curriculum. It is evident that these areas are a particular strength of the school. The emphasis on good behaviour, excellent inter-personal relationships, and respecting and supporting each other is usually evident in lessons. Members of the community, such as the police, who contribute well – particularly in drugs education. The school's assemblies also support provision in these aspects.
80. There is a strong programme of citizenship for sustainable development promoted partly through the school's link with Lanhydrock House and also through the continued interest taken in the environmental studies undertaken in the Luxulyan Valley which is a conservation area and frequently visited by pupils. In addition, the Eden Project is within the village and pupils talk enthusiastically about its work and aims. This too, makes a good contribution to learning. Particular emphasis is placed on development of a healthy lifestyle, and the school has achieved the "Healthy Schools" award. Each class has a designated period of PSHE each week that is well-planned both in terms of securing the pupils' personal development and also to link with the current topic.

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	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	1
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	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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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