

# INSPECTION REPORT

## ST TUDY C OF E VA PRIMARY SCHOOL

St Tudy, Cornwall

LEA area: Cornwall

Unique reference number: 112019

Headteacher: Mrs J Long

Lead inspector: Miss Fiona Robinson

Dates of inspection: 13<sup>th</sup> - 15<sup>th</sup> October 2003

Inspection number: 257988

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:	Voluntary aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	48
School address:	St Tudy Bodmin Cornwall
Postcode:	PL30 3NH
Telephone number:	(01208) 850 548
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Simon Ambrose
Date of previous inspection:	9 <sup>th</sup> March 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Tudy C of E VA primary school is a very small school located in the village of St Tudy, near Bodmin, Cornwall. It has 48 pupils on roll (29 boys and 19 girls). There are five part-time pupils (girls). Pupils come from a wide range of social backgrounds; most are white and none are at an early stage of English acquisition. The levels of knowledge and understanding of children when they join the school are about average. The proportion of pupils with identified special educational needs, including statements, is well above the national average. Pupil mobility is fairly low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Lead inspector	Foundation Stage English Science Art and design Design and technology Music Special educational needs
9411	Rosemary Last	Lay inspector	
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school that provides a very good standard of education.** The leadership of the school by the headteacher is **very good** and the quality of management is very **effective**. The curriculum is **very good** and is broad, balanced, rich and relevant. The quality of teaching is **good** with some **very good** and **excellent** teaching observed. The school provides **good** value for money.

#### The school's main strengths and weaknesses are:

- The school is very well led and managed, and there is an outstanding commitment to including all pupils equally in the life of the school.
- Standards in English, mathematics and science are above average by the age of 11.
- Pupils' attitudes and behaviour are very good and relationships are excellent.
- The very good curriculum is broad, balanced, rich and relevant.
- The quality of teaching and learning is good.
- Links with the parents and the community are very good.
- Assessment procedures in the non-core subjects are less developed.

The improvement since the last inspection is **very good**. Issues from the previous inspection have been very well tackled. Standards have improved due to consistently **good** teaching and learning. The **very good** leadership by the headteacher has resulted in a **very good** rich curriculum and very stimulating learning environment. **Very good** teamwork is evident and this helps to push up standards. The strategic School Development Plan is focused on improving standards, teaching and learning. Shared vision and high expectations provide a firm steer to the school's work. The ethos of the school is **very good** and pupils have a clear understanding of what they are expected to achieve. The school has a strong commitment to improvement and as a result the school is well placed to improve 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	D	E	A	A
mathematics	D	E	D	E
science	D	A	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils' achievement is good in relation to ability.** Cohorts are small and some year groups have high numbers of pupils with special educational needs in them. They enter school with broadly average standards and make good progress. By the end of Reception, standards are satisfactory with most children meeting and some exceeding the Early Learning Goals<sup>1</sup>. They make good progress over time in both the infant and junior phases. They demonstrate very good attitudes to learning especially in English, mathematics and in science. At the time of the inspection, standards are above average at the start of Year 6 in English, mathematics and science. They are good in all other areas of the curriculum. In information and communication technology (ICT), they are well above average. In Year 2, standards are in line with the national average in reading, writing and mathematics. They are good in science and ICT.

<sup>1</sup> Early Learning Goals are the identified targets children are expected to have achieved by the end of their reception year.

Pupils are well placed to meet their current targets in English, mathematics and science. In the 2003 National Curriculum tests, pupils achieved well above average standards compared to all schools and similar schools in English. They were below average in mathematics and science compared to all schools. In Year 2, pupils achieved below average standards in writing and well below average standards in reading and mathematics. It was a very small year group with a high proportion of pupils with special educational needs in it. In the most recent unpublished tests, pupils have achieved above average standards in these subjects.

**The development of pupils' personal qualities is very good overall** and leads to the very good attitudes and increasing amount of responsibility they display. Their behaviour is very good. They enjoy excellent relationships with others. Pupils enjoy coming to school. They work very hard and are keen to please their teachers. Attendance is good and punctuality is very good.

## **QUALITY OF EDUCATION**

**The quality of education is very good. Teaching and learning are good overall.** Very good teaching was seen in the Foundation Stage, infant phase and junior phase. No unsatisfactory teaching was seen. Very good teaching was seen in English, mathematics, science, ICT, history and physical education (PE). Excellent teaching was seen in science. The quality of planning is very good and teaching assistants support pupils learning very well. There are high expectations of behaviour and pupils are well motivated and interested in their lessons.

The use of assessment to plan work matched to individual pupils' needs is good in the core subjects of English, mathematics and science. The curriculum is **very good** and is enhanced by very good opportunities for enrichment. The school cares for its pupils very well and provides **very good** extra-curricular activities. Collaboration and partnerships with parents and the community **are very good** and valuable opportunities to promote pupils' achievement occur.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** Leadership by the headteacher is very good and she provides a very clear vision and focus to the school's work. Teamwork is very good and support staff provide very good support, especially for pupils with special educational needs.

**Management is very good.** Governors have a very good understanding of the strengths and weaknesses of the school. They have a very clear strategic overview and are very supportive of the school's efforts.

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

**Parents have very good views of the school.** They are very pleased with the way in which the school is led, the expectations of staff, the quality of teaching and the progress their children are making. Most of their views are positive. Pupils like the school and especially the teaching they receive.

## **IMPROVEMENTS NEEDED**

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

- Further develop assessment procedures in subjects such as history, art, design and technology and music.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well in relation to ability throughout the school. Standards in English, mathematics and science are currently above average by eleven. They are broadly average in Year 2, where 50 per cent of the small year group have special educational needs.

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

- All pupils achieve well because of the consistently good, and often very good, teaching.
- Standards have risen in English, mathematics and science.
- Pupils in Year 2 achieve well considering the high percentage of pupils with special educational needs.
- There are well above average standards in ICT in Year 6.

#### **Commentary**

##### *Starting school*

1. When children start school in the reception class, assessment data show that their attainment is broadly average. Some children have below average ability in speaking and listening. They respond well to good or better teaching and make good progress over time. Most reach the Early Learning Goals in all areas of learning and some exceed these. This year, the group are broadly average and most are well set to reach the levels expected for their age.

##### *School's results in national tests*

2. Overall standards have risen throughout the school. However, the size of the cohorts is small and comparisons over time are difficult. There is a significant number of pupils with special educational needs in each year group who make good progress in relation to prior achievement, due to good teaching. The table below refers to the 2003 tests for Year 2.
3. The table below shows that in 2003 standards in Year 2 were below average in writing and well below average in reading and mathematics. The cohort was small and 50 per cent had special educational needs. The current cohort is small and again pupils have a significant percentage of special educational needs (50 per cent). Current standards are broadly average in English, mathematics and most other subjects. They are above average in science, ICT, art and design, design and technology and music.

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

Standards in:	School results	National results
reading	13.7 (15.9)	15.7 (15.8)
writing	13.7 (13.6)	14.6 (14.4)
mathematics	15.3 (16.1)	16.3 (16.5)

*There were 6 pupils in the year group. Figures in brackets are for the previous year.*

4. The table below shows that in 2003 standards in Year 6 tests were well above average in English and below average in mathematics and science compared to all schools. Again, a significant number of pupils had special educational needs and achieved well in relation to ability. The high rate of pupils' mobility has affected the results in Key Stage 2. There is no



significant difference in the performance of boys and girls. There has been very good improvement in English and literacy over time.

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

Standards in:	School results	National results
English	29.3 (24.0)	26.8 (27.0)
mathematics	26.3 (24.0)	26.8 (26.7)
science	28.3 (30.0)	28.6 (28.3)

*There were 9 pupils in the year group. Figures in brackets are for the previous year.*

#### *Inspection findings*

##### *The Foundation Stage*

5. At the time of the inspection, children had settled well to school life and are achieving well. There is every indication that most will reach the goals expected for their age by the end of their reception year in all areas of learning because of the good provision for their learning. Some children will exceed the Early Learning Goals.

##### *Years 1 and 2*

6. Pupils achieve well because of the good provision made for their development. All pupils, including the higher achieving pupils and those with special educational needs, do well. Work is matched well to their ability and special educational needs pupils are supported well in their learning. Standards are broadly average in reading, writing and most other subjects because of the high proportion of special educational needs in a very small year group. Standards are above average in science and ICT.

##### *Years 3 to 6*

7. Pupils achieve well in all year groups with appropriate challenge for the higher achieving pupils and those with special educational needs. Work is matched well to pupils' ability and teachers' specialisms are used well. Standards are above average in English, mathematics and science. They are well above average in ICT and above average in all other areas.

##### *Whole school matters*

8. Pupils apply their literacy and numeracy skills well in other areas of the curriculum. For example, scientific, historical and geographical vocabulary is developed well throughout the school and scientific results are recorded on tables. Pupils' skills in ICT are being used well across the curriculum. All pupils, including the higher achieving and those with special educational needs, are making good progress due to good or better teaching.

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

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development, are very good and these aspects are strengths of the school. Attendance is good and punctuality is very good.

### **Main strengths and weaknesses**

- The quality of relationships between pupils and that between pupils and staff is excellent.
- The pupils arrive in good time and very enthusiastically engage in all aspects of school life.
- The level of attendance is above the national average.

- Pupils are very thoughtful and considerate of others in lessons and at play.
- The school cultivates pupils' personal development very well, helping them to become more mature and independent.

## Commentary

### *Attitudes and behaviour*

9. The pupils' very good attitudes and behaviour, together with excellent relationships, impact very favourably on the climate for learning, having a positive impact on their achievement. They are very enthusiastic about their lessons and want to learn. For example, on arriving at school, Year 5 and Year 6 pupils went swiftly to their classroom, settling quickly to improving their word processing skills, so that all were purposefully engaged before registration. Throughout the school, relationships between pupils are excellent, with them happily working and playing co-operatively and sensibly, leading to an extremely pleasant atmosphere. For example, a group of infants were writing together with their teacher, their ideas bubbling as they carefully built up the story of a lost toy. Everyone took part, suggesting vocabulary, giving more details and correcting spelling and punctuation and helping one another to proudly produce the following: 'I felt really sad. Suddenly I noticed something brown sticking out from my bed. It was my bear. I was so happy I nearly cried.'

### *Relationships*

10. Relationships of pupils with all staff are very warm and they are keen to work hard to please their teachers. An illustration of this was in a very good PE lesson in Year 3 and Year 4, where the teacher's excellent care and consideration for others was mirrored by the pupils. These harmonious relationships throughout the school help to build a cohesive community where everyone is valued. Pupils think highly of the teaching and their learning experiences in school.

### ***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	23	0	0
No ethnic group recorded	25	0	0

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

### *Personal and cultural development*

11. Overall, pupils' personal development is very good. Pupils are most certainly aware of living in a community and of the privileges and responsibilities this involves. The school enables pupils to take on growing responsibility for their work and actions very well as they become older. Members of the school council, representing Years 1 to 6, weigh up suggestions to see if they are possible and practical. Currently, they are exploring ideas relating to erecting a bike shelter adjacent to the canteen and they are prepared to organize fund raising to help them achieve this. Pupils' spiritual, moral and social development is very good. Pupils have a very strong moral code and they value fair play greatly. They treat each other, staff and visitors with great respect and courtesy, with even the youngest prepared to listen to others. Spiritual awareness is catered for very well, with both the local priest and pastor making considerable contributions of high quality. Pupils' good understanding of their own and others' culture has been maintained.

### *Attendance*

12. Since the last inspection, attendance has remained higher than the national average. The school makes determined efforts to maintain it at this good level, but in spite of this, some families take holidays in term time which can impair their children's progress. The school scrupulously determines holidays in excess of ten days as unauthorized absence and this accounts for the school's rise in that category since the last inspection. Term time holidays account for the rise in absence in 2002/3 over the details of the year given in the table below. There have been no exclusions for at least ten years.

**Attendance in the latest complete reporting year (2001/2)**

Authorised absence		Unauthorised absence	
School data	4.8%	School data	0.1%
National data	5.4%	National data	0.5%

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality of education for its pupils. Pupils achieve well because they are taught well throughout the school. The curriculum is very good; it is broad, balanced, relevant and rich. Interesting visits and projects such as 'Landscape and Memory' help to bring the curriculum alive for the pupils. There are very good links with the community. Overall, staff make the best use of the limitations of the accommodation to fulfil the requirements of the National Curriculum. Parents are very supportive of all that the school does for their children.

**Teaching and learning**

Teaching is good throughout the school. Very good teaching was seen in each phase and no unsatisfactory teaching was seen. This marks an improvement since the last inspection when a small amount of unsatisfactory teaching was observed. Children in the Foundation Stage and in Years 1 to 6 learn effectively due to good quality teaching over time. An outstanding science lesson was seen in Years 3 and 4. Pupils' progress is assessed well in English, mathematics and science. The school has identified the need to develop more formal assessment procedures in the foundation subjects.

**Main strengths and weaknesses**

- The quality of teaching and learning is good throughout the school, and much of it is very good.
- Lessons are planned well and pupils are well motivated to succeed.
- Teachers are effective in developing pupils' literacy and numeracy skills.
- Teachers have high expectations of behaviour and involve pupils well in their learning.
- Excellent teaching was seen in science.
- The quality of assessment is good in English, mathematics and science, but less formal in foundation subjects.

**Commentary**

13. The table below indicates the quality of teaching seen across the school. During the time of the inspection, 67 per cent of the teaching seen was very good and 7 per cent was excellent. There is no significant difference in the quality of teaching and learning in the Foundation Stage, Years 1 and 2 and Years 3 to 6.

**Summary of teaching observed during the inspection in 16 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	11	4	0	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.

### Common strengths

14. There are common strengths in teaching that underpin the good quality of pupils' learning. These include high expectations of pupils' behaviour, which means that pupils concentrate well on their work. There are very good relationships between staff and pupils. The quality of planning is very good and work is matched well to pupils' ability. Very good support from teaching assistants means that all pupils, including those with special educational needs, are supported well in their learning.

### Characteristics in good and very good lessons

15. In the best lessons, well-planned activities and a lively approach capture pupils' interest and help them to move forward quickly.

### Example of outstanding practice

#### **An excellent practical science lesson on absorbency for pupils in Years 3 and 4.**

Following an excellent introduction, pupils were challenged in groups as to how they were to carry out their investigations. The teacher built on their previous knowledge very well. Pupils were happy to act as young scientists and soon put their 'fair' test principles into action. Very good questioning enabled pupils to think carefully and explain which was the best paper for wiping up spills. Excellent teamwork resulted and there was a buzz of activity as pupils carried out their tests and recorded their decisions. There was a great sense of satisfaction as they each reported back their findings to the class. This lesson was inspiring because of the excellent role model set by the teacher.

### Other strengths

16. Children in the Foundation Stage are well taught and make good progress. Lessons are well planned, and are firmly based on the 'stepping stones' for learning.
17. Lessons are planned very well and pupils are well motivated to succeed. Objectives are shared effectively with pupils and they are clear about what to do.
18. The teaching of literacy and numeracy skills is good. Planning is consistent and staff are confident at teaching the Literacy and Numeracy Strategies. Speaking and listening skills are developed well, and reading is very well taught. The pupils' reading skills are good and reading is enjoyed by everyone. Writing skills are taught well and appropriate challenge is provided for higher achieving pupils. Pupils with special educational needs are supported well in their learning. There is a fully inclusive approach, which means that all pupils are given the support that they need.

### Assessing pupils' progress

19. Assessment procedures have improved since the last inspection. They are good now in English, mathematics and science. The statutory test results are thoroughly analysed so that staff have a clear picture of pupils' attainment. This is used well to track pupils' attainment. Teachers make good use of questions to check out progress or to extend learning. There is less formal assessment in the foundation subjects and this is a current area of development which the school has identified.

### *Timing*

20. Lessons are well balanced and sufficient time is given for pupils to complete tasks.

### *Homework*

21. Homework is set throughout the school and pupils tackle it conscientiously. Parents are happy with the amount of homework set.

### **The curriculum**

**The quality and range of the curriculum are very good.** All statutory requirements are met. The provision of extra-curricular activities is very good and is valued by pupils and parents. The standard of accommodation is satisfactory and the quality of resources is good.

### **Main strengths and weaknesses**

- Overall, the curriculum succeeds very well in meeting the needs of all pupils and provides an impressive range of curriculum experiences.
- The curriculum is enriched by a very good range of activities outside the normal school day.
- There is a very effective programme of personal, social and emotional development (PSHE).
- Provision for pupils with special educational needs is good.
- Computer technology is used well to support learning across the curriculum.
- Accommodation shortcomings are managed well.

### **Commentary**

22. St Tudy C of E VA Primary School prides itself on its success in being an inclusive school, providing experiences which are shared by all, regardless of ability, gender or background. The provision for pupils with special educational needs is good and their self-esteem is high. They are supported very well in their learning by adults. Relationships are excellent and pupils thrive on the value which is placed on their contributions.
23. Statutory requirements are met fully and national guidelines are followed to plan for all subjects, including religious education. The provision is reviewed on a rolling programme to avoid repetition. The National Literacy and Numeracy Strategies have added consistency to the teaching of skills for all pupils.
24. Pupils have good speaking and listening skills and are given opportunities to use a range of writing styles in other subjects, whether using bullet points to record in science or geography, or non-chronological writing in history to appreciate the value of the village blacksmith. Standards in ICT have been transformed since the last inspection, as has the promotion of study skills, such as researching the past societies of Ancient Egypt or Vikings, and patterns of settlement.
25. The curriculum has been enriched considerably by activities in addition to those experienced during the normal school day. Club activities provide valuable opportunities for boys and girls to develop teamwork, as well as practising and improving games skills, and pupils extend their enjoyment of art, textiles and cooking. Well-planned visits to the farm, beach, moor, museum, or theatre provide rich experiences, which contribute significantly to pupils' speaking and listening skills. Workshops to investigate Ancient Egypt and the worlds of literature, sculpture or music bring learning to life. The development of the creative arts is impressive and the school is currently involved in an excellent project involving primary and secondary schools in the area.

26. Although having limitations when there is a need for all pupils to meet together, the accommodation has been well maintained and managed effectively. The introduction of the computer suite has greatly enhanced the raising of standards, the teaching of skills to class groups and the use of technology to support learning across the curriculum. Teaching and support staff are very well matched to the needs of the curriculum and resources are good.

### **Care, guidance and support**

The care taken of pupils is very good and the school involves them in the life of the school very well, valuing their suggestions and ideas. The provision of support, advice and guidance is good.

### **Main strengths and weaknesses**

- The school is a safe and secure community.
- Induction arrangements for the youngest pupils on joining the school are very good, enabling them to settle quickly.
- Pupils are fully involved in the life of the school, knowing their ideas and suggestions are respected.
- Guidance to pupils on how to get better in the core subjects is good, but this area in some other subjects needs further development.

### **Commentary**

#### *Pupils' care, welfare, health and safety*

27. The school takes very good care of its pupils ensuring that relationships between staff and children make easy communication possible. Teachers know their pupils very well. The arrangements for getting to know children before they start school, especially the links with the St Tudy Pre-School and the Learning Together scheme are very secure, ensuring that the youngest pupils settle quickly and happily on starting in reception.
28. The headteacher has relevant and recent training in child protection and briefs her staff very well. Health and safety are given a high priority. The headteacher and relevant governor are rigorous in auditing hazards, undertaking a rolling programme of risk assessments. All staff are committed to making the school as safe an environment as possible. Lunchtime staff are very competent at supervising the pupils and, like most of the other staff, are trained in first aid, so the occasional accident is dealt with very well. The school is actively promoting healthy living and the tuck shop serving fruit is proving successful.
29. Pupils have a good idea on how to get better and understand what they are expected to achieve, especially in English, mathematics and science. However, sometimes in the foundation subjects, the use of assessment for their guidance is not so well developed. In others, such as PE, there are good opportunities for self-evaluation. Pupils with special education needs are supported well throughout their life in the school.
30. Pupils are very involved in the life of the school, with their views being sought both formally and informally. They express their views responsibly and the staff treat their comments with respect. The role of the school council is well-known and all pupils are consulted. They can see that improvements have been made following discussion of their ideas and suggestions. This contributes to the pupils feeling valued members of the school community.

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

The school's links with parents, the community and other schools are **very good**.

## **Main strengths and weaknesses**

- Parents feel a very strong sense of partnership with the school.
- The school works closely and fruitfully with its partners in the Hengar Cluster and Creative Partnership.
- The community is a rich resource which greatly enhances pupils' learning and personal development.
- The Friends of St Tudy provide strong support for the school.
- The written reports of pupils' progress do not always spell out the next steps for learning.

## **Commentary**

### *Links with parents*

31. The parents are very well satisfied with what the school provides and achieves. The school regularly seeks their views through questionnaires, newsletters or meetings and their views are taken into account. One result of this was the introduction of "green cards", which give feedback to parents on their children's good behaviour. The governors' annual meeting for parents is well attended and is a forum for lively discussion. Regular newsletters keep parents up-to-date with the latest news of the life of the school and give ways in which they can support their children's learning. Useful workshops run by the staff also keep parents abreast of curriculum developments. The school has recently focused on mathematics as a few parents asked for help in better understanding the way in which the subject is taught to their children. Parents like the written reports, which give a detailed picture of their children's progress, but the next steps for learning are not always given. However, parents usually do get this information at consultation evenings or from informal contact with teachers.

### *Links with other schools*

32. The school's work with the three other small schools in their cluster gives very good opportunities for the pupils to take part in activities and experiences a school as small as St Tudy would find it difficult to offer on its own. For example, pupils' personal development is enhanced by the school camp for Years 3, 4, 5 and 6 and the curriculum is enriched by combined trips. The Creative Partnership ensures the arts curriculum is developed richly as well. The school manages these links very well.
33. The local community has great pride in its school and many people give support in various ways. The Friends of St Tudy raise considerable sums of money to provide equipment such as computers and individual members of the community give their time and expertise freely to enrich the curriculum. The school reciprocates by offering its facilities, such as use of the building and reprographics.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management of the school is very good. The governance of the school is very good. The school is led very well by the headteacher with very good support from all staff. Applications of the principles of best value are very good.

## **Main strengths and weaknesses**

- Leadership by the headteacher is very good and she provides very clear vision and focus for the school's work.
- The management of the school is very good.
- The secretary makes a very significant contribution to the smooth running of the school.
- The expertise and contribution of the governors is very good.

- Teamwork is very good and everyone is doing their best for the pupils' education.
- Procedures for monitoring and evaluating the work of the school are very good.

## **Commentary**

### *Leadership*

34. The headteacher provides very good leadership and leads the school with the full support and confidence of the governors. She has successfully established a very supportive staff team who are committed to making good provision for the all-round development of pupils. There is a clear focus on raising standards shared by both staff and governors. In partnership with governors, staff, parents and pupils, she has created a vibrant, positive ethos. All members of the school family feel fully involved and valued for their contribution to the life and work of the school. The hard-working and dedicated staff team work well together and are strongly committed to improvement. Key staff lead and manage their areas with commitment and enthusiasm and are very effective in their roles.

### *Management*

35. The management of the school is very good. There are very effective procedures in place to enable the school to run smoothly on a day-to-day basis. There are very good strategies for evaluating how well the school is doing in order to plan for the future.
36. The very experienced secretary provides very effective administrative and financial support. She makes a very significant contribution to the life of the school.

### *Governance*

37. The governance of the school is very good and this is an aspect which has improved considerably since the last inspection. The Chair of Governors works very closely with the headteacher and provides a very good steer to the work of the governing body. Governors are well aware of the school's strengths and weaknesses and act as a critical friend to the school. They are fully involved in planning and prioritising issues in the School Improvement Plan. They bring expertise to their roles and have a very good understanding of the work of the school through regular reports by the headteacher and personal visits to see at first hand what is going on. This whole area of strategic planning is very much improved since the previous inspection.

### *Teaching staff support*

38. Teachers are very well supported by the teaching assistants. There is a very good team spirit amongst all the staff and shared commitment to succeed. Staff make a very positive contribution to pupils' learning, attainment and development. Induction and mentoring systems are very good and performance management procedures and the professional development of staff are very good.

### *Finances*

39. The management of the school's finances is very good. The school has a reasonable budget and the carry forward is slightly higher than normal. However, the School Improvement Plan clearly indicates how this money has been allocated. The budget is used very efficiently to lead the school forward. The process of school improvement planning is used very effectively as the main guide to essential development and changes in school. It links very closely to budget planning.



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

Income and expenditure (£)	
Total income	172,461
Total expenditure	181,851
Expenditure per pupil	3,566

Balances (£)	
Balance from previous year	33,071
Balance carried forward to the next	23,681

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is very good and has improved since the last inspection. Children start school with broadly average attainment. As a result of good teaching, characterised by very good planning and use of assessment, achievement is good for children of all ability levels. By the end of reception, most children are on course to meet the Early Learning Goals in all areas of learning and some will exceed these. All adults set very good role models for the children and manage them very well. The co-ordinator provides very good clear educational direction for the staff. They all work very well as a cohesive team, carefully monitoring all children's progress. The indoor accommodation is bright, vibrant and purposeful. The school makes the best possible use of the outdoor facilities available to it; however, the children do not have continuous access to a separate secure outside area.

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

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

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

- Children achieve well because of the good teaching and the high expectations set by staff.
- Every opportunity is taken to enhance children's development.
- Very good relationships are being established and as a result children feel confident and happy.

#### **Commentary**

40. Most children are on course to meet the expectations in this area of learning and some will exceed these. They are interested in their learning and are keen to take part in all activities. They concentrated well and listened with rapt attention as the teacher told the story about the 'Pebble on the Seashore.' This activity was used well to enhance language, self-esteem and turn taking. The atmosphere was one of real excitement as children dressed their own individual pebbles and cared for them. The staff provide very good role models for the children. They are very caring and considerate but also provide high expectations of behaviour. Children are provided with plenty of opportunities to make choices, play alone or with others and to learn to share and co-operate. They are co-operative, friendly and confident. They are developing good independence, such as when they find and eat their own snacks, and manage their own clothes. This is very good preparation for later learning. The staff skilfully create a quiet and reflective atmosphere during assembly time and this is a valuable contribution to personal development.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers and support staff take every opportunity to develop the children's language skills, and teaching is good.

## Commentary

41. Most children are on course to meet the expectations in this area of learning and some will exceed these. Already, they are making good progress as a result of the many opportunities they are given to talk and listen. Staff take every opportunity during activities to develop the children's vocabulary through probing questioning and encouragement to listen to the views of others. Very good relationships mean that children have the confidence to talk and all listen attentively when a story is read to them. For example, when the teacher read the story 'Giddy Up Let's Ride', the children were listening very well as she read with expression and excitement. This created a 'special' atmosphere as the children experienced the wonder of books. Good use was made of questioning to test their understanding of the story. For example, 'Do you think that is a real horse?' There are many opportunities for children to look at books themselves, which they handle with care, appreciating that text is read from left to right. Examination of current planning and of children's work done last year indicates that there is good emphasis on the recognition of sounds to help children learn to read and write. They have made a good start with their writing, due to good teaching.
42. Children achieve well, due to some very good teaching in lessons. The class teacher provides very entertaining introductions to sessions, which capture and hold children's attention very well. She is careful to include all children in discussions, and all members of the team provide sympathetic support for those with special educational needs. As a result, all are enthused and eager to begin work.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning, which ensures children achieve well.
- Every opportunity is taken in all activities to promote children's mathematical development.

## Commentary

43. Teaching and learning are good. A very good range of interesting activities is prepared to promote mathematical understanding. Most children are working at levels expected for their age and some exceed these. Children happily count to five and beyond and enjoy singing sound rhymes and songs. Work from last year indicates that by the summer most will be able to add and subtract to ten, name shapes, complete sequences and use comparative language accurately. Children are engaged by lively activities, such as matching games and practical tasks. Every opportunity is taken to encourage children to count and order as they look at books, give out materials and order numbers to five. The children are enthusiastic and confident in their knowledge of colours, and learning to take turns enhanced their personal and social skills. They are given opportunities to recognise simple patterns and enjoy mathematical activities.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children make good progress due to well-planned activities.
- Teaching is good.

## Commentary

44. Children develop good knowledge and understanding of the world through a very good range of well-planned activities. They grow seeds, learning to provide water and compost, and eagerly watch them grow. They have a secure understanding of the needs of living things and most are on target to reach the Early Learning Goals by the end of the reception year. Some children will exceed these. They thoroughly enjoy walks around the village and they talk enthusiastically about what they see. They display sound knowledge of safe places to play and what might happen in a hospital. They use the computer independently and use software for number and art. They enjoy making models with boxes, paper and glue. They learn about themselves and their families. Teaching is good and sessions are well planned. These are also enhanced by visitors, visits and the use of practical activities.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Children are well co-ordinated and move about confidently.
- They learn to manipulate small tools and pencils accurately and well.
- Staff make the most of the limitations of the outdoor environment.

## Commentary

45. Most children's physical development meets expectations for their age and for some children it exceeds this. They are confident and well co-ordinated as they move around the classroom and school and they use space well during music and movement lessons. They move thoughtfully in response to music and can stretch up very tall and gallop, tiptoe and march with enthusiasm. In a very good lesson, children followed the teacher's instructions closely and moved enthusiastically to the music. They do not have immediate access to the outside area but the best possible use is made of the playground and field opposite the school. They can ride bikes and trikes and enjoy travelling over, under and through apparatus. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with dexterity.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Children enjoy music and singing.
- Valuable opportunities are provided to stimulate children's imaginations through imaginative play and display.

## Commentary

46. Children's creative development meets and sometimes exceeds expectations for their age. Activities are very well planned and children use their imaginations well in dance and painting. They sing enthusiastically and tunefully, and enjoy the opportunities for this in assemblies and in musical activities. The good teaching by the class teacher and support staff gives children valuable chances to express themselves as they sing 'I am the music man.' They are thoughtful and confident, using a good vocabulary. Bright, stimulating displays reflect their work and provide a very good learning environment.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**. Overall, the quality of the teaching and the work planned for pupils are good and this ensures that they achieve well.

#### Main strengths and weaknesses

- Standards in English are good for the 11-year-olds.
- Pupils achieve well because of the good quality teaching and learning.
- Pupils with special educational needs are well supported and make good progress against their specific targets.
- The subject is very well managed.
- Parents are pleased with the standards their children achieve.

#### Commentary

47. In the 2003 National Curriculum tests, Year 6 pupils achieved well above average standards in English. Overall, there is no significant difference between the standards achieved by boys and girls.
48. At the time of this inspection, standards were above average at the start of Year 6 in English. Pupils in Year 6 are well placed to exceed the targets set for them in the 2004 national tests. The very positive standards reached are due to good planning, good or better teaching and effective use of assessment. The analysis of pupils' work undertaken by inspectors, together with lesson observations, confirms this picture.
49. From a broadly average starting point pupils, including those with special educational needs, achieve well during their time at school to reach above average standards.
50. Standards for seven-year-olds are currently broadly average in speaking and listening, and reading and writing, because pupils have made good progress in relation to ability. In 2002 and 2003, standards were well below average in reading and writing due to there being a high proportion of pupils with special educational needs.
51. Standards in speaking and listening are good at both the infant and junior phases. Teachers use good questioning skills so pupils are encouraged to give full answers. This was well demonstrated in a Year 5 and 6 lesson when pupils responded well to brisk questioning from the teacher. For example, 'How is a wonderful yet mysterious picture painted in words?' A Year 6 pupil replies 'Your torch illuminates walls draped with webs and grime.' Pupils articulated answers that used a good range of vocabulary.
52. Pupils make at least good progress in reading. At the time of the inspection, standards were good by the age of seven and very good by 11. Pupils display enjoyment of books and have good comprehension skills. Parental support for reading is very good and this helps pupils to progress quickly.
53. Attainment in writing is average for seven-year-olds and above average for 11-year-olds. Standards have improved for the older pupils because they are encouraged to write for a good range of purposes. ICT is used well to support learning.
54. Teaching is at least good over time and some very good teaching was observed in the infant and junior phases during the inspection. Very good motivating strategies enabled Year 1 and 2

pupils to generate good quality dialogues based on stories with familiar settings. Teachers and teaching assistants have a good understanding of the subject and teach it well. Learning objectives are very effectively shared with pupils. They are very well managed and very good use is made of praise to both encourage and motivate pupils to even better work. As a result, pupils are very keen to give of their very best.

55. Pupils with special educational needs are well supported in lessons and in small groups. The tasks they are expected to do are challenging and as a result they make good progress.
56. The subject is very well managed and good use is made of assessment to formulate pupils' targets. The teaching, planning and learning are very well monitored. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and stimulating resources.

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

57. The National Literacy Strategy has been implemented well. Pupils use their language and literacy skills well in other subjects. Writing skills are developed well in history, geography, science and religious education.

### **MATHEMATICS**

The provision for mathematics is **good**.

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

- Standards are above average at the age of 11 and standards at other ages indicate improvement.
- Teaching and learning are good overall. Teachers have high expectations and use a good range of strategies.
- Assessment systems are in place, and targets are used to drive improvement.
- Leadership and management are strong including the use of teaching assistants.
- Annual reports do not guide improvement nor do they indicate achievement levels.

#### **Commentary**

58. Evidence indicates that standards in mathematics are in line with what is expected for pupils by the age of seven. They are above average for pupils by the age of 11. However, very small year groups and the large incidence of pupils with special educational needs make comparisons with other schools unreliable. National testing in 2003 suggests that standards have improved, especially for pupils by the ages of seven and 11. A scrutiny of previous work completed in 2002-2003 suggests that standards are higher in Years 4 and 5.
59. Teaching and learning are good. Teachers have good subject knowledge and use of wide range of strategies to motivate pupils. They have high expectations and promote good achievement over time, especially for pupils with special educational needs. Pupils cover the requirements of the National Curriculum with teachers concentrating on the development of mental skills and insisting that pupils explain how they solve their mathematical problems. In discussion, pupils are enthusiastic and enjoy mathematics, have sound mental skills and are beginning to choose from a growing range of strategies to arrive at solutions. Pupils are taught in ability groups and teaching assistants contribute significantly to the learning of the lower achieving. Planning is very good and clear teaching intentions enable pupils to move forward in measured steps. Assessment procedures are used well to set targets for improvement matched to pupil need.
60. An important improvement has been the use of computer technology to promote good teaching and learning strategies. Laptop and projector have transformed teaching strategies and

computer technology is used effectively to support learning, especially in the understanding, gathering and interpretation of data.

61. Pupils' views are valued highly and they are encouraged to set their own targets and evaluate their work. Annual reports are informative but do not contain National Curriculum levels or set targets for improvement.

### **Mathematics across the curriculum**

62. There is an improvement in planning for the use of mathematical skills in other areas of the curriculum. Charts and tables are used to record investigations in science; co-ordinates, scales and graphs in geography; and timelines in history. A range of graphs are used to record and display findings, as when exploring diet. Pupils present traffic flows pictorially and interpret findings after questioning those affected by pedestrianisation.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average in science.
- Teaching and achievement are good.
- The quality of the curriculum is very good.

### **Commentary**

63. In the 2002 national tests, standards in science in Year 6 were well above average compared to all schools and to similar schools. Results in the 2003 national tests are lower, owing to the significant number of pupils with special educational needs in the year group. Current standards are above average in Years 2 and 6. The headteacher and her team of staff are determined that standards will improve further and they are working hard to achieve this.
64. Examination of pupils' work and discussion with them shows that investigative skills are developing well. This is a current area of development and pupils throughout the school are developing a good understanding of fair testing. In Years 1 and 2, pupils gained a good understanding that wind exerts a push on objects through very good teaching and very good resources to use in their investigative work.
65. The quality of teaching is good throughout the school. In an excellent Year 3 and Year 4 lesson, the teacher used excellent strategies involving pupils in making decisions as to how to carry out 'investigations'. As a result, they were able to prove which paper was best for wiping up spills. Pupils are also highly motivated in Years 5 and 6 as they study the effect of microbes on foods.
66. The quality of planning is good and the subject leader is providing very good clear educational direction for work in this subject. Particular attention is paid to developing pupils' understanding of scientific vocabulary. With good systems in place to monitor and improve the provision, the school has a good capacity to improve further. There has been good improvement in monitoring progress since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **very good**.

### **Main Strengths and weaknesses**

- Standards in junior classes are very good.
- Pupils, including those with special educational needs, have achieved well over the last 12 months.
- Teaching assistants are well trained and give very good support.
- Standards in 'control and monitoring' are satisfactory.
- Attitudes to learning are very good and pupils collaborate very well.
- The teaching of skills is very good.
- Assessment procedures are now in place.
- Skills are used very well to support learning in other subjects.

## **Commentary**

67. Standards have improved greatly since the last inspection. Standards are good by the age of seven and are well above what is expected nationally by the age of 11. Achievement over time has been good. Attitudes to learning are very good. Pupils are enthusiastic and work very well together.
68. Overall, teaching is very good and teaching assistants play an important part in the quality of learning for pupils with special educational needs. A 'buddy' system enables older pupils to share their expertise with less experienced pupils and these younger pupils have made very good progress since the beginning of term.
69. Teachers have high expectations and rely on skilful questioning to encourage pupils to make informed decisions. Relationships are excellent and pupils thrive on the value which is given to their contributions. Planning is secure and national guidelines ensure that all pupils share a full range of experiences in clearly identified stages.
70. Satisfactory procedures are in place to record the gains in skills, knowledge and understanding, and targets have been introduced to drive improvement.
71. The subject co-ordinator has been instrumental in managing the very good improvement since the last inspection and has a clear action plan for improvement. She has ordered resources to encourage improvement in the areas of 'control and monitoring', which are satisfactory at present.
72. The computer suite is well used, not only for the acquisition of skills, but also for the use of these skills to support learning. Funding for the raising of subject knowledge for teaching and support staff has been used efficiently. There is a well-attended weekly session for community use with the sharing of computers and digital cameras. Laptop and projection units are used to sharpen the quality of teaching, and the interactive whiteboard is now central to the teaching of skills.

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

73. The use of technology to support learning across other areas of the curriculum is impressive. The Internet is used to promote study and research skills - as when gaining a deeper understanding of Viking settlement and the legacies of Ancient Egypt. Pupils use programs to improve their spelling and mental skills, and have good keyboard skills when using word processing skills to communicate in a range of writing styles. Information handling has improved significantly with pupils presenting data in a variety of forms. Pupils interpreted confidently the conclusions of their traffic survey and their findings after questioning groups of people affected by pedestrianisation.

## **HUMANITIES**



## **GEOGRAPHY**

Although no lessons were observed in geography, an examination of pupils' work in books and on display indicates that provision for the subject is **good**.

### **Strengths and weaknesses**

- Standards are above average by Year 6.
- Very good use of visits to support learning.
- Assessment procedures have improved.
- The use of computer technology is very good.

### **Commentary**

74. Standards are average by Year 2, where pupils are developing an understanding of the use of maps to identify their journeys to school, and they have identified buildings such as school and church. Holiday visits are often accompanied by Barnaby and Brenda Bear and they have a growing idea of places.
75. Standards are above average for pupils by the age of 11. Pupils have a good understanding of mapping skills, including how to interpret keys. They also have a good understanding of how to use co-ordinates, extending to the use of six figure references by older pupils. They use these when orienteering on residential camps.
76. The quality of the curriculum is good and pupils have very good attitudes to learning. These are extended by the provision of valuable first hand experiences, namely the use of the local environment and visits to field and study centres. Decision making through teamwork is encouraged when solving problems or investigating community and environmental issues, such as traffic pollution or litter gathering. Their conclusions from these topics challenge their data handling skills, which are good. Comparisons are made with other locations, whether overseas or when exploring the coastline. Their project on 'landscapes', which led to a Power Point presentation to be shared with parents, highlighted their expressive and creative talents, as well as their computer and technology skills.
77. The subject is managed well with the coverage planned over a four year rolling programme. Teaching assistants are used effectively to ensure that all pupils are fully involved, especially those with special educational needs.

## **HISTORY**

Provision for history is **good**.

### **Main strengths and weaknesses**

- Standards in history are satisfactory in Year 2.
- Good use of writing skills and research skills and use of ICT, support learning well in junior classes.
- Visits to museums and use of the local area and field study centres provide enriched learning experiences.

### **Commentary**

78. A good range of activities is provided for infant pupils. They are currently studying the topic "homes" and have benefited greatly from a recent visit to Pencarrow House, where they enjoyed exploring the doll's house.

79. A good range of activities is provided for older pupils. They have carried out a local study to gain a greater understanding of their own heritage and have compared past societies of Vikings and Ancient Egyptians. They understand why people need to move and the conditions for settlement. 'Focus weeks' on Ancient Egypt and Invaders have contributed effectively to support pupils' learning throughout the school, as well their cultural development.
80. In the one lesson seen, the quality of teaching and learning was good. Teachers have good subject knowledge and use a range of strategies to capture the imagination of pupils. Visits to museum and theatre enrich their experiences and pupils are encouraged to use their writing and Internet skills to record their findings and to communicate their knowledge. When writing about the village forge in their local study, they describe the life of the blacksmith in story form to entertain the reader effectively. They make comparisons about life in other periods with life today and are developing good research skills. Pupils use the good range of resources and their historical enquiry is good.
81. Teachers plan lessons effectively, and use questioning successfully to evaluate understanding and skills previously acquired. Pupils with special educational needs are fully included and receive a good level of support in lessons.
82. Pupils are very well behaved and collaborate well when investigating in groups. Their attitudes to learning are very good and they respond very well to challenge. Assessment procedures have been improved since the last inspection with teachers targeting groups of pupils who need to improve. The school has identified the need to develop more formal assessment recording procedures. The use of ICT to research has added significantly to the quality of historical enquiry.

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

### **ART AND DESIGN**

Provision for art and design is **good**.

#### **Strengths and weaknesses**

- Standards are above average by the end of Years 2 and 6.
- The curriculum is rich and stimulating.
- Pupils enjoy their art and design and they use a wide range of skills and techniques to produce work of better than expected standard.
- Assessment procedures are informal.

#### **Commentary**

83. The curriculum is very good. It is broad, balanced, relevant and rich. All teachers have a good subject knowledge and understanding. Pupils benefit greatly from the good support from teachers and teaching assistants.
84. There is a very good range of creative opportunities available to pupils. They are confident in evaluating their own work and other pupils' work. They enjoy their work and display very good attitudes. They are competent when using different media.
85. The subject has a firm place in a very good curriculum and good standards have been maintained. The school has identified the need to assess the subject more formally. It makes a very good contribution to the social, moral, spiritual and cultural development of pupils. Bright, purposeful, stimulating displays enliven the school environment. For example, the stimulating Year 5 and 6 display based on the current 'Landscape and Memory' project contributes very well to this.

## **DESIGN AND TECHNOLOGY**

Provision for design and technology (DT) is **good**.

### **Strengths and weaknesses**

- Standards are above average throughout the school.
- The curriculum is rich and finished products are of a good quality.
- There are no formal assessment procedures in place.

### **Commentary**

86. The curriculum is rich and topics are very well chosen to extend pupils' design, making and evaluation skills. This is an improvement to that at the time of the last inspection. In design and technology, discussion with pupils showed that they are gaining experience of a range of materials and techniques. They are developing the expected subject skills through designing and making a variety of products. Younger pupils explained how they had designed and created puppets, for example. Older pupils had designed musical instruments and an interesting range of slippers.
87. Pupils evaluate their own work and that of others; however, the school is developing more formal systems to track pupils' progress.

## **MUSIC**

Provision for music is **good**.

### **Strengths and weaknesses**

- Pupils achieve well in music.
- Music makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- Assessment procedures are informal.

### **Commentary**

88. In the two lessons seen, the provision for music was good. Standards are above average for seven and 11-year-olds. Lessons were observed for all children in the infant phase and junior phase. Music is carefully planned for within the very good curriculum. Pupils sing songs such as 'I will bring to you the best gifts I can offer' tunefully and expressively in assemblies.
89. Pupils' appreciation of music is greatly enhanced by well-chosen pre-recorded music, linked carefully to topics and assembly themes. Pupils co-operate well in composition work and cross-curricular links are carefully planned for. Junior pupils greatly benefit from the opportunity to participate in an excellent 'Landscape and Memory' project with other primary and secondary pupils. Following a visit to Tintagel, pupils showed excellent commitment to working with a professional musician to create a high quality musical performance. Parents speak highly of the high quality musical productions staged by the school. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

90. The school has identified the need to develop more formal assessment procedures in this subject.

## PHYSICAL EDUCATION

Provision for physical education is **very good**.

### Main Strengths and weaknesses

- Overall, standards are good by the age of 11.
  - Extended by a very good range of activities outside of the normal school day.
  - The use of external coaches is effective.
  - Use of assessment for improvement is strong.
91. In the two lessons seen, the provision for PE, involving movement and gymnastics, was very good. The school is rightly proud of its national recognition for the quality of its provision. The subject co-ordinator has very good subject knowledge and is most enthusiastic. Excellent relationships enable pupils to evaluate the quality of their own performance and that of others. Pupils are becoming skilful in identifying what makes quality movement. Pupils thoroughly enjoyed their activities and there was clear evidence of control, limb extension and improvement in the gymnastic lesson observed in Years 3 and 4.
92. A very good range of extra-curricular club activities enable pupils to practise their game skills and develop good personal and social skills as they acquire team building skills. The provision is extended by inviting coaches to introduce pupils to more advanced skills and techniques. Pupils are challenged to climb and canoe, as well as to develop teamwork by solving problems on Dartmoor.
93. In the one gymnastics lesson seen, teaching was very good; expectations were high and pupils were well managed. Pupils demonstrated good speaking and listening skills during their self-evaluations and they delighted in showing their growing talents to others. The use of digital photography to highlight the necessary quality of balance was innovative with pupils demonstrating good computer technology skills.
94. The accommodation for PE is only satisfactory and is dependent upon the weather for a balance to be maintained of the requirements of the National Curriculum. The shared use of a school field and the village hall with the community is totally reliant on the weather. These limitations are managed efficiently and the school makes the best possible use of its environment. The quality of resources is very good and they are well used.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- Provision is planned for well in the curriculum.
- Cross-curricular links are clearly identified.

### Commentary

95. The arrangements for PSHE, including drugs education, are very good. The programme of work is taught through circle time, religious education and through subjects such as music and science. Pupils learn about the importance of a healthy diet in science, for example, and about the effect of exercise on their bodies in both science and PE. The arrangements for sex and drug education are good. Through music, pupils learn a good range of songs which build up their self-esteem and friendships. It also makes valuable links to history in exploring changing times and social interests and conditions.

96. A deeper understanding of the responsibilities of citizenship is promoted very well. Pupils have been elected to the school council and many have developed strong opinions about environmental issues, such as pollution, recycling, or pedestrianisation. The views of pupils are valued highly. They are encouraged to share personal targets, make decisions and accept responsibility for their own learning, as during a Year 3 and Year 4 science lesson, when pupils responded remarkably well when challenged to carry out a fair test for the absorption of materials.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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