

INSPECTION REPORT

PENNOWETH PRIMARY SCHOOL

Redruth

LEA area: Cornwall

Unique reference number: 133406

Headteacher: Ms P Crawford

Lead inspector: Mr D Manuel

Dates of inspection: 28–30 June 2004

Inspection number: 257179

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	324
School address:	Drump Road Redruth Cornwall
Postcode:	TR15 1NA
Telephone number:	01209 215671
Fax number:	01209 215671
Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Ince
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

Pennoweth is a larger than average community primary school for children aged between three and eleven years. It was established as a new primary school nearly two years ago after the amalgamation of a former junior and a former infant school. The school mainly serves the local area of Redruth North. The area is deemed to be one of the most deprived areas in the country. Almost all the pupils are from a white, British background. The percentage of pupils claiming free school meals is well above average. The proportion of pupils with special educational needs is above average. These needs cover a wide range of specific requirements including learning, social and behavioural and speech and communication difficulties. There are 17 pupils with a Statement of Special Educational Needs, well above average for primary schools. A small number of pupils speak English as an additional language and are at an early stage of language acquisition. There are no traveller children or pupils in public care. In the past year, 23 pupils joined and 22 departed at other than the usual times. This higher than normal mobility rate is due to the regular movement within the local social housing needs. There have been eleven exclusions in the past year. Attainment on entry indicates that children are well below average overall.

Distinctive features of the school include the new supportive atmosphere and its commitment to providing an environment which cares for every individual in its community. Particular support is given to the pupils who need to feel safe, secure and challenged as they endeavour to fulfil their potential. The school is within an Education Action Zone (EAZ) with several other schools in this area of Redruth and Camborne. Within the community provision, the school is involved in a Family Learning Programme, Family Support Services and community use of facilities, some linked to the EAZ. The school also has very close links with local partner schools, the local community and technology college and a nearby special school, as well as links with three beacon schools. The school was awarded Investor in People in 2003 and 'Naacemmark' for School, an award for information and communication technology, in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	Mathematics Information and communication technology Art and design Personal, social and health education Music Special educational needs English as an additional language
9744	Mr P H Brown	Lay inspector	
22113	Mrs A L King	Team inspector	Foundation Stage Geography History Religious education
33090	Mr J Herbst	Team inspector	English Science Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. Since the opening of the school almost two years ago, the headteacher has worked very hard to create a very positive and supportive ethos, a highly committed team of staff, a well-organised curriculum and good teaching. As a result, the school provides its pupils and their families with very high levels of care and support. Pupils achieve well and standards are rising from low starting points. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and management.
- Teaching throughout the school has many good features.
- The school provides very good care, support and guidance for all pupils.
- The school provides an interesting and innovative curriculum.
- Links with parents, the community and other schools are very good.
- Provision for the spiritual, moral, social and cultural development of pupils is very good.
- Standards in the core subjects of English, mathematics and science are below average.
- Attendance figures are below average.

This is the first inspection of Pennoweth. The school has many strengths, particularly in its inclusive approach to support all pupils to the full, whatever their needs. When pupils start in the school, attainment levels are well below average. By the time pupils leave school at the age of eleven, standards in English, mathematics and science are below national expectations but are rising significantly to be just below expected levels. There is a strong commitment by everyone to improve the work of the school still further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E	E
mathematics	n/a	n/a	E	E
science	n/a	n/a	E	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils are in the same percentage group of entitlement to free school meals..*

The 2003 test results show that at the end of Year 6, pupils' attainment was well below average in English, mathematics and science. When compared to similar schools, results were well below average in English and mathematics and below average in science. Unconfirmed results in 2004 tests show levels of attainment rising but still below average. Inspection evidence indicates that the attainment of the majority of current Year 6 pupils is close to national expectations in English, mathematics and science but the proportion of pupils attaining the higher levels is well below expected levels. In all year groups, **pupils achieve well** in most subjects from their very low starting points.

Attainment on entry is well below expected levels. Achievement in the Nursery and Reception classes is good in most areas and particularly good in personal, social and emotional development. The 2003 test results at the end of Year 2 show that attainment in mathematics was very low in all areas. Unconfirmed results for 2004 show that levels have risen significantly but are still below average. Inspection evidence shows that standards in Year 2 are below average in English,

mathematics and science. Pupils' achievement is good in most subjects, as a result of the school's identified priorities.

In other subjects, inspection evidence shows that pupils achieve well from low starting points. By the end of Year 6, standards are above expected levels in art and design and at expected levels in information and communication technology (ICT), religious education and physical education. Geography, music and design and technology could not be inspected in full and were only sampled subjects. The achievement of pupils with special educational needs is good overall, as is the achievement of the small number of higher attaining pupils and the very small number of pupils from minority ethnic groups. **Provision for spiritual, moral, social and cultural development is very good** overall and has a very positive impact on the pupils' **very good personal development**. **Pupils have good attitudes and values**, form very good relationships with staff and their peers and generally behave well. Attendance levels are below average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good overall. The quality of support provided by special needs support staff and other teaching assistants is very good and makes a very positive contribution to the achievement of pupils. Assessment data are used effectively in English, mathematics and science to identify strengths and relative weaknesses in provision and guide planning to match work to the individual needs of all pupils, ensuring that they all learn well. The school is aware of the need to develop assessment and recording procedures for other subjects and plans are in hand to facilitate this.

The school provides a good curriculum for pupils of all capabilities with well-planned links between subjects. Provision is effectively enriched by a good variety of extra-curricular activities, including sport and the arts, and has a very positive impact on pupils' learning and on their personal development. The school has well-qualified teaching staff, who are effectively supported by a good number of well-trained support staff. The accommodation is good and good resources are used well to support teaching and learning. The school provides very good levels of support and guidance, and very effectively ensures pupils' health, safety and well-being. Links with parents, other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership with her experience and enthusiasm and, with the very effective support of the senior management team, has created a committed team of hardworking co-ordinators and a dedicated governing body. All staff are fully committed to ensuring that pupils achieve their best and enjoy their learning. The school is well led and managed overall. The governance of the school is good. In the short time since their appointment, governors are effective in the way they monitor the life and work of the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with most aspects of the school's work. They are particularly pleased with the leadership and management of the school, the good quality of teaching and that staff expect children to work hard. Pupils themselves are very pleased with the school. They like their teachers, who make them work hard and help them find out new things in lessons. They greatly appreciate the help and support they receive from all staff, particularly if they are worried about anything.

IMPROVEMENTS NEEDED

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

- Raise standards in the core subjects of English, mathematics and science.
- Continue efforts to improve attendance figures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement by children in the Foundation Stage is good. The achievement of pupils in Years 1 to 6 is good. This consistently good achievement is the result of good provision and teaching and enables pupils to make good progress in academic and personal development from low starting points. However, by Year 6, standards are still just below expected levels in English, mathematics, science and history. Standards are at expected levels in ICT, religious education and physical education and above expected levels in art and design and personal, social and health education.

Main strengths and weaknesses

- As they move through the school, pupils consistently achieve well.
- By the end of Year 6, standards in the core subjects of English, mathematics and science are below expected levels.
- Pupils make good use of cross-curricular skills in literacy, numeracy and ICT to support their learning in other subjects.
- Pupils make good progress in art and design, ICT and personal and social skills.
- The achievement of pupils with special educational needs is good.

Commentary

1. Provision in the Foundation Stage is good. The children's attainment when they start school is well below the expected level overall, especially in the areas of language and mathematical skills. Children in the Nursery class make a good start to their learning and quickly settle into school routines. Good teaching in the Nursery and Reception classes ensures that by the end of the Reception Year, most children make good progress in their academic and personal skills although many will not achieve the Early Learning Goals in all areas of learning. In physical development and personal, social and emotional development, most children will reach expected levels. In communication, language and literacy, in mathematical development, creative development and in knowledge and understanding of the world, despite achieving well from a low starting point, the overall attainment by the end of Reception Year is below the expected levels.

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

Standards in:	School results	National results
Reading	11.7 (n/a)	15.7 (15.8)
Writing	10.9 (n/a)	14.6 (14.4)
mathematics	12.1 (n/a)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. When compared to national standards, the results gained in national tests for seven-year-olds in 2003 were very low in all subjects tested. Teacher assessments in science indicated that standards in science were well below average. The unconfirmed results for the national tests in 2004 show significant improvement but are still likely to be below or well below the national average. There are no comparisons possible with national trends over the past three years because the school has only been open since September 2002.

- Inspection evidence shows that achievement is good in Years 1 and 2, because the teaching is consistently of a good standard and teachers provide an enriched and well-balanced curriculum. Pupils develop their skills effectively in good cross-curricular activities. Evidence also shows that standards in the current Year 2 classes are below expected levels in English, mathematics, science, religious education and history, and are at expected levels in ICT, art and design, physical education and personal, social and health education. Geography, music and design and technology were not inspected fully and were only sampled.

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

Standards in:	School results	National results
English	23.3 (n/a)	26.8 (27.0)
Mathematics	23.7 (n/a)	26.8 (26.7)
Science	26.7 (n/a)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

- Results in 2003 tests at the end of Year 6 were well below the national averages in English, mathematics and science when compared to those of all schools nationally. When compared to schools with a similar proportion of pupils eligible for free school meals, results were well below expected levels in English and mathematics and below expected levels in science. The unconfirmed results for the national tests in 2004 show good improvement but are still likely to be below the national average. There are no comparisons possible with national trends over the past three years because the school has only been open since September 2002.
- Inspection evidence shows that levels of achievement in Years 3 to 6 continue to be good as pupils' learning is extended by good teaching and the enriched and well-balanced curriculum. Standards in the current Year 6 in English, mathematics and science are just below expected levels overall, mainly because the number of higher-attaining pupils is much lower than expected at this age. Standards in history are below expected levels. Pupils achieve well in most subject areas. In ICT, religious education and physical education, good progress is made and standards are at expected levels. Standards in art and design and personal, social and health education are above expected levels. In these subjects, progress is very good. These higher levels are the result of the high priority the school places on these subjects to enable all pupils to achieve their full potential and gain confidence and self-esteem in these less academic areas.
- The high proportion of pupils with special educational needs also achieve well but most attain below expected levels. They receive good support from teachers, learning support assistants and the co-ordinator for special educational needs. This support enables them to make good progress towards their personal targets. In relation to their prior attainments they achieve just as well as other pupils. The achievement of the very small number of higher-attaining pupils is good overall and most attain above expected levels. The achievement of the very small number of minority ethnic pupils, who speak English as an additional language, is good. Overall, girls achieve slightly better than boys, which matches the national picture.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils display positive attitudes to school.
- Relationships between pupils and with adults are very good.

- Behaviour of pupils is good in and out of school.
- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- Levels of attendance are unsatisfactory.

Commentary

7. Throughout all age groups, pupils' attitudes to school are good. They are enthusiastic to learn and respond positively to the many opportunities to do so. Relationships between pupils are very good, as they are with adults, providing a firm and secure base on which learning and personal development can flourish. Opportunities for pupils to show initiative and accept responsibility are good, a particular example being the opportunity for older pupils to be buddies to younger pupils. The imminent launch of the School Council will provide a wide range of new opportunities.
8. Pupils' behaviour is good. They are attentive in class, capable of working independently when required, and collaborate well when working in small groups. When teaching is very good, behaviour is very good too. Procedures for promoting good behaviour are very much based on positive inducement and are effectively implemented. Bullying is very rare but effective procedures exist to deal with any instances that might arise. In the school's first year, several pupils were excluded for fixed periods but as a result of the consistent good management of behaviour by adults only one pupil has been excluded in the current year.
9. The spiritual, moral, social and cultural development of pupils is very good and this aspect of pupils' learning is very effectively fostered. Spiritual awareness is very good, with pupils being provided with many opportunities for spiritual reflection through well-planned and sensitively delivered assemblies. A particular example was the opportunity for older pupils to silently reflect, adopting the Buddhist thinking position. Other very good opportunities for spiritual development are provided through lessons and visits to local churches and Truro Cathedral. Pupils of all ages are encouraged to share their feelings, reflect upon aspects of their lives and to appreciate the beauty of art and the world they live in. Pupils display a good understanding of moral issues, as was observed when a class of Year 5 and 6 pupils discussed apartheid as part of an English lesson. The social development of pupils is good and is illustrated by the kind and sensitive comments made about a classmate during a Year 2 discussion session. Pupils work together well in small groups and take account of the views of others. Pupils' cultural development is very good, with pupils being provided with a wide range of opportunities to become familiar with different traditions and cultures, including their local Cornwall, but also ones more diverse, such as Greece, South Africa and India. The school environment is rich in its multi-cultural displays and artefacts.

Attendance

10. Attendance of pupils is unsatisfactory, falling below national averages. Unauthorised absence is in line with the national average. Punctuality is satisfactory but a small minority of pupils repeatedly fail to arrive at school on time, which, consequently, disrupts the start of lessons. Procedures for promoting good attendance are good and are implemented with vigour and consistency. However, some parents do not adequately ensure that their children attend school on a regular basis.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	228	8	0
Mixed – any other mixed background	3	3	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Any other ethnic group	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good throughout the school. Assessment is good overall. The statutory curriculum is good and is effectively enriched by a good range of additional learning opportunities. The school provides very good levels of care, support and guidance and pupils' views are actively sought and acted upon. Links with parents, the wider community and with other schools are very good.

Teaching and learning

The overall quality of teaching and learning is good. Teaching and learning are good overall in the Foundation Stage with some very good features. In Years 1 to 6, teaching is good, particularly in identifying cross-curricular links. The quality of assessment is good.

Main strengths and weaknesses

- The innovative practice in place in Reception and Year 1 classes is very successful.
- The quality of teachers' planning is good and subjects are often linked together well into cross-curricular topics.
- Teachers ensure that pupils behave very well and concentrate hard and this has a positive effect on their achievement in most lessons.
- Teachers make very good use of well-trained and effective teaching assistants.
- The teaching and learning of pupils with special educational needs are good.

Commentary

11. The headteacher and key staff have carried out a rigorous process of monitoring classroom practice. This has led to the identification of whole-school areas for development, and to the sharing of the good and very good practice that exists. This has been very effective in the innovative practice in place in Reception and Year 1 classes. During part of each day, pupils are taught in separate groups of the same age and in the other part of each day, Reception children and Year 1 pupils join together for lessons. This practice benefits all participants in extending their knowledge, skills and personal development, by increasing the independence of the Reception children and helping Year 1 pupils cope with the demands of the National Curriculum more effectively with a more practical approach.
12. The teaching of the Foundation Stage children in the mixed Reception and Year 1 classes is very good. The teachers plan very well with the mixed age groups and provide a wide range of good quality activities that build successfully on their prior learning. Pupils benefit from the

teachers' stimulating approach, often linked to their specialist areas. Very good use is made of support staff so that the Reception children can work with, and sometimes independently of, the Year 1 pupils on a regular basis and settle in quickly to the routines of working. Learning is particularly good and skills are developed well when the children work alongside the adults and talk about what they are doing and why. Because of a high proportion of children with particular needs, the ongoing development of the children's personal, social and emotional skills is a high priority, and this area of learning is taught particularly well.

13. Throughout Years 1 to 6, teachers continue to have high expectations of the pupils. As a result, the pupils behave very well in class and work to the best of their capabilities. Teachers provide good opportunities for pupils to use cross-curricular skills of literacy, numeracy and ICT, and there is a good balance between the direct teaching of key skills, and opportunities for the pupils to use and apply their learning in different contexts. The very good relationships that exist between adults and pupils ensure that pupils feel confident about their learning, and are prepared to try different approaches. This is particularly evident when pupils tackle problem solving activities in subjects such as mathematics and science, when their learning is reinforced as they pursue different lines of enquiry, reviewing the steps they are taking. Teachers very effectively promote creativity and encourage the pupils to express their ideas confidently. As a result, much of the pupils' work in subjects such as art and design is highly imaginative and of good quality. Work is very well supported by a good range of visiting artists, who stimulate pupils and extend their learning.
14. Lessons are often lively and stimulating. Pupils' attention is maintained by the good use of resources, which enliven teaching and enhance pupils' learning. Teachers use a wide variety of methods to add variety to the pupils' learning, and there is a very good mix of whole-class activities and work that the pupils carry out in small groups or pairs, or independently. Pupils of all ages and capabilities are very co-operative, and enjoy working on collaborative tasks.
15. Teachers are good at matching work to pupils' individual needs, and cater very well for all ability groups. The high proportion of pupils with special educational needs receive good levels of additional support, both in class from teachers and on a withdrawal basis by the special needs co-ordinator. As a result, these pupils achieve well and attain the standards of which they are capable, although many are still below the levels expected of their ages. Teachers and their teaching assistants are calm and patient and are clearly aware of pupils' emotional and physical needs, while supporting them academically. Pupils with particular educational and other personal needs, are dealt with very sensitively and given much praise and encouragement to raise their self-esteem. The small proportion of higher-attaining pupils are well supported and challenged so that they too achieve their full potential.
16. Carefully planned homework, linked to classroom activities in several subjects, is set regularly throughout the school. Because the pupils can see the relevance of the tasks, it is completed conscientiously. The work is marked carefully and this extension of learning contributes to the good achievement of the pupils.
17. The procedures for assessing the pupils' progress are good. In literacy and numeracy, particularly, there are good procedures to assess the pupils' progress and plan what pupils of different capabilities should learn next. There are also good records for science, history and ICT. These are fairly recent additions to the assessment procedures and there has been insufficient time for them to be consistently used or made available to staff across the school. It is intended to develop the assessment process to cover all National Curriculum subjects. Early assessment on entry to the Nursery and Reception classes confirms that children start from a relatively low base. This information is used carefully to provide a good curriculum for the children, which builds on what they already know, can do and understand in relation to the Foundation Stage profile. The progress pupils make is assessed regularly, with good use of perceptive observations, and the staff regularly challenge the children to ensure they achieve well. There are progression sheets to help staff identify what pupils should be acquiring in terms of skills, knowledge and understanding. There are also marking ladders, which are used

to enable pupils to assess their own performance, but again not in all subjects. The pupils are aware of their targets in numeracy and literacy, and national test results are analysed to agree strategies for raising standards further. Tracking of the pupils' progress from year to year is also relatively new and yet to be developed fully.

18. Teachers mark the pupils' work frequently, with some evaluative comments and an interactive approach, especially in religious education, which has had a beneficial impact on standards. Comments are also positive and encouraging and, in history, are intended to improve the pupils' skills in literacy.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (32%)	20 (49%)	8 (19%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

Provision is good and effectively enriched by a wide range of purposeful curricular opportunities which cater well for the needs, aptitudes and interests of pupils. The accommodation and resources are good overall.

Main strengths and weaknesses

- An innovative, broad and balanced curriculum captures pupils' interest.
- Strong emphasis is placed upon pupils' personal development.
- The well-designed environment adds to pupils' learning and enjoyment of school.
- Good use is made of ICT.
- There is good equality of access and opportunity for pupils, including those with special educational needs.
- Extra-curricular clubs, visits and a wide range of visitors enrich opportunities for pupils.

Commentary

19. The school is developing effective curriculum documentation for use by all staff, to ensure good coverage of all subjects, including religious education. The school provides a topic-based curriculum, which links subjects and covers all the requirements of the National Curriculum, areas of learning in the Foundation Stage and the locally agreed syllabus for religious education. Provision offers a full range of opportunities to all pupils, including those with special educational needs and those who speak English as an additional language, enabling them to achieve well and to develop skills, knowledge and understanding as they move through the school.
20. The curriculum is reviewed regularly and the school is working to increase effective links between subjects. Subjects such as literacy and history frequently complement each other. This helps ensure pupils' interest and good learning. Pupils apply the skills they have learned in ICT imaginatively in other subjects. ICT skills are learnt in sessions with the ICT co-ordinator and follow up lessons with the class teacher reinforce skills in links with other subjects. An innovative curriculum for pupils in Reception and Year 1 motivates these young children to greater independence and provides a good range of learning activities.

21. Provision for personal, social, health education and citizenship, including sex education and relationships and drugs awareness, is very good and has a very positive influence on pupils' personal development. This aspect of curriculum provision has a high profile in the school and is supported very well by the very good relationships that exist between adults and pupils.
22. The accommodation is very well maintained and the new school has benefited from the recent substantial rebuilding and remodelling work. These new areas are used well to stimulate pupils' learning. Eye-catching displays throughout the school add interest and reflect the variety and quality of pupils' work across the curriculum. Resources for learning are good and classrooms are well organised to add to pupils' enjoyment. However, ventilation equipment in the ICT suite is not effective enough, resulting in high temperatures at times and an unpleasant working environment for the pupils.
23. Teachers have a good range of subject knowledge and skills. Teachers' planning pays careful regard to different groups of pupils and ensures resources and activities are well matched to their needs. Planning for pupils with special educational needs is good. Their difficulties are identified early in their school life and teachers produce detailed individual plans to support their learning and ensure they take part in all school activities. As a result, they make good progress in academic and personal development.
24. The school provides a rich and varied range of experiences for pupils. Pupils visit museums and a variety of places of interest and welcome many visitors to the school to share their skills with pupils. Clubs after school are very popular and offer a wide range of interests, including, music, dance and sports. Pupils in Years 3, 4, 5 and 6 have opportunities to participate in a residential visit, which helps develop their personal and social skills in a different setting. Pupils are prepared well for the next phase of education. They visit the schools, have a good understanding of what is expected of them and look forward to the move.

Care, guidance and support

The school provides a very healthy, safe, and secure environment in which pupils thrive. Guidance and support are very good, with pupils being effectively involved in the life of the school.

Main strengths and weaknesses

- Health and safety procedures are of very high quality.
- The quality of pastoral support available to pupils is very good.
- Pupils are effectively involved in the life of the school.

Commentary

25. Health and safety procedures, including those related to child protection, are very good. Risk assessments are of very high quality, being thorough and fully documented. A specific governor has responsibility for health, safety, and security matters, and she works in close partnership with the deputy headteacher to promote and maintain standards. Welfare arrangements are generally very good and fully meet the needs of the school.
26. The care, guidance and support provided to pupils are excellent and strongly based on the very good relationships that pupils have with members of staff, both teaching and non-teaching. Advice is invariably well informed, delivered with sensitivity, and based on a close knowledge and understanding of each pupil. The school, supported by external agencies such as the Child and Family services, are very successful in boosting the confidence and self-esteem of pupils. The school has good systems for monitoring pupils' personal development and academic progress. Pupils are very well known to their teachers and the very good relationships that exist make it easy for pupils to share any problems that they might have. Learning and personal development are closely monitored and, as a result, staff provide support that is both appropriate and timely. The school is strongly committed to supporting all pupils, whatever their academic capabilities or personal needs.

27. Induction arrangements for new pupils are very good, which makes it possible for them to settle into school quickly and with a minimum of trauma. The warm and inviting atmosphere of the school helps pupils to quickly feel secure and relaxed. Parents are provided with all relevant information and advice prior to commencing school, which promotes a stress-free transition.
28. The school is effective in seeking the views of pupils and acting upon these where appropriate. Teachers discuss classroom rules with their class and older pupils are directly involved in the selection of new teachers. Pupils are currently being consulted on the role and organisation of the new School Council which is to be launched next term.

Partnership with parents, other schools and the community

Very good partnerships have been established with parents, the local community, and other educational institutions.

Main strengths and weaknesses

- Very strong links have been established with parents based on very good communication and their very active involvement in the life of the school.
- Links with the local community are very strong and greatly enhance the curriculum.
- An excellent partnership has been forged with other schools.

Commentary

29. Parents hold the school in very high regard, believing it to be well led and managed, teaching to be good, and pupils to make good progress within a safe and secure environment. The school communicates very well with parents. Weekly newsletters are highly informative, easy to read and frequently amusing. The school prospectus is attractively presented and contains a mine of useful information for the benefit of existing and potential parents. The governors' annual report provides a very good summary of achievements and events during the previous year. The annual written academic reports received by parents provide a very good description of pupils' achievement during that school year and include realistic and relevant targets for the future. Information concerning pupils' personal development is also very good.
30. Parental involvement in the life of the school is good, and considerable help is given in class and with various school functions and outside visits. The 'link into learning' programme is well supported, as is the breakfast club, which is very well attended by parents as well as pupils. Many parents provide valuable help with homework. The school effectively seeks the views of parents through regular questionnaires and through day-to-day contact. Very few complaints or concerns are raised by parents. However, very good procedures have been established to deal with any that might arise and these are fully described in the school prospectus.
31. Very good links have been established with the local community which greatly enhance pupils' learning. The school works hard to extend pupils' learning through community links, for example, in local art projects and sporting and cultural events. These links also increase parental involvement in the work of the school. Very strong partnerships exist with local organisations, including the police, local scout groups, the fire service and social services.
32. An excellent partnership has been established with other educational organisations, which greatly enhances educational provision within the school. The very strong link with local beacon schools greatly assists curriculum development, and the transfer arrangements for pupils moving on to Redruth Technology College are excellent. The very effective curriculum co-ordination, operating through transition units, is a particularly strong feature. A strong and mutually advantageous partnership has been forged with Curnow Special School along with other educational institutions.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership and management. The leadership and management of the key staff, including subject co-ordinators, are good overall. The governing body provides good governance for the school.

Main strengths and weaknesses

- The school is led and managed well, and the leadership of the headteacher is very good.
- The roles of key staff are clearly defined, enabling staff to provide good leadership and management for their areas of responsibility.
- The newly formed governing body is supportive, well-informed and effective in the way in which it monitors the school's life and work.
- The school's finances are managed well to ensure that the school's priorities are achieved.

Commentary

33. Since the school was opened nearly two years ago, there have been considerable challenges for the leadership and management. These include high proportions of pupils with significant academic and personal needs and a relatively high turbulence among teaching staff. The headteacher has handled these many challenges very well. She has been very successful in the way in which she has led the school forward since it opened, ensuring that each challenge has been effectively addressed. She has been very well supported by the senior management team. Particularly good support is given to the many pupils who need to feel safe, secure and challenged as they endeavour to fulfil their potential. In addition, the school has continued to move forward towards its own targets, and, as a result of much hard work, has recently been awarded the 'Investor in People', and the 'Naacemmark' award for its work in ICT.
34. The headteacher has a very clear understanding of the school's strengths and significant challenges, through her rigorous monitoring of teaching and learning. Her visible presence around the school, and in classrooms working with pupils, gives her a very good overview of provision on a daily basis. She has a very clear vision for the school's continued development that is shared by staff and the governing body, and which is clearly set out in the School Improvement Plan. The school works very closely with families and Family Support Services. These links are further evidence of the very effective leadership and management of the headteacher in leading the school forward in these important areas.
35. The leadership and management of other key staff are good overall. The roles of the deputy headteacher, the assistant headteacher and the co-ordinator for special educational needs, are clearly defined, and they work very closely with the headteacher. In their roles as the senior management team, they meet frequently to discuss and review targeted aspects of the school's work. Procedures to monitor the school's work have been developed well since the school opened. These procedures are rigorous and focused, and provide critical information about how the school can improve its work and raise standards still further. However, the development of some areas has been restricted by staff turbulence. Within these restrictions, staff are fully involved in drawing up and reviewing the School Improvement Plan, which provides a clear plan for continued improvement, and links well to the outcomes of monitoring exercises.
36. The governing body provides good governance for the school. Governors, whose appointments have only recently been confirmed, are effective in carrying out their responsibilities. Their role in monitoring the school's work is developed well. Governors make frequent visits to the school and record the outcomes of their observations, noting future action points that need to be addressed. These action points are discussed by the full governing body, and appropriate action is taken. Governors have a good awareness of how standards are in relation to the national picture, and in comparison with those in similar

schools, and are committed to raising standards and the continuing improvement of provision. Relationships between governors and staff are very positive and contribute positively to the overall ethos of the school. All statutory requirements are met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	869,975	Balance from previous year	n/a
Total expenditure	829,546	Balance carried forward to the next	40,429
Expenditure per pupil	2,872		

(N.B. The school currently has protected funding as it is a newly established school)

37. The school's finances are well managed and monitored, and spending is clearly linked to the targets in the School Improvement Plan. The overall efficiency of the school is good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities. Very good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as that for special educational needs, has been used efficiently and resources acquired are used effectively to support teaching and learning.
38. The school applies the principles of best value for money well and regularly consults and involves all those concerned in decision-making about spending, including staff, parents and pupils. Full consideration is given to alternative providers for services and resources in order to acquire best value and, as a result, money is spent efficiently. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to closely monitor and evaluate spending decisions. The most recent financial audit took place six months ago and acknowledged well-managed financial controls. Taking into account the good achievement by pupils from low starting points, the good teaching and learning which take place, the good quality of education provided and the strong commitment to further improvement, the school provides good 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 Foundation Stage of learning is **good** with some very good features.

Main strengths and weaknesses

- There is very good provision is made for the children's personal, social and emotional development.
- There is very good team work of staff.
- There is very good induction procedures support children when they first start school.
- Good teaching stimulates learning and children achieve well.

Commentary

39. The children's skills when they first start in the Nursery are well below the level expected for this age group, with poor skills in speaking and listening, social, visual and auditory perception skills, and well below expected levels in aspects of mathematical development. Although the children make good progress and achieve well from low starting points, their skills are still below average when they go into Year 1. However, the very good input they receive in personal, social and emotional development helps them achieve very well in this area of learning and, as a result, they behave well and learn to take turns, negotiate and share fairly. The children in the Foundation Stage of learning first start in the Nursery, which is self-contained and has access to a recently developed outdoor area. On transfer, the children move into the Reception classes, where they share their classrooms and some of their learning with the pupils in Year 1. There is an innovative approach to delivering the Early Learning Goals in the Foundation Stage curriculum, which involves Year 1 pupils learning with Reception children at certain times each day. The curriculum is good, well balanced across the six areas of learning and has a suitable emphasis on literacy, numeracy and personal development.
40. The quality of teaching and learning is good overall, with some examples of very good teaching. There is a very creative ethos providing a stimulating and exciting environment for children, which engages them, helps them concentrate and persevere and motivates them in their learning. There is a good balance of child-initiated activities and work structured by adults and very good team work between the staff, who have a secure understanding about how young children learn. They plan sessions effectively with regard to the children's needs and taking their stages of development into account.
41. Teachers engage the children very well and encourage them to participate, with a good range of methods which are appropriate for teaching this age group. There is a proper level of challenge, and expectations are high for the children's behaviour. Tasks are generally well matched to the children's needs, although sometimes there is not enough variety in the tasks provided for Nursery children to ensure that children who learn quickly are challenged and given activities which stretch their thinking. The support offered by teaching assistants is very good and their very effective deployment means the children are supported well in their learning. The staff have adopted the practice of assessing the children's learning through play activities, which is a beneficial way of ensuring the children have additional experiences to initiate their own learning. The partnership with parents and carers is good, with very good induction arrangements for the children when they first start in the Nursery and then on transfer to Reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff are vigilant in ensuring that the children are very well motivated in their learning.
- Children concentrate hard on what they are to do and behave well.
- The youngest children, who are still learning to play fairly and take turns, receive very good support from staff and achieve very well.

Commentary

42. The quality of teaching and learning is very good in personal, social and emotional development, which results in the children being very well motivated, behaving well and having positive attitudes to their learning. The very good motivation means that the children concentrate on their tasks very well and persevere. The youngest children are still learning to play fairly and take turns and they generally achieve this owing to the very good support from staff. The children's self-esteem and confidence are very well promoted. The children are secure and happy in their classes and come into school keen to be involved in activities. The children's spiritual, moral, social and cultural development is very well promoted through the school with a very good range of experiences to promote their understanding and enhance behaviour. Most children will achieve the Early Learning Goals by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good practice helps children to recognise the sounds letters make in words.
- Some, but not enough, incidental opportunities are provided for the children to write and make marks, especially their own names.

Commentary

43. The children achieve well, because teaching and learning are good and there is a good range of activities to support their language development. They have regular practice in identifying sounds in words and using these to identify simple words. There is a very creative and imaginative approach to developing language, especially in the Nursery, which engages the children very well. This, combined with the very good levels of interaction and participation by adults, means the children are encouraged very well to offer suggestions, develop their vocabulary and offer explanations for their ideas. Books are sent home regularly for the children to share with their parents, and their skills in handling books appropriately and becoming aware that print has meaning are developing well. The children are learning to use writing to record their stories, but incidental opportunities to write and make marks, especially their own names, are sometimes missed. Fewer children than expected nationally will achieve the Early Learning Goals by the end of Reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for the children to recognise numerals and practise counting.
- Good practice helps children to make repeating patterns.

Commentary

44. In their mathematical development the children achieve well and teaching and learning are good. The staff provide a good range of activities to involve all children in recognising numerals to ten and counting on in ones and twos. They are encouraged to count groups of objects and match these to the appropriate numerals. Pattern making is well promoted and the children are learning to make repeating patterns using colours and shapes. They learn about money in everyday situations and mathematical language is promoted well through play situations, and solving problems, such as using tubes, jugs and funnels to pour water from one container to another. Fewer children than expected nationally will achieve the Early Learning Goals by the end of Reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very imaginative and creative approach to teaching helps the children to learn about the past and about scientific ideas.
- The very good use of ICT supports the children's learning.

Commentary

45. In knowledge and understanding of the world, achievement is good because the staff provide carefully planned activities which are imaginatively presented and offer the children a good range of experiences. Teaching and learning are good. ICT is used very well to promote the children's learning about direction and to explore their ideas and the children make good progress as a result. The very imaginative delivery of the programme for knowledge and understanding of the world benefits the children's learning as they are clearly motivated and keen to be involved, for example, the activities in the Nursery on the wind and how it carries objects such as balloons and bubbles. Activities are well supported by the good interaction and participation of the adults to ensure the children make good progress. Fewer children than expected nationally will achieve the Early Learning Goals by the end of Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A very well-planned area outdoors helps children to explore in their physical development, but there is no age-appropriate climbing frame as yet.
- A good range of activities helps the children to develop their hand control.

Commentary

46. In their physical development, the children progress well and their skills overall are appropriate for their age group. They learn to use space in their play and develop increasing body control and co-ordination because teaching is good. They are taught effectively to use these skills combined with skills in games, such as throwing and catching and developing hand-eye co-ordination. There is a good sized area for the children to use outdoors, which is yet to be developed fully. However, some work has already been completed. For example, there is an imaginative boat design and triangular 'tunnels' through which the children can creep and crawl. There is no climbing frame outdoors at present but it is the intention to provide this, although there is a climbing frame indoors in the school hall. Hand control is being developed through a good range of activities and experiences. Most children will achieve the Early Learning Goals by the end of Reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A very imaginative range of activities and experiences helps promote the children's creativity.
- Sometimes there are not enough opportunities for the children to re-apply their previously learned skills and techniques and interpret these in their own way.

Commentary

47. There is a very imaginative and stimulating approach to learning in the children's creative development, especially in the Nursery. Teaching and learning are good and the children achieve well. The staff strive successfully to ensure the children have a very good range of exciting and relevant activities to inspire and develop their creativity through using their senses. In Reception the children learn to develop their creative ideas effectively and activities are presented to them to promote their imagination, giving them opportunities to think and make suggestions. There are good opportunities for role-play, which are used well to support learning in other areas of the curriculum. Sometimes children need more time to re-apply their skills and techniques to develop their own creative ideas. Fewer children than expected nationally will achieve the Early Learning Goals by the end of Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement in speaking and listening, reading and writing is good throughout the school.
- Teaching in literacy lessons is good.
- Assessment is used well and pupils have clear targets that show them how to improve.
- Pupils with special educational needs are well supported and achieve well, relative to their starting points.
- The subject is led and managed well.

Commentary

48. In 2003, results in national tests at the end of Year 6 were well below the national average. Test results at the end of Year 2 were very low in both reading and writing, but there was a high proportion of pupils in both groups who had low prior attainment or special educational needs. Provisional results for tests taken in 2004 by Year 2 and Year 6 pupils are substantially better than in 2003 but are still below average.
49. The school is now working to raise standards in English and is doing this successfully. The majority of pupils in Year 2 and Year 6 are working at levels below, but close to, the national average in writing and reading. This represents good achievement in view of the low starting point for many pupils. An aspect of the good teaching is pupils' involvement in the assessment of their work. This information is used well to plan the next steps in learning and to provide good guidance for the pupils, who have clear targets for improvement. This leads to good progress in all aspects of literacy. However, there are occasions when pupils could be given more opportunity for extended writing. Provision and achievement for the few high-attaining pupils and the high proportion of those with special educational needs are good. There is no significant difference in achievement between boys and girls.
50. Speaking and listening skills are average in Year 2 and above average in Year 6. This represents good achievement because speaking and listening skills are well below average when pupils enter the Nursery. Pupils develop confidence in asking and answering questions because teachers ask questions skilfully and give clues as necessary to help pupils respond appropriately. Teachers explain new ideas well and check pupils understanding. Very good support for pupils with special educational needs enables them to join in group sessions and to feel that their contribution is valued. Opportunities for discussion with a partner are used well.
51. Overall standards in reading are below average in Year 2 and Year 6. Analysis of reading test results taken from a sample of pupils shows good progress across year groups. Teachers and support assistants hear pupils read regularly, and books for younger children are changed frequently. Pupils' home/school reading diaries are used by staff and parents to record the progress pupils are making, though they are not consistently used in the older classes. The wide selection of books available to children has helped to extend their interest and enjoyment in books.
52. Standards in writing are still below average but are improving. There is a wide range of opportunities to practise writing and staff have high expectations of what pupils can achieve. There are some good links with other subjects, such as history, geography and design and technology. For example, pupils wrote about life in India in books designed and made by them. Pupils are very aware of their targets in writing and know what they have to do to improve their work. Many pupils have still to consolidate basic skills in writing and teachers, with very thoughtful use of resources, are developing skills in new and exciting ways.
53. Teaching and learning are good because teachers and support assistants make lessons stimulating and purposeful. They work well as a team supporting different groups within the class. Lessons proceed at a brisk pace because of the energy and enthusiasm of the teachers. Lesson plans are helped by teachers' assessments and good subject knowledge, ensuring appropriate learning objectives and tasks for pupils. This ensures that pupils maintain a strong focus in the lesson and settle to tasks well. As a result, pupils achieve well and build on their strengths.
54. Leadership and management of the subject are good. The co-ordinator has a clear vision of how to improve provision and the quality of teaching and learning even further. Standards of teaching and learning have been monitored and evaluated effectively. In consequence, the use of teaching assistants has been improved.

Language and literacy across the curriculum

55. The planning of topic work around literacy works well. It extends the time that pupils use their literacy skills and provides them with many opportunities to write for a range of different purposes, particularly in subjects such as history, geography and art and design. This helps promote literacy skills, which in turn support pupils' learning in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- From very low starting points, pupils achieve well because teaching is consistently good.
- Standards are below expected levels but are rising noticeably.
- Good teaching and planning of learning activities challenge pupils of different capabilities and stimulate their interest in the subject.
- Good subject co-ordination effectively monitors the improvement in the quality of teaching and pupils' standards.
- Good links are made with other subjects in the curriculum to reinforce numeracy skills.

Commentary

56. By the end of Year 2 and Year 6, standards are below expected levels. Following the test results in 2003, which were well below national levels, the school identified that planning needed to focus more closely on the next steps in learning. Unconfirmed results for 2004 show that standards are just below expected levels, mainly because of the small proportion of higher-attaining pupils. Teachers' methods and strategies are effective in stimulating pupils and inspiring them to enjoy their lessons and as a result, all pupils achieve well from their low starting points. Boys and girls respond with good levels of interest and achieve equally well.
57. Pupils in Year 2 make good progress in their learning and have a sound knowledge and understanding of number, shape, measurement and methods of calculation. They are gaining confidence at problem-solving, using addition and subtraction in different ways to provide answers. Pupils use a range of measures reasonably accurately in different standard and non-standard units. The high proportion of pupils with special educational needs achieve well and work hard to overcome any learning difficulties as a result of the good support they receive. All pupils gain increasing confidence in numeracy, but overall standards are still below expected levels by the end of Year 2.
58. Achievement in Years 3 to 6 is good overall as pupils systematically extend their learning and develop their knowledge, skills and understanding in numeracy. Good assessment procedures contribute effectively to teachers' tracking of progress in relation to set targets and detailed information is shared with pupils, who are involved regularly in self-assessment. By Year 6, most pupils confidently and accurately calculate and solve problems using the range of processes. They have a sound basic knowledge of different types of equivalent fractions, measurements and shapes and use their knowledge well to solve challenging problems. They work together well, trying different strategies to overcome difficulties, but very few attain above expected levels. The standards achieved by the average and lower-attaining pupils are within a range that is still just below expected levels.
59. The quality of teaching and learning is good overall and occasionally very good. The National Numeracy Strategy is implemented well throughout the school. The main strengths shared by all teachers include the good quality of their planning. This takes careful account of the different capabilities of pupils and has a beneficial influence on the rate of pupils' learning. As pupils develop a wider range of skills, teachers introduce ever-increasing challenges to extend their learning. Support staff are used well to work with different groups of pupils, and their presence allows teachers to plan for a wide range of activities within individual lessons. Other strengths

include high expectations of work and behaviour and the establishing of very good relationships, which together challenge and encourage pupils to achieve well. Homework is set regularly to reinforce the learning of established and new skills.

60. Co-ordination of the subject is good in both its leadership and its management. The co-ordinator has successfully analysed pupils' performances, highlighted specific areas for development in each year group and is preparing an action plan committed to the raising of standards even further. Resources are good in quantity and quality, and are used effectively to support pupils' learning.

Mathematics across the curriculum

61. Pupils have good, regular opportunities to use their mathematical knowledge in other subjects. Particular strengths include the use of data-handling in ICT lessons to present the results of investigations in preferred forms of graphs and charts. Various measurements are practised regularly in science and other subjects and due emphasis is placed on accuracy.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is much good teaching and learning throughout the school.
- Pupils cover a good amount of work, acquiring a broad base of knowledge and understanding.
- Planning for science is good, being based on a thorough and detailed programme of work.
- The school needs to ensure continuity of provision across classes.

Commentary

62. Pupils achieve well because the curriculum is covered well and taught well. They complete a good amount of work in all areas of learning. Though the progress made by pupils is good, attainment overall is below the national average by the end of Year 2 and Year 6. Work seen in lessons and pupils' books supports this assessment. There is a good emphasis on investigative work.
63. Younger pupils understand that predictions need to be made before an experiment is conducted. Pupils learn the importance of making predictions in investigative work. An example of this was observed in their work on the effect of exercise on the pulse rate. They recognise the need for a fair test and the importance of accurate observations and recording. Pupils in all year groups have a good level of scientific knowledge, in relation to their age. For example, a pupil in Year 2 was heard to comment that 'There would be no apples if there weren't any seeds.'
64. Teaching and learning are good overall with some elements in Year 6 that are very good. For example, a very good lesson on how drugs affect the body led to very mature and thoughtful responses from pupils. The planning of lessons is good. Teachers have high expectations of the pupils in terms of work and behaviour. Teachers use a variety of teaching methods successfully. Examples are the question and answer sessions at the beginning of lessons to reinforce previous work. Teaching assistants are used effectively in the classroom. Pupils with special educational needs are given every opportunity to achieve their full potential. There are no significant differences between the achievement of boys and girls. Lesson plans are helped by teachers' assessments and to ensure appropriate learning objectives and tasks for pupils. However, there needs to be more consistent challenge for higher attaining pupils and more opportunities for investigative work in the older classes.

65. Pupils enjoy science. They co-operate well with each other, share resources and collaborate in completing tasks. Work is presented well and marking helps pupils to improve. Pupils use their literacy, numeracy and ICT skills well in science, although the school is looking to develop this still further.
66. The leadership and management of the subject are satisfactory. The co-ordinator, although leaving at the end of the school year, has created a clear plan for the development of science. The programme for enabling consistency in planning as well as appropriate progression needs to be monitored to ensure consistency across all classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The quality of teaching and learning of ICT skills throughout the school is good.
- All pupils achieve well from low starting points and by Year 6, standards are at expected levels.
- The good resources are used well and good links are made with other subjects.
- The co-ordinator provides very good leadership and management of the subject.

Commentary

67. All pupils achieve well and by the end of Year 2 and the end of Year 6, standards are at expected levels. The good progress in the subject and the development of resources have been very well led and managed by the co-ordinator and the good quality of provision has been recognised in a recent 'Naacemark' award.
68. The quality of teaching and learning is good throughout the school. Teachers have successfully developed their own technical skills and confidence. They plan lessons well and make very good links between the use of technology and other subjects in the curriculum to demonstrate and reinforce skills. One particularly effective innovative strategy is the use of two lessons per week in each class to support pupils' learning. The first is taken by the co-ordinator and focuses on key skills; the second is taken by the class teacher and linked to a particular area of the curriculum. As a result, the activities are imaginative and interesting and are set at the right level of challenge for pupils of different capabilities to consolidate their learning. The good opportunities for pupils to explain their ideas help to clarify their thinking, and benefit the lower-attaining pupils, who attentively listen to different ways of solving problems.
69. Throughout the school, pupils use the Internet imaginatively and sensibly, under supervision, to gather information. Older pupils refine their searches well, and have a good grasp of the potential of the Internet as a research tool. Pupils are introduced to control technology at an early age in Years 1 and 2, when they learn how to program floor models to follow particular routes. They are also keen and confident when working at a computer. They carefully follow instructions from their teachers to access selected programs and enjoy making things happen together. They develop control skills satisfactorily, as, for example, when gathering information about Greece, its weather and the Olympic Games.
70. Pupils enjoy using computers and this is clearly reflected in their enthusiasm, their very good relationships and their willingness to share ideas and to support their partners when working together. Teachers and teaching assistants challenge the more capable pupils to explore new techniques, whilst supporting those who are less skilled or have special educational needs or other learning difficulties. Pupils in Years 3 to 6 build effectively on their skills, responding to challenging tasks. In all year groups, pupils carry out research into a range of school sources and on the Internet. They prepare and present good examples of work, using text and graphics which enhance their own work and displays around the school. Multi-media presentations are also created and presented. Good examples of these were seen in Years 5 and 6 when pupils

created information about a day in the life of Pennoweth School. They learn how technology can help them investigate more complex areas of learning including linking pages in their multi-media presentations, by using digital cameras to create their own cartoons.

71. The computer suite has had a good impact on the pupils' learning, and on the standards they attain. Pupils of all ages and capabilities achieve well, and become increasingly competent in their use of ICT as they move through the school. Assessment procedures are being used effectively to track pupils' progress. Pupils are also keen to record their own self-assessment to help them improve further.
72. The subject co-ordinator has created a very positive learning atmosphere within the subject, which supports and enhances learning very well. This positive approach has enabled computers and other forms of technology to become an integral part of day-to-day learning. The quantity and quality of resources are very good. National funding has been used effectively to improve resources and increase the competence and confidence of staff to the benefit of all pupils. However, in some lessons, pupils experience unpleasant working conditions because the ventilation equipment in the ICT room is ineffective.

Information and communication technology across the curriculum

73. ICT is used to good effect to support learning in most subjects through the innovative two lessons-per-week strategy. This support was demonstrated most effectively in literacy, geography and history during the inspection. Completed work also shows good links with numeracy, when pupils create text and graphics and use data-handling skills to enhance their presentations. Regular, good links are also made through the use of art programs. Pupils also make good use of digital cameras, sensors and tape recorders to enhance their work in subjects such as science and art.

HUMANITIES

74. No lessons could be observed in **geography** and so the subject could only be sampled. From work seen, it is possible to judge that the curriculum is satisfactory with a reasonable coverage of the expected elements of map work, looking at the environment and making comparative studies. Work is also related to history; for example, when studying the Greeks or Egyptians, the pupils consider the different aspects of the countries involved. The school arranges stimulating visits within the locality to promote the pupils' learning in geography, for example to the Eden Project, Portreath and St Michael's Mount. It is the intention to develop assessment and monitoring to help raise standards in future.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Good use is made of ICT to support learning in history.
- Standards are below the expected levels for Years 2 and 6.

Commentary

75. By the end of Year 2 and Year 6, standards in history are below expected levels. However, from work seen and lessons observed, the pupils' achievement is satisfactory, including that of the high proportion of pupils identified as having special educational needs.

76. Teaching and learning in history are satisfactory overall, and good in lessons observed. Strengths include good links with other subjects to make learning more meaningful and relevant. In Year 1 the pupils gain an increasing awareness of the past and how to access different sources of information by, for example, looking at objects to decide whether they represent the past or present. The standards achieved in Year 1 are broadly at the expected level for this age group. ICT is used effectively for the pupils to develop their ideas about historical topics. For example, in Years 5 and 6, the pupils use their skills on the Internet to find out more about the Greeks and to take notes to answer questions. They are learning about the 'Greek legacy' of theatre and architecture, make comparisons between Sparta and Athens and, through this work, learn about democracy. The topic is also linked to work in geography about holiday destinations, customs, lifestyles and language, with specific reference to the forthcoming Olympic Games. However, their knowledge is not secure and they need support to use their understanding to explain and suggest consequences of principal events and changes.
77. The co-ordinator provides good leadership and management of the subject and has a clear plan for further development of the subject. Resources are good and are used well to support pupils' learning. To enhance learning still further, the school organises trips and visits to Carnyorth for an Iron Age day, Truro Museum and Morwellham Quay and uses the cultural heritage within Cornwall effectively to promote the pupils' understanding in history.

Religious education

The provision in religious education is **good**.

Main strengths and weaknesses

- There is good planning by teachers to improve work in religious education.
- Very good links are made to spiritual, moral, social and cultural development.
- Pupils' personal, social and health education is developed very effectively through religious education.

Commentary

78. The standards the pupils achieve in religious education are below the expected level by Year 2 but at expected levels by the end of Year 6. Achievement is good as the pupils come into school with skills which are well below expected levels. The school uses programmes of learning which comply with the locally agreed syllabus for religious education. These have been reviewed for ease of reference in Years 3 to 6 and it is the intention to complete this work for Years 1 and 2.
79. From work seen, pupils study Christianity, Islam, Hinduism, Sikhism and the Jewish faith. The pupils show very good respect for the variety of religious beliefs and the very good links to their spiritual, moral, social and cultural development enhance their learning in religious education very effectively. The programme for personal, social and health education is used very well to enrich the pupils' development in acknowledging, understanding and developing tolerance towards faiths, cultures and traditions other than their own. The pupils show good levels of respect and genuine interest, which have all combined to improve and raise standards. There are good links to literacy and in the pupils' completed work there are evaluative comments on the quality of work and this has had a positive impact on raising standards.
80. The quality of teaching and learning is good. In lessons observed, teachers ensured the subject was made interesting, relevant and meaningful for the pupils, who responded well and made appropriate contributions. The links with the local community are used well for the pupils to visit local churches, and the school uses the expertise and knowledge available effectively, to boost the pupils' experiences of different faiths. However, in Cornwall there are limited opportunities to visit places of worship of the different faiths studied, but ICT is used well to

enhance this work and offers the pupils opportunities to experience 'virtual tours' to enhance their knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Owing to timetable restrictions, it was not possible to observe any lessons in design and technology or music. These two subjects could only be sampled. It was possible to observe three lessons in art and design and four lessons in physical education.
82. In **design and technology**, discussions with pupils about work in their books and on display indicate that they experience an adequate range of materials and techniques and reach the expected levels in the subject. Pupils develop their skills through a carefully planned programme of lessons that link well with other subjects in the curriculum. For example, designing moving toys and book making were linked to a history and geography project. A design and technology specialist teacher from a local secondary school regularly works on projects with Years 5 and 6.
83. In **music**, although no lessons were seen, teachers' planning was analysed. This evidence, together with discussions with pupils about their work, indicates that the school's provision meets statutory requirements. The quality of singing heard in assemblies and the playing of a very small number of individual instrumentalists confirm that pupils enjoy the subject and perform at acceptable levels.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve very well, and by the end of Year 6, standards are above expected levels.
- The subject has a high profile, and the school makes good use of visiting artists.
- Teaching is good and there is a good balance between the teaching of key skills and the promotion of creativity.
- Pupils are provided with a good range of activities that link very well to other subjects.
- The leadership and management of the subject are good.

Commentary

84. By the end of Year 2, pupils achieve well from low starting points to attain expected levels. By the end of Year 6, good achievement is maintained and pupils attain above expected levels. Throughout the school, pupils achieve well across all elements of the art and design curriculum. Pupils develop good skills, and a good knowledge and appreciation of a wide variety of techniques.
85. The quality of learning is good. Throughout the school, pupils show a very good awareness of pattern, texture and colour, and produce some very attractive pictures, paintings and three-dimensional pieces. The very good links with the local community were observed during the inspection. Young pupils in Year 1 responded very well to a visiting artist in creating their own versions of scallops and limpets, using card, crayons and pastels, in links with their work about the seashore and the seaside. In an earlier lesson, they had also created good quality clay models of creatures seen on the seashore. Good links are made in Year 2 with literacy when responding to a sea poem and with geography and history when drawing different kinds of buildings around Redruth.

86. Creative skills are further developed in Years 3 to 6. Pupils are provided with good links with other art cultures, as demonstrated in Years 3 and 4 when designing and making good quality Indian wall-hangings, and in Years 5 and 6 when studying work of South African artists. The standard of the art work produced by Year 6 pupils is above expected levels and shows very good attention to detail. In their links with the sea, a wide range of media were used to represent magical fish and good quality pictures of the Cornish coastline. Pupils study a range of well-known artists as they move through the school, and draw well upon the techniques and styles they study to enhance their own work. A good number of local artists also visit the school to inspire pupils in different techniques. Pupils' work is highly valued and celebrated, and displays around the school are very attractive and do much to enhance the learning environment.
87. The quality of teaching is good throughout the school. The work of well-known and local artists is used well to provide a context for much of the pupils' learning, and to highlight technical aspects. Teachers have high expectations, and pupils respond willingly, knowing that the teachers' suggestions will help them to improve the quality of their work. Lessons are exciting and stimulating and, as a result, pupils have very good attitudes to the subject. They approach tasks with very high levels of enthusiasm and are very confident in the way in which they explore new ideas and take on board new skills. Sketchbooks are used well by pupils to record their initial ideas and for practising newly learned techniques. Very good opportunities are provided for pupils to critically evaluate their own work and that of their classmates, and they do this with very good levels of maturity. ICT programs are used well to support and enhance the pupils' learning.
88. The subject is well led and managed by a temporary but enthusiastic co-ordinator. A very good portfolio of completed work from all classes is assembled and a wide range of exciting events are arranged for pupils, including visits to art galleries. There are regular art themes in school for pupils of all ages and abilities, as well as good opportunities to link art work with other subjects. Resources are good and are used very well to support and stimulate learning.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Planning for the whole ability range is good.
- There is a comprehensive curriculum covering all aspects of physical education.
- Resources are good.
- Extra-curricular opportunities are very good.

Commentary

89. By the end of Year 2, achievement is satisfactory and standards are at expected levels. Pupils know the importance of warming up exercises. In a good lesson seen in Year 1, pupils developed skills of passing and ball control. The teacher and teaching assistant worked together closely to effectively support learning through demonstration and ongoing assessment. As a result, pupils knew how to improve and made good progress. By the end of Year 6, learning continues to be satisfactory and standards are at expected levels. Pupils are gaining skills in different games, like learning to bowl accurately in rounders and developing collaborative and passing skills in tag rugby.
90. The quality of teaching observed was satisfactory overall. In Year 1 the quality of teaching seen was good. In this lesson, expectations were high and the teacher's good subject knowledge enabled her to teach skills well. A satisfactory range of teaching methods is used and time is often used well. Teachers expect high standards of behaviour and often achieve this and, as a result, pupils respond with enthusiasm. All pupils are included in the lessons and are given the

opportunity to succeed. Boys and girls have equal access to all sports activities. Swimming is taught by qualified coaches in Years 3 to 6 and pupils make good progress, with a high proportion able to swim the required 25 metres and a good number, much further. Resources are good and are used effectively to support pupils' learning. The school provides a wide range of out of school activities, which are enjoyed by many pupils. These activities range from gymnastics and netball to dance and athletics.

91. Leadership and management of the subject are satisfactory. The co-ordinator has clear aims for developing the subject. These include developing assessment and monitoring and an audit of staff strengths and interests in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- The school provides a very good balance between formal lessons and informal activities to promote very good levels of pupils' personal development.
- Teaching is very good and deals with issues sensitively.
- All adults provide very good role models.
- Pupils have great interest in school life and enjoy taking responsibility.

Commentary

92. The very good range of planned experiences emphasises the great importance that the school attaches to pupils' personal development in view of the relatively low socio-economic circumstances of the locality. From an early age in Nursery and Reception classes, young children are given good opportunities to gain self-confidence and develop socially and morally responsible behaviour, both in the classroom and beyond it. Pupils' learning progresses very well because teachers deal very well with issues such as feelings and emotions, diet, health, sex, drugs and personal safety. Many of these are dealt with effectively in specific sessions set aside for this purpose and also in other subjects such as science, history and religious education. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. Teachers are very good at encouraging pupils to share ideas and discuss opinions to examine all possible aspects of a debate. This was done very well in Years 5 and 6 when discussing the uses and misuses of drugs and medicines and the differences between them.
93. In addition to the very good teaching, pupils' learning also benefits from the good role models of staff. Teaching assistants are trained in counselling skills and how to deal with specific disabilities. All adults consistently implement the school's policy and approach, which include the establishing of the school's golden rules and class rules. Many issues that affect all pupils are dealt with sensitively in assemblies. There are also very constructive strategies relating to rewards and sanctions. Pupils benefit from the very consistent approach across the school.
94. All of these qualities help to promote the very caring and supportive atmosphere which promotes mutual respect and very good relationships throughout the school. Pupils in Year 6 carry out specific duties in their roles and areas of responsibility, such as in the library and at lunchtimes. The school has plans to create a School Council in the autumn term, to enable pupils to be involved more in developing the work of the school. As a result of the very good provision, pupils are encouraged, with very evident success, to learn not only what it means to be helpful, considerate and mature within their school community but also what it means to be a good citizen in the wider and more diverse world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3

The effectiveness of management

3

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