

## **INSPECTION REPORT**

### **HEAMOR COMMUNITY PRIMARY SCHOOL**

Heamoor, Penzance

LEA area: Cornwall

Unique reference number: 111794

Headteacher: Mr C Trevorrow

Lead inspector: Mr P Kemble

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> November 2003

Inspection number: 260687

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	313
School address:	Bosvenna Way Heamoor Penzance
Postcode:	TR18 3JZ
Telephone number:	01736 364868
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Cogbill
Date of previous inspection:	5 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

Heamoor Community Primary School is a larger than average primary school catering for pupils aged 4 to 11 years. There are 313 pupils on roll. There are 34 children who attend part time and nine full time children in reception. The school draws the majority of its pupils from the Penzance North ward, an area of high unemployment and local authority and housing association homes. Sixty-four pupils (20 per cent) attend from outside the catchment area as a result of the school's good reputation in the local area and its growing reputation for work with pupils with special educational needs. Levels of attainment of children into reception classes vary from well below average to low, with typically very few children scoring higher than average on baseline assessments. Twenty-five per cent of pupils are eligible for free school meals, an above average figure. Seventy-six pupils (24.3 per cent) are on the register of pupils with special educational needs, an above average figure; the percentage of pupils with statements of special educational needs (4.5 per cent) is well above the national average. Virtually all pupils are from white British ethnic backgrounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7269	Mr P Kemble	Lead inspector	Science History
9999	Ms R Orme	Lay inspector	
10827	Mr M Marjoram	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Design and technology Geography
32247	Mr S James	Team inspector	Music Physical education Religious education
2756	Mr M Barron	Team inspector	Special educational needs English Information and communication technology Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Heamoor Community Primary School is a good school** with significant strengths in provision. It **provides good value for money**. The headteacher, governors and staff work very well as a team to promote pupils' academic and social development. Pupils benefit from the school's excellent ethos and links with the community. Levels of care, support, guidance and inclusion are high and make a significant contribution to pupils' good achievement.

The school's main strengths and weaknesses are:

- Almost all pupils achieve well.
- Provision for children in the Foundation Stage is very good.
- The headteacher provides excellent leadership.
- The quality of teaching and learning is good.
- Provision for special educational needs is good.
- The breadth of the curriculum is very good; a very good range of extra-curricular activities enriches pupils' learning.
- Pupils' behaviour and attitudes to their work are good; relationships are very good.
- Parents and pupils are very satisfied with the life and work of the school.
- Assessment information is not always used effectively enough to match work to pupils' differing capabilities in science and some foundation subjects such as geography and history.
- Pupils' mathematical skills are not used well enough in support of other subjects.

The school was previously inspected in October 1998. Since then, improvement has been good overall, notably in the ethos of the school, links with the community and standards in information and communication technology. Improvements to the quality of teaching and learning and curriculum planning have led to the maintenance of good progress and achievement. In response to weaknesses identified in the previous report, pupils' literacy skills are now promoted very well across the curriculum, although there is still work to be done in promoting numeracy skills. The purpose of lessons is now clearly identified in planning and shared with pupils. Assessment information is used well to promote pupils' skills development in English and mathematics, but less effectively in some other subjects of the curriculum.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	C	C	E	E
mathematics	B	D	E	E
science	B	B	C	D

*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, including those with special educational needs, achieve well from typically low levels of attainment on entry into reception.** The table above shows results in 2003 well below average in English and mathematics. However, targets set for this group of pupils to achieve were high and were met. Children in the Foundation Stage make good progress towards the goals children are expected to reach by the time they enter Year 1 and achieve well. By the end of Year 2, standards in reading, writing and mathematics are below average but achievement is good. By the end of Year 6, pupils achieve well and attain above average standards in information and communication technology, history, music and physical education. In all other subjects, with the exception of writing, standards are at average levels.

The quality of pupils' spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are good; attendance is satisfactory.

## **QUALITY OF EDUCATION**

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

Improvements to the way lessons are planned and a more rigorous analysis of school and national test and assessment information has led to good quality of pupils' learning. Teaching in the Foundation Stage and in Years 1 to 6 is good overall. Basic skills are taught well in English and mathematics, although opportunities are missed to promote pupils' numeracy skills in other subjects, and there is work to be done in using assessment information effectively in some subjects. All pupils benefit from a broad and balanced curriculum, with a strong emphasis on creative activities as a way of raising their self-esteem and confidence.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher provides excellent leadership.** His commitment to educational inclusion, promotion of equality and pupils' personal development is excellent and makes a significant contribution to the commitment to raising standards shown by all staff. Leadership by the members of the senior management team is very effective and a strength of the school. Governors carry out their duties very well and manage school finances efficiently and effectively. Teaching and non-teaching staff carry out their roles and responsibilities very conscientiously, successfully promoting pupils' personal development. Procedures for monitoring and evaluating teaching, learning and standards by key staff are good.

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

The effectiveness of the school's links with parents is very good. Parents are very pleased with the work of the headteacher, staff and governors. Pupils are enthusiastic about school life and show great interest in expressing their views and opinions about the quality of provision.

## **IMPROVEMENTS NEEDED**

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

- Increase the effectiveness of assessment procedures in subjects other than English and mathematics.
- Promote pupils' numeracy skills more effectively across the curriculum.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 to 6 is **good** for all pupils, including those with special educational needs. Standards in all the core subjects are **broadly average**, with the exception of writing and mathematics in Year 2, and writing in Year 6, where standards are **below average**, and information and communication technology in Year 6, where standards are **above average**.

#### Main strengths and weaknesses

- Overall, almost all pupils make good progress in all subjects of the curriculum.
- Pupils in Year 6 achieve standards above expectations in information and communication technology, history, music and physical education.
- Pupils with special educational needs make good progress towards the targets in their individual education plans and achieve well.
- Many pupils find difficulty in writing in interesting and imaginative ways.

#### Commentary

1. In the Foundation Stage, children make very good progress and achieve very well in personal, social and emotional development and are likely to have achieved the goals expected of them by the time they enter Year 1. They make good progress and achieve well in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. They are likely to have achieved the goals expected of them in physical and creative development by the time they enter Year 1. However, despite good progress, children will not have achieved the goals expected of them by the time they enter Year 1 in communication, language and literacy, mathematical development and knowledge and understanding of the world, areas of learning where attainment on entry into school is very low.

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

Standards in:	School results	National results
reading	15.1 (14.2)	15.7 (15.8)
writing	12.6 (13.4)	14.6 (14.4)
mathematics	15.8 (17.1)	16.3 (16.5)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

2. In the 2003 end of Year 2 national tests and assessments, standards were below national averages and those of similar schools in reading and mathematics, and well below in writing.

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

Standards in:	School results	National results
English	25.5 (27.5)	26.8 (27.0)
mathematics	25.3 (25.9)	26.8 (26.7)
science	28.4 (29.1)	28.6 (28.3)

*There were 55 pupils in the year group. Figures in brackets are for the previous year.*



3. Results of the end of Year 6 national tests over time show that they rose in line with the national trend until 2001 and fell below the national trend up to 2003. Variations in test results reflect significant differences in the range of capabilities in each year group on entry into school. Typically, the level of attainment on entry is low, with very few children scoring average or above in their baseline assessments in reception. This was not the case, for example, in the group of pupils that attained standards above the national average in mathematics and science, and average standards in English, in 2001, because the percentage of children scoring above average on their baseline assessments was unusually high.
4. In the 2003 end of Year 6 national tests, pupils' standards were average in science and well below average in English and mathematics. The percentage of pupils achieving the higher Level 5 in English and mathematics was below the national average. However, targets set by the school for pupils to achieve in English and mathematics were high for that group of pupils and were met. When these results are compared with those of similar schools, the picture is similar for English and mathematics, but below average in science.
5. School data shows, and the inspection confirms that, when the attainment of pupils in reception, Year 2 and Year 6 are compared with their levels of attainment on entry into school, almost all achieve well compared with their prior attainment and ability.
6. Good achievement is the result of good teaching over time, a strong emphasis on the promotion of pupils' literacy skills across the curriculum and effective use of the creative arts to develop pupils' self-esteem and confidence. In English and mathematics, analysis of school and national test and assessment data has been used to identify areas of weakness. Action taken has been effective, especially in the way staff, accommodation and resources have been deployed to raise standards, for instance in reading, writing and information and communication technology skills.
7. The school has successfully identified writing as an area for improvement during the current academic year. Standards are improving over time as a result of the school's efforts to enrich pupils' vocabulary through work in English lessons and other subjects, but many pupils find writing at length and using imaginative words and phrases difficult.
8. Pupils with special educational needs achieve well because of a strong emphasis on their personal development and because of good teaching in class lessons and in withdrawal groups. Their achievement is good and matches that of other pupils in all year groups because of the effective care and support they receive both in and out of the classroom, for example additional literacy support for pupils experiencing learning difficulties in reading and writing. Individual education plans are well thought out with achievable targets and are quite specific to individual pupils' needs.
9. In other subjects of the curriculum, pupils achieve well because tasks are often interesting and motivating. Teachers take advantage of many pupils' preference for practical rather than written tasks and this is one of the reasons for above average standards in information and communication technology, history, music and physical education by the end of Year 6. Also, pupils benefit from effective use of resources and equipment of good quality and quantity. Teachers are enthusiastic and convey their enthusiasm to pupils, promoting good levels of concentration and effort. As a result, pupils of differing capabilities are generally suitably challenged by their work.

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

Pupils' attitudes and behaviour are **good**. The promotion of pupils' spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- The school provides particularly well for the cultural development of pupils.
- The school makes very good provision for personal development and pupils respond well.
- Staff set high standards for pupils' behaviour and attitudes, and are successful in achieving them.

## Commentary

10. The school makes very good provision for the personal development of pupils. Staff teach pupils very well to distinguish between right and wrong. Pupils of all ages are helped to understand and respect the needs and feelings of other people. For example, the close partnership with a local special school enables pupils to make friends with children who have severe or profound learning and physical difficulties. Pupils are given many opportunities to contribute to charities, and to put care for the environment into practice.
11. The school helps pupils to work and play co-operatively in a wide range of different groups. For instance, pupils choose to sit with friends of different ages as they eat lunch, and mealtime assistants help pupils to learn to use cutlery. Pupils are keen to exercise responsibility, and older pupils talk about the increasing responsibility they are offered as they mature. Older pupils are happy to assist younger children. Parents are very pleased with the measures staff take to encourage their children to become responsible and mature.
12. Pupils with special educational needs play a full and active part in school life and, as a result, show a willingness to learn. They have access to the full range of activities the school provides and receive appropriate help with their learning from effective teaching assistants.
13. The school makes very successful provision for the cultural development of pupils. They are carefully taught to appreciate the richness of their own local culture through an extensive series of visits in the locality and a wide range of visitors who come into the school. The depth of community links contributes to the breadth of cultural experiences that pupils enjoy. Pupils are also introduced to a variety of different cultural traditions from other parts of the United Kingdom and across the world. For example, the youngest pupils have the opportunity to role-play in a church or temple setting. Imaginative displays around the school encourage pupils to consider life in different parts of the world.
14. Behaviour is generally good. The majority of pupils behave well in lessons and around the school. Parent helpers report that pupils behave very well on trips. A small number of pupils lack self-discipline and need to be reminded by teachers to sit still or to listen. Pupils are enthusiastic to take part in all the activities that the school offers. They talk about what they have learned with interest and recall special events with delight. Relationships are constructive at all levels, and pupils hold the headteacher in high esteem. Pupils talk to visitors with polite confidence and it is a pleasure to visit the school. Attendance is satisfactory and the majority of pupils arrive punctually for the beginning of school.

## Attendance

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

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

## Exclusions

15. No pupils were excluded during the previous academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching and learning is **good**. Curriculum provision is **very good**. Standards of care are **high**. The school's partnership with parents is **very good** and, with the community, it is **excellent**.

### Teaching and learning

The quality of teaching and learning is **good** overall in the Foundation Stage and in Years 1 to 6.

### Main strengths and weaknesses

- Teachers often make lessons interesting and stimulating, developing good attitudes to learning amongst pupils.
- Lessons are well prepared and organised, with resources of good quality available for pupils.
- Teachers promote pupils' literacy skills very well across the curriculum.
- Support staff make a significant contribution to pupils' achievements.
  
- Teachers do not promote pupils' numeracy skills well enough in other subjects.
- Assessment information is not always used well enough to match work to pupils' needs in science and some foundation subjects.\*

\* Foundation subjects include: art and design, design and technology, geography, history, music and physical education.

### Commentary

#### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	8 (17%)	26 (57%)	10 (21%)	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.

16. In the Foundation Stage, the quality of teaching and learning is good. Planning is very thorough and based closely on national guidelines, leading to the provision of good quality activities in the reception classes. Teachers use assessment information obtained soon after children start school very effectively. They plan programmes of work for individual children, with activities matched closely to their differing needs. Teachers' expectations of children's academic and social achievements are high and, as a result, children of differing capabilities receive good levels of challenge and achieve well.
17. In Years 1 to 6, activities planned for pupils are often stimulating, creating interest and enjoyment amongst pupils. For instance, Year 6 pupils showed evident enjoyment in a music lesson as they tackled the difficult but interesting task of composing a melodic ostinato to accompany 'London Bridge is burning down'. Pupils achieve well because teachers promote good attitudes, behaviour, concentration and effort.
18. The quality of pupils' learning in all classes benefits from lessons that are well prepared beforehand and the provision of good quality and quantity of resources. In history lessons about life in World War Two, artefacts from that period and photographs taken during the war made a significant contribution to the development of pupils' knowledge and understanding of what life was like for ordinary people. Excellent science lessons were characterised by the preparation and provision of plenty of resources for pupils to use. The quality of pupils'

singing in assemblies was promoted well by the wide range of hymns and songs that stimulated and motivated pupils to sing well.

19. Pupils with special educational needs are provided with effective support from class teachers and teaching assistants and are well supported through the use of effective individual education plans. As a result, their achievement is good.
20. Teamwork amongst teachers and support staff is excellent. Many of the successful lessons observed were characterised by pupils benefiting from working in small groups with a trained adult. This was particularly helpful for pupils with special educational needs and lower attaining pupils. The quality of learning in a Year 6 mathematics lesson was good because a learning support assistant made effective decisions at regular intervals about what her group of lower attaining pupils should do next. In this way, they were fully included in the lesson and made good gains in their learning as a result. Year 2 pupils achieved very well in a science lesson because they were able to work in groups of four, each with an adult.
21. Teachers are very successful at promoting the skills pupils learn in literacy lessons in other curriculum subjects and this is one of the main reasons why pupils achieve well in English from low levels of attainment on entry. Whole-class discussions are characterised by teachers encouraging as many pupils as possible to participate by sharing their views and opinions with others. A study of pupils' past work in history shows good examples of the style of writing in which pupils pretend they are characters from a particular historical period and write about their feelings and emotions. Promotion of pupils' numeracy skills in other subjects has not had such a strong focus in recent times and opportunities are missed in science and other subjects to encourage pupils to use skills learned in numeracy lessons.
22. Assessment information is used well to plan consistently challenging tasks for pupils of different capabilities in English and mathematics lessons, leading to good progress and achievement. In lessons that are no more than satisfactory, assessment information is not used so effectively. This is sometimes the case in subjects such as science, geography, history and religious education because teachers plan similar tasks for pupils of differing capabilities. Teaching assistants help pupils with special educational needs and lower attaining pupils to work through the tasks, with higher attaining pupils expected to produce a greater quantity of work than others. The result is that higher attaining pupils cover work that is too easy for them before they tackle more demanding activities and do not achieve as well as they might.

## The curriculum

Curriculum provision is **very good** overall, with strengths in provision for children in the Foundation Stage and those with special educational needs.

### Main strengths and weaknesses

- The range and quality of learning experiences provided for children in the reception classes are very good.
- Provision for all pupils with special educational needs is very good.
- All pupils benefit from a very good range of extra-curricular activities.
- There is a good number of skilled support staff who are used effectively to promote pupils' learning.
- Other subjects of the curriculum are not used well enough to promote pupils' numeracy skills.

## Commentary

23. The curriculum for children in the reception classes has very good breadth, is well balanced and promotes the nationally required areas of learning very well. Children's skills are developed progressively over time because of teachers' effective use of the nationally recommended 'stepping stones' and their ability to adjust the curriculum to suit the needs of individual children where necessary. Children are very well prepared for work in Year 1.
24. Curriculum provision for pupils in Years 1 to 6 is very broad and all the requirements of the National Curriculum, the locally agreed syllabus for religious education, drugs awareness and sex education are fully met. The national guidelines for literacy have been well implemented and are promoted well in all other subjects of the curriculum. The national guidelines for numeracy are implemented well in mathematics lessons but pupils' skills are not extended as well as they might in other subjects. Despite the strong emphasis since the last inspection on literacy in particular, the school has managed to give high priority to subjects in the creative arts and humanities and these subjects, along with well-planned provision for personal, social and health education, make a significant contribution to pupils' personal development from an early age. Pupils are well prepared for the next stages of their education.
25. All pupils have equal access to the curriculum. Pupils are well integrated into school life. Provision for pupils with special educational needs is very good. Pupils share equal opportunities with their peers because of good teaching and support. Staff pay close attention to programmes of work in pupils' individual education plans, and support in class lessons, and in withdrawal groups with specialist staff, is carefully planned to help pupils make good progress towards the targets set. Pupils' progress is regularly reviewed and adjustments made to individual education plans if necessary.
26. Teachers' planning for the year, each term and each week is very thorough. Teachers successfully combine subjects in class projects and this method helps to make lessons interesting and stimulating for pupils. For instance, good quality displays in classrooms related to history projects show effective links between literacy, art and design and geography. Science and religious education are combined well in projects dealing with 'Light and Dark'.
27. Pupils benefit from a very good range of additional curriculum opportunities, enriching their learning outside the classroom. There is a wide variety of well-attended clubs on offer, some of them using the services of secondary school staff and other external helpers. Activities include many sporting and musical opportunities as well as others such as a Cornish club, table games, art and computers.
28. Each of the subjects of the curriculum is under the leadership of a member of staff. All staff are conscientious in their work, but their effectiveness in influencing the quality of teaching and learning and standards varies as some staff are more experienced than others. Teachers monitor and evaluate pupils' progress in their subject, make sure that the curriculum provision includes all that it should and meet with colleagues for discussions to help raise standards.
29. Pupils are fortunate in having modern, spacious buildings in which to learn and staff use them well. Classrooms are full of bright, attractive displays as is the main hall. The accommodation is maintained to a high standard by the school caretaker and he helps to ensure many of the facilities available for teachers and pupils are safe, secure and in good working order. In addition, he contributes significantly to pupils' learning by regularly working with them on class projects. The school library is well stocked and organised very effectively by the part-time librarian, providing enrichment for the pupils' learning. There is a good number of teaching assistants, who perform their duties very well, assisting pupils and teachers and contributing significantly to the good standards achieved.

## Care, guidance and support

Provision for the care, guidance and support of pupils is **very good**. Pupils are very well cared for and receive very effective attention to their individual needs.

### Main strengths and weaknesses

- Pupils receive a very high level of individual care, with good support and guidance.
- Pupils are fully involved in the work and development of the school.

### Commentary

30. Despite the size of the school, there is a positive family atmosphere. All staff know pupils and their families well. For instance, pupils report that they trust teachers to be sympathetic and helpful and are confident that the school secretary will often help in sorting out their problems.
31. There are very effective procedures for child protection, and the school liaises closely with social services, police and the education welfare service. Risk assessments are carefully undertaken and considerable effort made to ensure the safety of pupils whilst in the care of the school. Supervision is always good.
32. Staff work hard to help pupils to learn self-discipline and to behave well. There are a number of pupils with behaviour difficulties and, for many, short concentration spans can lead to restlessness and inattention in lessons. However, pupils' behaviour is well controlled, by using whole-school policies, and by involving pupils in agreeing codes of conduct in each class. In this way, pupils become largely responsible for their own behaviour and in monitoring that of their peers.
33. The school's successful participation in the Healthy Schools' and Activemark schemes gives pupils good advice about choosing a healthy lifestyle. The excellent lunches provided by the school's own catering service ensure that pupils are encouraged to eat healthily and to enjoy food. The medical needs of pupils are carefully addressed. Induction arrangements are good throughout the school, and pupils receive good advice about transfer to secondary school. Pupils are helped to set targets for their work in literacy and numeracy from Year 2 upwards, but this process is not fully developed in science and other subjects.
34. There are very effective ways for seeking pupils' views and using them to develop the work of the school. For example, a Year 5 pupil was a member of the steering group that arranged the school's successful application for a Healthy Schools' Award. The school council is well established, and its current members report many successful contributions to the development of the life of the school. Pupils are sure that their views matter.

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

The school has **very good** links with parents and partner schools. Links with the community are **excellent**.

### Main strengths and weaknesses

- The school makes many successful efforts to involve parents fully in its life and work.
- The very close links with other schools make a significant contribution to the personal development of pupils and to their achievement.
- Community links provide valuable enrichment of the curriculum.
- The personal development of pupils, including those who are disaffected, is very well developed by joint initiatives with the community.

- The school involves local residents in a wide range of activities to promote positive relationships in the community.

## Commentary

35. Parents are very positive about what the school offers to their children and they hold the headteacher and staff in the highest regard. They feel very comfortable about approaching the school with concerns. The school provides parents with very good information about their children's progress. Nearly all parents consider that they are well informed and are given good advice about how their children can improve. Curriculum and general information is also shared very well. Parents feel that their views matter. For example, a plan to change the school hours was dropped after parents had been consulted. There is a flourishing Parent Teacher Association which raises valuable funds for the school, as well as providing a focus for social activities. The very good partnership with parents has been successfully maintained since the previous inspection.
36. The quality of information produced by the school to inform parents about the nature of special educational needs and about the identification, assessment and progress of pupils who have specific needs is very good. Parents are fully involved in both the drawing-up and review stages of individual education plans.
37. Partnership with other schools is very good and is similar to the quality reported at the last inspection. Active participation in the Penwith Learning Community ensures that staff receive many opportunities for in-service training and discussion with colleagues in other schools. Links with the local specialist sports college mean that pupils have enhanced access to a range of sporting facilities and coaching. Year 6 pupils also benefit from science and activity days at two local secondary schools. Close liaison with a special school provides pupils with valuable experience of the value of including people with differing needs in their activities. The school co-operates closely with the pre-school that shares the site to develop the attainment of children on entry to the school.
38. The quality of links with the community are excellent, an improvement on the very good links reported at the last inspection. The extensive range of community links makes an exceptional contribution to the quality of education provided for pupils. The community partnership sparkles. This reflects the inspiration and commitment of the headteacher.
39. The school has developed wide-ranging links with the community. Participation in the Golowan Festival gives pupils an opportunity to work with an artist-in-residence and to take part in a local cultural tradition. During the inspection, Year 6 pupils visited a local art gallery to study a painting and to talk to an author as part of a 'Young Cultural Creators' project to support literacy through art. Pupils were clearly inspired by both the author and the paintings seen during the visit. Contacts with tennis, gymnastics and rugby clubs give pupils the opportunity to experience professional coaching and to develop their skills. A link with Penzance Rotary Club provides the school choir with regular opportunities to perform in public.
40. The school seeks out every opportunity to support the personal development of pupils. Partnership with the Pirates Learning Zone, based at the Penzance/Newlyn rugby club, provides valuable opportunities for groups of disaffected pupils to develop their self-esteem, as well as providing challenge for some gifted and talented pupils. Participation in the 'Youth Speaks' competition helps older pupils to learn to speak in public. Liaison with a large local church means that the whole school, along with parents, has the opportunity to hold a carol service in a place of worship; this contributes very well to pupils' spiritual development.
41. Local residents are often asked to participate in special events in the life of the school. Senior citizens are invited to tea, where they are entertained and looked after by pupils. The school's Golden Jubilee celebrations included a parade through the neighbourhood before local people

were invited to take part in further activities at the school. Pupils recall such events fondly. These activities make a significant contribution to pupils' personal development. The school is playing an active part in the Clasp Learning Partnership by encouraging local adults to use its information and communication technology suite to develop skills and enhance job-seeking opportunities.

## LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **very good**. The headteacher is very experienced. He has high aspirations and a very strong sense of purpose through which he provides **excellent** leadership and direction for the school. Leadership provided by the senior management team is **very good**. Leadership of other key staff is **good** overall. Management is **very good**, especially arrangements for self-evaluation and its use to focus on areas for improvement. The governance of the school is **very effective**.

### Main strengths and weaknesses

- The governors, headteacher and staff have high expectations of pupils' academic and social achievements.
- Staff monitor the school's performance well, especially standards compared to national benchmarks, and take appropriate action to address weaknesses.
- Leadership and management of the Foundation Stage are very good.
- Management of provision for pupils with special educational needs is good.
- Arrangements for performance management and the continued professional development of all staff are very good.
- Governors know the school's strengths and weaknesses and are centrally involved in holding it to account and in managing its financial resources.

### Commentary

42. The headteacher gives excellent leadership and a clear vision for the school's development. He continually strives for the enrichment of pupils' experiences, through improvements to the quality of the planned curriculum and through the involvement of pupils, and their parents, in a wide range of community projects and activities. He is strongly committed to raising standards and the quality of teaching and this is seen in his own involvement in rigorous evaluation of strengths and weaknesses. As a result, the school provides a calm and welcoming environment in which pupils from different backgrounds work and play harmoniously together and achieve well, both socially and academically. The quality of relationships between all parties involved in school life is excellent.
43. All staff share the headteacher's commitment to involving as many pupils as possible in school activities and in wanting the best for them. The deputy headteacher works very effectively with the headteacher in leading the monitoring and evaluation of the quality of teaching and learning and standards. The members of the senior management team support the headteacher very well and make a significant contribution to whole-school development. For example, senior staff have identified the need to improve the use made of assessment information in science and some foundation subjects to consistently challenge pupils, and action to improve effectiveness is included in the school improvement plan. There is a strong sense of shared purpose and commitment to improvement with evidence of mutual support, for example in year group teams. One effect of this is that pupils in different classes within each year have similar opportunities and much is done to ensure that curriculum planning and teaching are effective.
44. Some subject co-ordinators are new in post. Appropriate training is provided, but this has not yet led to improvements in the standards and achievement of pupils. Elsewhere, experienced co-ordinators, such as those in the Foundation Stage, literacy, mathematics and information



and communication technology, provide very good role models. They are making an effective contribution to raising pupils' standards of attainment.

45. The special educational needs co-ordinator fulfils her role very effectively and has ensured that statutory assessments are completed in accordance with the school's policy and that systems have been set up to identify, assess, monitor and cater well for the needs of all pupils with special educational needs. Her leadership and management are very good and the school delivers a relevant curriculum to all pupils needing extra support. As a result, they make good overall progress in learning throughout the school.
46. The enthusiastic chair of governors works closely with the headteacher and makes an invaluable personal contribution to the school. All governors are passionate in their commitment to the school. They work closely with the headteacher and other interested parties, including teachers, parents and pupils, to ensure that the school improvement plan takes proper account of everyone's views and aspirations. They are influential in the formulation of a very good school improvement plan and monitor its effectiveness through classroom observations, discussions with staff and a close analysis of school and national test and assessment data. These arrangements lead to informed critical, but helpful, questioning of the headteacher and staff about proposals for future spending and development. They demonstrate this commitment in the way that they have worked to improve all of the school's facilities, including provision for pupils with special educational needs. Governors promote policies and procedures that ensure that all pupils, whatever their age, gender or ability, are included fully in the life of the school. They have been successful in achieving this aspiration. All statutory requirements are met.
47. The school's strategies for evaluating its performance and taking action are very effective. A range of optional national tests is used to assess and monitor pupils' progress from their entry to school. The results are retained centrally for analysis by a variety of different criteria such as gender and special educational needs. The impact of these procedures is seen in the significant improvement in the way pupils' literacy skills are promoted in all subjects of the curriculum since the previous inspection, resulting in pupils' improving achievement. Arrangements for performance management are well established for all staff. They are linked well to school priorities, for example focusing attention on improvements in assessment with a view to raising standards of attainment, particularly in core subjects. Arrangements for the induction and support of staff new to the school are effective. The school works well with several higher education institutes to support initial teacher training that has helped the school in its own recruitment of good staff in recent years.
48. Governors keep a very tight check on the school's budget. The finance committee monitors spending with the headteacher. Financial decisions are appropriate and take due account of the school's changing circumstances. For example, reserves have been built up over recent years in order to maintain staffing levels as numbers on roll decline. Financial resources for pupils with special educational needs are accounted for effectively by the special educational needs co-ordinator who leads and manages provision very well. The school seeks good value for money by obtaining tenders for different spending items. It consults widely on major decisions and compares its standards with those obtained nationally. Office

staff undertake day-to-day budget management efficiently alongside their other tasks. They make a very good contribution to the smooth running of the school. Overall, the school provides good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	741,890
Total expenditure	797,192
Expenditure per pupil	2,366

Balances (£)	
Balance from previous year	134,743
Balance carried forward to the next	79,442

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

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

49. Provision for children in the Foundation Stage is **very good** and has improved since the last inspection. Children enter reception in the September of the year in which they are five and currently attend on a part-time basis. They will become full time in January. The majority of children are taught in a single age group but a number of the older children are taught with Year 1 pupils. Admission arrangements are very effective and ensure that children settle easily. Most children have attended some form of pre-school provision and there are strong links with the adjacent playgroup. This is beneficial because it facilitates effective liaison. Children are prepared well for transfer to Year 1.
50. From low starting points, children make good progress towards reaching the nationally expected standards, called early learning goals. This is due to the very good leadership and management of the two Foundation Stage co-ordinators and teaching that is consistently good and is frequently very good. The curriculum is very good and planned expertly to provide a wide range of interesting and relevant activities that are well matched to children's needs. Adults are excellent role models for children and manage children very well. All staff work co-operatively as a cohesive team, carefully monitoring all children's progress. In this respect, teachers use assessment very well, especially to inform future planning. Consequently, they are able to focus their efforts directly on meeting the individual needs of different children.
51. The accommodation is good and there is a good range and quality of resources. Staff use the spacious outside area well to extend learning. However, lack of an outside shelter over the area immediately adjacent to the reception class means that it cannot be used in poor weather.

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

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

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

- Teaching is a strength and, as a result, children make good progress and achieve well.
- Staff are very knowledgeable about early years and work well as a team.
- Staff ensure that children with physical, emotional or learning needs feel valued and are included in all activities.

#### **Commentary**

52. The personal, social, and emotional development of the majority of children in the current intake is very low and well below that which is expected for their age. Staff pay particular attention to the successful development of these elements of children's learning. Teaching is consistently good with many very good features. As a result, children make very good progress and achieve very well in relation to their prior experiences. Even at this early stage of the term, routines are well established and boundaries are clear. Over time, all children learn to conform to the high expectations set by staff. This promotes their learning further. It is clear that children enjoy coming to school and they derive great enjoyment from the activities that are provided for them.
53. The excellent teamwork of the adults in and between both classes gives children very good role models for co-operation. There is an appropriate balance between activities that are planned by teachers and times when children can choose. As a result, children learn to work independently. Children are encouraged to work and to play harmoniously with one another.

They are getting better at caring, sharing and taking turns. Adults are skilful at encouraging children's positive actions and rewarding them with praise that is received well. The very supportive relationships ensure that children feel secure and confident to seek help when required. Many pupils have already made good gains in their learning as a result of the consistency of this approach and are likely to achieve the goals expected of them by the time they enter Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff develop children's skills very effectively in this area of learning and teaching is consistently good.

### **Commentary**

54. A large proportion of children enter the reception classes with a wide range of communication ability. Many have very limited language skills. In reception, children are taught to listen carefully and to express their ideas. Role-play areas are used well. For example, children recall their visit to a local church and re-enact wedding and christening ceremonies showing considerable authenticity. Staff intervene successfully in this and in other activities. They encourage less confident children to talk in sentences and more confident speakers to extend their vocabulary.
55. Good reading habits are well established. As a result, children enjoy sharing books and listen attentively to stories. This attentiveness was noticeable in assembly where the teacher used her voice with good intonation and inflection that captured the children's interest. Children love participating in 'Jolly Phonics' sessions with their teacher and demonstrate good awareness of the shape and sounds of different letters.
56. Children's attempts at writing are at a very early stage of development. Some have learned how to hold a pencil properly but very few form letters correctly. Overall, most children make good progress and achieve well because they are taught well. However, despite a strong focus on developing children's language skills, the majority will not attain the early learning goals in speaking, reading and writing by the time they enter Year 1. This is due to their very low starting points on entry to the reception classes and the relatively short time they spend in school as part-time pupils. Delay in communication, language and literacy also affects adversely their ability to express their ideas in other areas of learning.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching is good and teachers provide a wide range of interesting activities that promote learning.
- Mathematical development is used effectively to support learning in other areas such as personal, social and emotional development and communication, language and literacy.

### **Commentary**

57. A large proportion of children enter reception with skills in numeracy that are below the expected levels. Teaching and learning are good because teachers plan a wide range of

interesting activities that promotes mathematical understanding. As a result, children make good progress, achieve well from low attainment on entry. However, the majority will not have achieved the goals expected of them by the time they enter Year 1. This is mainly because children are not always able to use language effectively to communicate their mathematical ideas.

58. In lessons, most children recite numbers to ten. Some correctly match coins to the cost of everyday items such as cakes. Some higher attaining children know how to take one sum of money from another in order to pay for a cake and express how much they have left after completing the transaction. There are good opportunities for children to learn and apply mathematical language in these and in other activities. For example, when playing with sand, they learn words and meanings such as 'full' and 'empty' and 'big' and 'small'. They are beginning to understand what is meant by comparative terms such as something being 'heavier than' or 'lighter than' another item. School records show that children learn to name colours and identify simple shapes and patterns. The good range of practical activities provides a secure basis for future learning and is entirely appropriate for children at this age and stage of their development.

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

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

### **Main strengths and weaknesses**

- Teachers plan a wide range of interesting activities and visits to promote learning in this area.
- Teaching is good.
- There is a high level of adult support when children are working in the computer suite.

### **Commentary**

59. Teaching and learning are good and, as a result, children make good progress and achieve well. However, levels of attainment are low on entry into reception and most children will not have achieved the goals expected of them by the time they enter Year 1. This is mainly because children often find recalling information from previous learning difficult.
60. Curriculum plans show that children enjoy an interesting range of experiences and visits. Topics such as 'Light up the Sky' and 'In Church' help children build up their picture of the world and also extend their knowledge of other cultures and different religious beliefs. In computer skills, children are working at the levels expected for their age and are on course to achieve their early learning goals by the time they enter Year 1. They work enthusiastically and competently in the computer suite, displaying good dexterity and manipulative skills and benefit significantly from the close attention of a good number of adults. All pupils apply pressure successfully on a mouse and obtain a picture on the screen. Average and higher attaining children show clear understanding of numbers from zero to ten when matching numbers to pictures on the screen. A particularly strong feature of provision is that teaching and support staff have very good knowledge of computers and this benefits significantly the quality of learning. Children of all abilities are included fully in activities that are developed successfully across all areas of learning.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- There is continuous access to an outside play area that houses a wide range of appropriate apparatus and equipment.
- Teaching is good.
- The outside area is exposed and cannot be used if the weather is inclement.

### Commentary

61. Teaching and learning are good and, consequently, most children make good progress and achieve well. Most are on course to attain the early learning goals in their physical development by the time they enter Year 1. Children have daily access to a large outside area and a good range and variety of climbing equipment and two- and three-wheeled vehicles. However, there is no covered area for outside play to take place during periods of poor weather, and so this aspect of children's development is restricted during those times.
62. In a stimulating lesson in the hall, learning was good because the teacher insisted that children pay full attention to her instructions. In addition, she used exemplars really effectively to demonstrate how well children could perform when they concentrated hard and tried their best. Consequently, almost all children showed good spatial awareness when travelling around the hall and a high level of competence in mounting and dismounting apparatus. They waited patiently for their peers to clear the apparatus before attempting their own sequence of movement. Overall, this lesson made a significant contribution to children's personal and social development. In the classroom, children develop their manipulative skills well through handling scissors, crayons, paintbrushes and small construction equipment.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- A wide range of interesting activities is planned to promote learning.
- Creative development is used well to support learning in other areas of the curriculum.
- Teaching is good.

### Commentary

63. Upon entry to the reception classes, children are at very different stages of creative development. Some have poorly developed understanding and skills. This shows in baseline profiles and the immaturity of some of the creative work on display in classes. However, teaching and learning are good and most children make good progress. Consequently, most are on course to attain the goals expected of them by the time they enter Year 1. This represents good achievement.
64. In a good science lesson in the reception class, learning about magnetism is an exciting and awe-inspiring event for children. This is captured in a child's expression: 'Look, I've caught it!' when using a magnet to catch and hold a paper clip. Children make a collection of items that are attracted by a magnetic force and fashion them into a collage. In this session, they develop further their skills in speaking and listening through paying good attention to instructions and through posing pertinent questions relating to magnets and their properties.

Children's creative development is enhanced further through role-play, for example that which is associated with the 'In Church' topic. During the inspection, there were no opportunities to observe the musical aspect of this area of learning or to make judgements about its provision. However, opportunities for music are identified in teachers' planning.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils make good progress and achieve well as the result of good teaching.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes to the subject are very good.
- Leadership and management of the subject are very good.
  
- Many pupils find difficulty in using imaginative words and phrases to enhance their writing.
- Handwriting skills are not developed effectively in older year groups.

#### **Commentary**

65. 2003 national test results showed standards to be below the national average at the end of Year 2 and well below average for the end of Year 6. For the older pupils, results represented good achievement from a low level of attainment on entry into reception. The current picture is that pupils attain standards that are below the national average in Year 2 and standards that are broadly average in Year 6, reflecting a higher than usual number of pupils working at above average levels in the Year 6 group. Pupils with special educational needs are supported well through the effective use of teaching assistants and carefully- planned work. Their achievement is good and matches that of other pupils in all year groups because of the quality of care and support they receive both in and out of the classroom.
66. Standards in speaking and listening are below average overall in Years 1 and 2 and average in Year 3 to Year 6. Many younger pupils often find communicating effectively difficult and are restricted by limited vocabulary. However, pupils respond well to regular structured opportunities to improve their speaking and listening skills as they progress through the school. For instance, they are encouraged to explain, describe, discuss and ask questions, and specific study programmes are used to develop speaking and listening skills of pupils with special educational needs.
67. By Year 6, most pupils listen attentively and with respect to others, and many are capable of using a wide range of vocabulary well during conversations. Nearly all pupils express themselves confidently and clearly and are quick to respond to questions. Many discuss the finer points of their work and what they enjoy about school life with assurance.
68. Pupils achieve well in reading. They enter the school with well below average skills and attain standards a little below average in Year 2. By Year 6, standards are comparable to those attained nationally because of the high status given to developing reading skills and the effective use of structured reading programmes linked well to the National Literacy Strategy. For instance, book areas in classrooms are well organised and feature attractive displays and the school library is well stocked with an interesting range of books.
69. Many Year 2 pupils read simple texts accurately, but some lower attaining pupils have yet to develop strategies to help them to sound out unfamiliar words, even though they tackle new reading material with enthusiasm. Older pupils read confidently and independently and retell a

story, capturing the main points of the plot. Year 6 pupils discuss the work of their favourite authors such as J K Rowling and Lucy Daniels, and make comparisons. Most read confidently for both pleasure and research.

70. The school is well aware of the continuing need to improve standards in writing and teachers have worked hard to develop all aspects of this area. Pupils enter the school with low standards and achieve well because of good teaching. Most pupils make good progress in all year groups. The school is rightly continuing to target writing as an area for improvement because of the identified need to maintain and sustain the broadening of pupils' vocabulary and experiences for them to be able to write more interesting and imaginative texts.
71. Presentation of pupils' work is good overall but, with the exception of some work in Year 6, the handwriting skills of older pupils are not sufficiently developed. By Year 6, pupils use correct punctuation within sentences as a matter of course and many have developed a good understanding of the use of commas, apostrophes and inverted commas. Higher attaining pupils write with expression and use language structure well.
72. The quality of teaching and learning is good overall. There is an effective emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. As a result, pupils' attitudes to the subject are very good and they concentrate well in lessons and work hard. English lessons are the favourite school activities of a number of pupils in Year 6!
73. In a very well taught Year 2 lesson, pupils were engrossed in their work because teaching was stimulating, challenging and consistently supportive. Very good use was made of the teaching assistant and a student teacher to aid the learning of lower attaining pupils. As a result, all pupils achieved very well in their understanding of simple poetry structures. When lessons are occasionally less successful, learning moves at a slow pace and pupils are not inspired by either the tasks or the teaching.
74. The subject is led and managed very well by the co-ordinator who has a very clear view of the strengths of the subject and what needs to be improved. She has worked well with staff to ensure that the concerns of the previous inspection have been fully met and that further developmental strategies have been put into practice efficiently. In addition, she has ensured that measures to assess and track pupils' progress have been used to best effect in the school's drive to further raise standards.

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

75. The use of language and literacy across the curriculum is **good** overall. Pupils use language and literacy skills well to enhance their learning in nearly all other subjects, including information and communication technology.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- The subject is very well led well.
- Teaching is good with some very good features.



- Pupils do not have specific targets for improvement.
- Opportunities are missed to promote pupils' numeracy skills in other subjects.

## Commentary

76. The 2003 end of Year 2 and Year 6 national test results showed standards well below national averages and those of similar schools. These results reflected the limited number of pupils working at higher levels. During the inspection, standards in mathematics in both Year 2 and Year 6 are broadly average, largely due to the fact that there are more higher attaining pupils in these year groups than is typical. These standards represent good progress and achievement as most pupils entered the school with well below average mathematical understanding. By Year 2 and Year 6, pupils are working mostly within the range expected for their age. Pupils with special educational needs achieve as well as their classmates because of the good quality of support that they receive from teachers and teaching assistants.
77. The co-ordinator has introduced several improvements in the way that the school manages the delivery of mathematics over the last two years. These include the introduction of rigorous monitoring of teaching and learning, thorough analysis of assessment data to identify areas of specific weakness and the implementation of a structured curriculum to take proper account of the National Numeracy Strategy. These measures are now having a significant impact on raising standards of attainment. However, the co-ordinator and staff are aware of the need to raise standards further, particularly those of higher attaining pupils.
78. In lessons, pupils in Year 2 develop an appropriate knowledge and understanding of place value. When given challenging tasks, higher attaining pupils show their good understanding of place value in four-figure numbers. In Year 4, most pupils are secure in their knowledge of the names and properties of two-dimensional shapes. In Year 6, many pupils demonstrate a secure knowledge and understanding of equivalent fractions.
79. With one exception where teaching was satisfactory, the quality of teaching was good in all other lessons and had many very good features. Strengths include:
- careful planning that challenges pupils at their level of ability and need;
  - lessons that begin with a brisk and challenging mental starter;
  - the development of correct mathematical vocabulary;
  - teaching assistants who are briefed well and give focused support to individuals and groups that leads to improved attainment;
  - effective sessions at the end of lessons that recapitulate on key learning objectives;
  - good use of assessment to inform the next stage of learning.
80. Marking is conscientiously undertaken. There are some examples of good marking that identify where pupils have made mistakes and how they can improve. Overall, pupils do not have sufficient self-awareness of their progress in mathematics. However, the co-ordinator has identified the need to introduce target setting to alleviate this situation and to help pupils reach higher standards. Resources are sufficient for current needs.

## Mathematics across the curriculum

81. There are some instances recorded of pupils using mathematics as part of their work in other subjects and, consequently, of developing an appreciation of the practical use of these skills. For example, in design and technology, they undertake accurate measurements in connection with work on structures. They use information and communication technology to label the display board with the results of their investigations. However, opportunities are missed to promote skills pupils learn in numeracy lessons in other subjects of the curriculum.

## SCIENCE

Provision in science is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good overall.
- Pupils in all classes are developing good observational skills.
- Pupils in Years 3 to 6 have a good understanding of why testing has to be carried out systematically and results recorded carefully.
- Not enough use is made of the subject to give pupils' responsibility for their own learning, especially higher attaining pupils.
- Many pupils find recall of previous knowledge and understanding difficult.

### **Commentary**

82. Standards of attainment throughout the school are in line with the national average and reflect the results of the 2003 national tests and assessments for pupils in Year 2 and Year 6. Pupils, including those with special educational needs, make good progress and achieve well. Standards are similar to those reported at the time of the previous inspection. However, provision has improved since then. Teachers' planning and the use of information and communication technology are more effective and are helping to maintain pupils' standards of attainment against a background of declining levels of pupils' attainment on entry into reception.
83. Pupils of different capabilities are generally well challenged by their tasks in lessons which are predominantly whole-class in nature. School and national test and assessment data show that a good number of pupils are working at higher levels by the end of Year 6. For example, 42 per cent of Year 6 pupils achieved the higher Level 5 in the 2003 national tests. Results over time show that the progress pupils make when compared with their attainment at the end of Year 2 is often better than that of similar schools.
84. The quality of teaching and learning is good overall in Years 1 to 6. Teachers develop pupils' good attitudes to the subject through their own enthusiasm for science and this makes a significant contribution to pupils' good achievement. For instance, the quality of Year 2 pupils' learning was excellent as a result of their teacher's meticulous preparation for, and organisation of, a lesson about 'change'. Pupils' interest and concentration were effectively established at the start as they held pieces of chocolate in their hands and listened to their teacher reading a poem about chocolate. The resulting sticky mess in their palms promoted excellent levels of concentration and effort as pupils carried out a range of investigations to see how other substances and materials changed when heated.
85. Pupils are developing good observational skills as a result of a wide range of opportunities to investigate and experiment. Year 5 pupils watched with interest as they recorded the outcomes of adding combinations of salt, sugar, cold and warm water to yeast. They recorded their observations carefully and made some interesting comments about the possible reasons for what they had seen.
86. Examples of pupils' past work and evidence from discussions with pupils show that many have difficulty in retaining knowledge and information and consequently using past learning to make predictions and draw conclusions from results. However, teachers work hard at promoting these aspects of pupils' learning. For instance, pupils benefit from the way teachers link science activities with classroom projects and themes. This helps to make activities relevant to pupils, especially for pupils with special educational needs and lower attaining pupils, often resulting in good levels of concentration and effort.
87. Year 6 pupils have a good knowledge and understanding of making tests fair and talk confidently about ways of making results of investigations valid. A group of Year 6 pupils

described in some detail how, during recent investigations, they had completed tests three times in order to take the average of results. It is clear from this discussion, from lessons and from pupils' past work, that they are not given enough opportunities to carry out their own investigations or follow their own lines of enquiry, especially higher attaining pupils. This is because lessons are often too teacher-directed, with the balance of learning directed towards promoting content and knowledge rather than the development of scientific skills. Opportunities are missed to promote skills pupils learn in mathematics lessons. For instance, the Year 6 pupils who talked about their work were unable to explain how to find the average of a set of results.

88. The subject co-ordinator provides satisfactory leadership. She is relatively new to the post but has spent time well reviewing policy and planning. However, she does not yet have a sufficiently detailed knowledge and understanding of pupils' strengths and weaknesses in the subject to help her lead staff in raising standards. She has useful plans to improve the effectiveness of assessment procedures by unifying teachers' methods and establishing regular, agreed areas to be assessed each term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Teachers have a good knowledge of ICT and use resources effectively.
- Year 6 pupils attain standards above those expected nationally.
- Pupils enjoy their work in ICT and attitudes to learning are very good.
- Leadership and management of ICT are very good and have contributed well to improve standards and provision.
- Procedures for monitoring and evaluating provision and standards are not established throughout the school.

### **Commentary**

89. The school makes very good use of its ICT suite. Pupils are taught effectively by competent class teachers, very well supported by a very efficient technician, whose knowledge and understanding of both resourcing and teaching the subject are good. As a result, standards of attainment are comparable to those expected nationally in Year 2. By Year 6, pupils are attaining standards above those expected nationally. Pupils' achievement, including that of pupils with special educational needs, is good throughout the school.
90. Standards have improved since the last inspection because:
- The co-ordinator has worked with great enthusiasm to ensure that the school promotes all aspects of ICT.
  - Funding has been used effectively to invest in a well-equipped ICT suite and in other well-used resources such as computer projectors, laptops and digital cameras.
  - Teachers have had very efficient training and now display a positive and confident approach to teaching.
91. The quality of teaching is good throughout the school and lessons are well delivered and well structured. Curriculum coverage is good because teachers follow national guidance closely when planning lessons. Teachers make good use of equipment, such as digital projectors, to give clear, succinct explanations and to demonstrate how to use programs to best effect. For example, Year 4 pupils combined moving text, images and photographs effectively when constructing a Powerpoint presentation, and the teacher's good use of questioning maximised pupil input and ensured that the lesson was briskly paced. As a result, all pupils, including

those with special educational needs, achieved well. In a Year 1 lesson developing understanding of the use of ICT in art and design, pupils' keyboard skills were extended and reinforced well through step-by-step skills teaching and the good work of the computer technician to support the learning of lower attaining pupils.

92. Lessons in the ICT suite are effective and enable pupils to make quick gains in their skills. Examples of pupils' work in Year 6 show they are learning to use ICT well for wordprocessing, Powerpoint presentations and data handling and are developing the confidence to work independently. They use the Internet confidently when seeking information and have developed the ability to use search engines quickly and effectively. Many have computers at home and several regularly attend the computer club. They are enthusiastic about the use of ICT, consider learning as fun and work well with partners or groups to achieve well.
93. The co-ordinator leads and manages the subject very effectively and with great enthusiasm. He has addressed concerns well reported by the previous inspection regarding teachers' lack of subject knowledge, but issues concerning the lack of use of assessment systems are still current. As a result, individual pupil competencies are still not recorded and the school has only informal means of assessing pupils' progress in the subject. Computers in the ICT suite are used well to aid learning in other subject areas, but teachers' planning and discussions with pupils confirm that the use of computers in classrooms to enhance learning in other subjects is inconsistent. The co-ordinator is well aware that this is an area for future development.
94. The headteacher and governors are aware of the limitations of the present ICT suite and have plans to move the suite from the cramped mobile classroom to more suitable accommodation within the main school building.

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

95. The use of ICT across the curriculum is **satisfactory**. It is used very well to support other subjects such as literacy and art and design, in dedicated lessons in the ICT suite, but is not used as well in classrooms, where opportunities are sometimes missed for pupils to use classroom computers to promote their learning.

## **HUMANITIES**

### **Geography**

96. Work was sampled in geography with only one lesson seen. It is not possible therefore to form an overall judgement about provision in this subject. There is every indication from discussion with the subject co-ordinator, examination of the school's planning documentation and from the evidence of work on display in and around the school that standards are broadly average. This judgement is similar to the previous inspection.
97. There are some very good aspects of the geography curriculum that promote well other elements of learning. For example, the school's strong commitment to the environment is obvious in the development and use that is made of the natural area that has been systematically developed over the past decade. It is a truly wonderful achievement and a superb resource that is used well. Pupils develop their spirituality and cultural awareness through their study of Uganda and their practical support of a named school in that country.
98. The subject co-ordinator has undertaken some evaluation of pupils' work through sampling. However, this has not yet been in sufficient detail to monitor the quality of teaching and provision effectively.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils, including those with special educational needs, make good progress and achieve well.
- The subject is used well to promote pupils' personal development and their literacy skills.
- The quality of teaching and learning is good overall.

### **Commentary**

99. Pupils' standards are broadly in line with national expectations by the end of Year 2, and above expectations by the end of Year 6. Standards are similar to those reported at the time of the previous inspection.
100. The quality of teaching and learning is good. History has a high profile in the curriculum and teachers work hard to make lessons interesting and motivating. As a result, pupils gain significant benefits from well-planned lessons, and very effective use of artefacts, visits and visitors to school to extend their learning. For instance, Year 5 pupils made good gains in their knowledge and understanding of life in Penzance during World War Two as they questioned two visitors about their experiences. Follow-up activities included use of drama and further research which helped to consolidate pupils' learning and promote good achievement.
101. Teachers make very good use of the subject to promote the skills pupils learn in literacy lessons. Teachers' planning for the Year 5 lesson observed showed emphasis on six key literacy areas, including recap of events, posing questions and listening and taking notes, and these made a significant contribution to the quality of learning and pupils' good achievement. For instance, a group of lower attaining pupils and pupils with special educational needs used the notes they had made well to list, with adult help, a collection of items that an evacuee might have packed in a suitcase.
102. Year 1 pupils made good progress in developing their listening skills as they listened to their teacher tell them about the events of the 'Gunpowder Plot'. The teacher made very good use of questions to stimulate pupils' thinking. Pupils then posed questions to two pupils who pretended to be Guy Fawkes and King James. Achievement was good as pupils recalled events from the story in order to pose their questions.
103. An important aspect of pupils' learning is working together to draw conclusions about life in the past from a variety of artefacts, pictures and other evidence. This method is successful in all classes at promoting pupils' personal development as well as their enquiry skills. Pupils of different capabilities, with varying levels of concentration and social skills, share views and opinions and make decisions together. Pupils in two classes of Years 3 and 4 pupils made good progress in their skills of historical enquiry as they tried to make connections between evidence from Anglo-Saxon times and the daily lives of people who lived during that period. Working together in pairs and larger groups, they recorded their thoughts, orally and in writing, and made good gains in their learning as a result.
104. The subject is well led by a knowledgeable and enthusiastic co-ordinator. She has a good overview of the subject and recognises the need to make assessment procedures more systematic, so that information can be used to provide consistent levels of challenge for all pupils. She provides very good support for her colleagues in the planning and organising of a very good range of extra-curricular activities that make a significant contribution to pupils' achievement.

### **Religious education**

Provision in religious education is **good** overall.

## Main strengths and weaknesses

- Teachers' planning is very thorough.
- The subject co-ordinator has a good understanding of the subject's strengths and areas for development.
- Older pupils do not always study themes in sufficient depth or write enough about their work.

## Commentary

105. From the lessons seen and the quality of pupils' work displayed in classrooms, teaching and pupils' achievements in religious education are above expectations by the end of Year 2 and in line with expectations by the end of Year 6. Since the last inspection, when provision was judged to be satisfactory, there has been good development. Pupils frequently exceed the standards expected in the locally agreed syllabus, particularly in Years 1 and 2, because teachers use the syllabus conscientiously when they plan lessons. However, there is scope for older pupils to explore their ideas more fully in extended writing, and to produce more work in the subject.
106. Teachers link religious education themes well with other subjects of the curriculum. Activities planned are generally interesting and motivating and make a significant contribution to pupils' achievement as a result. For instance, pupils' speaking and listening skills are promoted well through whole-class and small-group discussions. Years 3 and 4 pupils made good gains in their knowledge and understanding of the Jewish festival of Hannukah as they talked with partners about the importance of light in their daily lives and the significance of it to Jews.
107. Classroom displays are linked very effectively with other displays of pupils' work in other subjects and the quality of these helps pupils to see the relevance of religious education studies. This is particularly evident in Years 1 and 2, where pupils experience an almost seamless link between science, art and design, geography, history and religious education activities.
108. The subject co-ordinator leads staff very well with considerable commitment and enthusiasm. Her own teaching is good, so she sets a good example for colleagues. She is aware that very good teaching in Years 1 and 2 needs to be more consistently maintained in Years 3 to 6, where themes are not always explored in sufficient depth and the oldest pupils do not record enough of their thoughts, views and feelings. The co-ordinator has a clear view of possible developments. For example, she plans to increase the use of computers and to introduce more visitors – such as an orthodox Jew and a Hindu – to come in to speak to the children about the religions they are studying.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

109. No lessons were seen in art and design and only one was seen in design and technology. It is not therefore possible to make a firm judgement about provision. However, inspectors spoke to the subject co-ordinators about their work, to pupils about what they had learnt and looked at pupils' work from the previous year and at displays around the school.
110. It is evident from the analysis of pupils' work and from teachers' planning that work in **art and design** covers all areas of the National Curriculum Programmes of Study. Whilst there was too little evidence to form an opinion about the standards attained by Year 2 pupils, there were sufficient examples of pupils' work and opportunities to talk to pupils to judge that the attainment of pupils in Year 6 is presently good overall and this reflects their achievement. This is similar to the judgement reported at the time of the last inspection.

111. Art and design is used very well to enhance learning in other subjects such as history, and pupils use painting and design programs regularly as part of their work in information and communication technology.
112. Year 3 pupils link art and design well to their work in history and design and technology when painting striking Viking shields. Year 6 pupils display a growing understanding of the differences between, for example, hue, tint and shade in their work. This was evident in the paintings they produced inspired by the music of Puccini. Other work of this age group contained evidence of effective use of materials, tools and techniques in order to produce desired effects.
113. In **design and technology**, pupils gain experience of a range of materials and techniques and of developing the skills expected through designing and making a variety of products. Pupils in Year 3 show, when examining photo frames, that they are familiar with design boards, sketchbooks and of planning and evaluating their products. They apply scientific knowledge well to make cars with motors that propel them. They use digital cameras effectively to capture their results. The co-ordinator has only been in post since the beginning of this term and has not, as yet, had any significant opportunities to influence the subject.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Teachers make very good use of musical activities to promote pupils' personal development.
- The school has developed and maintained a strong musical tradition, and a good reputation in the area for the quality of children's performances.
- There is a good degree of involvement in musical activities elsewhere by pupils of the school.

### Commentary

114. Pupils' standards are above national expectations, as they were at the time of the last inspection. Achievement is good, particularly in singing and performing.
115. The quality of teaching and learning is good. Teachers make good use of the ample resources to provide varied, enjoyable lessons. A visiting music specialist provides a course of lessons each term for each class and these are clearly enjoyed by the pupils, who benefit from his expertise and from his high expectations. In one lesson in Year 5, he skilfully introduced pupils to ostinato, as well as reinforcing their existing knowledge and leading them to some good quality group percussion work.
116. Teachers make very effective use of the subject to plan for the promotion of pupils' personal development. Moments of reflection when listening to music and shared enjoyment of performance in lessons and assemblies effectively promote pupils' spiritual development. The wide range of group activities as pupils sing, play and compose successfully encourages many pupils to develop confidence and self-esteem and good attitudes to their work in other subjects. Pupils learn much about their own and other cultures from musical activities.
117. The school participates in performances in and out of school. As well as school productions, there is involvement in joint schools' ventures. For instance, last Christmas, pupils took part in a performance from Truro Cathedral, broadcast on Christmas Day on local radio. The pupils clearly enjoy these activities and show great enthusiasm for music in each key stage.
118. The subject co-ordinator is very experienced and has built up the school's reputation for high achievement in music. She is aware of the areas of strength and the areas needing

development. She is energetic and very successful in co-ordinating the work of staff and others who provide music enrichment, and in maintaining the good quality and quantity of musical resources at the school. She has many plans for the further development of the subject, including the organisation of a school band.

## Physical education

Provision in physical education is **good**, with some **very good** features.

### Main strengths and weaknesses

- Teachers plan a wide range of physical activities, including a good number of extra-curricular activities.
- Pupils with special educational needs are integrated well and higher attaining pupils have many opportunities to develop their skills.
- There is a high degree of involvement in activities at the local secondary schools and in inter-school sport events.
- Assessment of pupils' progress is not fully developed.

### Commentary

119. Pupils' standards are above national expectations, as they were at the time of the last inspection. Achievement is good. A clear, well-produced scheme of work helps teachers to plan for all the required areas of learning, including a strong focus on both full participation and excellence.
120. The quality of teaching and learning is good. All lessons seen were well structured and included appropriate warm-up and warm-down sessions. Pupils show a good understanding of health, fitness and safety as a result, and this aspect of lessons is well linked to pupils' personal, social and health education. For instance, Year 1 pupils were invited to consider the effect on their hearts of brisk exercise. Year 5 and Year 6 pupils took part in stretching and reaching activities designed to ensure that their bodies were completely ready for the work planned for the lesson.
121. There is a wide variety of skills offered as part of the curriculum. During the inspection, work was seen in dance, gymnastics and games skills, covering individual and team skills for rugby and hockey. Teachers planned a good balance between talking, demonstration and practice, and showed a good awareness of the right time to stop an activity and offer additional coaching points. Pupils with special educational needs were successfully included in all activities due to effective support from teaching assistants and use of appropriate resources.
122. Pupils' achievement benefits from an impressive number of sport activities offered either as after-school or lunchtime clubs or as part of the Sports Co-ordinator Scheme, which enables the school to draw upon the expertise of physical education specialists from the nearby comprehensive school. A member of staff is a national swimming coach and several other colleagues have sporting interests which they share with the pupils. There are thus opportunities to take part in a number of competitive events such as football, high fives, rugby, cross-country and swimming, and the pupils enjoy the challenge that these offer.
123. The subject co-ordinator provides good leadership. He has a wide experience and a good understanding of how he intends to develop provision and standards further. The school is very well resourced and has the long-term intention to finance the building of a sports hall, in order to ease the pressure on the main school hall. He has led the school to the achievement of the national Activemark award, and hopes now to move on to the gold award. He has established contacts with national schemes such as Sporting Champions, involving sports



celebrities visiting the school, and with local clubs such as the local rugby team and the tennis club. He is aware that assessment procedures have not been in place so far, and is planning with secondary school colleagues to introduce procedures during this academic year.

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

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

### **Main strengths and weaknesses**

- Teachers make effective use of other subjects of the curriculum to promote personal, social and health education (PSHE) and citizenship.

### **Commentary**

124. PSHE lessons are a regular part of the weekly timetable. Sex education is taught well to older pupils as part of the health education programme. Pupils develop a good knowledge and understanding from an early age of how to care for themselves. For instance, science lessons are used effectively to promote healthy eating. Work in this area is promoted well by the school kitchen staff, where pupils are encouraged to make choices and decisions about what they eat based on their learning in lessons. Group discussions, called circle time, feature prominently in timetables, and pupils soon become confident about discussing sensitive issues and sharing their emotions and feelings with others.
125. Citizenship is promoted well through the school council. Pupil representatives take their responsibilities very seriously and other pupils learn to present views for and against proposed changes to school life. The school's very good provision for pupils' spiritual, moral, social and cultural development plays an important part in promoting PSHE as well as pupils' knowledge and understanding of becoming a good and helpful citizen.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<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	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	1
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	1
The leadership of other key staff	3
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).*