

INSPECTION REPORT

NANPEAN PRIMARY SCHOOL

St Austell

LEA area: Cornwall

Unique reference number: 111899

Headteacher: Tamsin Lamb

Lead inspector: Michael J Cahill

Dates of inspection: 8 – 10 March 2004

Inspection number: 256985

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: 57

School address: St George's Road
Nanpean
St Austell
Cornwall
Postcode: PL26 7YH

Telephone number: 01726 822447
Fax number: 01726 822447

Appropriate authority: Governing body
Name of chair of governors: Mrs K Chapman

Date of previous inspection: 31 March 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the centre of Nanpean Village, a once busy village in the heart of a very industrial china clay mining area of Cornwall; the school and village are surrounded on all sides by the mining works, stores and clay tips. There was extensive refurbishment and extension in November 2003, and a school/community sports and arts building are under construction.

Pupils come from a variety of social and economic backgrounds; many are disadvantaged compared with the national picture. The movement of pupils into and out of the school is around the national rate, overall, but above it in some year groups. The great majority of pupils are of White British heritage; there are no pupils who are at the early stages of learning English as an additional language.

The proportion of pupils with special educational needs is well above the national average, while the proportion with formal statements of need is above the national average. The special educational needs in the school include specific and general learning difficulties as well as speech or communication difficulties. Most children have not had the benefit of nursery education but an on-site, pre-school unit opened at the start of the present school year. The attainment of many pupils has been well below national expectations for their age when they enter the school. Because each year group is small (the range is 4 to 12), differences in the attainment and special educational needs profiles of year groups are more significant in percentage terms than they would be in a larger school. In a similar way, there are big differences between the performances of successive year groups in national tests as expressed by percentages.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	Mathematics Science Information and communication technology Design and technology Music Physical education English as an additional language
9744	Peter Brown	Lay inspector	
22831	Clive Lewis	Team inspector	Foundation stage English Art and design Geography History Religious education Special educational needs

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school with many good features; it achieves a sound level of effectiveness and provides satisfactory value for money. The headteacher provides very good leadership directed towards improving pupils' achievements; in recent years, national test results at the end of Year 6 have been above those obtained by similar schools, although still below national averages. However, there is a lot of variation in test data from year to year because of the small size of each year group. The quality of teaching is good and most pupils achieve well as they move through the school.

The school's main strengths and weaknesses are:

- Very good care, support and guidance enable pupils to be fully included in what the school offers and their views are regularly taken into account.
- Good leadership and management and good teaching are raising standards; nonetheless, standards are capable of further improvement in English, mathematics and science.
- The school makes good provision for pupils' personal development and this promotes good behaviour, good attitudes to learning and good relationships.
- There are very good systems for keeping track of pupils' progress and this enables teaching and support to be targeted well; there is good provision for pupils with special educational needs.
- Strong links with other schools and colleges and with the local community help to enrich the curriculum and enhance pupils' learning.

The school has achieved a good level of improvement since its last inspection, for example in developing schemes of work and assessment procedures and in securing the facilities for indoor physical education. Teaching is now consistently good throughout the school and standards in information and communication technology are also higher than they were.

STANDARDS ACHIEVED

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

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

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

Comparisons of the school's national test results from year to year should be treated with great caution because of the small number of pupils in each year group (four in the present Year 6 and 14 in the last one). The school did not meet the target agreed with the LEA for English or mathematics; this is largely attributable to the high proportion of pupils with special educational needs in the year group. There are too few pupils in the present Year 2 and Year 6 to make valid judgements about overall standards; nevertheless, national test results appear likely to be below average in Year 2 and well below average in Year 6. The school recognises that standards can be raised further.

Pupils' achievement is satisfactory. There are wide variations in attainment on entry, both between and within year groups; attainment on entry for many children is well below national expectations. They make satisfactory progress in their reception year although some are disadvantaged by having only a small amount of full-time schooling before entering Year 1. Overall, pupils make satisfactory progress as they move through the school although many of the high proportion of pupils with special educational needs often achieve well as a result of the good support that they receive. The school received a School Achievement Award in 2003.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted well. The school makes good provision in this respect and most pupils develop positive attitudes towards themselves as learners. Pupils' behaviour and their relationships with each other and with adults are good. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The school provides a good quality of education for all its pupils. Teaching and learning are good. Provision for children in the Foundation Stage has been improved since the last inspection and is now sound. A particular strength of much of the teaching is the planning to meet the needs of pupils with a very wide range of abilities in the mixed age classes; the school's organisation of having three classes rather than two for literacy and numeracy helps this. Another important strength lies in the work of the teaching assistants who provide good support for pupils with special educational needs and make sure that all are included in the work of the lesson. However, there is insufficient support for reception children in the mixed-age class for them and for pupils from Years 1 and 2. Teachers and other adults provide plenty of encouragement to pupils and as a result most pupils work hard, both on their own and with others. They are acquiring basic skills well and becoming more positive about themselves as learners. The school has very good systems for keeping track of pupils' progress in the subjects of the National Curriculum and religious education.

The curriculum is planned well, with an appropriate emphasis on pupils acquiring basic skills. There are some good opportunities for pupils to practise their literacy skills across the curriculum, particularly in respect of writing. There are less planned opportunities for exercising numeracy and ICT skills. The curriculum is enriched well by after school clubs and by a programme of visits and visitors, often related to the arts. The school provides a high level of care, support and guidance; teachers know the pupils well and take good care of them. The school's links with parents are sound and with the local community are good. Very good links with other schools and colleges directly benefit pupils through the provision of high quality extra opportunities for learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership focused on raising the achievement of all pupils through continually improving the quality of education provided. Governors are committed and supportive of the headteacher and staff. The school runs smoothly and all aspects of its performance are kept under continuous review.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold the school in very high regard, appreciating the fact that their children are taught well and are making good progress. They recognise that the school is led and managed well and value the approachability of the headteacher and staff. They feel that their children are treated fairly and expected to work hard. Most pupils like coming to school and are pleased that their views are listened to and acted on, for example in relation to colour schemes for classrooms and the provision of drinking water in lessons.

IMPROVEMENTS NEEDED

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

- Build on existing good practice to raise further standards in English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below average although most pupils achieve well as they move through the school.

Main strengths and weaknesses

- Throughout the school, most pupils, especially those with special educational needs, achieve well, from what, for many, have been low starting points.
- National test results in reading, writing and mathematics at the end of Year 2 have improved a lot since the last inspection.
- National test results at the end of Year 6 need further improvement.

Commentary

1. Children's skills, knowledge, understanding and readiness to learn when they enter the school vary a lot from year to year; until recently many did not receive any systematic pre-school education. The attainment on entry of many children is well below national expectations. Children make satisfactory gains in all six areas of learning during their reception year. Overall achievement during the reception year is sound although children with birthdays other than in the autumn term have very little full time experience before entering Year 1. There are only six pupils, with a wide range of ability, in the present Year 2 and they have made at least satisfactory progress from their differing starting points; overall achievement throughout Years 1 and 2 is good. Because of the small number involved no valid judgments of overall standards can be made. For the same reason no judgement is made of the overall standards of the four pupils, again with a wide range of ability, in Year 6. It was not possible for the inspection team to gather sufficient evidence on which to base judgements on standards and achievement in most of the other subjects of the National Curriculum and religious education. It was, however, clear that most of the older pupils have developed sound ICT skills and are competent computer users.

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

Standards in:	School results	National results
English	22.7 (23.6)	26.8 (27.0)
mathematics	24.0 (27.0)	26.8 (26.7)
science	27.4 (29.6)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Although not too much weight should be placed on comparisons between the performances of different year groups in national tests because of the small numbers of pupils involved (five last year and three the year before) the trend over the last five years in relation to the tests taken at the end of Year 2 has been one of greater improvement than nationally in each of reading, writing and mathematics. Results at the end of Year 6 have fluctuated greatly over the same period and have been influenced by pupils joining the school a year or less before the tests were taken; these results kept pace with the improvements in results nationally. Although there are sometimes large variations from year to year it is not possible to draw any valid conclusions about the significance of differences in the achievement of boys and girls in national tests. The targets for 2003, agreed with the local education authority some two years prior to the tests, were not met in either English or mathematics. However, pupils' achievement was such that the school gained a School Achievement Award. Inspection evidence suggests that national test results at the end of this school year will be below average

for Year 2 and well below average for Year 6; again this may well represent good achievement from low starting points.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, their behaviour and their spiritual, moral, social and cultural development, are all good. Attendance is satisfactory, and punctuality is good.

Main strengths and weaknesses

- Pupils display a positive attitude to school in general, and learning in particular.
- Most pupils behave well and are considerate to the needs of others.
- Relationships between pupils, and with adults, are good.
- The spiritual, moral, social and cultural development of pupils is good overall but pupils need to be made more aware of the variety of life in multi-ethnic Britain.

Commentary

3. Attendance of pupils is satisfactory, being broadly in line with the national average. The level of unauthorised absence is below the national average. Punctuality of pupils is good which makes it possible for lessons to commence on time and without interruption. Procedures to ensure regular attendance are good and implemented effectively and with consistency.
4. Attitudes to school are good throughout all age groups. Pupils are keen to learn and respond positively, particularly when being taught well. Relationships between pupils and with adults are good, which produces a climate within which learning can prosper. The school provides good opportunities for pupils to show initiative and accept responsibility, and this is achieved formally through the school council and informally through pupils assisting at lunch and play times. The involvement of pupils in the design and preparation of the "Guide to Nanpean School" booklet illustrates the increased responsibility now being given to pupils.
5. The behaviour of pupils is good throughout the school. They are attentive in class, considerate to others, and are able to play constructively with a sense of purpose. Procedures for promoting good behaviour are clear, appropriate, and effectively implemented. Instances of bullying are extremely rare but the school responds quickly and effectively to any incidents. Many children in the Foundation Stage entered the school with poorly developed social skills and although they improve a lot most will not fully achieve the early learning goals in this area of learning.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	36	2	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

6. Provision for spiritual, moral, social and cultural development is good, overall. Provision for spiritual awareness is satisfactory and pupils are provided with adequate opportunities for reflection through assemblies. Pupils display a high respect for the feelings and values of others; this is often seen in the classroom where the older pupils demonstrate sensitivity and respect to their younger counterparts. They have a clear understanding as to the difference between right and wrong, as was evident at an assembly where the headteacher role-played herself as an intolerant and insensitive autocrat. Provision for cultural development is

satisfactory but there are few opportunities for pupils to develop their awareness of the richness and diversity of multi-ethnic Britain.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.0
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 school provides a good quality of education for all its pupils. Teaching and learning are good. The curriculum meets pupils' needs well, with an appropriate emphasis on literacy and numeracy; provision for pupils to develop their ICT skills is good but not enough use is made of these skills to enhance learning across the curriculum. There is good enrichment of the curriculum through opportunities to take part in sport and the arts. Pupils benefit from the high level of care, support and guidance that the school provides and from the strong links with the local community and, especially, with other schools and colleges.

Teaching and learning

The quality of teaching and learning is good and assessment is very good.

Main strengths and weaknesses

- Good teamwork between teachers and teaching assistants provides pupils, including those with special educational needs, with the help that they need in order to be fully included in lessons.
- Teachers plan carefully to meet the wide range of learning needs in the mixed-age classes, although plans cannot always be fully implemented because of lack of trained adult support.
- Teachers make clear what they expect in terms of work and behaviour and provide very good encouragement to pupils; as a result pupils develop positive views of themselves as learners and do their best.
- Questions are used well to consolidate, extend and assess pupils' learning so that the work subsequently provided meets pupils' needs.

Commentary

7. The overall teaching of English, including literacy, is good. Literacy skills are increasingly taught well across the curriculum. In mathematics, including numeracy, teaching is good overall and there are good examples, especially in science, of the application of pupils' numerical skills. Teachers make good use of ICT resources to enhance the presentation of lessons and to promote pupils' involvement. There are good examples of the use of pupils' developing ICT skills to support and extend learning in other subject areas; the school has rightly identified this as an area for further development. Too little teaching was seen in the other subjects of the National Curriculum and religious education to support judgements as to the overall quality. However, during the inspection teaching and learning were judged to be good or better in nearly 70 per cent of the lessons observed. This good teaching makes a vital contribution to pupils' good attitudes to their learning and to raising standards.
8. Teachers take a lot of care with their lesson planning so that the wide range of learning needs in the mixed-age classes are met well; the overall quality is good and splitting the two classes into three for literacy, numeracy and science and the work of the headteacher in monitoring and evaluation make very important contributions to this. However, the lack of trained support for the youngest children means that they do not always have the full range of opportunities that they need.

9. Class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs and they meet the needs of pupils with a special educational need with good quality support; as a result pupils achieve well. Teaching assistants work well with class teachers and provide an appropriate blend of help and challenge, thereby making sure that pupils are fully included in lessons.
10. Teachers make clear what is expected in terms of the standards of work and behaviour. Because pupils know what is expected of them they work well with each other and with adults and there is a pleasant and purposeful working atmosphere in classrooms and around the school. A very good investigative science lesson with pupils in Years 3 and 4 was conducted with enthusiasm on the part of the adults and the pupils. Because the tasks were interesting and within the capabilities of the pupils, their attitudes to learning and their behaviour were particularly good. Most pupils work hard in lessons and are acquiring the basic skills necessary for further learning well.
11. There is very good use of on-going assessment to give feedback to pupils and to plan further work. In English, mathematics and science the information gained is used very well to track individual pupils' progress in terms of the National Curriculum levels. The school also keeps good assessment records in other areas of the curriculum. Teachers use questions well to revise earlier learning and to prepare pupils for the subject of the lesson, for example when the teacher reminded pupils of the pictogram they had made previously before moving on to demonstrate the use of a computer graph drawing problem.
12. Work is regularly marked and recent improvements mean that pupils receive good feedback on their work and pointers for further improvement. There were some good examples of homework being used to promote learning, for example when pupils in Year 2 and Year 3 collected data about the frequency of television advertisements in the evening. As well as supporting pupils' learning such homework provides an opportunity for parents to become involved; there is scope for further development in this respect.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	10	5	0	0	0

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

The curriculum

The school provides a broad, balanced and coherent curriculum, with a secure level of continuity and progression and a good range of opportunities for enrichment. The curriculum meets pupils' needs well.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- The good provision for pupils' personal, health, social and citizenship education.
- The school's good provision for equality of opportunity and inclusion for all pupils.
- Very good links with outside agencies provide a very good range of arts activities.
- Current resources to support the outdoor curriculum for the youngest children are limited.

Commentary

13. There is a good level of equality of opportunity for all pupils and the school is very inclusive in all its policies and practices. Provision for pupils with special educational needs is good and the significant proportion of pupils with special educational needs make good progress towards their individual targets because of the good ratio of adults to pupils in both classes. There are

consistent whole-school approaches to teaching and to applying literacy and mathematics across the curriculum. There is evidence that the school's willingness to adopt new strategies and to seek and accept guidance on re-formulating the curriculum has been particularly successful in recent times; the increased emphasis on outdoor visits as a stimulus for pupils' writing is a particularly successful innovation. The curriculum is planned well to accommodate the fact that pupils spend more than one year in the same class.

14. The school makes good provision for personal, social and health education, both through specific lessons and across the curriculum, including, where appropriate, drugs awareness and sex and relationship education. The school council provides a valuable opportunity for pupils to take responsibility and to experience democracy in action.
15. The school provides pupils with a good range of interesting and relevant extra-curricular activities that enrich the curriculum. Due to the links with, and the financial support from, the Cornwall Creative Partnership, the school's participation in the arts, with such examples as the visits to museums and the projects undertaken with working artists, is a particular strength of the school's provision. A satisfactory range of sporting events and visits linked to the curriculum are organised to extend pupils' experiences and an appropriate range of visitors work in the school during the year. Through its strong links with other local primary schools and with the secondary school to which most children move, the school prepares pupils well for later stages of education.
16. There is an appropriate match of teachers to the curriculum, although at the time of the inspection, both class teachers were temporarily employed, covering the agreed long-term absences of the two permanent members of staff. The headteacher teaches for part of each morning, allowing the organisation of three classes for literacy and numeracy lessons and this reduces somewhat the very wide age and ability range that teachers have to plan for. Although the provision of teaching assistants is satisfactory overall, the lack of a specifically trained assistant for the reception children in the mixed age Reception/Key Stage 1 class, due to present budgetary constraints, is a weakness. Despite the generally small cohorts of pupils, there are times – particularly when outdoor activities need to be planned, organised and supervised - when a third pair of hands would be very useful and of great benefit to both the class teacher and the children.
17. The school is currently awaiting completion of a sports hall and arts facilities for joint use with the community and there has been substantial extension and remodelling of the existing building. Accommodation at present is adequate for teaching the curriculum, with pupils benefiting from the use of a leisure centre for physical education. ICT resources have been greatly improved since the last inspection; in most respects resources are satisfactory although there is little opportunity for younger children to use larger wheeled toys to enhance their physical development, including co-ordination, and their ability to play together.

Care, guidance and support

The school provides a safe and secure environment within which learning and personal development flourish. The support, advice, and guidance given to pupils are very good. The involvement of pupils in the life of the school is good.

Main strengths and weaknesses

- Arrangements for safeguarding the health, safety, and welfare of pupils are good.
- The school effectively seeks the views of pupils and acts upon these when appropriate.

Commentary

18. Health and safety procedures, including those relating to child protection, are good. Documented risk assessments have been prepared, covering most facets of school life, including external visits and the hazards associated with individual subjects. Security issues

are taken very seriously, as exemplified by the controlled access into the main school building. Welfare arrangements fully meet the needs of the school, and all accidents are properly recorded and investigated. Health and safety arrangements are effectively monitored by a governor with designated responsibility.

19. The care, guidance and support afforded pupils are of a very high quality. All staff are caring, sympathetic and competent in providing good quality pastoral support which is based on a close knowledge of individual pupils and the good personal relationships they have developed with them. The very good quality guidance given to pupils, including those with special educational needs, is made possible by the thorough and accurate recording and monitoring of pupils' personal development and learning.
20. Induction arrangements for new pupils are good, particularly those commencing on a planned basis at the beginning of term. Parents and pupils are provided with all relevant information and advice prior to the start of school and this contributes to a relatively stress-free transition into formal education.
21. The school effectively seeks the views of pupils and, wherever feasible, acts upon these. Consultation with pupils operates through the school council, which provides an effective sounding board for ideas to be expressed. The school responds positively to suggestions, as was seen recently when pupils chose the new colour schemes for classrooms and selected the most appropriate means of providing drinking water in lessons. Pupils are currently selecting their preferred type of outdoor play equipment. These consultation initiatives are significantly enhancing pupils' self-esteem and sense of responsibility.

Partnership with parents, other schools and the community

Very good partnerships have been established with local educational establishments; those with the local community are good. There is a sound partnership with parents.

Main strengths and weaknesses

- Very strong links established with local educational establishments greatly enhance learning and personal development.
- Communication with parents is very good.
- Community links are good and enhance the curriculum.

Commentary

22. Parents hold the school in very high regard. They believe their children make good progress as a result of good teaching delivered within a safe and secure environment.
23. Communication with parents is very good, providing them with detailed information as to developments within school and also as to how their children are progressing. This information allows parents to provide effective support at home with learning and personal development. Parents receive weekly newsletters, which are highly informative and very readable. The school prospectus, although not fully up-to-date, is detailed and reader-friendly. The governors' annual report to parents provides a very good summary of the previous year's events and achievements. Parents receive an annual written report that provides comprehensive information on pupil progress in every subject and includes targets set for the future. Very good feedback is given on pupils' personal development. Parents are also made aware of their children's progress at regular parent evenings and through informal discussions with teachers held before and after school. In performing this role, teachers are accessible, well informed and anxious to help.
24. Although used infrequently, very good procedures have been established for dealing with complaints or concerns. Parents are fully aware of what steps to take should they have a problem.

25. Parental involvement in the life of the school is satisfactory. Assistance is given with out-of-school visits and school clubs. Parental help is provided with reading and with the organisation of the library. Parents are effectively helped to support their children's learning at home by being provided with leaflets explaining how pupils now learn numeracy and literacy. Reception parents learn how literacy skills can be developed through the use of ICT by attending regular weekly workshops funded through the "Link into Learning" initiative. These courses, attended jointly with pupils, effectively help parents to support pupil learning at home.
26. Links with the local community are good and significantly enhance learning. Regular visits to the adjacent clay mines greatly develop pupils' awareness of their local industrial heritage and provide them with an invaluable insight into the world of work. A strong partnership has been established with the local church that enhances their spiritual awareness and makes them more familiar with various Christian traditions. A particularly imaginative example was the holding of a mock wedding in which the participants were pupils from the school.
27. Partnerships with local educational organisations are very good and greatly enhance the curriculum. Very effective liaison exists with the adjacently situated Nanpean Nippers Pre-school and this ensures that, for many children, there exists a smooth transition into full-time education. A very high quality partnership has been established with the local secondary school and primary schools through the Brannel Cluster which has established detailed transitional arrangements for pupils transferring to secondary school, including special provisions being made for pupils with special educational needs and those classified as gifted and talented. Collaboration in professional development and curriculum co-ordination greatly enhances the quality of learning, as do the many other joint ventures, which include the performing arts and sport and, very recently, linking with schools in more ethnically diverse parts of Britain

LEADERSHIP AND MANAGEMENT

Leadership and management are good and governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a very clear vision for the development of the school and has gained the support of governors, staff and parents; she provides very good leadership.
- The school runs smoothly and its work is focused sharply on raising all pupils' achievements through improving the quality of education provided.
- Approaches towards financial management are good and support the school's efforts to achieve its educational priorities.

Commentary

28. The headteacher provides very good leadership and has, in a relatively short period of time, gained the confidence of parents, staff and governors. She has established a pleasant and purposeful climate for learning in which all are welcomed and valued; the school has a strong commitment to including all pupils in its work and is very successful in this.
29. Under the leadership of the headteacher the school has coped very successfully with long term staff absences and with the demands of a substantial building and refurbishment programme; there have been considerable improvements to the provision and facilities since the last inspection. Strategic planning is focused well on improving the quality of education provided, for example in terms of ICT facilities, in order to raise pupils' achievements. The school sees the greater involvement of parents as key to this and the Family Learning project for reception children and their parents is an important recent initiative in this respect.
30. There are very good systems for regularly monitoring and evaluating pupils' progress in English, mathematics and science. These provide clear evidence of the achievement of

individual pupils as well as groups and enable the school to target support effectively when necessary. There is also good assessment of pupils' work in the other subjects of the National Curriculum and religious education. The school's spending is matched closely to the priorities in its improvement plan; finances are managed well by the headteacher, the school secretary and the governing body. They have prudently put money aside in order to support improvements to staffing and to fund improvement to resources following completion of the building programme. Governors actively seek to obtain best value for money and follow the recommended procedures. The school provides satisfactory value for money

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	206,105
Total expenditure	212,359
Expenditure per pupil	4,424

Balances (£)	
Balance from previous year	56,730
Balance carried forward to the next	50,476

Much of the accumulated balance has been used to meet the costs of extra staff and costs connected with the rebuilding and refurbishment programme.

31. The governance of the school is sound. Governors have a deep understanding of the community that the school serves and give generously of their time in supporting it. The very experienced chair and vice chair are frequent and welcome visitors, as is the local vicar. Another governor provides coaching in football and several are parents or work in the school or the neighbouring nursery. They value the increased openness of the school and have a keen understanding of the other qualities of this small village school as well as the difficulties that come with its size and the low attainment on entry of many of its pupils. With the ready co-operation and encouragement of the headteacher they are increasingly involved in contributing to strategic decisions focused on improving provision and raising standards. The governing body takes care to ensure that the school fulfils its statutory duties.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- The caring and supportive working atmosphere enables children to be secure and happy in school.
- The good classroom management skills of the teacher lead to children behaving and working well.
- There are not enough free choice opportunities for children to develop independent working skills.
- The range and quality of resources for the outdoor curriculum are unsatisfactory.

Commentary

32. Overall attainment on entry to the school varies widely from year to year due to the very small numbers involved. Although the school has begun to notice gradual improvements in children's attainment on entry now that a nursery has opened on site, records from recent years demonstrate that attainment on entry is significantly below national expectations. The attainment of children in the present reception year is well below national expectations in most of the Early Learning Goals, particularly in the areas of communication, language and literacy, in mathematical development and in personal, social and emotional development.
33. Because of the small school roll, the youngest children, who attend part-time and who are described as "Early Years" by the school, are taught in the same classroom as the Reception children, some of whom are also part-time, and Year 1 and Year 2 pupils. The system of staggered intake, which follows the current local education authority policy, has the disadvantage that some children get very limited experience of full-time schooling before they start the Year 1 curriculum. Due to severe budget constraints, there is only one teaching assistant in the class; she works well with the class teacher and has good relationships with the children. However, the lack of a suitably qualified assistant for the youngest children causes considerable organisational difficulties for the teacher, who clearly cannot be in two or three or even four places at the same time and yet has to provide distinctive learning experiences for four different groups of children. This also restricts provision for the outdoor curriculum and for free choice activities - for example, when there are outdoor activities, the children have to be either in or out since there is only one adult to supervise them. Despite these difficulties, most children make sound progress from relatively low starting points; overall achievement is satisfactory.
34. Teaching of the Early Years/Reception children ranges from good to satisfactory and is satisfactory overall. The teacher is well organised, plans activities well and has a very good rapport with the pupils so that they want to do their best for her. However, her ability to provide an exciting range of activities for the youngest children is severely curtailed by the need to plan for and engage Year 1 and Year 2 pupils at an appropriate level at the same time. Due largely to the lack of additional adult support, the teacher is only able to provide a limited range of activities to encourage children to share, co-operate and develop their independence. On occasion, rather formal (but, given the situation, unavoidable) teaching methods resulted in children spending rather too much time sitting on the carpet. However, the fact that these very young children are able to do this for prolonged sessions is a good indication of the very good classroom management skills of the teacher and the very good relationships she has built with the children in a very short time. Although the current outdoor area has the advantages of being secure and being readily accessible from the classroom, there is only a limited range of

free-choice and teacher-directed activities on offer; resources for the 'outdoor curriculum' are currently unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **satisfactory**.

35. Attainment on entry is well below that typically found and most children are unlikely to achieve the early learning goals expected for their age by the end of the Reception year. However, most work and play together well, helping each other, playing happily and taking pride in their work. The class teacher has developed very good relationships with the children in a relatively short time and works consistently to ensure good relationships between children. As a result, they behave well, sitting quietly during the teacher's 'expositions' and 'trying their best' for their teacher.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy development is **satisfactory**

36. Most children are unlikely to achieve the early learning goals expected for their age due to their well-below-average attainment on entry to the school. In the lessons observed, the teacher provided good opportunities for speaking and listening but only a minority of the children, when encouraged to talk to the class about their pictures, did so confidently using a range of vocabulary appropriate for their age. Children learn to enjoy books, picking out their favourite characters, pictures and rhymes and enjoy listening to stories. They are beginning to recognise some basic words and recognise and write their names.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

37. Most children are unlikely to achieve the goals expected for their age by the end of the Reception year due to their well-below-average attainment on entry to the school. Most children in an observed numeracy activity led by the teacher were able to use numbers as labels for counting when counting spots "one, two, three..." and recognised the numerals to 1 to 5. In another activity, supported by the teaching assistant, the youngest children were choosing and being encouraged to talk about pieces of fruit. As a group, they are very quiet and need careful encouragement to offer their ideas and preferences, although one, a more able and confident child, does offer "More" when asked whether her three pieces of fruit were "more than or less than" her friend's two pieces. Children are beginning to represent numbers using fingers, marks on paper and on the computer. Teaching in this area of learning is satisfactory; the teacher introduces and uses appropriate mathematical terminology and provides and changes activities and groupings frequently to interest and motivate the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

38. In the one related activity observed, a 'science' activity, children smelling and tasting substances were investigating objects and materials by using their senses as appropriate. Due to the very good classroom management skills of the teacher, the lesson progressed at a good pace, although the children's generally low levels of speaking and listening skills made it difficult for them to express their ideas confidently and, frequently, the first answer given was merely repeated by most of the other children. The teacher had planned and resourced the activity very well and used questioning well to encourage children to offer their ideas.

PHYSICAL DEVELOPMENT

39. Although, at the time of the inspection, the school's hall was being built and there was no large hall available for physical activities, this was clearly only a temporary situation and provision for physical development is broadly **satisfactory**. In an outdoor activity with the teaching assistant, children, in pairs, were throwing and catching a large ball with satisfactory accuracy and success. Although most children found throwing with one hand more difficult, most, in this particular aspect of physical development, are on line to achieve the early learning goals for physical development. However, observations of children in classroom activities suggest that small motor skills such as cutting and gluing are below expectations. Teaching in this area of learning is satisfactory.

CREATIVE DEVELOPMENT

40. No creative development sessions were observed during the inspection so no judgement can be made about teaching or the overall provision in this area of learning. The teacher's plans, however, suggest that an appropriate arrange of activities is planned.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The quality of provision for English is **good**, and has improved since the last inspection.

Main strengths and weaknesses

- Teaching is good overall but attainment in writing needs improvement.
- Support provided for the high proportion of pupils with special educational needs is good.
- There is good use of assessment to track pupils' progress.

Commentary

41. Pupils enter the school with poor literacy skills, particularly in the area of speaking and listening. This poor level of attainment on entry to the school, coupled with the frequently very high proportion of pupils with special educational needs in each year, makes *average* progress difficult for a significant proportion of pupils. They, nevertheless, make good progress due to the good support provided; overall achievement is satisfactory. Because there are so few pupils in the current Years 2 and 6, it is not possible to make secure judgements about overall levels of attainment in these year groups.
42. The pupils are split into three groups for literacy lessons, and this helps to reduce the very wide range of age and ability in each of the two usual classes. Lesson observations indicate that teaching ranges from satisfactory to good and is good overall. In the best cases, teachers have very good relationships with the pupils and demonstrate very good subject knowledge. They have good classroom and behaviour management skills, allowing lessons to progress at a good pace and they use day-to-day assessment very well to match tasks to pupils' abilities and learning needs. Teachers cope very well with the difficulties inherent in planning and 'pitching' lessons at the appropriate level, for example, devising a literacy lesson simultaneously suitable and accessible to all Year 4, 5 and 6 pupils, a high proportion of whom have special educational needs. Marking varies from group to group but in the best cases the teachers' comments clearly indicate to pupils what they have to do to improve.
43. Pupils' speaking and listening skills are poor on entry and this weakness continues to have a significant effect on pupils' responses as they move through the school. Teachers work hard to motivate and encourage pupils to speak and put forward their views and ideas, offering regular opportunities for them to discuss their work with partners, for example. However, teachers frequently have to work very hard to get responses, measured in terms of hands up in response to each question.

44. The teaching of reading and encouraging a love of books are given a high priority and the school's records show that pupils frequently make very good progress in developing their reading skills as a result. All pupils have home/school book bags and strategies such as the recent *Reading Around the World* scheme do much to motivate children to read at home. In an observed lesson, Year 1 pupils required a good deal of support when using 'phoneme frames' to build up words such as "sh-e-d". With help, they were linking sounds and spelling patterns and identifying the beginning, middle and end sounds in a word. Junior pupils have time each week to choose a library book and a system of *reading response* partners encourages pupils' speaking and listening skills.
45. The school has worked hard to improve the poor standards in writing, and has introduced a number of strategies such as the recent day's visit to Wadebridge, planned not primarily as a geography or history visit but as a 'literacy' activity designed to give pupils interesting and relevant experiences about which they can write. Individual targets, writing journals and *marking ladders* which give pupils a very good knowledge of what they need to do to improve their work, have been introduced for writing activities and have had a particularly positive impact on boys' attainment in lessons. Year 1 pupils, however, need a good deal of encouragement and support when using familiar stories as models for their own writing; when sequencing events they do so largely through drawings. Year 2 and 3 pupils, when asked to add the suffixes 'er' and 'est' to 'nice', offered 'niceer' and 'niser' as well as 'nicest' and 'biger' and 'bigr' for 'bigger'. In the Year 4/5 and 6 group, pupils are grouped on three tables and all require a high level of support to successfully complete their tasks. By the end of the lesson, due to the good teaching and high level of support, most were able to change a sentence such as "James ate the hairy monster" to the passive voice: "The hairy monster was eaten by James". Standards of handwriting and presentation of work have been highlighted as a key area for improvement, along with standards of writing generally. This indicates that the school is well aware of what needs to be done, for example a handwriting booklet for parents to assist them in helping their children at home has recently been introduced.
46. The subject-co-ordinator is very new to the role and, as a new and temporary member of the teaching staff, has not had sufficient time to develop a good understanding of standards and issues. There is very good use of data analysis and assessment systems by the headteacher to chart individual pupils' progress as they move through the school and to identify weaknesses in attainment. Resources for the subject are satisfactory overall; the library is an attractive environment and is well-stocked. Information and communication technology is used regularly to support learning in English activities, starting with the very youngest children using a *Paint* program to practise their letter formation.

Language and literacy across the curriculum

47. Pupils make appropriate use of their English skills in subjects such as science, geography and history and the school has been creative in the way the curriculum has been amended so that outdoor visits are now being planned specifically with the aim of improving literacy across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is focussed well on improvement in understanding.
- Very good tracking of pupils' progress and record keeping is increasingly enabling the school to identify gaps in pupils' learning and to set appropriate targets for them.
- Good use of ICT resources to enhance teaching and learning.

Commentary

48. Work in the books of pupils in Year 2 shows good developing knowledge, skills and understanding in number work and some good examples of the application of these in different contexts, for example money, time and the measurement of capacity in metric units. During the inspection most pupils showed a sound level of understanding of how to interpret data represented in the form of a pictogram and achieved well when learning how to construct a pictogram from data that they had collected. Pupils' ICT skills were exercised well as they opened a graph drawing program, entered data and printed the results. As there are so few pupils in the year group no valid overall judgements about standards can be made; pupils of all levels of ability achieve well.
49. Examination of the work of pupils in Year 6 shows a strong emphasis on number work and on being able to explain the methods used in calculations. It is clear that each of the four pupils is taught with well-focused attention on their individual learning needs and as a result all achieve well. Pupils have been taught a good range of mathematical topics, including work on the properties of shapes with good work extra challenges, for example finding how many diagonals there are in a hexagon. There has clearly been good teaching focussed on progression, for example in moving from using a number line to work out $9072 - 841$ to a written method for column subtraction. During the inspection pupils of all abilities from Years 4, 5 and 6 were challenged well in problem solving activities. Most showed that they could carry out the necessary calculations correctly but tended not to take full account of the implications of the questions, for example multiplying a distance by seven even though the character in the problem only travelled to school on five days. In this lesson, as in others, the teacher made good use of the school's ICT resources and prepared files to illustrate working through one-, two- or three- step problems. There is evidence that the attainment of pupils in some of the junior years is close to national expectations; this represents improvement since the last inspection.
50. The overall quality of teaching is good. As well as the use of ICT, good features include the emphasis on understanding and problem solving. Teaching throughout the school is focused well on improving pupils' mathematical skills, knowledge and understanding and the particular needs of pupils in mixed-age classes are met well. Marking is regular and pupils receive good feedback as to how they are getting on and what they need to do to improve.
51. The co-ordinator provides very good leadership and support for colleagues, particularly with respect to planning, where her analysis of pupils' performance in different areas of the curriculum in national tests makes an important contribution.

Mathematics across the curriculum

52. There are some good examples of pupils using their mathematical skills in other subjects, for example science where they measure weights when learning about forces or draw graphs showing hours of daylight. Overall, however, there is room for improvement in the extent to which pupils are given planned opportunities for applying the mathematics that they are learning, in other contexts.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Good emphasis on investigative work and independent recording of findings.
- Pupils are developing good understanding of the scientific method and good scientific knowledge.
- Very good systems for assessment at the end of units and for recording and using the information gained when planning subsequent teaching.

Commentary

53. Examination of work carried out by pupils in Year 2 shows that they have been given good opportunities to undertake investigations and make predictions, for example related to finding the noisiest place in the school. This investigation gave them good early experience of using ICT both to measure noise levels in decibels and to present their findings in graphical form. During the inspection, these pupils used the senses of smell and taste to investigate and attempt to identify vinegar, coffee, chocolate, crisps and wine gums. The lesson was well planned and resourced, tasks were made clear and so pupils, including those with special educational needs were very effectively included in the lesson and all achieved well. Although there are too few (six) pupils in Year 2 for an overall judgement on attainment to be made, it is clear that most are likely to achieve at least the national expectation of Level 2, similar to the standards reported at the last inspection.
54. Pupils are taught in three groups for science and pupils from Years 3 and 4 benefited from a very well taught lesson in which they explored the topic of transportation in plants. The quality of their learning and their achievement were good because of the provision of good practical work, a clear framework for recording and a good level of challenge and discussion. Pupils showed in their explanations that they understood what they were doing and have clear ideas on how to plan an investigation. They have been greatly helped in this by a display on that aspect and very well supported in their recording by the prominent display of key vocabulary and of connectives that indicate order, for example *next*, and explanation, for example *consequently*.
55. During the inspection, pupils in Years 5 and 6 studied the way in which food chains represent feeding relationships in a habitat and always start with a plant. A particularly good feature of the teaching was the posing of *What would happen if* questions, for example a river flooding, a very cold winter, a fire destroying hedges and grass. Pupils showed good understanding in discussion of the consequences to plants and animals but some found great difficulty in recording this in written form; they know substantially more than they can communicate in writing. Although there are too few (four) pupils in the present Year 6 for valid judgements to be made about overall standards, it is clear that in some other year groups, with a greater number of pupils, attainment is broadly in line with national expectations. This represents an improvement since the last inspection.
56. The overall quality of teaching is good; teachers have good subject knowledge. There is a strong emphasis on experimental work and encouraging independence in investigating and recording; this is exemplified through learning intentions such as Turn ideas about helping solids dissolve more quickly into a form that can be investigated. Very good records are maintained of pupils' progress through assessments at the end of each unit of work. Teachers use questions well to revise and refine learning, they and the teaching assistants provide good, well-targeted support so that pupils are fully included in lessons.
57. The temporary co-ordinator provides good leadership and support for colleagues. Her analysis of national test results is particularly useful in pinpointing individual pupils' strengths and weaknesses and in providing evidence that there is not the boy/girl difference that averages suggest. Resources are good, except for a shortage of relevant software and include CD ROM based information sources; in general, however, ICT is used well to support and extend learning in science. There are some good examples of planned connections between science and literacy, for example in the lesson with pupils in Years 3 and 4 referred to earlier. Mathematical skills are used well when pupils question the shape of the graph obtained when investigating the stretching of an elastic band loaded with paper clips and when graphs are drawn to represent data. Such planned links make a good contribution to raising standards in numeracy, literacy, ICT and science and there is scope for further development of this.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Resources, including computers in each classroom and a data projector and interactive whiteboard, are good and skills are being systematically taught.

Commentary

58. At the time of the last inspection there was very little evidence of ICT being taught or used. The headteacher, with the support of the governing body, has been very successful in dealing with this situation. The school has made large improvements in terms of physical resources, curriculum planning and staff expertise. One of the three classrooms now has 10 computers, a data projector and interactive whiteboard; the other two classrooms each have a smaller number of computers. Staff training was run in the school so that all could attend and since the improved provision became available early in the present school year the level of use and opportunity for pupils has increased greatly. The quality of teaching is good.
59. During the inspection, the resources were used very well in a well-taught lesson with pupils in Years 1 and 2 who were learning how to use ICT to create a pictogram. The teacher's method of entering the data about eye and hair colour herself while engaging pupils in conversation about what was visible on the whiteboard promoted development of their observational and language skills well. She used questions very well to help pupils to be clear about the sequence of actions and keystrokes needed and then how to organise the data and display it. Pupils displayed sound understanding of the process and sound skills of interpreting the data and pictogram. Their achievement was good and they were prepared well for further independent work on this topic.
60. Older pupils did not have the benefit of the improved provision in their earlier years in the school and so there are gaps in their experience and knowledge. In another well-taught lesson, in the class for pupils in Years 3 to 6, different tasks were set to meet the needs of pupils of differing abilities and experience. Pupils of all abilities, including the many who have special educational needs, achieved well because of this provision and because of the good support provided by the teacher and the teaching assistant. They made good gains in their skills, knowledge and understanding related to controlling devices by building a sequence of instructions and events to solve a simple problem. In this aspect of the ICT curriculum most of the pupils in Years 5 and 6 displayed competence in line with expectations for their age, solving problems and recording their instruction sequences on screen.

Information and communication technology across the curriculum

61. There were some good examples of pupils using ICT to support and extend their learning in other areas of the curriculum. For example, a small group of older pupils benefited from the very good guidance provided by a teaching assistant when they practised reading questions and responding through using a mouse, for example in drawing a line of symmetry or identifying number pairs that add to 10. Pupils have used sensors in geography to investigate how humans affect the environment, for example in terms of noise while younger pupils use a painting program to develop their letter formation. Throughout the school there are example of the use of word processing in literacy. The co-ordinator has rightly identified the need to extend the use of pupils' developing skills in a wide range of subject contexts and to develop further the assessment and recording of progress.

HUMANITIES

Insufficient work was seen to make overall judgements about provision in geography, history and religious education. However, one geography lesson and one religious education lesson were

observed, work on display was scrutinised and discussions held with co-ordinators or acting co-ordinators.

62. In **geography**, work on display around the school included good cross-curricular work based on a visit to Wadebridge, the use of ICT to log levels of noise in the environment and the study of a contrasting UK locality (Boscastle) in the class for pupils in Years 3 to 6. There are whole-school schemes of work, based on government-recommended schemes of work, adapted to the needs of the school. Units of work are organised on a two-year and - for the current year only - on a four-year rolling programme to cater for the mixed-age classes. Pupils' work is assessed individually at the end of each unit of work. Resources for the subject are satisfactory – the subject is a 'focus' subject during the current school year and funding has been provided for a range of resources designed to improve progression in key skills. The school has effectively improved on the position reported at the time of the last inspection.
63. In **history**, as in geography, there is a scheme of work based on government guidance and good assessment arrangements. During the inspection pupils were continuing their ongoing study of "Britain since 1948". They were reflecting on the information already gained from books and the Internet and from a "Living History" role-play day spent reliving the life of evacuees during WWII; their achievement was satisfactory. It is likely that standards have been broadly maintained since the last inspection.
64. A scrutiny of work undertaken during the current school year indicates that pupils throughout the school undertake work designed to develop their knowledge and understanding in the main attainment targets of the locally agreed syllabus for **religious education**. In the lesson observed, pupils in Years 3 to 6, with considerable support from the teacher, were discussing and putting forward their ideas of "A Perfect World". Suggestions made ranged from "God made it" to "There was a massive explosion and lots of bits went together...". Regular whole-school assemblies make a significant contribution to pupils' understanding of the Christian religion. There is currently only a narrow range of artefacts to support the study of world religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen to make overall judgements about provision in art and design, design and technology, music and physical education. However, one art lesson and one music lesson were observed, work on display was scrutinised and discussions held with co-ordinators or acting co-ordinators. From this evidence it is possible to draw out some general and some particular strengths and weaknesses.

Main strengths and weaknesses

- Pupils have good opportunities for taking part in sport and the arts.
- Teachers who are responsible for subjects are enthusiastic and well informed.
- Regular assessment of skill, knowledge and understanding supports curriculum planning very well.

Commentary

65. Schemes of work for **art and design** and for **design and technology** are securely based on government-recommended schemes of work followed on a 'rolling programme' of two years to take account of the mixed-age classes. Resources are broadly satisfactory. During the inspection, pupils in Years 1 and 2 made useful gains in their skills of visualising what the blank half of a picture might depict and in drawing. In both subjects, end of unit assessments provide a valuable record of progress on which to target subsequent work.
66. Provision for art and design has improved considerably due to the school's very positive links with the Cornwall Creative Partnerships. This has resulted in a very good range of first-hand opportunities for pupils to work with artists and visit local galleries. Some good work resulting from pupils' visits to the Tate Gallery and the Barbara Hepworth Gallery and their opportunities

to work with local artists on sculpture activities was on display and recorded in photographic albums seen during the inspection.

67. **Music** has a secure place in the school and provides good opportunities for engagement with the local community, for example through Christmas concerts in the church and the chapel. Resources have recently been considerably improved through the purchase of a wide range of instruments and recorded music. Older pupils have taken part in events run in collaboration with the local secondary school and other primaries while younger pupils have benefited from working with visiting musicians, for example an African drummer.
68. These opportunities enrich the arts curriculum and the school realises their potential for making pupils more aware of the richness and variety of minority ethnic arts in Britain.
69. **Physical education** provision has suffered from the lack of a suitable hall and this was noted at the time of the last inspection. A brand new hall and other facilities are now nearing completion. During the building programme, pupils currently benefit from their weekly trip to the local leisure centre where the rota of activities gives access to swimming, dance, gymnastics, games and trampolining. The great majority of pupils can swim by the end of Year 2 and all achieve the target of swimming 25 metres unaided by Year 6.
70. The acting co-ordinator provides good leadership and support to colleagues, based on very good subject knowledge and organisational skills. The temporary scheme of work that she has constructed supports progressive skill development well. Pupils also benefit from the enthusiasm and commitment of a member of the governing body who provides coaching in football and secured sponsorship for the kit from a local firm. Other out- of- school sporting activities, planned for different times of the year, include gymnastics, netball, tennis, cricket and golf.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	2
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	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
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).