

INSPECTION REPORT

NORTH PETHERWIN PRIMARY SCHOOL

Launceston, Cornwall

LEA area: Cornwall

Unique reference number: 111942

Headteacher: Mrs H Langton

Lead inspector: Mr P Mathias

Dates of inspection: 7 – 8 June 2004

Inspection number: 257046

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:	45
School address:	Brazzacott North Petherwin Launceston Cornwall
Postcode:	PL15 8NE
Telephone number:	01566 785207
Appropriate authority:	The governing body
Name of chair of governors:	Mr Nigel Hawke

Date of previous inspection: 28–30 April 1998

CHARACTERISTICS OF THE SCHOOL

North Petherwin is a small community primary school situated in the countryside between Launceston and Bude in Cornwall. There are 45 pupils on roll, of whom seven are in the Reception class. The school holds a School Achievement Award (2002). It caters for boys and girls between the ages of four and eleven. Nearly all pupils come from the local area. During the last school year eight pupils joined the school and none left at times other than normal. This is a high proportion for pupils joining the school at times other than normal.

Children's attainment on entry to the Reception class is broadly the same as for most children of this age. There are eleven pupils who are considered to have some degree of special educational needs. Six pupils are considered to have moderate learning difficulties. These are above average proportions.

About 2.6 per cent of pupils are eligible for free school meals, which is a below average proportion. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. No pupil has English as an additional language. The equivalent of 1.1 full-time teachers left in the last two years and the equivalent of 0.7 full-time teachers were appointed. There are 2.4 full-time teachers who are employed at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	English Geography History Music Physical education
10329	Mr Brian Sampson	Lay inspector	
31029	Mr Peter Thrussell	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Religious education Personal, social and health education and citizenship

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

North Petherwin provides a satisfactory standard of education. Standards in pupils' work and the progress they make are generally average. The quality of leadership and management is sound. The school provides satisfactory value for money.

The school's main strengths and weaknesses:

- The quality of care, welfare and health and safety in the school is well above average.
- Pupils' attitudes and behaviour are consistently good across the school.
- There are strong links with other schools and institutions and the local community, which all help to enrich the curriculum.
- Teachers do not always ensure that tasks set for pupils are well matched to the wide range of ages and abilities in classes.
- Homework arrangements are not clear enough and well enough understood by all parents and pupils.
- The governing body is well informed and acts well as a critical friend of the school.

The school has made satisfactory progress since the last inspection. The quality of teaching and the standards pupils attain are much the same as at the time of the last inspection, when they were satisfactory. There has been good progress in improving provision for information and communication technology. The school improvement plan is now a well-organised and costed working document. The quality of pupils' handwriting and the presentation of pupils' work have improved. Child-protection training has now been given to teachers to help them identify, if necessary, children who may be at risk.

STANDARDS ACHIEVED

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

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.

N.B. Care should be taken when considering these tables because of the very small number of pupils who took these tests.

Overall, pupils achieve satisfactorily. Four to seven-year-olds achieve in line with their abilities and reach the standards that could reasonably be expected of them. In Years 1 and 2 and in Years 3 to 6, pupils, including those with special educational needs, generally achieve average standards. Children enter the Reception class with broadly average levels of basic skills and are on course to meet the national standards (the Early Learning Goals) in all areas of their learning. In Year 1 and Year 2 pupils achieve average standards in speaking and listening, reading, writing, mathematics and science. By the end of Year 6 pupils have reached average standards in English in speaking and listening and reading and above average standards in writing. This improvement in writing is linked to recent well-thought-out initiatives to help pupils plan their writing systematically. In mathematics and science standards for Year 6 are average.

In the national tests for eleven-year-olds in 2003 the results for the small number of pupils who took the tests were very low in English and well below average in mathematics. They were

average in science. When compared to those of similar schools these results were very low in English and mathematics and below average schools in science. Of the small number of pupils who took the tests a significant proportion were identified as having some degree of special educational needs. By the age of eleven standards in all other subjects where it was possible to make a judgment are in line with those expected. It was not possible to form a judgment on overall standards in music or in physical education.

Pupils' personal development is good. Behaviour is good and pupils get on well together and with adults. Pupils come to school punctually. However, levels of attendance are below the national average and are unsatisfactory.

Pupils' spiritual, moral, social and cultural development are good and pupils have a good understanding of their local culture as well as cultures further afield.

QUALITY OF EDUCATION

Overall, the school provides a satisfactory quality of education. Teaching and learning are satisfactory. In the lessons seen particular strengths in the teaching were teachers' good subject knowledge linked to careful planning so that lessons have pace and purpose, good questioning skills and appropriate emphasis given to encouraging pupils to think things out for themselves. Weaknesses related to a lack of challenge for the more able, work not always well matched to the different ages and abilities in the classes and a lack of additional support in some circumstances to ensure that all pupils were purposefully engaged in their lessons.

Arrangements for homework are not sufficiently specific and not all parents are familiar with what is expected of their children. Children in the Reception class and pupils in Year 1 and Year 2 and in Year 3 to Year 6 work willingly and try hard even when the levels of challenge in the lessons are too high for them. They make satisfactory progress from an average starting point. There are good arrangements to assess individual pupils' progress and to help them recognise what they need to do to improve.

The curriculum meets National Curriculum requirements. It is significantly enriched by a good range of out of school activities and initiatives to emphasise and extend pupils' outdoor experiences. There are good links with the local community, which also help to develop and enrich the curriculum. Off site facilities for physical education help to overcome the lack of a hall.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The school is well governed. The headteacher is hardworking and has a significant teaching commitment. She is firmly focused on raising pupils' achievements. Governors are well informed and are regular visitors to the school. They have a good understanding of the school's needs and they judge its progress carefully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with the quality of education the school provides. However, some parents are concerned that arrangements for homework are unclear. A minority of parents also feel that they do not receive sufficient information about their children's progress nor are made to feel welcome in school. The evidence of the inspection did not support these views except in relation to homework. Pupils enjoy coming to school and feel that their views are sought and respected.

IMPROVEMENTS NEEDED

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

- Make sure that pupils' work is closely matched to the different ages and abilities in each class.
- Identify in teachers' lesson plans the skills and knowledge pupils should have as a result of their teaching.
- Review the arrangements for the setting of homework and to put in place a policy for homework which is fully understood by teachers, pupils and parents and ensures that homework is well matched to the individual needs of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Reception class is satisfactory. Achievement in Year 1 and Year 2 and in Year 3 to Year 6 is also satisfactory. Standards in English, mathematics and science are average in both Year 2 and Year 6.

Main strengths and weaknesses

- Standards in writing in Year 6 are above expected.
- Standards of handwriting and the presentation of pupils' work are much improved since the time of the last inspection.
- By Year 6 many pupils exceed expectations in swimming.

Commentary

1. From an average starting point, children in the Reception class make satisfactory progress and are at the expected standards for their age in all areas of learning.
2. In Year 1 and Year 2 pupils make steady progress and reach average standards in English in speaking and listening, reading and writing; in mathematics and science standards are average.

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

3. Because less than ten pupils took these tests in 2003, the school's results are not included here.
4. Results in the national tests for seven and eleven-year-olds should be treated with great caution because only a very small number of pupils take these tests each year. As a result, the performance of one or two pupils has a significant impact on the school's overall performance.
5. In the 2003 results for seven-year-olds in the National Curriculum tests, results were above average for schools nationally in reading, well above average in writing and well above average in mathematics. When compared to results in schools considered to be broadly similar, these results in 2003 were average in reading, well below average in writing and well above average in mathematics. Over recent years the school's trend of improvement in these tests for seven year olds has been erratic. Between 1999 and 2003 the trend in the school's improvement in English, mathematics and science has been above the national trend. Standards in science are well above average in the 2003 teacher assessments for seven-year-olds. In part this is because teachers teach the skills of how to carry out investigations well.
6. In Year 3 to Year 6 standards in English in speaking and listening and reading are average. In writing standards are above average. This reflects the effective and thoughtful way this aspect of English is taught, particularly to older pupils, who benefit considerably from the structured way lessons are planned and the high expectations teachers now hold.

Overall standards in handwriting have also improved and pupils now take considerable care in presenting their work neatly. In mathematics and science standards are average.

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

7. Because less than ten pupils took these tests in 2003, the school's results are not included here.
8. These results indicate that in the 2003 tests for eleven year olds, the small number of pupils attained well below most schools nationally in English and mathematics and in line with most schools in science. When compared to results in schools considered broadly similar, these results were very low in English and mathematics and below average in science. When compared to how these pupils had performed when they were seven, these results indicate that in English pupils were well below what could have been predicted for them when they were seven. In mathematics they attained in line and in science well above expectations. In this small group of pupils the school had identified a significant proportion of pupils who had some degree of special educational needs relating to English.
9. Standards in information and communication technology are at expected levels in Year 2 and in Year 6. Standards in all of the other subjects where it was possible to make a judgment are in line with those expected and are much the same as at the time of the last inspection. An exception to this is in the standards pupils attain in swimming where many pupils benefit from the good regular opportunities provided and nearly all swim well.
10. Pupils with special educational needs achieve appropriately for them. The support given to meet targets on Individual Education Plans is well focused and enables pupils to make sound progress in meeting them. However, the general planned support in lessons does not always take sufficient account of their particular learning needs, therefore lessening achievement.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes, values and other personal qualities are good. Attendance is satisfactory. The spiritual, moral, social and cultural development of the pupils is good, as is their behaviour.

Main strengths and weaknesses

- The spiritual, moral, social and cultural development of the pupils is a strength of the school.

Commentary

11. The attendance at the school is now satisfactory as opposed to good at the previous inspection. However, most absence in the last year revolved around a very small number of pupils over a long period. In a small school this makes a significant difference. These pupils have now left the school. The school's procedures to ensure attendance and the punctuality are satisfactory and most parents ensure the regular attendance of their children.
12. The pupils have satisfactory attitudes to their work. They show a good interest in the range of activities offered, such as sport and the school plays. The pupils like taking responsibility. The elected School Council represents views from the whole school. The "buddy system" works well and this was noticeable when older pupils were helping the very young into assembly. The pupils get on well together and with the adults in the school. There are thorough procedures to make sure that all pupils are treated equally well.

Although many pupils lack confidence when they first join the school, the staff try their hardest to stimulate in them a desire to learn.

13. The school sets high expectations for pupils' conduct. This works well, as behaviour throughout the school is good and there have been no exclusions in the previous twelve months. The pupils are polite and open doors ahead of you. However, some are still shy and lack in confidence when being spoken to one to one. The school is a tidy place. Bullying is not a problem, and the school has good procedures to deal with it. Pupils are taught, in personal, social and health education or at assemblies, to recognise such incidents and are given confidence to report them to an adult.
14. The pupils' spiritual development is satisfactory. They show an awareness of self in assemblies during collective and silent prayer. The headteacher is confident that she can, at any assembly, call upon individual pupils to take a prayer for the whole school.
15. Moral and social development are both good. Most pupils clearly know right from wrong and accept each other as individuals. The 'Best Friend Partner' works well, and often older children look after younger ones particularly if the latter are hurt in the playground. The head of an old people's home states that it is very heart-warming that the children visit their friends at the home as often as possible. The school plays are thrown open to the whole community and the school is truly part of the heart of the village.
16. The pupils have a good appreciation and understanding of their own and other cultures. The school entertains a range of artists and performers such as a recent visit from The Piccolo Puppet Co, and a visit has been made to see 'Wind in the Willows'. In religious education all pupils learn about and compare: Christianity, Hinduism, Islam and Judaism. During the inspection the younger children were learning about the Passover and the various foods involved.
17. Overall, attitudes, values and other personal qualities contribute significantly towards the pupils' learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

18. There have been no exclusions recorded for the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and the curriculum are both satisfactory. The curriculum is significantly enriched by a good range of out of school activities. The school provides very good levels of care. Links with parents are satisfactory, links with the community and other schools and colleges are good.

Teaching and learning

The quality of teaching and learning is satisfactory in the Reception class, in Years 1 and 2 and in Year 3 to Year 6. This is the same as at the time of the last inspection. The assessment procedures are good and this information is used soundly to address individual needs and to indicate what pupils need to do to improve.

Main strengths and weaknesses

- Teachers use their subject knowledge well to plan interesting lessons.
- Pupils are successfully encouraged to think things out for themselves, for example when carrying out scientific investigations.
- Insufficient attention is given in some lessons to making sure that work is well matched to the wide range of ages and abilities.
- Arrangements for homework are not clear enough and not fully understood by all parents and pupils.
- Assessment procedures are good and are well focused on what pupils need to do to improve.

Commentary

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	3	10	0	0	0

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

19. Overall, the quality of teaching is much the same as at the time of the last inspection. The quality of teaching in Reception is satisfactory and appropriately fosters the Early Learning Goals for children of this age. Teaching in Reception is firmly based around a good understanding of the needs of these children, who are positively and effectively encouraged to enjoy their lessons.
20. In Year 1 and Year 2 and in Year 3 to Year 6 the teaching of English is satisfactory overall. The skills of writing are well taught. This is the result of recent successful initiatives to improve pupils' writing and neatness. In the best lessons in English the teachers show a very comprehensive understanding of the way different styles of writing are constructed. Pupils are taught systematically what they need to do to plan and complete their work. Pupils are encouraged to use a step-by-step guide to help them through this process. Pupils' finished work is carefully evaluated and pupils are encouraged to indicate what they consider they have done well and what they need to do to improve. The teachers have a good understanding of how to teach the sounds that letters make and encourage pupils to speak confidently when answering questions.
21. In mathematics the quality of teaching is satisfactory and teachers have a firm understanding of how to teach the National Numeracy Strategy. The teaching of science is satisfactory and teachers give appropriate emphasis to illustrate to pupils what they should do to carry out investigations.
22. Throughout the school the teachers and other adults manage pupils well and have a high degree of care and concern for their well-being. However, some parents expressed well-

founded concerns in their responses and at the parents' meeting that arrangements for homework are unclear.

23. Teachers assess pupils' work carefully and there are thorough and effective procedures to involve pupils in these assessments. Pupils are made well aware in a constructive way of what they need to do to improve.
24. In the best lessons the teachers prepare carefully to make sure that they have a good range of resources and illustrations to make the topic they are teaching interesting to their pupils. The teachers show very good knowledge of the subjects they are teaching and pass on their interests and enthusiasm well so that pupils are eager to learn more. Shortcomings in lessons occur when:
 - there is a lack of challenge in the work because it is not well matched to the different ages and abilities in classes;
 - occasionally teachers are unable to give sufficient help to younger children because they lack adequate support to help them meet the varied demands of the wide range of ages and abilities in the room;
 - lesson plans are not always adapted to the particular learning needs of pupils with special educational needs with the result that at times tasks are too difficult;
 - the support given to these pupils by teaching assistants at times lacks questioning and discussion to further their understanding of the tasks that have been set.

The curriculum

The curriculum is satisfactory. Opportunities for enrichment are good. The school's accommodation and resources, including staffing, support pupils' learning satisfactorily.

Main strengths and weaknesses

- There are very good opportunities to participate in other activities including sport and the arts.
- There is good provision for personal, social and health education.
- The school looks for ways to make the curriculum more exciting and relevant.

Commentary

25. The curriculum in the Reception class is satisfactory and covers all areas of learning as required for pupils of this age. The curriculum for Years 2 to 6 includes all the subjects of the National Curriculum and religious education. A full scheme of work is now in place for information and communication technology and its use to support learning in other subjects is being developed. Classes have weekly timetabled lessons for personal, social and health education, following a scheme of work that includes provision for sex education and drugs awareness.
26. The school plans the curriculum to take account of mixed age classes. However, the planning for subjects does not always take sufficient account of the learning needs of all pupils in these classes where there is a wide range of ability. At times, therefore, progress is restricted through a lack of challenge and expectation for older or more able pupils and of support for younger or less able ones. Satisfactory provision is made for pupils with special educational needs. Although there is effective support for them to meet the targets set out in their Individual Educational Plans, general support in lessons is not always as well focused on their particular learning needs.
27. The school has successfully planned to make the curriculum more exciting and relevant through the use of theme days for the whole school to take part in. These often involve visiting artists and speakers. For example, days have been held on textiles, kite making and Victorian life. Pupils recall particularly the excitement of a French day, the climax of which was a French meal served to over a hundred guests.
28. Participation in sport is strong. Good use is made of the links with local colleges for coaching facilities and opportunities to take part in joint activities with other schools, such as tag rugby and netball. Many pupils participate in local sports events such as cross-country, football tournaments and swimming galas.
29. The school makes full use of its limited accommodation and benefits well from links with a local secondary school for the use of its gymnastics, technology and science facilities. The school environment is used well to provide pupils with first-hand experiences for learning.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good whilst the school's involvement of pupils through seeking, valuing and acting on their views is good. The school provides pupils with good support and guidance, and involves them well in the work of the school and its development.

Main strengths and weaknesses

- The pupils' care, welfare, health and safety are strengths of the school.
- Pupils have good and trusting relationships with adults.
- Good monitoring procedures enable appropriate support to be given to help raise achievement.

Commentary

30. The headteacher is the named and trained child protection person. One other member of staff is also trained. The weaknesses seen during the previous inspection related to child protection have been fully addressed. Those with the training have now ensured that all staff are regularly briefed on their relevant responsibilities. There is a clear, detailed, written policy and good liaison with the local social services; all documentation is locked away. There are no looked after, refugee or traveller children.
31. The headteacher is also the health and safety person and has carried out assessments rigorously. Accident and medicine procedures are caring and efficient. There are trained first aid personnel known to all pupils. Good use is made of outside professional help such as the police, who come and talk to pupils about 'Stranger Danger' and personal safety, and the school nurse, who advises older pupils on sex education. Meals are prepared and served in hygienic conditions and all parents have approved of the school's Internet policy.
32. Through listening to opinions expressed in the School Council and in assemblies and lessons, the school has become good at taking pupils' views into account and acting upon them. Recently, pupils have influenced events at the school camp and suggested outdoor play equipment, a screen across one of the classrooms and the development of the school garden.
33. It is clear from the returned pupil questionnaires that all have one or more adults within the school that they can turn to for help or advice. Talking to pupils during the inspection also reconfirmed this. The school has good procedures for induction into the school. Home visits are made well beforehand and parents invited in with their children to familiarise them with the school.
34. All pupils are carefully assessed when they begin Reception. This enables any concerns to be picked up and monitored, leading to an early identification of pupils with special educational needs. The provision for pupils with special educational needs helps to ensure that these pupils achieve as well other pupils. Pupils' progress in literacy and numeracy is carefully monitored. This helps to identify ability groups in mixed age classes so that teachers are able to plan for and support the range of learning needs. Where further support is required initiatives such as Early and Additional Literacy Support, Springboard and booster groups are used.
35. Pupils have group targets for literacy and numeracy, and those with special educational needs have clear and precise targets on their Individual Education Plans which are regularly reviewed. All targets are shared with pupils so that they themselves know what they are working towards and how they can improve. Marking in books is generally constructive and informs pupils how well they have done and what they need to do to improve further.

Partnership with parents, other schools and the community

Links with parents are satisfactory whilst those with the community and other schools and colleges are good.

Main strengths and weaknesses

- Links with the community are a strength of the school.
- Links with other schools and colleges are a strength of the school.

Commentary

36. A majority of parents say that their children like school, they behave well and are expected to work hard and that teaching is good. A few deny that they feel comfortable about approaching the school with a problem, that they receive good information on their child's progress or homework or that the school seeks the suggestions and views of parents.
37. Overall, information to parents is good. They receive a prospectus and governors' report. Both contain all statutory requirements. Academic reports are clear and say what a child can do to improve. There are regular teacher evenings every term as well as open days. Newsletters are regular and curriculum evenings have been held for numeracy and literacy. The school also holds specific meetings, every term, to let parents know what children are learning. The school is welcoming to parents.
38. The school has a Parent Forum. The school believes that it does take parents' views into account.
39. The contribution by parents to children's learning is satisfactory. A small group come in and regularly help with reading. Most parents appreciate the home-school diary and find it useful as a two-way communication. The school association raises considerable funds for resources. The school has a clear complaints procedure. However, there are instances, as already stated, of parents questioning whether the current procedure is adequate.
40. There are good links with the community and other schools and colleges. Local religious leaders take weekly assemblies and the pupils have recently celebrated the local saint's day. A nearby firm teaches pupils about testing mining samples and another has sponsored the netball and football kits. The pupils support 'Seeds for Africa' and visit an old people's home to entertain residents. The school is part of a local cluster group who share, for example, joint theatre visits. The local college provides multi-sports in its gym and work experience students are frequently in school. Arrangements for transfer to secondary education are appropriate.
41. Overall, partnerships with parents, the community and local schools help considerably towards the pupils' learning.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is satisfactory. The school is well governed. There is a clear commitment to school improvement and to ensuring that the curriculum is wide and interesting. The headteacher's leadership is satisfactory. The school provides satisfactory value for money.

Main strengths and weaknesses

- The governing body is well informed and acts well as a critical friend of the school.
- Recent initiatives to improve writing have been well organised and led.
- The leadership shown in the Reception class is good.
- The school budget and school development plan are closely linked.
- There are detailed tracking arrangements to judge whether or not pupils are making at least the progress they should.

Commentary

42. The day-to-day management of the school is sound and the roles and responsibilities of the teachers are clear. Staff work purposefully together to ensure that, despite its small size, the school offers a wide and interesting curriculum, which is taught in an atmosphere where learning is fun. The leadership of the Reception class is good and ensures that the curriculum is well organised to meet the needs of these children. The headteacher is hardworking and is heavily committed personally to raising standards further. Recent initiatives have done much to address the key issues of the previous inspection. There is now an effective policy for the teaching of information and communication technology. The skills of information and communication technology are now well used in other subjects. Much work has been undertaken in improving pupils' writing in general and in raising standards of handwriting. The English co-ordinator has worked closely with other staff to raise standards in this area significantly. However, while co-ordinators look carefully at teachers' plans and pupils' finished work, there are insufficient opportunities for co-ordinators to judge the success of their initiatives at first hand. Staff have been given training to identify, where necessary, children who might be at risk. A particular strength has been in linking the school budget to the priorities set out in the school's detailed school improvement plan. Long-term strategic decision-making by the governing body is carefully related to the school's finances. For example, funds are set aside for building improvements.
43. There are detailed arrangements to record pupils' progress, which are shared with governors and parents to ensure that individual pupils are making at least the progress that they should.
44. The governing body is well led and governors are well informed of the school's strengths and areas for development. Governors have specific responsibilities, for example to oversee developments in individual subjects and mechanisms to report back to teachers what they have learnt from a visit to review progress in these areas. Governors are also heavily involved in devising the school improvement plan and in judging its success. The governors have a good understanding of their role as a critical friend of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	173,908
Total expenditure	174,176
Expenditure per pupil	3,870

Balances (£)	
Balance from previous year	28,500
Balance carried forward to the next	28,232

45. Bearing in mind the overall satisfactory quality of education provided and the standards achieved by the time the 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

The provision in the Reception class is **satisfactory**, as at the time of the last inspection. Starting from an average base all children are on course to reach the Early Learning Goals in all the areas of learning by the time they leave the Reception class.

Main strengths and weaknesses

- The Reception children achieve well in their communication, language and literacy.
- The teaching of communication, language and literacy is good.
- The Reception children are not always well supported by the provision of teaching assistants.
- The co-ordinator has a good understanding of the needs of children in the Foundation Stage and manages this area of this school well.
- In some lessons and activities insufficient opportunities are provided for children to use their imagination well.

Commentary

46. At the time of the inspection there were seven full time Reception children. They are taught in a class with Year 1 and Year 2 pupils. There are two teachers who share responsibility for the class. Two teaching assistants support the children every morning. The attainment of children on entry is similar to that of most four-year-olds. By the end of the Reception Year nearly all the children achieve appropriately and attain the Early Learning Goals in all areas of learning. In communication, language and literacy children achieve well.
47. Children settle effectively into the routines of the Reception class and teachers' planning is thorough and closely linked to national guidance. Records of children's progress are detailed and good arrangements ensure that teaching assistants and the teachers work closely together to judge when children are ready to move on to the next steps in their learning.
48. There are occasions when children work alongside Year 1 and Year 2 pupils well and benefit from the wider opportunities to work and play together. However, in some circumstances, particularly during afternoon sessions, they lack the close support from an adult, which would enable them to learn more effectively. For example, when the teacher was talking to pupils in Year 1 and Year 2 about life in a tin mine, the children listened well and were very interested in the pictures they were shown. However, subsequently they spent a long time experimenting themselves with sand and a range of containers with no additional adult help. As a result, opportunities were missed to extend their learning. The school has identified the need to ensure that in the future there is adequate additional support available for these children in Reception throughout the day. The school has included this improvement in its spending plans for the next school year.
49. The teaching is satisfactory overall. The teachers and teaching assistants are skilled at promoting children's speaking skills and in encouraging them to begin to read and write. Teachers work closely with parents and with the private Nursery, which is situated in the same building, to ensure that children have a happy start to their education. However, in

some lessons opportunities are missed to extend play activities to promote children's imagination and creative abilities.

50. The leadership and management of the Foundation Stage are good and the co-ordinator has a firm understanding of the needs of children of this age and how to organise a curriculum which is firmly based in national guidance. Resources and facilities are adequate despite the limitations in space, which occur because of the nature of the shared accommodation.
51. In the area of **personal, social and emotional development** the children's achievement is satisfactory. They concentrate well and are able to share and take turns fairly. They are able to make choices in their work and show consideration for others. They are able to look after themselves independently.
52. The children achieve well in **communication, language and literacy** and the teaching in this area is good. Children speak and listen well and staff are skilled at encouraging children to express their ideas confidently. Children know that their views are valued and are important. Children have individual reading books and they take their books home regularly. They know the sounds that initial letters make in words and are beginning to spell simple words. Good opportunities are provided for them to practise their reading in class and at home and to develop their writing skills.
53. In **mathematical development** children achieve satisfactorily and the quality of teaching is satisfactory. By the end of the Reception class, children have a sound understanding and knowledge of number and space. Children are successfully encouraged to use mathematical language when talking to adults about what they experience. However, on some occasions they lack sufficient adult support to enable them to think more deeply about what is occurring as they play.
54. The children's **knowledge and understanding of the world** is satisfactory and by the age of six children are ready to begin the National Curriculum. Teaching is satisfactory and teachers plan carefully to provide children with good opportunities to learn at first hand, for example, when taking part in a "woods and wellies" day. They are beginning to understand about the importance of preserving their environment through recycling. They have good opportunities to select their own resources when designing and making objects.
55. Children achieve satisfactorily in terms of their **physical development**. No judgement can be made about the quality of teaching as little physical development was observed. The teaching assistants take the children for short physical activities in the outside play area when the weather is suitable. There is an adequate range of large play equipment and wheeled toys, which are regularly used. However, in some circumstances insufficient thought is given in the organisation of these activities to promote opportunities for imaginative role play, for example through playing traffic rather than simply riding a tricycle or pedal car backwards and forwards. Children are developing their co-ordination skills well through regular use of pencils, brushes and scissors.
56. In **creative development** children achieve satisfactorily. Despite the limitations of the shared classroom, children are able to pretend they are in a campsite and order their refreshments from the campsite café. Lessons are well resourced with appropriate materials and children have good opportunities to make their own choices. Children have appropriate opportunities to play as a group and as individuals and they take part in a satisfactory range of craft activities. They enjoy music and enjoy creating their own rhythms and sound pictures using untuned percussion instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are above average in Year 3 to Year 6 owing to the recent initiatives to improve writing that have been successful.
- Assessment information is well used to help pupils improve their work.
- In some lessons the ideas being taught are too difficult for some pupils in the class.
- Pupils listen attentively and are interested in their work.

Commentary

57. Standards attained by pupils in the national tests in English at the end of Year 2 and Year 6 have fluctuated considerably. This is in large part due to the differences in the small groups of pupils who take these tests each year.
58. The current Year 2 pupils attain average standards in speaking and listening, reading and writing. In Year 6 standards are above average in writing and average in speaking and listening and in reading.
59. Overall standards in speaking and listening are average. Pupils build steadily on the standards they achieved in the Reception class in communication, language and literacy development. Pupils in Year 2 speak clearly and listen well. They take part in discussions willingly. In Year 3 to Year 6 pupils speak confidently and are able to express their opinions logically. They listen carefully to instructions and try hard even when they find the work difficult. For example, when pupils in a mixed age class containing eight to eleven-year-olds were asked to identify “cultural” implications in a text, older pupils were able to understand what they needed to do and completed the task well. However, the youngest lacked the necessary experience and knowledge to analyse writing in this way. They tried hard even though they found the tasks too difficult.
60. Pupils write well. Particularly in the last two years standards in handwriting have improved because of the teachers’ higher expectations of pupils in this area and the examples set by teachers. By the end of Year 2, pupils are beginning to write in a neat, joined style. By the end of Year 6 many pupils write fluently and legibly. Another strength is the recent improvement in pupils’ writing in a range of styles and for different audiences and purposes. A recent initiative including the adoption of a system involving a “tool kit” for writing and the use of extensive planning sheets has proved to be effective. Writing skills are systematically taught and texts are carefully analysed to highlight different styles and vocabularies. There are good opportunities for pupils to write at length. Work is carefully marked using a “marking ladder” to identify how well the pupils’ work matches the objectives set. Pupils are encouraged positively to identify strengths in their work and also indicate what they need to improve.
61. Pupils achieve satisfactorily in reading. There are well-developed and effective links with home through a regular home/school reading record. Pupils throughout the school regularly take books home and enjoy reading. Pupils in Year 1 and Year 2 have a secure

understanding of the sounds letters make and are able to apply the strategies to work out how to read unfamiliar words. Older pupils in Year 6 read fluently and accurately and in the best examples bring their stories to life through the expressive way they read them.

62. The quality of teaching is satisfactory overall and the teaching of writing is good. Teaching assistants are well deployed to ensure that all pupils, including those with special educational needs, are well supported and have easy access to an adult if they have difficulties. Teachers methodically question children to re-emphasise and explain, for example about how to identify direct speech. The teachers praise warmly and take a real interest in individuals so that pupils know that their efforts are valued. As a result, they wish to please their teachers.
63. Where teaching has weaknesses, the lessons are too difficult for younger pupils in the class, who struggle to understand the complex ideas being discussed, for example, in an exercise to identify cultural overtones and features in a piece of writing.
64. The subject is led enthusiastically and effectively. A recent initiative to improve the quality and quantity of pupils' writing has been successfully introduced and followed through. This is beginning to be reflected in the overall standards pupils reach and the analytical way the subject is now being taught. The Literacy Hour is well understood

Language and literacy across the curriculum

65. There are well-developed strategies for developing literacy across the curriculum. Opportunities to write in other subjects are well structured and pupils are successfully encouraged to utilise their writing skills for a range of different purposes.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There are good procedures for monitoring pupils' progress, but teachers do not always plan sufficiently for the particular learning needs of individual pupils.
- A focus on developing mental calculation is proving effective.
- There is no specific homework policy that is followed by all pupils.
- The presentation of work has improved and the use of information and communication technology is being developed.

Commentary

66. Year groups are small and so it is difficult to make meaningful generalisations about standards. Currently in Year 2 and Year 6 standards are broadly average. Pupils, including those with special educational needs, achieve satisfactorily.
67. Regular assessments enable the school to check the progress of individual pupils. From these, level targets are set for pupils to work towards. Within mixed age and ability classes' work is planned for both ability and age groups. Group targets for improvement are set that also reflect these levels. However, within these groups insufficient account is taken of individual learning and the next step that each pupil needs to take, so that better

and more consistent progress may be made by all. At times higher attaining pupils are not challenged and the work set is not always fully understood by others.

68. The quality of teaching and learning is overall satisfactory. Teachers now have higher expectations of presentation and information and communication technology is starting to be used in lesson. This shows satisfactory improvement since the last inspection where presentation and the use of information and communication technology were key issues. The introductions to lessons are mostly brisk and encourage pupils to reason for themselves, so developing their understanding. This was particularly apparent in Years 1 to 4 where pupils, as a result, were becoming more confident in their approach to mathematics. Where teaching is stronger tasks are more challenging and again require more individual thought and application. This was evident in a good Year 1/2 lesson where pupils were developing number sequences and made good progress in their recognition and understanding of number patterns. Teaching assistants give satisfactory support in lessons. There are times when they are not sufficiently involved, for example during introductions. Their support of groups could be more effective, for instance, through more opportunities for questioning and discussion, in order to further, and assess pupils' knowledge and understanding. The provision for homework to support classroom learning is inconsistent and does not provide enough regular opportunities for pupils to work independently. In lessons pupils are well managed and, as a result, behave well. However, their overall attitudes are only satisfactory. Where teaching is livelier and fully inclusive, pupils respond well and make greater progress. There are times, however, when some pupils are prepared just to sit.
69. Leadership and management of the subject are satisfactory. Test results are analysed and areas for development identified. The school has recognised the need to move away from a fully 'work sheet' and 'sums' approach, and its developing emphasis on mental calculation and problem solving, using taught strategies, is starting to raise pupils' achievement.

Mathematics across the curriculum

70. There are a number of curricular areas where a link has been established with mathematics. The latter is used particularly in information and communication technology, through data handling and work on spreadsheets, and in science where pupils measure, record and compare the results of their investigations.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching does not take full enough account of the particular learning needs of all pupils.
- Opportunities for younger pupils to carefully record their scientific observations are limited.
- The school grounds provide an effective resource that arouses pupils' interest.

Commentary

71. Year groups are small and it is difficult to make meaningful generalisations about standards. Currently in Year 2 and Year 6 standards are broadly average. Pupils,

including those with special educational needs, achieve satisfactorily. These standards and the quality of teaching and learning have been satisfactorily maintained since the last inspection.

72. No science lessons were observed, but from teachers' planning and pupils' past work the quality of teaching and learning appear to be satisfactory. The curriculum covers all aspects of the subject's programme of study, and is planned to take account of mixed age classes. However, pupils' work shows that teachers do not always take enough account of the levels at which pupils need to be working in order to develop skills consistently. This results particularly in some lack of challenge for higher-attaining pupils. Although Years 3 to 6 pupils carry out a variety of investigations, predictions are not always recorded, nor do the results of investigations always lead to well-considered conclusions. Satisfactory use is now being made of information and communication technology for recording and comparing the results of investigations.
73. The school uses its outside environment well to stimulate pupils' interest in nature and science. For example, Year 1/2 pupils have looked at plants and animals in their natural habitat. However, these pupils do not have sufficient opportunities to more accurately record their observations; there is very little evidence of pupils comparing their findings and recording their results in any systematic way. This was apparent from their comparison of the roots of different plants, where their drawing was of a poor quality and the expected measurements were not recorded.
74. The co-ordinator, who has only recently taken on the role, has a clear enough picture of the school's provision for science, but has not yet identified any particular areas of concern.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There has been satisfactory improvement in the provision for information and communication technology since the last inspection.
- Lesson planning does not take sufficient account of the levels at which groups and individuals need to be working.

Commentary

75. The full curriculum for information and communication technology is now in place and planning shows that all aspects of the subject are being taught. In those aspects of the subject observed, or where there was recorded evidence, standards are broadly satisfactory. Pupils, including those with special educational needs, make satisfactory progress.
76. In the lessons seen planning did not take full enough account of the age and ability range of the class. The activity was carefully prepared and enabled older pupils especially to e-mail their teacher and each other. However, younger pupils in the class did not make much progress. For the first part of the lesson they were not sufficiently involved, having to wait for the second part for the activity to be more fully explained whilst older pupils worked at

the computers. The use of mixed ability pairing at the computers did not allow more able pupils to be fully challenged or provide effective support for less able ones.

77. Teachers now have sufficient skills to teach and use information and communication technology. Assessment procedures are in place but are not yet used sufficiently to ensure the consistent development of skills of individual pupils. As well as classroom computers there is a bank of computers to which all pupils have access for skills training.

Information and communication technology across the curriculum

78. Satisfactory use is now being made of information and communication technology in other curricular areas. For example, in geography Year 1/2 pupils input data for a recycling survey; in science the results of investigations are recorded and compared. Some use is made of the Internet for research and pupils' work shows a good use of word processing skills.

HUMANITIES

79. Insufficient evidence was available to support overall judgments on provision in **history and geography**. One lesson was seen in history and none in geography. Work in pupils' books was scrutinised and discussions were held with some pupils and teachers. The work seen was of a broadly average standard.
80. In **history** pupils in Year 2 are able to compare their toys with those children played with 100 years ago. They know about the achievements of Richard Trevithick and what life was like for tin miners. Pupils in Year 3 to Year 6 know from artefacts and illustrations what life was like in the 1950s and 1960s. They are beginning to understand in some detail the achievements of the valley civilisations and where these cities were situated. They have good opportunities through visits and well-resourced recreations in school to experience life in a Victorian School. Artefacts and resources are well used in this process.
81. In **geography** pupils in Year 2 know about the main sources of employment in their area and where the village is situated in Cornwall. Older pupils in Year 3 to Year 6 know that recycling is an important element in reducing levels of pollution in the world. In Year 5 and Year 6 pupils are able to identify different features formed by the action of the sea on their local beaches.
82. They know that life in Chembekolli in India is considerably different to that in their own village. Through imaginative initiatives such as running a "French restaurant" dressed in French clothing, pupils and parents have good opportunities to appreciate the flavour of France.
83. The quality of teaching observed was satisfactory. The teacher's knowledge and enthusiasm for the subject made the lesson come to life. Resources and illustrations were well chosen and organised to make the lesson interesting and informative, particularly for the older and more able pupils. However, in some cases the lesson was too demanding for the youngest pupils, who found some of the tasks over-long and, as a result, lost concentration.
84. History and geography are well planned and there are well-thought-out arrangements to make these subjects interesting and relevant to the pupils' own experiences, for example

through “themes days”. In history particularly, local artefacts and replicas are well used to encourage pupils to empathise with a topic and experience at first hand what life could have been like some time ago. However, co-ordinators have insufficient opportunities to look at the success of teaching and learning in other classes.

85. **Religious education** was only sampled during the inspection and therefore no firm judgement can be made on provision. In the one lesson seen, and from other planning, good methods are used to provide interest and stimulation in learning. ‘Hot seating’ was used effectively in a Year 3 to 6 lesson, to convey the feelings of Jesus and the Pharisees as the moneychangers were turned out of the temple. Planning for a Year 1/2 lesson showed that pupils were to take part in their own Seder meal as part of a topic on the Jewish Passover. The scheme of work fully reflects the requirements of the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. These subjects were sampled during the inspection but not in sufficient detail to provide a judgement on provision. No lessons were seen in **design and technology, art and design or physical education**. One lesson was seen in **music**.
87. **Art and design** and **design and technology** were not a focus of the inspection and therefore no firm judgement can be made on provision. Displays around the school show that a satisfactory range of media and techniques are used and developed in art and design. Creative days, with visiting artists, for example working with children on felting, textiles and kite making, enhance the curriculum. Work in design and technology shows that all aspects of the subject are covered. Good links with a local secondary school provide further facilities and opportunities in design and technology. Pupils are able to visit this school, and teachers from there work in school developing projects.
88. In **music**, older pupils in Year 3 to Year 6 listen well and are able to carry out a repeated beat and follow simple notations. They are able to interpret sound pictures and explain vividly the images the music creates in their mind. Younger pupils have appropriate opportunities to compare their own sound pictures using untuned percussion instruments. Standards in music are in line with expectations and are the same as at the time of the last inspection. Pupils benefit from arrangements for music to be taught by visiting specialists, for example in instrumental music and singing.
89. In **physical education**, standards in swimming are above expected and many pupils swim confidently. It was not possible to judge standards in other areas. Despite very limited facilities within the school there are good opportunities for pupils to participate in a full range of physical activities. This is in part due to the close working relationship established with the nearby secondary school to which most pupils transfer when they complete their primary education. Pupils are able to use regularly the indoor facilities there. This link also enables teachers to extend their own professional expertise through advice and guidance from specialist teachers at the secondary school. Good links have also been established with national initiatives to promote sports and games in schools. The school has extended its resources through these links in netball, rugby and athletics. There are also good opportunities for pupils to learn on a residential visit how to surf. They regularly take part in competitive activities such as cross-country running, cricket and soccer. These activities are well supported through local sports clubs which provide facilities, equipment and coaching. Pupils also learn how to orienteer when engaged in

outdoor theme days such as in a “woods and wellies” experience. The co-ordinator provides an enthusiastic and imaginative lead to this subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. No lessons were seen in this area of the curriculum and so no judgements are made about overall provision. The School Council provides good opportunities for pupils to express their views about how well the school is organised. Personal relationships between adults and pupils are a strength in this small school. This very successfully promotes a strong family ethos where pupils' views are valued.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
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)