

# INSPECTION REPORT

## **NANSTALLON PRIMARY SCHOOL**

Bodmin, Cornwall

LEA area: Cornwall

Unique reference number: 111914

Headteacher: Mr Peter Dingle

Lead inspector: Mr Peter Mathias

Dates of inspection: 12–14 January 2004

Inspection number: 256986

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 years
Gender of pupils:	Mixed
Number on roll:	64
School address:	Nanstallon Bodmin Cornwall
Postcode:	PL30 5JZ
Telephone number:	01208 831418
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Julie Angwin
Date of previous inspection:	07 July 1998

## CHARACTERISTICS OF THE SCHOOL

Nanstallon is a small community school situated in the village close to Bodmin. There are 64 pupils on roll. In the Foundation Stage six children attend part time and three on a full-time basis. The school caters for boys and girls between the ages of four and eleven. About a third of pupils come from outside the local area. During the last school year five pupils joined the school and two pupils left at times other than normal, which is a high proportion of the school's roll.

Children's attainment on entry is considered to be typical of most children of this age. At the beginning of Year 1 all are ready to begin the National Curriculum. There are 12 pupils who are considered to have some degree of special educational needs, which is about a typical proportion for most schools. Two pupils receive help from outside agencies for specific difficulties.

About six per cent of pupils are considered to be eligible for free school meals, which is below average. Pupils come from homes where there is a spread of social advantage and disadvantage. No pupil has English as an additional language and nearly all pupils are from white, British backgrounds. One teacher left and one teacher was appointed in the last two school years. At the time of the inspection one of the full-time teachers had very recently returned from maternity leave and another teacher was absent through ill health.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Mathematics Science Citizenship Geography History Physical education Foundation Stage English as an additional language
9712	Mrs Janice Barber	Lay inspector	
2433	Mr Peter Clifton	Team inspector	English Information and communication technology Art and design Design AND technology Music Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Nanstallon is an effective school. It provides satisfactory value for money.** Standards in pupils' work and the progress they make are generally average. The school is well led and has improved significantly since the last inspection.

The school's main strengths and weaknesses:

- The teaching and learning in Years 4, 5 and 6 are high.
- Standards in English and science at the end of Year 6 are above average
- All pupils are effectively included in the life of the school.
- There are positive attitudes and good behaviour shown by pupils.
- The personal example set by the head teacher in teaching and in the leadership of the school is good.
- Standards achieved in the national assessments by pupils at the end of Year 2 in 2003 were too low.
- Teachers do not plan carefully enough to give pupils opportunities to employ the skills of information and communication technology they have learnt to other subjects of the curriculum.

### 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	A	A	A
Mathematics	E*	E	C	D
Science	E	E	A	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.*

**Overall levels of achievement are satisfactory.** Achievement and standards in the Foundation Stage are typical of children of this age. In Years 1 to 6 pupils achieve appropriately in lessons. Children under six make the expected progress and by the age of six are ready to begin the National Curriculum. Pupils of all abilities in Year 1 to Year 6, including those with special educational needs, achieve standards in their lessons which are generally in line with their abilities. In English and science by Year 6 pupils achieve well and make good progress.

Children enter the Reception classes with levels of maturity and basic skills which are commonly found amongst children of this age. They make sound progress towards the goals children are expected to reach at the end of the Reception class. All are ready to begin the National Curriculum by the age of six.

In the national tests for eleven-year-olds in 2003 results were well above average in English, average in mathematics and well above average in science. When compared to results in schools considered to be broadly similar these results were well above them in English, in line with them in science and below most of those schools in mathematics. There has been a sharp improvement in standards in national tests for eleven-year-olds since 2002. This is closely linked to well-organised assessment procedures and good teaching.

Currently, standards in Year 6 classes are above average in English and science and average in mathematics. In physical education standards in swimming in Year 6 are well above those expected

(i.e. to swim at least 25 metres). Standards in information and communication technology in Year 6 are below those expected but are improving as a result of recent initiatives. Results in the national assessments for seven-year-olds in reading, writing and mathematics in 2003 were low as were the 2001 results. Teachers in Year 1 and Year 2 do not give sufficient attention in their planning and teaching to what pupils need to do to improve.

Pupils' personal qualities are carefully fostered and are well developed. **The provision for pupils' spiritual, moral and social development is good. Pupils' attitudes and behaviour are good.** Pupils' relationships with adults and other pupils are good. They behave well and show consideration for each other. Pupils' levels of attendance are in line with those of most schools and pupils arrive punctually.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory.** It is particularly effective in Years 4, 5 and 6.

The curriculum is wide and interesting and meets the requirements of the National Curriculum. However, planned opportunities to utilise pupils' information and communication technology skills in other subjects are missed. There is a wide range of visits and sporting activities outside school. The school provides good levels of care, guidance and support for pupils. The partnerships with parents and the community are good.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management are satisfactory.** The school meets all statutory requirements. The headteacher provides a good example to teachers in both how to teach and in the expectations for pupils and staff. Governors are actively involved in the life of the school and their role as a critical friend is well developed due to some long-term absence. The leadership roles of some teachers are underdeveloped. Since the last inspection good progress has been made in raising standards by the end of Year 6 in writing and speaking in English and in investigative work in mathematics and science. Recent improvements in the provision of resources for information and communication technology are beginning to have an impact on raising standards in this subject.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are generally pleased with the education their children receive and support the school enthusiastically. Pupils in discussion with the inspection team said that they were happy in school and liked their teachers. These views were borne out in a questionnaire, to which pupils responded positively.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in Key Stage 1 generally, and in particular in writing in English by looking carefully at what pupils need to do to improve, and have higher expectations of what pupils in Year 2 are able to achieve in the national assessments.
- Put in place whole-school plans to identify and teach the skills of information and communication technology across the school.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards are average in English, mathematics and science in Year 1 and Year 2. In Year 6 standards are above average in English and science and average in mathematics. By Year 6 pupils achieve well in English and science and achieve in line with their abilities in mathematics.

#### **Main strengths and weaknesses**

- Standards in English and science in Year 6 are above average.
- The trend of improvement in the results in the national tests for eleven-year-olds since 2001 is very positive.

#### **Commentary**

1. Care should be taken when considering this school's results in national assessments for seven and eleven-year-olds, because of the small number of pupils who sit these tests annually. Standards attained in Year 6 in English in the 2003 national tests were well above average as they were in 2002. In 2001 standards were below average. In mathematics standards were average but higher than they were in 2001 and 2002 when they were very low. In science results were well above average in 2003 where in 2001 and 2002 standards were well below average. When compared to similar schools, results in English were well above average in 2003. In mathematics results were below most of these similar schools and in science in 2003 the results were in line with most of these similar schools. The overall improvement in standards in these national tests for eleven-year-olds from a low base is partly linked to the well-planned and effective teaching now evident in Year 4 to Year 6. This teaching is well directed at pupils' individual needs because careful note is made of what pupils need to do to improve. In contrast the performance of the small group of pupils in the end of Year 2 assessments in 2003 in reading was low and in writing and mathematics results were very low when compared to schools nationally and to similar schools. The trend of improvement for pupils in the Year 2 assessments in the last five years has been erratic and well below most schools. In writing and mathematics results fell away in 2003 from an average position in mathematics and a below average position in writing. The school has recognised this as an area of concern and is in the process of reviewing the reasons for this fall. Evidence from this inspection would indicate that currently insufficient emphasis is given in Year 1 and Year 2 to identifying what individual pupils need to be able to do in these assessments.
2. Currently in class, standards in English and science are average in Year 2 and above average in Year 6. In mathematics standards are average in Year 2 and Year 6. From the evidence of the inspection, it was apparent that pupils achieve in line with their abilities and are making steady progress in Year 1 and Year 2 in speaking, listening and reading. In writing, their achievement is unsatisfactory. In mathematics and science pupils in Year 1 and Year 2 achieve in line with their abilities. In English and science Year 6 pupils make good progress and achieve well. In mathematics achievement in Year 6 is in line with their abilities. During the inspection there was no evidence of significant variation between the performance of boys and girls in English, mathematics and science. Pupils with special educational needs achieve appropriately and make satisfactory progress.



3. During the inspection it was clear from pupils' previous work and from talking to pupils that standards in Year 6 in English and science are above average and the curriculum in these subjects is well taught so that pupils have good opportunities to use their skills and to work with enthusiasm and confidence. However, insufficient use is made of their knowledge of information and communication technology, for example, in word processing in English and in the use of sensors in science.
4. In the Reception class children under six make satisfactory progress overall. In personal, social and emotional development and communication, language and literacy provision is good. In mathematical development and pupils' knowledge and understanding of the world, progress is satisfactory. It was not possible to make an overall judgment in physical development and creative development.
5. In information and communication technology pupils make satisfactory progress and attain the expected standards by Year 2. Currently standards of achievement in information and communication technology by Year 6 are below expectations but improving as recent initiatives take effect. Pupils are currently making good progress from a low base and have yet to catch up with pupils who have had access for longer to good resources in this subject. In religious education standards of attainment are in line with the locally agreed syllabus and pupils make the expected progress. It was not possible, because of a lack of evidence during the inspection, to make firm judgment about standards in art and design, design and technology, geography, history, music and physical education. However, it is clear that standards in swimming in physical education are high and many children exceed the expected standard (to swim 25 metres).
6. Because fewer than ten pupils took the national tests at the end of Year 2 in 2003 it is considered inappropriate to include details of their performance here.

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

Standards in:	School results	National results
English	29.3 (28.8)	26.8 (27)
Mathematics	27.4 (25.6)	26.8 (26.7)
Science	30.0 (27.0)	28.6 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

**Attendance**

Levels of attendance are satisfactory.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.7
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.*

**Exclusions**

There were no exclusions in the previous school year.

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Pupils' attitudes to learning help them to make good progress, particularly in Year 4 to Year 6, because they enter lessons wanting to learn. The opportunities to promote spiritual, moral, cultural and social development are good. There has been a good improvement in these areas since the last inspection. Punctuality is good and attendance is satisfactory.

### **Main strengths and weaknesses**

- The attitude of pupils is good.
- Members of staff are good role models.
- Behaviour in lessons and around the school is good.
- Opportunities are missed for pupils to take responsibility.

### **Commentary**

7. Children under the age of five settle happily into school and quickly learn essential routines and expectations of behaviour. They establish good relationships with each other and the adults with whom they come into contact. They respond positively in work and play activities.
8. As pupils progress through the school they show good attitudes towards their work and the people around them. Pupils show increasing maturity and confidence as they pass through the school, but opportunities are missed for giving them gradual increases in formal positions of responsibility. Informally, older pupils assist with younger ones, especially during playtimes. The pupils with special educational needs respond positively in lessons and are well supported.
9. Behaviour in classes and around the school is good. Pupils respond very well to the school's caring ethos and there is much evidence that this leads to greater maturity in pupils as they move through the school. Playtimes and lunchtime are pleasant and well supervised. There have been no exclusions in the year prior to the inspection. The school has established a clear code of behaviour. There have been occasional incidents of suspected bullying, but these have been dealt with promptly and effectively.
10. Provision for the spiritual development of pupils is good. Religious education and assemblies play a major part in this, but spiritual development is also fostered in many other curriculum areas. The ministers from the local churches regularly take assemblies and the school holds its harvest festival service in the chapel and the Christmas nativity in the church. The church is also used for curriculum lessons when relevant. Teachers encourage pupils not only to express their own feelings, but also to consider and respect those of others. Pupils are encouraged to reflect on their own lives and to develop self-knowledge and spiritual awareness. Pupils have the opportunities to learn about the traditions of major world religions. This equips them to have respect for people of different faiths and traditions as well as to acquire a moral code for themselves.
11. The provision for pupils' moral development is also good. Pupils are very clearly taught the difference between right and wrong in a variety of ways including through stories, assemblies and in discussions with teachers. This happens as soon as the pupils start school and all members of the staff expect pupils to behave well and responsibly and to be kind and understanding in their dealings with each other. These expectations are reinforced by praise and positive example.
12. The provision for pupils' social development is good. Relationships between all staff and pupils are good and promote caring attitudes, together with courtesy and mutual respect. The school develops a caring attitude towards others through its support for various charities.

13. The provision for pupils' cultural development is good. The school organises various educational visits and visitors to promote this. Within the curriculum, pupils gain an insight into their own cultural heritage in history, learn about other countries in geography and explore other cultures in religious education, music and art. The school is 125 years old and the extensive celebrations nurtured awareness of historical, social and cultural changes during that time.
14. The level of attendance for the academic year 2002-2003 is in line with the national average at 94.8%. The pupils are keen to come to school and unauthorised absence is low. The school follows up any concerns over attendance or lateness. Parents usually telephone the school to explain that a pupil is absent and follow this with a letter on their return. Pupils are punctual and the registers are completed in accordance with statutory requirements.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The curriculum is satisfactory and meets the needs of all pupils including those with special educational needs, and it successfully promotes pupils' interest and involvement in sport and the arts. Arrangements for children when they begin school are sound and pupils are well cared for throughout the school. Links with parents and the local community are good. There are good arrangements for pupils when they transfer to the next school.

### Teaching and learning

The quality of teaching is satisfactory and has improved since the time of the last inspection. Particular strengths are in the teaching of Year 4 to Year 6.

### Main strengths and weaknesses

- Teachers give pupils a very clear idea of what standards they should reach by the end of the lesson. Pupils are regularly reminded of these.
- Pupils' progress is regularly reviewed and they are made aware of what they need to do to improve.
- In the best lessons teachers show good subject knowledge and have an ability to make the lessons interesting and stimulating.
- There are very positive relationship between teachers and pupils, who work willingly to please their teachers.
- Some teachers do not give enough attention to analysing the reasons why pupils underachieve in the national assessments and what needs to be done to raise standards.
- In Year 1 and Year 2 teachers do not have a clear enough idea of the standards they should expect of all of their pupils, particularly the higher attainers.

### Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	7	12	0	0	0

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

### Commentary

15. The quality of teaching in the Reception class is satisfactory and is carefully organised to foster the Early Learning Goals for children of this age. The teaching of English is good and a strength in Year 4 to Year 6 where it is based on a secure understanding of how to teach literacy. This good teaching has a considerable impact on the way pupils achieve by Year 6. The teaching of science is good in Year 4 to Year 6, where the teaching is well organised to teach pupils how to conduct and record experiments. The teaching of mathematics is

satisfactory overall and teachers have a sound understanding of how to teach numeracy. Teaching in the Year 4 to Year 6 classes is a strength of the school, where the teacher invariably has high expectations of these pupils. Lesson plans are carefully constructed to ensure that all of the pupils receive work which is well matched to their abilities. Across the school the teachers and teaching assistants work well together to give pupils individual help where it is needed. Pupils are made well aware in a positive and encouraging way of what they need to do to improve, both in the short and longer term.

16. Where teaching has weaknesses, particularly in English and mathematics, teachers in Year 1 and Year 2 do not make best use of the information they have from national and other reliable tests and assessments to identify why pupils do not reach higher standards in the national assessments. They do not have a significantly firm understanding of what standards to expect from these pupils, for example, in writing. They lack the expertise to identify what individual pupils need to do to improve and to follow these up so that pupils are kept on track to reach the standards they should achieve. In some cases the higher-attaining pupils are under-challenged.
17. The quality of marking is satisfactory. In the best examples it warmly recognises pupils' successes. However, in English in Year 1 and Year 2 insufficient attention is given in teaching and marking to the importance of neatness and accuracy in presentation and to the rules of writing.
18. Pupils with special educational needs are not made to feel any different to other pupils in lessons. They are frequently supported by teaching assistants in small groups and when this happens they often make good progress. The teaching assistants have a good understanding of their particular needs and in collaboration with the teacher make sure that work is appropriate to their needs. On several occasions during the inspection pupils were given good support to help them concentrate or pay attention. Overall, their achievement is satisfactory. The highest-attaining pupils in Year 4 to Year 6 are well supported.
19. Overall, in classes pupils' learning is satisfactory, particularly in Year 4 to Year 6 where pupils learn well and make substantial progress. Teachers plan well so that the skills of literacy and numeracy are successfully used in other lessons. However, teachers do not plan systematically for the skills of information and communication technology to be taught in other subjects and, as a result, pupils' application of their skills in other contexts is under-developed.

## **The curriculum**

The overall quality of the curriculum is satisfactory. The opportunities provided for enrichment of the curriculum through clubs, visits and special events are satisfactory. Accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- Inclusion of pupils in the curriculum is good.
- There have been recent improvements in accommodation and in information and communication technology resources.
- Opportunities for the use of information and communication technology are not systematically planned into subjects.
- Opportunities to participate in sport outside of the school day are good.
- There are no suitable facilities for indoor sport on the site.

## **Commentary**

20. The quality and range of the curriculum are satisfactory. The school meets all statutory requirements and satisfactorily implements the locally agreed syllabus for religious education. Personal, social and health education is planned for appropriately. The planning includes targets linked to moral issues such as right and wrong and behavioural aspects such as the importance of listening and respect for others. The curriculum satisfactorily prepares the pupils for moving on to their next school. The issues identified in the previous inspection report have been tackled successfully with the exception of planning for the use of information and communication technology in other subjects. This is identified as an area for action in the current school development plan. Leadership within the school has successfully maintained a focus on curriculum improvement.
21. The curriculum is inclusive and this, rightly, lies at the heart of the school ethos. Overall, the provision for pupils with special educational needs is satisfactory. When these pupils have the benefit of teaching assistants to work with, either on an individual basis or in small groups, the provision is good. This is principally because the teaching assistants have a good knowledge and understanding of the needs of individual pupils. The pupils' individual needs are carefully written down in plans, which are kept handy in the classroom as useful working documents. They are reviewed and updated on a regular basis. Governors are committed to the school's being an inclusive place for all pupils and provide good support to all staff.
22. Currently, information and communication technology is not being used enough to support learning in other subjects. For example, in literacy lessons opportunities are missed to use word processing to support writing and in mathematics and science data-handling software is insufficiently used to support graph drawing. Planning does not identify opportunities to use information and communication technology on a systematic basis. This issue has been clearly recognised by the school and is identified by them as a key area for improvement.
23. The school has recently purchased and set up an information and communication technology suite. This is a very significant improvement in provision and there are already signs that it is leading to an improvement in standards. The suite has been well planned and carefully set up. The school has set itself targets for usage for each class, which have been exceeded. However, the current use of the suite is too low. Other building works have improved staff accommodation and office space and, there is a new non-fiction area. These are all valuable improvements that support curriculum provision. Overall, the accommodation is now satisfactory. It is looked after well and kept clean. The headteacher and the governors have been astute in the development and improvement of the buildings with the financial support of the parents.
24. The school offers a good range of sporting activities, which occur outside the school day. This is helped by the good quality outside area for games. However there is currently no suitable area inside the school or the near locality which is suitable for dance or indoor PE. The school overcomes this limitation by using very good facilities in Bodmin. Bussing the pupils to the leisure centre is both time consuming and expensive and impacts on other curriculum opportunities.

## **Care, guidance and support**

The care and welfare of pupils is good. Guidance and support offered to pupils are satisfactory. The involvement of pupils through seeking and acting on their views is satisfactory.

## **Main strengths and weaknesses**

- Pupils' care, welfare, health and safety are a high priority.
- Pupils' trust of adults in the school to provide personal support is high.
- Induction arrangements for pupils are good.

## **Commentary**

25. All procedures relating to the health and safety of pupils, such as child protection, are in place, and guidance to staff is included in their handbook. Adults treat pupils with respect and there is a trusting relationship between pupils and all adults in the school. Discussion with pupils confirms the community nature of the school. Pupils are all well known by the staff and they comment that there is 'always an adult to turn to' if they need support. Curriculum activities such as circle time also make a valuable contribution. The high standard of care enables pupils to be self-confident and happy learners.
26. Pupils think that they are listened to and valued as individuals. Supervision at break and lunchtimes is carried out in a friendly and positive way. Lunchtime supervisors, who often have other roles in the school, know pupils well. The headteacher provides a very good role model around the school. Pupils with special educational needs are frequently well supported in class and this helps them to maintain concentration or provides further explanation to help them learn.
27. The way that the school welcomes and settles new pupils and younger children into the school is good. Friendship 'buddies' ensure that new pupils have someone to turn to. The school produces good supporting documentation. There is effective liaison with the playgroup to socialise the children and joint activities are planned such as sports day and the teddy bears' picnic. Parents report that it is a friendly welcoming school where problems are dealt with quickly and effectively.
28. Procedures for the monitoring of pupils' progress are satisfactory. The school carefully tracks the progress of individual pupils in English and mathematics but does not use this information well enough in Year 1 and Year 2 for pupils to achieve well in the national assessments of seven-year-olds. Additional arrangements are in place for pupils with special educational needs. However, tracking in other subjects is not yet in place. The views of individual pupils are sought on an informal basis, as there is not a School Council. A recent example of this was in the planning for new markings on the playground and in the choice of playground equipment. Overall, the school has continued to provide the 'caring environment, which creates positive attitudes to learning' noted in the previous report and pupils with special educational needs continue to make satisfactory progress.

## **Partnership with parents, other schools and the community**

Links between parents and the school are good. Parents make effective contributions to pupils' learning. The school has good links with the local community. There are positive links with other primary schools in the area and the secondary school, ensuring a smooth transition when pupils transfer. The good quality of these areas has been maintained and considerably developed since the last inspection.

## **Main strengths and weaknesses**

- Links and involvement with parents are good
- There is a strong community ethos.
- Wheal Prosper Cluster of four primary schools around Bodmin ensures a smooth transition to secondary school and also enables activities and visits to take place with viable numbers of pupils.
- There is a very supportive PTA.

## **Commentary**

29. The school is successful in establishing a positive and purposeful partnership with parents and relationships between the school and parents are good. The quality of information provided for parents through reports, weekly newsletters and other leaflets is good. Parents appreciate the

useful information about the school and its activities provided in the prospectus and the many informative induction booklets, for example, 'Starting School' and 'Learning together is Fun', issued to pupils who start in Reception. The school writes a page in each issue of the Nanstallon Magazine detailing activities and events. There is a comprehensive sharing of information and the school is justifiably proud of its relationship with parents and carers. The school emphasises the importance of working with parents and encouraging them to participate in their children's education. The reading logbooks are a useful way of involving parents in their children's work. Parents are involved with Individual Education Plans, which are regularly updated in consultation with them. The parents are consulted about school issues, mainly informally, and their opinions are taken into account. Any complaints are resolved promptly.

30. Effective induction procedures are carefully planned. The school has forged a particularly good link with the local playgroup. The school is part of the Wheal Prosper Cluster Group of four primary schools around Bodmin. The partnerships forged with these other schools enable many joint activities to take place including annual school camp to St Austell, Delaware or St Just in Roseland. They hold joint sports days and inter-school tournaments. These enable pupils to meet with others of similar age and to smooth the transition to secondary school, as there will be many familiar faces. The transfer of information on pupils moving to the senior school is efficient.
31. The school has good links with a wide range of organisations in the local community. These include the local church, police and local businesses. Various visits enhance the curriculum, for example to the Eden Project. The school is used by the community for various meetings and events. The local sports centre is used weekly by the school for swimming and other sports. The links that have been established with parents and the community benefit the pupils and make a positive contribution to the pupils' progress and standards of achievement.
32. There is a flourishing Parent-Teacher Association, which raises substantial sums of money for school projects. Recently they have raised money for computers, picnic benches, landscaping of the garden and for much-used outdoor play equipment for the playground. Several parents help in the classrooms on a regular basis, and others help occasionally. The school organises several out of school clubs. The pupils are very enthusiastic and the clubs range from football to Cornish dancing. A parent runs the football club.
33. Many pupils show a growing awareness of the needs of others partly due to the school's support for various charities. These include Comic Relief, Children in Need and the Skipping Rope Appeal for the British Heart Foundation.

## **LEADERSHIP AND MANAGEMENT**

Overall the quality of leadership and management is satisfactory. The school is well governed. The school functions smoothly and effectively and meets all of its statutory requirements.

### **Main strengths and weaknesses**

- The headteacher sets a good example to other teachers both in teaching and in the long-term vision for the school.
- There is a close and constructive working relationship between governors and the headteacher. The governors' role as a critical friend of the school is well developed.
- There are strong systems in place to evaluate pupils' performance and to raise standards by the end of Year 6.
- The key issues of the last inspection have been thoroughly addressed.
- The roles of some co-ordinators are underdeveloped.
- There has been insufficient attention given to preparing seven-year-olds for the national assessments at the end of Year 2.

## Commentary

34. The headteacher, who was newly in post at the time of the last inspection, provides an energetic and determined lead to the school. He has a clear sense of purpose and ambition for the school to succeed.
35. The school is much smaller than most schools and the relative demands upon teachers and co-ordinators are greater. The headteacher has shown good judgment in showing a sound, pragmatic approach to dealing with areas of weakness. Over time, good progress has been made in addressing the key issues of the previous inspection, which were to do with raising standards at the end of Year 6 in English, mathematics, science and information and communication technology, with comparing the performance of boys against girls and with improving resources. Pupils' behaviour has improved significantly and the overall quality of teaching, which was weak, has also been improved.
36. The chair of governors is very well informed and provides a strong steer to the governing body, which now meets all of its statutory duties in full. This was a key issue at the time of the last inspection. The school is well governed and governors are kept well informed of the strengths and weaknesses within the school. They have dealt effectively with issues, which required substantial improvement, for example, in funding the improvements to the provision of equipment for information and communication technology. They have a good understanding of their role as a critical friend of the school. They are encouraged by the headteacher to challenge and criticise in a constructive way. They do this well and have a good understanding of how to find best value for their spending decisions.
37. Recently there have been successful initiatives to help raise standards at the end of Year 6 national tests by a careful analysis of where pupils need to improve to succeed. Pupils' rates of progress towards individual targets set for them are rigorously reviewed. Where pupils are experiencing difficulties appropriate support is given. This approach has yet to be adopted in Year 1 and Year 2, although the school has identified as a priority the need to improve performance in the end of Year 2 national assessments. Currently, the long-term absence of a member of the teaching staff in this small school has acted as a barrier to improvement in this area. Similarly, the co-ordination and leadership of some subjects has been less effective than it might have been because of this long-term absence, which has recently ended.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	182,652
Total expenditure	180,575
Expenditure per pupil	2,407

Balances (£)	
Balance from previous year	26,198
Balance carried forward to the next	34,817 *

\* The school has set aside funds to offset fluctuations in pupil numbers.

38. Bearing in mind the overall satisfactory quality of education provided and the standards achieved by the time pupils leave the school at the age of eleven, the school gives satisfactory value for money.



# **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 and is much the same as at the time of the last inspection. Children are given sound opportunities to be ready to transfer to Year 1. The children enter Reception on a part-time basis in the September before they are five. They attend full-time from the term in which they are five. Currently there are six children who attend in the mornings only and three who attend on a full-time basis. They are taught in a class alongside Year 1 pupils and benefit from the overall small size of the class and the good opportunities they have to work with adults. The curriculum is very well planned to provide a wide range of interesting and relevant activities, which are well matched to their needs. Children are well supported by the teacher, support assistants and voluntary helpers, who ensure that these children's needs are thoroughly met. The accommodation outside is good with a good range of equipment to support pupils' physical needs. However, because they share indoor facilities with pupils who are older than they are and who have different needs, children in the Foundation Stage have limited opportunities for role play to develop their creativity and imagination in depth.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Supportive relationships between adults and children enable children to feel confident and happy.
- Good role adult models encourage pupils to work and play together willingly.

### **Commentary**

39. Children enter Reception with typical levels of skills for their age and are eager to meet and work with others. Because of the small size of the group of children in the Reception class and the relatively good provision of adult support including trained and voluntary helpers, all children have good access to an adult who invariably coaxes and encourages very positively. Children know what is expected of them and how they are expected to behave. They are friendly and confident. They show independence in completing their tasks. They take turns fairly and are eager to learn and to please their helpers.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are good opportunities, which are well taken by the teacher and assistants, to develop children's language skills.
- Good emphasis is placed on the development of early reading and writing skills.

### **Commentary**

40. Teaching in this area is good. The teacher plans well to provide children with good opportunities to speak confidently and to listen carefully. There is a strong emphasis in these lessons on teaching children to recognise sounds letters make and to identify the shapes of those letters. As a result, children are able to match sounds and simple words together quickly and make good progress in learning to read. They are successfully encouraged to try hard because of the supportive way adults praise and give these children and give them

confidence to attempt to make the sounds in more difficult words. Similarly, there are well-organised activities which successfully foster children's early writing. They soon learn how to hold their pencils correctly in order to form letter shapes and are beginning to write their own names.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children have good opportunities to use mathematical language in their play.
- Children are able to sort objects by different qualities and characteristics.

### **Commentary**

41. The quality of teaching is satisfactory. The curriculum in this area is well planned and closely related to the Early Learning Goals. There are good arrangements to experiment and learn at first-hand for example, when exploring the size and capacity of different containers in the dry area. Children are beginning to use simple mathematical vocabulary such as 'bigger than' and 'less than' to describe what they see. Teachers use assessment carefully to record children's progress and to plan future work. By the age of six children are ready to begin the National Curriculum.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There is a good range of materials and resources for children to experiment with in order to appreciate different qualities and properties.
- Children have a good understanding of how their local area and the daily lives of people have changed.

### **Commentary**

42. The quality of teaching is satisfactory; teachers plan carefully and assemble a good range of interesting objects and materials for children to examine, for example, when looking at how toys move. Children concentrate on what they are shown and explain clearly and confidently what they see. They are successfully encouraged to do this because of the good encouragement they receive from adults working with them as individuals. They discuss the different tactile qualities of different fabrics and their suitability for different purposes. They are able to make simple comparisons between a selection of Victorian toys and their own.
43. It was not possible to make an overall judgment of the provision and standards in **physical development** and **creative development** as no direct teaching was seen. From teachers' planning and looking at the organisation of resources it is clear that in **physical development** there are good opportunities for children to use large equipment outside in a well set out outdoor play area. They have good access to wheeled toys and suitable climbing equipment. However, space for indoor activities including dance and movement is limited because of a lack of an appropriate hall. In terms of **creative development** the teachers plan for a range of stimulating experiences using paint, clay and collage materials, but the class is shared with

Year 1 and Year 2 and, as a result, children have limited scope in these activities. In creative and imaginative play children are not able to take on characteristics in role play situations easily and naturally because there is insufficient space set aside in the room for such situations to be created.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**. The quality of teaching is good in Years 4, 5 and 6 and this ensures that these pupils achieve well.

#### **Main strengths and weaknesses**

- Overall, progress since the previous inspection has been good.
- Standards in reading and writing in Year 6 are above average.
- Standards in writing in Year 1 and Year 2 are too low.
- The quality of teaching and learning is good in Year 4 to Year 6.
- Use of information and communication technology in the subject is underdeveloped.

#### **Commentary**

44. Standards in Year 2 in English are average in speaking and listening and reading and below in writing. In Year 6 standards are above average in speaking and listening, reading and writing.
45. In contrast to this, the results at the end of Year 6 in the 2003 tests for English as a whole were well above average. The trend over the past four years shows a strong and improving picture. The previous inspection report indicated that standards were average in Year 2 and below average in Year 6, with a particular concern about the achievement of boys.
46. The inspection found that pupils with special educational needs make satisfactory progress and achievement. The teaching assistants are making a valuable contribution in helping these pupils with their work either by prompting them to listen and pay attention in class, or by providing further explanation. Some particularly effective support was seen in supporting writing in Years 4, 5 and 6. At the end of one lesson, a pupil who does not find writing easy was proud to share what she had achieved during the lesson. In both Year 1 and Year 2 boys and girls achieved satisfactorily. In Year 3 to Year 6, particularly in the upper years, both boys and girls achieve well.
47. Overall, standards in speaking and listening are average in Year 1 and Year 2 and good in Years 4, 5 and 6. By Year 6 most pupils speak confidently and are not afraid of using new vocabulary learned in the class. Teachers used good strategies across the school to help the pupils extend their vocabulary. These include: playing word games, discussing the different meaning of words in poetry and comparing how the use of words in the past is different to that of today. All of these strategies worked well because the teachers have established a secure learning climate in classes where pupils are given time to respond to questions and their responses are listened to and valued.
48. By Year 6 pupils enjoy reading and achieve well. Reading standards in Year 2 are average. Younger readers in Year 1 and Year 2 are beginning to join in with the whole class, reading with increasing confidence and following the text. Less confident readers use pictures and letter sounds to help them understand or decode words. Reading skills are practised on a regular basis in school and at home and reading records are carefully kept. There is a structured reading programme and books are organised and chosen carefully to ensure that the level of difficulty is appropriate. More able pupils read with great fluency and confidence. Preferences for different authors are developing and pupils can discuss parts of books that they found

particularly memorable. Roald Dahl remains a particular favourite. By Year 6, standards in reading are above average. In Year 6 pupils read confidently and expressively. Skills has been taught consistently well and this enabled them to make good progress. The non-fiction library has recently been established in a new part of the building. Older pupils know how to use this, but it is not set out appropriately for younger readers. The school is aware of this and have plans in place to improve the organisation of books.

49. Standards in writing seen during the inspection mirror the recent results in national tests. In Year 4 to Year 6 standards are above average and in Years 1 and 2 below average. Currently, there are too few opportunities for pupils in Years 1 and 2 to write at length. Writing skills learned are therefore not sufficiently practised. Pupils in the upper part of the school achieve well because of the consistently good teaching. A number of successful features in achieving this good progress are:
- skills are taught carefully and then systematically used in writing;
  - pupils are reminded about how to make their writing lively and interesting;
  - frequent and regular practice to write at length;
  - celebration of achievement in writing at the end of lessons;
  - careful marking of pupils' work suggesting improvement.
50. Overall, the teaching is satisfactory. The best teaching was seen in the upper part of the school. For example, in studying a text about 'The Sword in the Stone' pupils had to extract key points from the text and then turn the writing from the 'third' person to the 'first' person. Following a discussion of the text pupils were given a short time in which to complete their work. Levels of concentration from all pupils in the class were very high and the quality of the work produced outstanding. In contrast to this, younger children sometimes take too long to settle and do not write as well as they can. This is because teachers have not made their expectations clear enough.
51. The school has recognised the key area for development in writing in Year 1 and Year 2 and action to tackle this is written into the school development plan. Leadership has been effective in improving the overall standards in the subject. However, although monitoring of lessons by the headteacher is in place, it has not raised standards in writing in the lower part of the school. Information and communication technology is underused as a tool to support learning in the subject.

### **Language and literacy across the curriculum**

52. Pupils use their language skills satisfactorily in other subjects. For example, in design and technology the pupils write recipes and present their work using information and communication technology.

### **MATHEMATICS**

Provision in mathematics is **satisfactory** and current standards are in line with the national average at the end of Year 2 and Year 6. Achievement is satisfactory. Standards are higher now than they were at the time of the last inspection.

### **Main strengths and weaknesses**

- The results for national assessments for the small number of pupils in Year 2 in 2003 were well below average when compared to schools' results nationally and very low when compared to schools which were broadly similar.
- In 2003 in Year 2 the higher-attaining pupils did not achieve the higher level (Level 3), which the school had anticipated.
- Results in the Year 6 national tests in 2003 when compared to schools nationally, improved significantly.

- The quality of teaching in Year 4 to Year 6 is good.
- Weaknesses in assessment procedures in Year 1 and Year 2 mean that some pupils do not progress as well as they should.

### **Commentary**

53. Recently results in the national tests for eleven-year-olds have improved and the school met its targets in the Year 6 tests in 2003. This is in part due to the careful use of the information the school is assembling on the progress of these pupils to identify what individual pupils understand and do well and to indicate those areas of mathematics which these pupils find difficult. This is in contrast to the lower than average results for seven-year-olds in the national tests since 2000. An exception to this was in 2002 when results were average. Care should be taken when drawing longer-term conclusions from these figures because of the small number of pupils who annually take these tests. However, while teachers plan and work carefully in Year 1 and Year 2 to meet the requirements of the National Curriculum and the National Numeracy Strategy, insufficient attention is given to looking carefully at what individual pupils need to do to improve. In Year 4 to Year 6 much emphasis is given to analysing what pupils need to do to achieve well in the national tests. A strong feature of the effective teaching in Year 4 to Year 6 is the high expectations and aspirations the teacher holds for all pupils. In Year 1 and Year 2 more able pupils are sometimes under-challenged and do not make the progress in the tests of which they are capable.
54. The teaching seen during the inspection was satisfactory overall and was a significant strength in Year 4 to Year 6. All classes are made up of a range of ages and abilities, which test teachers' organisational abilities to the full. When the teaching is good, the teacher makes the objectives of the lessons very clear to all pupils. The teacher encourages pupils to think things out for themselves so that pupils are able to "show me how you did it" and pupils are encouraged regularly to reason out logically why an answer is correct or incorrect. The teaching of mathematics was a weakness at the time of the last inspection in Year 4 to Year 6. It is now a strength. Lessons move forward briskly and are punctuated regularly by the teacher making reference to the objectives of the lesson. Pupils are often reminded of where they as individuals experience difficulties and what they need to do to overcome them. Pupils are successfully encouraged to respond because the teacher warmly recognises each pupil's contribution and gives them confidence to explain their thinking.
55. Where the teaching has some weaknesses the work set in some cases is undemanding for the higher attainers and insufficient attention is given to extending their learning.
56. Relationships are good across the school and teachers and teaching assistants work closely together. Pupils are attentive and nearly all work hard and wish to do their best. They are polite and work constructively together.
57. The co-ordinator provides a knowledgeable lead to the subject and has correctly identified the need to raise standards further in Year 1 and Year 2, which is a target for school improvement. However, while all teachers keep detailed, careful records and careful records of pupils' progress, these are not used systematically and purposefully enough to maximise achievement. As a result, progress is slow for some of these pupils at the end of Year 2 national assessments.

### **Mathematics across the curriculum**

58. Satisfactory use is made of mathematics across the curriculum, for example, in interpreting data in science investigations and in the use of information and communication technology.

## SCIENCE

Provision in science is **good** in Year 3 to Year 6 and **satisfactory** in Year 1 and Year 2. Overall, this is an improvement since the time of the last inspection.

### Main strengths and weaknesses

- Pupils achieve well in Year 4 to Year 6 as a result of the good teaching.
- Pupils have a good understanding of how to conduct investigations and how to interpret the information they have found.

### Commentary

59. Standards in science are average by Year 2 and above average by Year 6. This is reflected in the sharply improved results in the national tests for eleven-year-olds from a low point in 2001 when standards were well below most schools nationally and very low for schools considered to be broadly similar. Care should be taken when interpreting these results because of the small size of the groups who took these tests. The 2003 results in these tests were well above average for schools nationally and in line with most other schools considered to be broadly similar. This improvement is closely linked to the purposeful way the subject is taught to pupils in Year 4 to Year 6, the careful use of national tests and other reliable assessment information and the emphasis placed on carefully analysing what these pupils need to be able to understand and do in these national tests for eleven-year-olds. Across the school from a scrutiny of pupils' work and by talking to pupils, it is clear that standards and provision have improved since the time of the last inspection where pupils' lack of skills in conducting investigations was a key issue. This has now been addressed successfully. Now pupils have a good understanding of how to set out and perform a "fair test". They are encouraged from an early stage to identify "what we discovered" and to record their findings in an orderly way. In some cases pupils use information and communication technology to express their findings in graphs or use information and communication technology to find out information. However, there are few planned opportunities for pupils to use sensors for example, to measure changes in heartbeat or temperature. Older pupils in Year 6 know how to carry out surveys of their school field to identify and study green plants and different habitats. They are able to create and use identification keys as part of this process. They set out their work very neatly and illustrate it very carefully.
60. The quality of teaching is good and pupils build well in Year 1 and Year 2 on their knowledge and understanding of the world. In the best lessons, the teacher emphasises clearly at the start of the lesson what pupils should aim to achieve by its end. Pupils are given good opportunities to experiment for themselves, for example, in Year 6 when finding out about vibrations in their study of sound. They are successfully encouraged to think logically and to explain sensibly how the sound is created. They are regularly "challenged" to go on to another activity and to apply what they have learnt in a different setting. The different abilities and ages in the class are well supported by the effective deployment of the teacher and the teaching assistants to work alongside small groups. Pupils respond positively to these adults and are anxious to show what they have learnt. They respond positively to the high expectations held for them.
61. Where teaching has some weaknesses, the tasks set are undemanding for some older pupils in the class who already understand the principles involved.
62. The subject is well led and resources are well organised and readily available. The co-ordinator has successfully organised a curriculum to ensure that all aspects are covered systematically.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory** and improving.

### **Main strengths and weaknesses**

- The new computer suite is a key resource in helping to raise standards and is used well.
- Attainment in Year 3 to Year 6 is below that expected
- Further development is a high priority in the school
- The use of information and communication technology across all curriculum areas is underdeveloped.

### **Commentary**

63. The school has recently made a major investment in resources through the development of a new computer suite. The suite has been very well planned and is used by all classes. Pupils indicate that the new provision has already led to a significant increase in their use of information and communication technology, and that they are gaining in confidence about using the Internet and the available software. Given the small size of the school, this development is very significant. It has come about because of the strong leadership of the headteacher and governors and high levels of support from the parents.
64. In Year 2 standards are average. Pupils produce small posters, which have a mixture of text and graphics. They have successfully changed the size of the text and used a variety of colours. They are developing appropriate skills and understanding to program a 'floor turtle'. In Year 6, standards are below average, but improving. Although they use computers with confidence and navigate their way through software to select programs or find information on the Internet, there are some gaps in pupils' knowledge and understanding. For example, skills in using spreadsheets and data handling packages are at an early stage of development.
65. During the inspection only one lesson of information and communication technology was observed. In mixed-age groups, pupils supported each other well and took turns at programming the 'floor turtles'. Pupils with special educational needs were well supported by a teaching assistant and this helped them to concentrate on their work. The teacher noted the progress of each group and intervened to ensure that they understood what to do. Once a task was completed a more difficult one was given. These strategies ensured that the pupils made sound progress. Pupils' enthusiasm for the subject is clear from the discussions held and the lesson observed and their achievement is satisfactory.
66. Overall, leadership of the subject is satisfactory. The school has understood the importance of improving the quality of resources in order to raise standards. The school development plan gives a clear and sensible way forward for the development of the subject. Planned opportunities for the use of the subject have yet to be built into planning and this is a key weakness. Opportunities are missed to use existing computers in classrooms to support learning across all subjects Overall, provision in the subject is judged to be secure and progress since the previous inspection satisfactory.

### **Information and communication technology across the curriculum**

67. Use of information and communication technology across the curriculum is unsatisfactory. This has been recognised by the school as a key area for development.

## HUMANITIES

68. In the humanities, work was sampled in **history** and **geography**, with only one lesson seen in history and none in geography. It is therefore not possible to form an overall judgment about provision in these subjects; however, there are indications from pupils' work that standards are broadly in line with those expected in history and geography. This is the same picture as at the time of the last inspection.
69. In both **history** and **geography** the curriculum is well organised so that pupils are able to use the local area well to learn about events and the physical characteristics of the land which are close at hand. For example, in geography pupils in Year 6 have studied how the coastline was formed and has been eroded. In history pupils are given good opportunities to look at and evaluate different sources of evidence, for example, photographs of Victorian families and newspaper reports of the time. Pupils from Year 2 learn about the Celtic way of life and pupils in Year 6 are currently beginning to compare the Ancient Greek city states of Sparta and Athens. They are able to use information and communication technology with increasing confidence to explore the Internet for factual information regarding these states. They are beginning to organise this material logically to show the differences in the way the contrasting societies were organised.
70. Both history and geography are managed satisfactorily and the co-ordinator has worked successfully to put together schemes of work which help teachers to plan effectively across the wide age range and abilities within classes.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Religious education lessons provide strong moral and spiritual emphasis.
- Stories from the Bible are used well.
- The school makes good use of outside speakers to bring the subject to life.

## Commentary

71. Standards seen during the inspection remain in line with the locally agreed syllabus, as they were at the time of the previous inspection. Year 2 pupils study the stories from the Bible and write about the nativity from different points of view. Year 6 pupils consider the miracle of the 'Loaves and Fishes' and write at length about the symbolism of bread in different religions. Their written work about the Muslim festival of Eid indicates a good depth of study. The written work shows a consideration of the moral bases of stories and how these apply today.
72. During the inspection one lesson was observed. In it, pupils in the upper part of the school behaved well and were keen to respond to questions. They benefited from an enthusiastic and knowledgeable talk by a local Methodist lay preacher. Following a short introduction to the lesson, they soon all became engrossed in some stories from the Bible, such as the 'Good Samaritan', and developed their understanding well by considering a modern day equivalent. Moral ideas arising from stories were discussed in depth. Outside speakers are used well to bring a different perspective onto the subject. Younger pupils greatly enjoyed the visit of a Hindu priest and wrote about what they liked the best in this experience.
73. Subject leadership is sound. The headteacher has used opportunities to provide enrichment through the use of outside speakers and has used the subject well to explore different cultures in some depth.



## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74. In **art and design, design and technology, music** and **physical education** few lessons were seen. It is not possible therefore to make a firm judgment about provision in these subjects. In addition to observing some lessons, inspectors spoke to co-ordinators about their work, discussed with pupils what they had learnt and looked at pupils' work from last year.
75. In **physical education** the school has successfully made a considerable effort to overcome the difficulties inherent in a school where there is no suitable hall for indoor work in gymnastics and dance. To compensate for this the school has arranged for older pupils to travel weekly to the local leisure centre in Bodmin, a journey of approximately 20 minutes each way, to be taught for one lesson per week. Additionally, the school provides instruction in swimming in the same leisure centre and a range of outdoor games and activities using the school grounds. These arrangements ensure that the requirements of the National Curriculum are met. By Year 6 many pupils exceed the expected standards in swimming (to swim 25 metres) and achieve very high standards.
76. In the gymnastics lessons seen for Year 2 to Year 4 pupils, the pupils made sound progress and achieved appropriately considering that the lesson was the first in a group of lessons to develop a series of controlled movements using the floor and small apparatus. Pupils responded well to the clear instructions given on how to 'warm up' and why it is an important element in any physical activity. They copied the good examples set by the teacher of how to stretch and jump and how to achieve the objectives of being supple and having flexible limbs. The lesson moved on in a systematic way so that the techniques pupils learnt were put into practice when they used small apparatus as part of their sequence of movements.
77. The co-ordinator provides a good lead to the subject and has worked enthusiastically and well to develop a useful scheme of work. There is a wide range of good quality resources and small equipment, which are readily available in the school for use in the field and hard play areas, which are of a satisfactory quality.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

78. No lessons were seen in this area of the curriculum so no judgements are made about the overall provision. The school has recently begun to set aside time for this subject and to draw up a school policy and scheme of work. Personal relationships between adults and pupils are very positive in the small school and this promotes an environment where pupils' views are sought and respected.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

