

INSPECTION REPORT

St Buryan Primary School

St Buryan, Penzance

LEA area: Cornwall

Unique reference number: 111798

Headteacher: Mr Paul Gazzard

Lead inspector: Mr Stephen Dennett

Dates of inspection: 24th to 27th May 2004

Inspection number: 257609

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:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	Rectory Road St Buryan Penzance Cornwall
Postcode:	TR19 6BB
Telephone number:	01736 810480
Fax number:	01736 810611
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anita George
Date of previous inspection:	09/02/1998

CHARACTERISTICS OF THE SCHOOL

St Buryan Primary School provides full time education for 85 pupils, aged five to 11 years. The school's roll is rising. The majority of pupils come from the village of St Buryan and the surrounding hamlets and farms. Overall, the social and economic backgrounds of pupils attending the school are neither advantaged nor disadvantaged. All pupils come from a white British background and all speak English as their first language. At present, approximately 23 per cent of pupils have been identified as having special educational needs, which is above average. Nearly 6 per cent of pupils have Statements of Special Educational Need, which is well above the national average. Pupils have been identified as having specific, moderate and severe learning difficulties. Also, a number of pupils have social, emotional and behavioural problems and autistic spectrum disorders. A few pupils have physical disabilities and others have speech and communication difficulties. Overall, pupils' levels of attainment on entry to the school are below average, especially in communication, language and literacy, their mathematical development and their knowledge and understanding of the world. The school experiences average pupil mobility¹. The school is participating successfully in 'Creative Partnerships', 'The Children's Fund' and the 'Sports Co-ordinator Scheme'. It has recently received the Active Mark, the Arts Mark and a School Achievement Award.

¹ Pupil mobility: the number of pupils who leave or join the school at times other than reception and Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	Mathematics Science Information and communication technology (ICT) Art and design Design and technology Physical education Personal, social and health education
11564	Jean McKay	Lay inspector	
18498	Denise Morris	Team inspector	The Foundation Stage ² English Religious education Geography History Music

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² The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which has made a very good level of improvement since its last inspection. Standards are above average overall and pupils' levels of achievement are good. The headteacher has a clear educational vision and the leadership of the school is very good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards in reading, speaking, mathematics and art and design are well above the expected levels.
- The school is very inclusive and ensures that all pupils have equal access to the school's provision.
- Pupils' attitudes and behaviour are very good.
- There are excellent relationships throughout the school.
- Opportunities for the enrichment of the curriculum are excellent.
- Insufficient time is spent teaching the whole curriculum at Key Stage 2.
- Provision for information and communication technology is not as good as it should be.
- There are very good links with parents, the community and other schools.
- There is no secure outdoor play area for children at the Foundation Stage.

The school has made a very good level of improvement since its last inspection. Standards have risen significantly in English, mathematics, science and art and design. There have been improvements in the overall quality of education, including the quality of teaching and learning, the curriculum and assessment. Standards in information and communication technology (ICT) have improved, although overall provision still has short-comings. Procedures for monitoring and evaluating the school's development plan are now good and there are effective systems for staff appraisal and professional development. Improvements have been made to the school library and there is now a good stock of fiction for all pupils. There is an approved sex education policy, which is implemented effectively.

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	B	A	A
mathematics	A*	A	A	A*
science	A*	B	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' standards of achievement are **good** overall. The above table shows that in the 2003 national tests, results were well above average in English and mathematics. Results were above average in science. Compared with similar schools, results were well above average in English, very high in mathematics and above average in science. The progress pupils made between the end of Year 2 and the end of Year 6 was also very high. At Key Stage 1, standards were well above average in reading and mathematics, but below average in writing. Inspection findings confirm test results at both key stages. Children generally enter school with levels of attainment, which are close to the national average. They make overall good progress at the Foundation Stage and enter Year 1 with

standards which generally exceed the Early Learning Goals³ for children of this age. By the end of Key Stage 1, observed standards are above average in English, mathematics and science. Pupils' achievement by Year 2 is good overall. Pupils continue to make good progress and by the end of Key Stage 2, standards are well above average in mathematics. They are above average in English and science. Pupils' overall levels of achievement by Year 6 are good. Standards in art and design are well above expectations throughout the school. Standards in music are above expectations. In all other subjects, standards are close to expectations.

Provision for pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes to school are **very good**. Behaviour in lessons and around the school is **very good**. Relationships are excellent throughout the school. Attendance is also **very good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Teaching and learning are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn effectively. Planning is good. Most pupils demonstrate very good levels of concentration and this has a positive effect on the progress they make. Pupils with special educational needs make very good progress. Systems for assessment are good in English, mathematics and science and the information gathered is used effectively to adjust planning and set targets for further improvement. Teaching in the Foundation Stage is good. Insufficient use is made of ICT to support learning across the curriculum and this is a weakness.

The curriculum meets the needs of pupils well. However, insufficient time is allocated to the teaching of design and technology and writing and as a result standards in these aspects of the curriculum are only satisfactory. The school provides many excellent opportunities for enriching the high-quality curriculum. Staffing levels are very good and this has a positive effect on the progress pupils make. The accommodation is good overall, but resources are only satisfactory, as there are weaknesses in the provision for ICT. The school has good procedures for pupils' care, welfare, health and safety. Pupils are very well looked after and relationships between pupils and teachers are excellent throughout the school. The involvement of pupils in the development and work of the school is good. Links with parents are very good and parents play an active part in the life of the school. The school provides very good quality information, which is appreciated by all concerned. Links with the community and other schools are also very good.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**. The leadership of the school is **very good** and management is **good**. The headteacher provides a clear educational direction to the work of the school and is very well supported by the staff. The governance of the school is good and all statutory requirements are met. Governors are very supportive of the school and are beginning to take an active role shaping the school's vision and direction. Subject co-ordinators make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. Financial management is good overall and funds are managed efficiently. There are good systems for routine administration.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

³ Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

Parents have very positive views of the school. They say that they are kept very well informed and think the school management deals quickly with comments and complaints. Pupils like school very much. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities, especially sports.

IMPROVEMENTS NEEDED

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

- Increase the amount of time given to the taught curriculum at Key Stage 2 to at least the national recommended minimum of 23½ hours a week, giving increased emphasis on the teaching of design and technology and opportunities for pupils to write.
- Improve the provision for information and communication technology (ICT) and further raise standards by increasing the use of ICT to support learning across the curriculum.
- Provide a secure outdoor play area for the Foundation Stage and improve planning to include opportunities for outdoor activities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **above average** overall. Pupils' levels of achievement are **good**.

Main strengths and weaknesses

- Standard in mathematics are well above average at the end of Year 6.
- In reading and speaking, standards are above average throughout the school.
- Standards in art and design are well above expectations throughout the school.
- In writing and ICT, standards are only just satisfactory.
- Pupils with special educational needs achieve very well.

Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally average, although this varies from year to year. At present they are achieving well overall, as they make good progress in their learning. Most children are likely to achieve the Early Learning Goals in literacy and numeracy by the time they enter Year 1. They are likely to exceed the Early Learning Goals in their physical development and exceed them by a good margin in their creative, personal and social development. Children are likely to reach the Early Learning Goals in their knowledge and understanding of the world.
2. In the 2003 national tests at the end of Year 2, results were above average in reading, and mathematics. Results were below average in writing. They were well below those found in similar schools in writing, but above in reading and mathematics. In reading, the proportion of pupils achieving the higher Level 3 was well above average. The proportion of pupils achieving the higher Level 3 in writing was below average. In mathematics, the proportion of pupils achieving the higher Level 3 was very high. According to teachers' assessments at the end of Year 2, standards in science were well below average and the proportion of pupils achieving the higher Level 3 was also well below average.

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

Standards in:	School results	National results
reading	17.2 (16.4)	15.7 (15.8)
writing	14.2 (13.9)	14.6 (14.4)
mathematics	17.5 (17.3)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

3. Results in English and mathematics were well above the national average in the 2003 national tests at the end of Year 6. Results in science were above average. In English, results were well above average when compared with pupils' prior attainment at the end of Year 2. In mathematics, results were very high compared with pupils' prior attainment at the end of Year 2 and in science they were above average. In English and mathematics, the proportion of pupils gaining the higher Level 5 was above average. In science, the proportion of pupils gaining the higher Level 5 was average. Standards in all three core subjects were above average overall. Standards show an improvement between 2002 and 2003. The amount of progress this group of pupils made between the end of Year 2 and the end of Year 6 was very high. Inspection evidence support these good test results.

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

Standards in:	School results	National results
English	28.6 (28.3)	26.8 (27.0)
mathematics	29.4 (28.7)	26.8 (26.7)
science	29.4 (29.6)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

- Observed standards in English are above average at the end of both Year 2 and Year 6. Pupils enter Year 1 with average literacy skills and make good progress in their learning at both key stages. As a result, pupils' overall achievement is good in the subject. Most pupils have generally well developed speaking and reading skills. However, standards in writing although satisfactory overall, are not as high as other aspects of English and the school has identified this as an area for further improvement. Pupils make good use of their literacy skills in subjects across the curriculum.
- Standards in mathematics are currently above average at the end of Year 2 and well above average at the end Year 6. Pupils' achievement is very good. Standards in mental arithmetic are very good throughout the school. Pupils make good use of their mathematical skills in other subjects, especially in science.
- In science, standards are above expectations at the end of Year 2. However, as children's grasp of scientific concepts is below expectations at the end of reception, pupils' achievement is very good overall. Standards at the end of Year 6 are above average and pupils have well developed investigative skills. Pupils' achievement is good overall, and this is supported by the good progress they make between the end of Year 2 and the end of Year 6.
- Observed standards are well above expectations in art and design at the end of Year 2 and Year 6 and pupils' achievement is very good. Standards in music are above expectations at the end of Year 2 and pupils' achievement is good. In ICT, standards are in line with expectations at the end of Year 2 and Year 6 and pupils' achievement is satisfactory. However, inconsistent use is made of pupils' developing ICT skills to support their learning in subjects across the curriculum. From the available evidence, standards in other subjects appear to be in line with what is expected, but no judgements are possible in physical education and design and technology at Key Stage 1.
- Pupils with special educational needs make very good progress towards achieving their targets because of the high quality support provided by teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**. Behaviour is **very good**. Spiritual, moral, social and cultural development is **very good**. Attendance is **very good**.

Main strengths and weaknesses

- Relationships in the school are excellent.
- Pupils behave very well because the school sets very high expectations.
- Opportunities for pupils to learn about the responsibilities of living in a community are excellent.

Commentary

9. Pupils have very good attitudes to all the opportunities that the school provides. Relationships in all parts of the school are excellent. Pupils show very high levels of interest in school life and in the range of activities provided. This was exemplified during the inspection when the whole school took part in a Summer Show, which they performed for parents. Pupils worked hard and supported each other very well, benefiting from the very high expectations that were set for them. Because of this, they behave very well in lessons and around the school they are polite and courteous to each other and to adults. They take every opportunity to be helpful, holding doors open for others, helping to prepare and clear away resources and keeping their school tidy. They are treated with respect by adults and they respond accordingly. Pupils enjoy taking on responsibilities for simple duties, and have high levels of confidence. This is because their self-esteem is fostered very well through the very good personal development programme.
10. The spiritual, moral, social and cultural development of pupils is very good. High quality experiences are planned that help pupils to reflect on their own lives, to learn about the difference between right and wrong, and to develop understanding of their own Cornish culture. Opportunities to develop awareness of other cultures are satisfactory overall, although religious education lessons effectively help pupils to understand differences between faiths and life-styles. The contribution to cultural awareness made by the high quality art activities is a major strength.
11. Pupils have very good opportunities to develop their understanding of the responsibilities attached to living in a community. Excellent residential experiences enable them to learn about the needs of others, and their own contribution to those needs. Very good provision is currently being made to expand pupils' knowledge of the voting system. The setting up of a school council is being taken very seriously and pupils are developing a very clear idea of what is expected of them. Pupils have very positive views of the school. They greatly appreciate the efforts made by teachers to ensure they learn effectively. They also enjoy extra-curricular activities, especially sport.

Attendance

12. Attendance is very good. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive impact on their children's achievement. Punctuality is mainly good at the beginning of the school day, and a prompt and efficient start is made to lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.0
National data:	5.4	National data:	0.4

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

Exclusions

13. There were no exclusions during the previous school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**. The curriculum is **good** and opportunities for enrichment are **very good**. Pupils are supported and guided **very well**. There are **very good** links with parents, the community and other schools.

Teaching and learning

The overall quality of teaching is **good**. The quality of pupils' learning is also **good**. Assessment is **good** overall.

Main strengths and weaknesses

- Teaching at the Foundation Stage is good.
- The management of pupils' behaviour is very good.
- Very good use is made of teaching assistants and they make a significant and positive contribution to pupils' learning.
- Teachers are very good at promoting equality of opportunity in all the schools' activities.
- Pupils work hard and concentrate well.
- Assessment is thorough and constructive.
- Good use is made of assessment to respond to the needs of individual pupils.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	13	4	0	0	0

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

14. Teaching and learning at the Foundation Stage are good. Teachers have a good command of the areas of learning for children and use this knowledge effectively to ensure that children make good progress in their acquisition of key skills. Planning is good and this ensures that learning tasks are well matched to children's needs. Teachers encourage children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work.
15. The quality of teaching and learning at both Key Stage 1 and Key Stage 2 is good. The teaching of English is good throughout the school and mathematics is taught very well. Planning is effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have very high expectations of pupils' behaviour and this ensures that in nearly all lessons behaviour is very good and pupils learn effectively. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. Very effective use is made of teaching assistants throughout the school. They work effectively with individual pupils and small groups. The high quality support given by teaching assistants makes a significant and positive contribution to pupils' learning.
16. Pupils have positive attitudes to learning and work hard. Levels of concentration in most lessons are very good. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together very well and encourage each other with positive comments. They also work well independently and are developing good research skills. All teachers take very effective steps to ensure that all pupils, including those with special educational need, have full access to the curriculum.
17. Teachers make very good provision for pupils with special educational needs. Targets are specific and are regularly checked to ensure that pupils are making progress. Teaching assistants are used very well to make sure pupils with special educational needs are fully included in lessons.

18. The school's assessment procedures in English, mathematics and science are good. Comprehensive assessments are made throughout the year that identify pupils' attainment. Teachers use the information to set challenging targets for future standards and to monitor pupils' progress. The assessments are also used to effectively identify which skills need more attention, and adjustments are made to future planning. Results from tests in English and mathematics are recorded and are monitored to track how much progress each individual pupil is making and to identify any underachievement. Pupils in need of further support are identified and effective strategies for their support are implemented.
19. In English and mathematics challenging targets are set for pupils' future learning. These are discussed with pupils so they know what they need to do to improve. Pupils are encouraged to evaluate their work and from an early age pupils are asked how well they think they have worked in the lesson and how well they have understood their activities. Teachers' daily monitoring of pupils' work ensures that activities in future lessons are well matched to pupils' needs so they build on what they already know and can do. Pupils' work is regularly marked, and comments celebrate pupils' hard work and success. Comments from the teacher also explain errors and set targets for better work. The effective use of assessment is enabling teachers to provide better levels of challenge than at the previous inspection and pupils consequently are achieving well. Assessment of pupils' work in other subjects is less well developed, but nonetheless satisfactory overall.

The curriculum

The curriculum is **good**. It is broad, balanced and relevant. Opportunities for enrichment are **excellent**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is very good and promotes very good personal development.
- Provision for pupils with special educational needs is very good and helps them to make very good progress.
- Enrichment through sport, the arts, and other activities is excellent.
- Staffing levels are very good and this has a positive effect on standards.
- The amount of time given to teaching at Key Stage 2 is significantly below the nationally recommended minimum.
- Provision in ICT and design and technology is limited by lack of time.
- There is too little use of ICT in other subjects.

Commentary

20. The quality of the curriculum is good overall and has improved since the previous inspection. It is broad, balanced and very relevant to the needs of the pupils. Provision for pupils' personal and social education is a major strength. Pupils of all ages quickly learn how to live as part of a community. They are taught right from wrong and understand the need to take the views of others into account. Requirements for sex education and drugs awareness are fully met.
21. Provision for pupils with special educational needs is very good. Their targets are regularly monitored and the support that they receive from the special needs co-ordinator and from the teaching assistants is of a very high quality. This ensures that they make very good progress towards meeting their individual targets.
22. Enrichment of the curriculum is excellent and is a major strength of the school. The very high level of additional experiences, including arts, drama and residential visits, ensures that pupils are offered a very varied and rich range of learning opportunities. School 'Shows' are a key

feature of the provision and during the inspection, the very high level of self-esteem gained by pupils taking part in a performance was exceptional.

23. The level and quality of staffing is very good. Staff are well matched to their responsibilities and contribute very well to the good quality of education that pupils receive.
24. The time allocated to the curriculum at Key Stage 2 is significantly below the recommended minimum of 23½ hours. This is having a negative effect on the amount of time allocated to design and technology, which is insufficient to ensure good standards. It also reduces the time allocated to writing in some literacy lessons. Provision for ICT has limited time allocation and this has a negative effect on standards. Insufficient use is made of ICT to support learning in some subjects and in some classes and this has a negative effect in the development of pupils' ICT skills.
25. The accommodation overall is good, and makes a good contribution to the quality of education provided. The hall provides good space for activities, and there is full access for pupils with disabilities. There is an attractive recently built library area, which is used on a daily basis by pupils, and plays an important role in the development of their interest in books. Classrooms are spacious, and the school has a computer suite, although the latter is in urgent need of improvement. The school is cleaned to a high standard and there is no vandalism or litter. Staff and parents rightly believe that the very attractive wall displays and good examples of pupils' work contribute to a stimulating learning environment. However, children in the Foundation Stage are unable to participate in outdoor play to further develop their physical skills owing to a lack of resources and a safe, secure, outside play area linked to the classroom environment.
26. There are good resources for English, mathematics, art and design and physical education. However, the library needs more books for research and on religions other than Christianity. There is also a lack of religious artefacts, which would enable the school to raise awareness of other religions with pupils. Most computers are obsolete and unable to use the most recent educational software. This has an adverse effect on pupils' progress. Very good use is made of the local community for academic and sporting activities. Many work displays in school show visits to places of interest such as the Minack Theatre, Porthcurno Museum and the Tate Gallery in St Ives.

Care, guidance and support

The school makes **good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **very good** support and guidance, and has **good** systems for involving pupils in the work of the school and its development

Main strengths and weaknesses

- The school has good systems to ensure the proper care, health and safety of all pupils.
- Pupils achieve well because their progress is closely monitored.
- Children are introduced to school life very well.
- Pupils are encouraged to take responsibility for their behaviour.
- Pupils feel extremely confident about approaching adults in the school if they have a problem.

Commentary

27. Procedures for ensuring child protection are well known by all staff and are carried out in accordance with local practice. The school takes seriously the health and safety of all its pupils, and makes regular safety checks of the school. During the inspection pupils were able to say exactly what they would do in the event of a fire. Pupils also said they knew who they could approach if they had a problem. The school's 'small school ethos' means that each child is very well known, and his or her needs can be personally assessed and catered for. Inspection evidence agrees that this is indeed the case.

28. Pupils with special educational needs receive very good quality care and advice. The school works very closely with a wide range of outside agencies and acts quickly upon advice received. As a result, pupils with more complex learning needs are successfully supported and are valued members of the school community. There is close liaison between the special educational needs co-ordinator and teachers and regular discussions take place on pupils' individual education plans.
29. All adults in the school monitor the personal development of the pupils very well. Teachers work sensitively and very conscientiously to meet the needs of all pupils in their care, to very good effect. The school believes in stressing common sense and awareness of the needs and welfare of others when formulating codes of behaviour and school rules. As a result, it is a well-ordered community, where very good behaviour is seen both in classrooms and at playtimes. Pupils are self-confident, well mannered and considerate of each other. This is especially apparent during playtimes when older pupils look after younger ones very well. Relationships are warm and friendly throughout the school with good interaction between pupils and adults. This mutual respect contributes significantly to the good quality of teaching and learning evident in lessons. All pupils have individual Records of Achievement that accompany them throughout their time in the school. These contain good examples of written work, paintings and annual reports. Officers from the Children's Fund are at present helping pupils to put together a school council. Overall, pupils feel that their views, from the annual questionnaires are taken seriously by teachers and the headteacher and that the school takes their views into account.
30. Induction arrangements are very good and ensure that children settle happily into the reception class. Because of the 'Busy Bees' pre-school group which meets on the site, and regular visits by the Foundation Stage teacher, and headteacher to their meetings, children look forward to starting their full time education.

Partnership with parents, other schools and the community

The school has **very good** links with parents and **very good** links with the community and other schools

Main strengths and weaknesses

- The very good contribution parents make to their children's learning has a positive effect on pupils' overall achievement.
- Parents are very well informed about the standards their children achieve and the progress they make.
- The very good links with the community help to enrich the curriculum, and make pupils aware of their own culture.
- The very good links with the local comprehensive schools ensure that pupils transfer happily on to the next stage of their education, and also enhance the curriculum.

Commentary

31. There is a very good partnership between the school, parents and the community. This is a strength of the school, which has traditionally played an important part in the life of the locality. Parents are very supportive of the school and make a valuable contribution both to learning in the classroom and to after-school activities. The Friends of St. Buryan School, to which all parents belong, raises funds for equipment to benefit pupils, and also helps to fund sporting activities and trips which pupils enjoy. For example, they have recently purchased new tents for the school's annual trip to the Isle of Scilly. Parents and the school believe that the camping trips encourage pupils to help each other and to work together as a team. It also teaches pupils to look after themselves and their belongings.

32. Parents are well informed about the school through the prospectus, weekly newsletters, and frequent other correspondence. They are also well informed about their children's progress through consultation evenings, and good annual reports. Parents spoken to during the inspection said they felt welcome to discuss concerns at any time, and praised the friendly style of leadership by the headteacher and teaching staff. Most said they found staff approachable and helpful. Parents also value the informal discussions they can have with teachers at the end of the school day.
33. The school enjoys very good relationships with local churches, and the school participates fully in village events such as Remembrance Sunday, Christingle Services, and St. Buryan's Feast. Because the school is situated in an area of outstanding natural beauty, the local environment is used to good effect for lessons such as history, geography and art and design. Many visitors, artists and craftsmen visit the school, all of which have a beneficial effect on curriculum work. The school is also involved in a cross-curriculum partnership with a cluster of small schools. They particularly enjoy sporting events such as cross-country running and swimming competitions.
34. The good links between this school and the local comprehensives mean that a smooth transition is managed when pupils are leaving school. Parents of pupils who had left to go onto the comprehensive school said their children were well prepared for the next stage of their education. This preparation included familiarisation visits to the schools, which included sporting events and curriculum topics such as Year 4 pupils enjoying a morning of science activities. Pupils spoken to during the inspection said they felt confident about commencing at the comprehensive school. There are also very good induction procedures for pupils entering the school.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**. Governance of the school is **good**. The leadership of the headteacher is **very good**. The leadership of other key staff is **very good**. Management is **good**.

Main strengths and weaknesses

- The leadership qualities of the headteacher are a major strength and lead to a very good school ethos.
- The effective team approach is a strength.
- Monitoring of performance data is very good and is leading to effective action.
- Day-to-day financial management is very good.

Commentary

35. Governors are well aware of the school's strengths and weaknesses. They contribute effective ideas for the shaping of future developments and ensure that the school fulfils its statutory duties well. They are very supportive and take an active part in school activities. The leadership of the headteacher is a major strength. He has a very clear vision, sense of purpose and high aspirations for the school. Because of this, there is a very good ethos in which pupils thrive. The drive to raise standards is uppermost in the actions taken by the school and strategic planning reflects this. This is exemplified by the recent high focus on improving standards in writing. The allocation of finances to the new library, new books and a writing scheme, as well as training for staff on improving writing, shows that the school is committed to raising standards and ensuring that all pupils have full access to all that the school has to offer. Procedures for inclusion are very good. A very effective team has been established which works well together to move the school forward. Staff provide very good role models for pupils and they have very good skills in the subjects that they teach. Co-ordinators of subjects work hard to ensure that provision and standards remain high. There is a clear commitment among the staff team to ensure that the school is successful in all it undertakes.

36. Management of the school is good, with a major strength in the monitoring of performance data, reviewing patterns and taking action. All school personnel know what the strengths and weakness in standards are. This is because of the effective action that is taken to raise awareness. There is a good link between staff development and the school development plan, which is a good tool for improvement. Good efforts have been made to recruit a successful staff team. Approaches to financial management are good. The significant surplus carried forward to the current financial year, which is due to the increased funding received due to a rising roll, has already been allocated to improve staffing levels and raise standards. Day-to-day financial management is very good and helps the school to run smoothly and achieve its priorities. The principles of best value are well established.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	258,284	Balance from previous year	51,503
Total expenditure	288,915	Balance carried forward to the next	30,115
Expenditure per pupil	3,399		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

37. The good provision in the reception class has been maintained well since the previous inspection. Teaching and learning are good overall, and children achieve well in many areas. Very good achievement takes place in personal and social education and in creative development. Children are likely to exceed the Early Learning Goals in these two areas by a significant margin. They are also likely to exceed the Early Learning Goals in their physical development. Children are likely to meet the goals in communication, language and literacy and in mathematical development by the time they leave the reception class. They are likely to meet the goals in their knowledge and understanding of the world. Leadership is good with particular strengths in monitoring data to identify strengths and weaknesses.

Personal, social and emotional development

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

Main strengths and weaknesses

- Relationships in the reception class are very strong.
- Children enjoy school and behave very well.

Commentary

38. Teaching is very good. Children achieve very well and are likely to exceeding the expected standards significantly by the end of the reception year. The very positive relationships in the reception class ensure that children feel secure and well cared for, and that they settle very quickly. Children show very good understanding of day-to-day routines and join in activities with enthusiasm. Teaching assistants are very caring and ensure that children are happy in their tasks. Because of this, they enjoy school and behave very well. They show respect to their peers and to adults and listen well to instructions. They take turns very well.

Communication, language and literacy

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

Main strengths and weaknesses

- Staff teach communication and language skills well.
- Assessment of children's progress in writing is very good.

Commentary

39. Teaching is good and children achieve well. On entry to the reception class, their literacy skills are below those expected. Because of good teaching, they are likely to meet the Early Learning Goals by the end of the reception year. The good focus on communication and language skills promotes confidence in talking aloud in class. The good strategy of using 'talking partners' extends the opportunities to talk to each other and improve their language skills. The assessment of children's progress in writing is innovative and leads to a very clear view of how well children are achieving. It also helps children to see their own progress and encourages them to practise and improve their writing.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy the practical aspects of mathematics lessons and try hard to achieve their tasks.
- Daily counting activities are helping children to improve their numeracy skills.

Commentary

40. Teaching is good and children achieve well. On entry to the reception class, children's understanding and skills in aspects of mathematics are below expected levels. Because of good teaching, they are likely to meet the Early Learning Goals by the end of the reception year. The practical aspects of lessons are a major source of enjoyment for children. They use resources well, sharing and taking turns to make their number lines, order their numbers and solve their own mathematical problems. Most children count confidently to ten and more, and the daily counting activities are helping them to extend this skill so that they are beginning to order and recognise numerals. They benefit from the regular use of number lines to guide their understanding.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Good interactive displays promote enquiry skills in science.

Commentary

41. Teaching is satisfactory. Children's levels of achievement are satisfactory. Children enter the reception class with below average skills in this area. However, by the time they complete their reception year, they are likely to meet the Early Learning Goals. In science, they know that living things need food and water to live and they can find things that are made of wood. They enjoy observing and touching the 'mystery object' each day, and try to find out what it is. However, Insufficient use is made of the outdoor space to promote investigations and enquiry.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy physical activities.
- There is an imbalance in the way the timetable is planned.
- Swimming is a strength of the provision.
- Resources for outdoor play are unsatisfactory.

Commentary

42. Teaching is satisfactory overall. Children's achievement is satisfactory. Because they enter the reception class with good skills, children are likely to exceed the Early Learning Goals by the end of the reception year. They enjoy all forms of physical activity and were observed having fun with each other running around the field. Access to swimming is a strength and children talk about their enjoyment of it. Resources for outdoor play are unsatisfactory. There are too few planned outdoor play experiences to extend skills and help children to achieve further.

Creative development

Provision in creative development is **very good**.

Main strengths and weaknesses

- A very rich range of creative experiences helps children to achieve high standards.

Commentary

43. Teaching is very good and this leads to very good achievement. Children are likely to exceed the Early Learning Goals in this area significantly. The very rich range of activities is a major strength of the provision. Children have many opportunities to develop their musical and artistic skills through visits and by working with real artists. This leads to very high levels of achievement in drawing, painting and singing. The work undertaken with a local artist during the inspection showed that children's talents are developing very well. Their use of technical language and their understanding of it was exemplary.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve very well in reading, speaking and listening.
- The teaching of phonics⁴ at Key Stage 1 is good and leads to good progress.
- The amount of writing that pupils do in lessons is sometimes too little, due to lack of planned time.
- Marking of pupils' work is good and focuses pupils carefully on how they can improve.
- Teaching assistants make a significant contribution to the learning of lower attaining pupils and those with special educational needs.

Commentary

44. The national comparative data for the 2003 tests for pupils at the end of Year 2 showed that standards in reading were well above average, but standards in writing were below average. For pupils at the end of Year 6, the data showed that standards in English were well above average, but standards in writing were not as high as those in reading. This means that pupils maintained their very good achievement in reading, but did not achieve well enough in writing, particularly in Year 2. This is mainly due to the lack of planned time for writing. The work seen during the inspection indicates the very good achievement in reading has been maintained and achievement in writing is improving.
45. Overall standards in speaking and listening are well above average and pupils achieve very well. They are confident talkers and benefit from very good strategies to extend their language

⁴ Phonics: a method of teaching reading using the sounds that letters make.

and communication skills. A good example of this was seen in Year 2, where children worked with their 'talking buddies' to decide how certain words were spelt. This meant that they could help each other and improve their phonic as well as their language skills.

46. Pupils achieve very well in reading and standards are well above average. They read confidently in lessons and are keen to read aloud to others. Because teachers regularly provide good opportunities for whole-class shared reading, pupils practise on a regular basis. They benefit from good modelling and improve their fluency and accuracy by trying hard and correcting their own mistakes. From the earliest years, their skills are fostered through a good phonic approach that encourages them to try each word. The new reading scheme is having a positive impact on pupils' enjoyment of reading, particularly boys who find the new books 'exciting'. Many pupils, of all ages, read fluently, expressively and with enjoyment.
47. Standards in writing have improved and are now average at the end of Years 2 and 6. Early predictions for the 2004 tests suggest that standards have risen since last year. Inspection evidence concurs with this. However, although pupils often write neatly and fluently, they do not always have enough time to complete their work. There are some literacy lessons where the allocated time for writing does not allow tasks to be completed. This reduces the amount of writing that pupils do and reduces their achievements.
48. The quality of teaching in English is good and often very good. Lessons are well planned and good subject knowledge leads to secure and effective strategies to keep pupils focused. Strengths in teaching include sharing lesson objectives with pupils so that they know what is expected of them. The high level of staff training on improving writing is beginning to have an impact. Clear targets are set for pupils and they are regularly reminded to focus on their own writing target. Good phonics programmes in Years 1 and 2, and spelling strategies in Years 3 to 6 are helping pupils to write independently. The marking of pupils' work is very good and clearly indicates ways to improve. This helps pupils to know what they must do next and is helping to raise standards. Teaching assistants are used very well in lessons. Their expertise is having a very positive impact on the learning of all pupils, particularly lower attaining pupils and those with special educational needs. They benefit from very good individual support so they are fully included in lessons and achieve very well.
49. The subject is competently led. The co-ordinator is very aware of the strengths and weaknesses of the subject. Good data analysis has highlighted the areas for development and plans and procedures have rightly been put into place to raise standards in writing. These efforts are beginning to be effective. There has been good improvement in English since the previous inspection. Standards have risen and achievement has improved. Library provision has improved. The library is new but has not yet been fully developed. Consequently, there are too few books for research opportunities and the lack of a coding system means that library skills are weak. Generally, insufficient use is made of ICT to support pupils' learning in the subject, although pupils do use word processing to produce some of their written work.

Language and literacy across the curriculum

50. Pupils use their literacy skills well in other areas of the curriculum. They write clear accounts of their history and geography studies. Good evidence of this was seen in Years 5 and 6 where pupils have studied the Victorians in history. They visited Geevor Mine and have written interviews with imaginary children who worked down the mines. Their insight into the lives of people in those times is good and they use their literacy skills well to express their feelings. The amount of writing is sometimes limited, however, and accounts are not always complete, but overall, they make a good contribution to the development of literacy skills. Pupils make very good use of their well developed reading skills to gather information, read for enjoyment and read aloud in class.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6.
- Pupils are achieving very well.
- The overall quality of the teaching and learning is very good.
- The role played by the subject manager is very good.

Commentary

51. Results in mathematics were well above the national average in the 2003 national tests at the end of Year 2 and Year 6. Results were average compared to similar schools at the end of Year 2 and very high at the end of Year 6. The proportion of pupils achieving the higher Level 3 at the end of Year 2 was in line with the national average, but the proportion of pupils achieving Level 5 at the end of Year 6 was well above average. The progress pupils made between the end of Key Stage 1 and Key Stage 2 was very high. Overall, standards have improved over the past few years and are now above average at the end of Year 2 and well above average at the end of Year 6.
52. Pupils throughout the school are very confident in tackling all aspects of mathematics, and they show well above the expected levels of understanding and skills. For example, younger pupils tackle addition and subtraction confidently, and their secure knowledge of the 2, 5 and 10 multiplication tables allows them to successfully undertake multiplication and division exercises. Pupils in Year 6 readily reduce a fraction to its lowest form, and they correctly find fractional and percentage parts of whole numbers. Pupils in Year 2 measure with a range of standard and non-standard measures, and the oldest pupils accurately name various metric and imperial measures, carrying out conversion tasks to find their equivalents. Pupils throughout the school successfully tackle challenging practical and problem solving activities. Older pupils are now competent at solving problems that involve more than one step to find the answer.
53. The overall quality of teaching and learning is very good. Lessons are most carefully planned and resourced, and teachers make very good use of mental sessions at the start of lessons to develop pupils' mental calculation skills. Teachers also make good use of assessment to ensure that all pupils receive work that is suited to their particular needs. Teachers have very good subject knowledge, pupils are kept busy and suitable help is provided both by teachers and learning support assistants. As a result, all pupils, including those with special educational needs, make very good gains in their overall mathematical knowledge and understanding. Teachers also make effective use of homework to give pupils further opportunities to practise their skills. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, they work very well with other pupils, when required, and they make good attempts to find answers and provide solutions. Teachers mark pupils' work regularly, and most provide helpful and encouraging advice for them, to help them improve their work further. Learning support assistants take special care to ensure that pupils with special educational needs are fully involved in lessons, and as a result, these pupils make very good progress overall. Overall, insufficient use is made of ICT to support learning in the subject. However, at Key Stage 1 recent developments in the use of computer programs has had a satisfactory effect on consolidated pupils' calculation skills.
54. The co-ordinator has played a very significant role in improving standards, and his leadership is very good. There has been careful analysis of national test results, which has resulted in a greater emphasis on mental calculation. This in turn has improved standards in this aspect of the subject significantly. He regularly monitors the work being produced by pupils. Further, as a very good practitioner himself, he has provided well focused advice for colleagues, which has clearly benefited the overall quality of teaching. The curriculum provided is broad and balanced,

covering all aspects of the subject effectively. There has been a very good level of improvement since the previous inspection.

Mathematics across the curriculum

55. Good use is made of pupil's numeracy skills in other subjects, such as science, to produce suitable graphs and accurately measure materials, for example. Pupils' rapid mental skills mean that they can quickly work out their scores in games or make measurements in art and design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Pupils' achievement is good throughout the school.
- Teaching and learning are both good.
- Good use is made of assessment information and national test analysis.
- The co-ordinator provides good leadership for the subject.
- Insufficient use is made of ICT to support learning in the subject.

Commentary

56. Teacher assessments at the end of Year 2 in 2003 showed that standards were well below average. However, standards are currently above average at the end of Year 2. Pupils' achievement is good overall. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They understand that in order to carry out a fair test, most experimental factors must remain the same and that measurements must be made accurately. Pupils have a good grasp of physical processes and know, for example, that sounds get fainter the further they are from a source.
57. In the 2003 national tests at the end of Year 6, results were above the national average. Compared with similar schools, results were also above the national average. The proportion of pupils achieving the higher Level 5 was in line with the national average. Standards are currently above average overall and pupils' achievement is good. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. More able pupils are able to design their own investigations in order to find answers to scientific questions. Pupils have good knowledge and understanding of materials and their properties. For example, they understand well that the higher the temperature of a liquid, the more quickly a soluble solid dissolves. Pupils have a well-developed scientific vocabulary, which they use effectively when recording their findings.
58. The quality of teaching and learning is good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently very good. Teachers have good subject knowledge and this has a positive effect on pupils' progress. Teachers also make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are very well developed and teachers make good use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Good use is made of marking overall and this helps pupils to have a good understanding of how they can improve their work.

59. The leadership and management of the subject are both good. The co-ordinator has a clear vision for the subject and has produced a good action plan to improve standards, based on the analysis of national test results. The co-ordinator has not yet had the opportunity to observe lessons, but as she takes a substantial portion of science lessons in the school, she has a very good grasp of pupils' achievement and the progress they are making. The subject is well resourced overall, but insufficient use is made of ICT to support learning in the subject due to lack of appropriate software and obsolete computer equipment. There has been a good level of improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory** overall.

Main strengths and weaknesses

- Standards in word processing and combining text and graphics are good.
- Standards in control technology, simulations and programming are below expectations.
- Insufficient use is made of ICT to support learning in other subjects.
- The co-ordinators have a clear vision for the subject and support colleagues well.
- Resources are unsatisfactory as much equipment is obsolete.

Commentary

60. Standards are in line with expectations at the end of Year 2 and Year 6 and pupils' achievement is satisfactory. Pupils make good use of their ICT skills when combining text and graphics. They are familiar with the computer operating environment and skilfully use the mouse, keyboard and on-screen menus to select programs, save their work and print out copies. Pupils know well how to search the Internet for information and make effective use of search engines to accomplish these tasks. Standards in control technology are below expectations, as pupils have insufficient opportunities to develop their skills. There are also too few good quality programs for developing pupils experience of simulations and exploring 'what if' situations. They also have poorly developed programming skills, as they have not had sufficient opportunities to program devices such as floor turtles. The school does possess equipment for the remote gathering of data, but none of the pupils questioned could remember having used it recently. Other aspects of data handling are satisfactory.
61. Teaching is satisfactory overall, with some good practice being seen in Year 2. Some teachers make good use of ICT to make presentations, which effectively engage pupils' interest. Behaviour management is good and, as a result, pupils make at least satisfactory progress in their learning overall. However, not all teachers have the same level of confidence and expertise and in some classes there has been insufficient emphasis on developing pupils' skills in data handling, programming and control technology. Pupils generally have positive attitudes to the subject and work well together in pairs or small groups. Assessment is in an early stage of development, but is appropriate. It provides pupils with sufficient information in order to improve their work, but mainly in the areas of text processing and graphic design. Teachers work hard, and generally to good effect, to include all pupils when planning ICT lessons, but there are no systems for effectively monitoring pupils actual use of computers.
62. The co-ordinators provides good leadership for the subject and have a good level of expertise and experience. The management of the subject is satisfactory as there are some imbalances in the curriculum provided and the time allocated to the subject is insufficient. The most serious weakness concerns resources for the subject. Computers are old, slow and unreliable. This makes some exercises, such as accessing email, an unrewarding experience for pupils and wastes valuable lesson time. It is also impossible for pupils to use the latest educational software, as most machines have operating systems which are over five years old, and insufficient random access memory. Despite these difficulties, standards have risen since the previous inspection and improvement is good overall.

Information and communication technology across the curriculum

63. Insufficient use is made of ICT to support learning across the curriculum. Good use is made of pupils' computer skills in art and design. Pupils scan their pictures into a computer and then distort them using a graphics program. Some teachers make good use of LCD projectors and presentation programs to provide pupils with images of a recent trip to the fire station, for

example. However, most ICT is restricted to text processing and opportunities are missed in science, English and mathematics to develop pupils' computing skills.

HUMANITIES

History and geography

64. History and geography were not a focus of this inspection. Scrutiny of work around the school and in pupils' books and through discussions, show that both subjects meet requirements and provide good opportunities for enrichment. Evidence suggests that the quality of teaching and learning are at least satisfactory, and that pupils make appropriate progress. Pupils' learning is enhanced by the very many local visits that take place to study areas of historical or geographical interest. The residential experiences are a major contributor to pupils' geographical skills in particular.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education contributes well to pupils' understanding of cultures and faiths that are different than their own.
- There are too few resources and books to improve provision and skills.
- Religious education contributes well to personal development.

Commentary

65. Standards in religious education are in line with those expected in the locally agreed syllabus at the end of Year 2 and Year 6. In Years 1 and 2, pupils show an appropriate awareness of different Christian festivals and can talk about some of the more familiar Biblical characters and stories from the time of Jesus. They enjoy celebrating other festivals, such as Diwali, and can explain their meaning. In Years 3 to 6, pupils have more in depth knowledge of some of the characters and special artefacts from religions such as Islam, Judaism and Hinduism. Pupils know that the Koran is a holy book and they show appropriate reverence in handling it. Their studies contribute well to their awareness of cultures and faiths that are different from their own. However, there are too few resources available to improve their knowledge and the quantity and quality of books in the library relating to religions of the world is unsatisfactory. This has a negative impact on pupils' achievement in the subject.
66. The quality of teaching in religious education is satisfactory. Teachers make the best of the limited artefacts and often supplement them from their own resources. Good links with the local church help to promote pupils' awareness of Christianity and teachers make good use of the church for visits.
67. Leadership is satisfactory. There is a clear awareness of the weakness in resources and plans are rightly being established to improve this. A good portfolio of pupils' work is beginning to help track pupils' achievements. Good use is made of the locally agreed syllabus, to ensure that activities are interesting and provoke discussion and debate, contributing well to pupils' speaking and personal skills. Moral issues are regularly discussed through religious education lessons, helping to resolve conflicts and develop good awareness of right and wrong. Improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

68. Design and technology was not a focus of the inspection so it is not possible to make an overall judgement about provision. Evidence from work samples indicates that standards are generally **satisfactory**. However, it appears from teachers' planning that insufficient time is spent on the subject, which results in pupils' technological skills not being as high as they should be.

Physical education

69. Two lessons were sampled during the inspection, both at Key Stage 2. On the evidence of these lessons and other evidence from teacher's planning, conversations with pupils and with staff, standards are likely to be **good** at the end of Year 6. It was not possible to make a judgment about standards at the end of Year 2. Teaching and learning are good and teachers have very good subject knowledge. Nearly all pupils exceed the expected standards in swimming. The wide range of extra-curricular sporting activities makes a very positive contribution to the standards pupils achieve. The subject is led well.

Art and design

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

Main strengths and weaknesses

- Standards are well above expectations throughout the school.
- Pupils' achievement is very good.
- The subject makes a very good contribution to pupils' cultural development.
- There are excellent links with local artists and art galleries.

Commentary

70. Standards are well above expectations at the end of Year 2 and pupils achieve very well. They make effective use of their very good drawing and painting skills to illustrate their work in other subjects. Pupils have had wide experience of different media, including printing, collage and clay modelling. Standards in all these aspects are high. Pupils demonstrate very good skills in line making, colour mixing and designing. They evaluate their work in progress and make sensible suggestions about ways in which they could improve.
71. Standards are well above expectation at the end of Year 6. Overall pupils' achievement is very good. Pupils have produced well constructed sculptures of human figures, which demonstrate very good skills in selecting, combining and fixing materials. Their work in two dimensions is also of a high quality. They paint, draw and design work with equal skill and use these skills very well to illustrate their work in other subjects. As they work, pupils evaluate what they are doing and make sensible suggestions about how their work can be improved. Pupils know about a wide range of artists and have produced several very effective pictures in their styles. Throughout the school, pupils' work is imaginative, inventive and often highly original.
72. Teaching and learning are both very good. Teachers use a wide range of different teaching styles to stimulate pupils' interest. Pupils respond enthusiastically and have very positive attitudes to the subject. Behaviour in lessons is very good and this has a positive effect on pupils' progress. They treat materials and tools with care and clear up after lessons quickly. Planning for lessons is very good and ensures that pupils have an exciting range of experiences. Assessment is used effectively to challenge and stimulate pupils to achieve their best.

73. The co-ordinator leads and manages the subject very well. She ensures that the subject is well resourced and has also collected a portfolio of pupils' work, which acts as a record of their achievement as they move through the school. Excellent use has been made of visiting artists to stimulate pupils' imagination and as a consequence, the subject makes a very good contribution to pupils' spiritual, social and cultural development. There are also excellent links with Newlyn Gallery, which has had a very positive effect on the standards pupils achieve. The curriculum is very broad and covers a wide range of media, techniques and styles. There has been a very good level of improvement since the previous inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Achievement in singing is good.
- Enrichment through school productions is very good and promotes confidence and self-esteem.
- There are not enough opportunities for pupils to learn to play musical instruments.

Commentary

74. Pupils achieve well in music. This is an improvement since the previous inspection. Achievement is better in singing and performing than it is in composing and appraising. This is because singing is a regular feature of school life and pupils regularly sing and perform in school shows. This leads to good levels of confidence. Pupils in all classes were observed singing sweetly and in tune. They are confident singers and performers. Achievement in composing and appraising is satisfactory. Pupils compose simple tunes but do not use notation. This reduces their achievements overall. Standards are above those expected in singing.
75. The quality of teaching in music is good. The very skilled new music teacher is having a positive impact on learning and some very good teaching was observed during the inspection. Pupils enjoy music and respond very well in lessons, trying hard to improve.
76. Leadership of music is good. Well-organised activities help to raise confidence and self-esteem. There is a clear awareness of the strengths and weaknesses of the provision. Enrichment through school productions and the very good range of visits are very good. Pupils benefit from these activities and develop a greater awareness of many different musical styles. However, not enough opportunities are created for pupils to learn to play musical instruments. This reduces pupils' opportunities to compose their own pieces and extend their musical skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

Main strengths and weaknesses

- Personal, social and health education makes a strong contribution to pupils' personal development.
- Pupils have excellent relationships with each other and with adults.
- Teaching and learning are very good.
- The curriculum provided has a very positive effect on pupils' personal development.
- The school's ethos is very positive.

Commentary

77. The very good provision for pupils' personal, social and health education underpins the curriculum and makes a very strong contribution to the school's ethos. Pupils show high levels of interest in the activities provided by the school and take part with enthusiasm. For example, all pupils participated in the school performance, singing and dancing with evident enjoyment. Pupils are very willing to undertake responsibilities around the school, such as taking registers to the office, keeping doors open for the rest of the class and recording staff's dinner requirements. Relationships are excellent throughout the school. Pupils work and play together amicably and are very willing to support and encourage each other. This has a positive impact on the whole ethos of the school, as well as the standards pupils achieve. Pupils also have close and constructive relationships with adults. Teachers have an excellent rapport with pupils, which builds their confidence and self esteem.
78. The quality of teaching and learning is very good. Teachers know their pupils well and listen to them and take account of their views when planning lessons. They are very good at encouraging pupils to take part in lessons, especially during 'Circle Times'⁵. Teachers have very high expectations of pupils' behaviour, and this has a very positive effect on their personal and social development. The insistence on good manners permeates the school, and pupils are regularly heard to thank each other for routine tasks around the school. Support staff also make a very good contribution to pupils' personal development by ensuring that all pupils feel included in lessons, whatever their level of attainment. The schools' policy for inclusion is very good and ensures that all pupils have full accesses to the curriculum.
79. The subject is well led and the curriculum provided ensures that pupils personal, social and health education is promoted across all subjects. Steps have been taken recently to initiate a school council. The excellent links the school has with the Children's Fund means that personnel from the organisation have worked with older pupils in setting up the council effectively. Pupils are developing a good concept of citizenship by learning how to vote for council members and the importance of participating in a democracy. There has been a good level of improvement since the previous inspection. The school's ethos is very positive and makes the school a harmonious and caring community.

⁵ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).