

INSPECTION REPORT

ST MAWES COMMUNITY PRIMARY SCHOOL

St Mawes, Truro

LEA area: Cornwall

Unique reference number: 111873

Headteacher: Mrs Ann Force

Lead inspector: Dr Colin Lee

Dates of inspection: 1st – 3rd March 2004

Inspection number: 260688

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	37
School address:	Grove Hill St Mawes Truro Cornwall
Postcode:	TR2 5BP
Telephone number:	01326 270575
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Bowen
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

St Mawes is a very small primary school with 37 pupils on roll, four of whom are of reception age and are attending part-time. Pupils are predominantly of white British heritage and there are no pupils for whom English is an additional language. Most pupils live in the village of St Mawes and socio-economic backgrounds are below average overall. A significant number of pupils join or leave the school during the course of a school year. The level of this mobility is higher than in most primary schools. Proportions of pupils with special educational needs are well above average. The special needs cover a spectrum of general and specific learning difficulties, social, emotional and behavioural difficulties and one pupil has a statement of special educational needs. The attainment of children when they start school is well below average overall. There are two classes in the school, one for children of reception age and pupils in the infants, and the other for juniors.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32533	Mrs Val Edwards	Team inspector	Mathematics Information and communication technology Geography History Religious education Personal, social and health education The Foundation Stage curriculum Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Mawes is a good school that is a vital part of the local community. Pupils achieve well and they are making good progress across the curriculum, especially in English, mathematics and the creative subjects. The good teaching helps pupils to attain standards that are often higher than they could reasonably be expected to achieve. Staff work very effectively as a united team and are highly committed to ensuring that all pupils receive a high quality of education that fully meets their needs. The headteacher's good leadership and management are having a significant impact by improving the school's overall effectiveness. Being a very small school, the funding per pupil is high but the school is doing well to provide satisfactory value for that amount of money.

The school's main strengths and weaknesses¹ are:

- Pupils' levels of achievement are good in relation to their past attainment.
- A broad, rich curriculum is provided.
- Standards in art and design are above average in all age groups.
- The headteacher provides good leadership and management.
- By the end of Year 2, standards in the fluency and range of vocabulary used in speaking are below average.
- The very good provision for pupils with special educational needs owes much to the very good co-ordination and the high quality of the work of teaching assistants.
- The school provides very good care, support and guidance for all pupils.
- Further work is needed on planning for the Foundation Stage².
- Partnerships with parents, the community and other schools are very good.

The school was previously inspected in October 1998. At that time a few areas were identified as weaknesses and these have all been addressed and rectified. The characteristics of the school have changed since the last inspection, most notably in the much higher proportion of pupils with special educational needs. There has been a complete change of full-time teaching staff, including the headteacher. Pupils' standards reflect the characteristics of each small year group, but they are frequently above those that could reasonably be expected when the low starting point is taken into consideration.

STANDARDS ACHIEVED

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

*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.*

Across the school as a whole, pupils achieve well. Caution is needed, however, when considering data in the table above because the numbers of pupils involved are very small. The standards of two of the four pupils in Year 6, who took the national tests in 2003, had been consistently below average during their time in the school, due to their special educational needs. The effect of this was to place the school's results in English and science in the lowest five per cent of schools. What the data fails to show is that not all test papers were completed and that attainment of Level 4 in science by one pupil was an exceptional achievement. The targets for the pupils currently in

¹ The strengths and weaknesses are listed in order of significance.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

Year 6 are challenging. However, such is the effect of the good quality of teaching that they have experienced and continue to receive, that they are not only achieving well but are on track to attain the targets set for them by the end of the year. By the end of Year 6, pupils are on track to match national average standards in mathematics and science. The learning difficulties of several pupils in Year 6 mean that standards overall are below average in English. By the end of Year 2, standards are average in reading and science, below average in speaking and listening, writing and mathematics. Throughout the school, standards in art and design are above what is typically seen in other schools and in all other subjects standards are the same as in other schools. There is insufficient evidence to judge standards in music across the school or in information and communication technology by the end of Year 2. Pupils with special educational needs achieve well. The high quality of the support for these pupils from a very good small group of teaching assistants is a major reason for the pupils' good progress. The children in the Foundation Stage are making good progress from a well below average starting point. They are on track to reach all the goals expected, by the end of the reception year, apart from in communication, language and literacy, and in mathematical development, which are the two areas of greatest weakness when the children start school.

The quality of pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are good, Attendance rates are below the national average and, therefore, unsatisfactory; while punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The overall quality of teaching and learning is good, particularly in the junior class, and it is the main reason for good achievement by all pupils. The challenging situation of several year groups in each class is met successfully by the planning of the curriculum. For pupils in the juniors, this provides a very good range of learning opportunities that is especially rich and stimulating. Throughout the school, provision is supported well by very competent teaching assistants and very good use is also made of individual teachers' areas of specialist expertise.

The school shows good concern for the care, health and safety of pupils and provides them with very good support and guidance. There is a high level of quality support for pupils with special educational needs. The school works very well with parents, providing good information about their children's education and how they can help. There are very good links with other schools in the area which are beneficial to both pupils and staff. Similarly, links with the community are very good and the school is a very important institution within the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher has quickly established highly effective leadership and management of the school which focuses on raising standards through improved quality of teaching, ensuring good management by all staff and through a commitment to teamwork involving all members of teaching and non-teaching staff, pupils, parents and governors. Improvements are managed well by this teamwork approach. The well-led governing body uses very effective procedures to monitor and evaluate the school's progress. The governors ensure that all statutory requirements are being met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very good views about the school. They particularly appreciate the high expectations that the school has of its pupils. They are pleased with levels of progress and the good teaching. Pupils are very positive about the school and enjoy their learning and the opportunities that they have to contribute to the running of the school.

IMPROVEMENTS NEEDED

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

- Raise the standard of pupils' speaking and listening skills by the end of Year 2.

- Refine the planning for the Foundation Stage and ensure that learning intentions are clear for each area of learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all abilities are achieving well. Standards in core subjects are below average overall but represent good progress from a low starting point when pupils began their schooling. Creative and practical subjects are strengths and standards in some aspects are above those found in other schools.

Main strengths and weaknesses

- From a low starting point, all pupils make good progress and achieve well.
- Standards in art and design at all ages are above those found in most schools.
- Standards in speaking and listening are not high enough by the end of Year 2.

Commentary

1. Summary statements about standards in a year group have to be interpreted in relation to the particular characteristics of the school population. A third of the pupils in the school have special educational needs and, while there is some variation of the proportion with such needs in each year group, the otherwise average performance of most year groups is depressed by the presence of these pupils. In particular it should be noted that two of the six pupils in Year 2 have learning difficulties, as do three of the seven pupils in Year 6. Additionally, this is a school that currently has very few pupils of above average ability.
2. On entry to the school, children's attainment is well below average, overall, with a particularly significant weakness in language development. By the end of the reception year, children may not attain the early learning goals³ that are set for communication, language and literacy and mathematical development, but they are on track to achieve many of the goals in other areas of learning. This is good achievement.
3. The pupils currently in Year 2 are achieving well, overall, and such is the good progress made in reading and science that the majority are in line to attain average standards by the end of the year. Standards in speaking, listening, writing and mathematics are below average, overall, but pupils of average ability are on track to match expected standards in writing by the end of the school year. This is due, in particular, to the good quality of their poetry writing. Standards in art and design are above those found in most schools. Standards in religious education, design and technology, geography, history and physical education are typical of the age group. There is insufficient evidence to judge standards in either information and communication technology or music.
4. The school's past results in the national tests for pupils in Year 2 have generally reflected at least satisfactory progress during the pupils' time at the school, bearing in mind the low starting point of many pupils. However, these test results must be judged with caution due to the very small numbers of pupils involved. The test results in 2003, for pupils at the end of Year 2, were, overall, well below the national averages but this reflected the high proportion of pupils with special educational needs.
5. Pupils continue to achieve well when they are in the juniors. In Year 6, standards are average in mathematics and science, but below average in English. On paper, this compares favourably with the school's national test results for pupils in Year 6 in 2003. However, the results of those four pupils disguise the fact that the two pupils with special educational needs failed to complete all the test papers.

³ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

6. The good teaching is successfully raising standards of pupils in the juniors. This is seen in writing, in which there has been good staff training and a beneficial change in how learning activities are planned and taught. The effectiveness of teaching is also seen in creative subjects. In art and design, for example, standards in Year 6 are better than in most schools. Standards match those in other schools in design and technology, although the high quality of the products that pupils make indicates good skills, whereas, the ability to design and evaluate the products is less well developed. The evidence of past performance in music indicates that standards of composition and instrument performance are above those typically found. Standards in geography, history, information and communication technology, physical education and religious education match those found in other schools. Information and communication technology has improved since the last inspection. Good attention has been paid to weaknesses found at that time and good teaching by teachers and teaching assistants has successfully raised standards.
7. Achievement by all pupils in the juniors, including those with special educational needs, is good over time, good in many lessons, and very good in a minority of lessons. In the case of pupils with special educational needs, their good progress is due to the high quality of support and the good attention paid to the short-term targets that have been set for the pupils. Such target-setting is now increasingly in evidence for other pupils in English and mathematics and it is having a positive effect on their progress. The broader targets of what pupils in Year 6 should achieve in the forthcoming 2004 national tests are based on very accurate, well-informed predictions by the school. The targets are challenging but pupils are on track to achieve them.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' personal development, including their spiritual, moral and cultural development, is very good. Social development is excellent. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils acquire a very good understanding of their role in the community.
- Good attitudes and behaviour reflect the very high expectations of the school.
- There are very good relationships between pupils and between pupils and adults.
- The level of attendance is below the national average.

Commentary

8. In an isolated community a school can play a vital role in drawing people together and providing a focus for activities. St Mawes Primary School more than achieves this, in the first instance by projecting its own sense of community. Children play and work very well together and older pupils take great pride in their responsibilities towards those who are younger than them. Further evidence of the way in which they willingly accept their responsibilities can be seen through the exercise programmes 'Wake and Shake' and 'Huff and Puff' and the Thursday dance club, all of which are pupil led. In addition, those who are members of the ECO Committee have introduced initiatives which have made an impact not only on the school but also the local community. Examples include locating bottle banks in the village, tree planting and beach cleaning and collecting paper, tin foil and batteries for re-cycling programmes. The school is very actively involved in all community events and all of this work provides pupils with an excellent appreciation of their role in community life.
9. A number of pupils demonstrate challenging behaviour but they are managed well so that the behaviour, both in lessons and in the recreation areas at playtimes and lunchtime, is good. Pupils understand and appreciate the rewards and sanctions that are applied and, as a result, they have a good grasp of the difference between right and wrong.
10. Much of the reason for the successful management of the behaviour is due to the very good relationships which exist between staff and pupils. Of particular note is the work of teaching assistants assigned to deal with those pupils who are challenging. The successful creation of mutual trust has helped to create a calm atmosphere. The number of adults in the school, including teaching staff, parents and governors is regularly high for a school of this size and this

means that pupils can learn from these relationships and are confident in their company and keen to engage in conversation.

Attendance

11. Since the last inspection the trend for parents to take their children out of school for holidays in term time has increased so that it now forms the majority of the authorised absence. As a result the overall level of attendance is unsatisfactory. Despite regular reminders to parents in newsletters, about the importance of taking holidays outside term time the nature of the seasonal employment for many families precludes this. Punctuality is good. There has been one fixed-period exclusion in the last school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.1
National data	5.4	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
36	1	
1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education through good teaching and a broad, balanced and well-planned curriculum.

Teaching and learning

Teaching and learning are good overall.

Main strengths and weaknesses

- Good teaching is raising the pupils' levels of attainment and improving their achievement across the curriculum.
- Teaching assistants make a very positive contribution to pupils' learning through good teaching and thorough knowledge of the pupils with whom they work.
- The planning of teaching and learning in the Foundation Stage is not yet identifying what children should learn from the activities in each area of learning.

Commentary

12. Judgements on teaching and learning for the school as a whole take account of the fact that in the larger junior class nearly all teaching is good, while in the much smaller class of infants, teaching is satisfactory and occasionally good. When the few children of reception age are taught separately, which is often by the teaching assistant, teaching and learning are satisfactory overall. However, a lack of detail in the teacher's planning for some areas of learning in the Foundation Stage gives rise to some weaknesses in the methods and resources being used. There are appropriate plans for further development of planning to ensure that all

areas of the Foundation Stage are covered, but there is also a need to identify, more precisely, the specific learning intentions of individual learning activities.

13. There are significant features of teaching that are consistently good throughout the school. Firstly the insistence by all staff on high standards of behaviour by all pupils. The consistency of expectations between adults provides clear guidelines for all pupils and they respond well to these. A significant proportion of the pupils with special educational needs not only have learning difficulties but also emotional and behavioural difficulties. These pupils have clear targets for improving behaviour and, because all staff are fully aware of these targets, the pupils receive sensitive support without any compromise of high expectations. This is a feature of the second consistently positive feature of teaching and learning, namely the very good use that is made of teaching assistants. These support staff provide very good guidance to the pupils with whom they work. This is a result of the thorough briefing they receive from the class teachers. In particular, such staff are vital to the progress of pupils with special educational needs. These knowledgeable staff are helping the pupils they support to make good progress, especially in English, mathematics and information and communication technology.
14. The encouragement of pupils to help one another, to work independently, to work collaboratively and to show respect has good impact on pupils' learning. This is especially so amongst pupils in the juniors, but is also evident in the small group of pupils in Year 1 who, on several occasions, were observed working very conscientiously and co-operatively without supervision. Equality of opportunity is given high priority in all lessons. For example, nearly all the work with pupils with special educational needs is planned as part of class lessons, enabling the pupils to be fully involved and rarely experiencing withdrawal from the class and the feeling of 'being different' that this might cause.
15. The good procedures for assessment of pupils' learning that were evident at the last inspection have been further improved by consistent practices that ensure that the teachers incorporate the information from assessment in their planning of pupils' future learning. This is now well developed in English and mathematics throughout the school. It is particularly successful in the junior class, where a feature of the good communication between the headteacher and the colleague teaching her class for one day a week is the detail of the learning being achieved by individual pupils. Both teachers constantly and very successfully assess pupils' progress in their learning in literacy and numeracy and ensure in future planning that the changing needs of individuals and groups are being fully catered for in the learning activities being provided. Ongoing assessment of pupils with special educational needs is very thorough and the tracking of their progress is also very successful due to good liaison between teachers and teaching assistants.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	8	8	0	0	0

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

The curriculum

The school provides a broad, rich curriculum which covers all National Curriculum programmes of study and seeks to create imaginative links between all subjects.

Main strengths and weaknesses

- Effective links with local schools and experts within the community provide a good range of learning opportunities which enrich many aspects of the curriculum.
- There is very good provision for pupils with special educational needs.
- Parents and governors help the school very much with their enthusiastic support.
- There is good provision for learning outside the school day.

- The limited range of resources and activities for children in reception reduces opportunities for independent learning through play.

Commentary

16. The school provides a carefully designed curriculum to ensure that pupils' personal and educational development is relevant, rich and imaginative. This curriculum is enhanced by very good links with local schools which can provide expertise in a range of curriculum areas including information and communication technology and creative and practical subjects. They also provide good opportunities for pupils to work and play with children of a similar age, as, for example, when they visit a local school for dance classes or sports fixtures. Such links ensure that transition into the next stage of education is smooth and effective. The very good links with the local community and visits from experts are well-established and beneficial to pupils' learning. For example, after artists and writers worked with pupils, the resulting paintings and poems won a prestigious award. Volunteers within the community have worked with staff to produce high quality resources to help pupils' reading and writing.
17. St Mawes is a generously staffed school, with suitably qualified and experienced teachers and teaching assistants, including relief and supply teachers who are dance and drama specialists. Pupils with special educational needs are very well supported, both internally by teachers and teaching assistants and also by a visiting specialist. The headteacher has chosen to give up one day of her 'headteacher time', each week, in order to stretch the budget to allow for additional time for teaching assistants. Parents and governors contribute very well to the personal and educational development of pupils because, for such a small school, they help to run an excellent range of lunch-time and after-school clubs. Many also regularly support pupils' learning in the classroom in ways such as hearing pupils read.
18. Teachers and teaching assistants form strong and effective teams because they regularly plan, discuss and reflect upon the work they do. As a result, both boys and girls generally make successful progress and in particular those with special educational needs make good progress because of well-targeted support. Because of the wide age range in each class, pupils are grouped in various ways according to subject and ability. In most lessons observed, the pupils were divided into groups by age, but sometimes those who find learning difficult will work with a younger age group, while those who learn easily will work with older classmates. In the latter case, pupils' learning is extended by working at a level above that expected for their age, or by being given additional challenging work. This is good provision.
19. Since the last inspection there have been improvements in the quality of accommodation which now allows space for group work. In the juniors, pupils are able to use the library and a former caretaker's area for specialised group or individual work. An attractive, improved hall area enables the school to have room for activities such as physical education, drama, dance and assemblies. The well-designed office space, created from the upstairs part of the old school house, enables school management systems to operate efficiently. A resources room has been converted for use by the infants and is currently a role-play area. However, the scarcity of resources, such as dressing-up clothes, and exciting construction materials, together with the way the sessions are currently planned, does not allow the children of reception age to engage in enough practical learning activities either inside or outside the classroom. The school's grounds and its unique location offer many opportunities to take learning out-of-doors, which can be seen in the pupils' designs for planting willow sculptures and in the very good 'Visitors Guide to St Mawes' booklet produced by the older pupils.
20. For children of reception age, the work is planned from the National Framework for the Foundation Stage's six areas of learning. However, planning is not yet detailed enough for all areas and resources are barely adequate.
21. For pupils from Years 1 to 6, teachers follow the National Literacy and Numeracy Strategies when planning to teach English and mathematics. They are taught in blocked units, following a two-year programme devised for use in mixed-age classes. For all other subjects, there is two- or four-yearly cycle of programmes which ensures that pupils are taught everything they need to learn during the whole of their time in either the infant or junior classes. Teachers have recently

developed a much more cohesive curriculum in both classes, so that subjects fit in as much as possible with each other. For example, pupils in the juniors are learning and writing about fantasy sea creatures in English lessons, while in design and technology they are designing a scenario in which their sea creatures appear to move up and down through waves, thus drawing upon their knowledge of mechanisms. They plan to use their skills in information and communication technology to write a program to make their sea creatures 'talk' to each other.

22. There is good provision for personal, social, health education and citizenship. The school's emphasis on personal development through this provision is having a very positive impact on pupils' attitude to their work and to school life as a whole. This is very strongly reflected in the mature and responsible approach of pupils in Year 6, who have a clear sense that they are regarded as responsible citizens of the school community.

Care, guidance and support

The school cares well for its pupils. Arrangements for child protection and health and safety are good. Staff provide pupils with very good guidance and support. The way in which the school seeks and acts upon pupils views is also good.

Main strengths and weaknesses

- Teachers have very good knowledge of pupils' personal development.
- There are good arrangements for the care and welfare of pupils, who receive very good support and guidance while they are at the school.
- There are very good procedures for seeking and acting upon pupils' views.

Commentary

23. St Mawes is a very small school where staff know pupils very well. This knowledge is further enhanced by pupils spending as much as four years with the same teacher. As a result teachers gain considerable knowledge of what the pupils are capable of and, thus, what is needed to help them develop in the most appropriate way. In turn, pupils confirm that they feel safe and secure in the school and that their teachers attend very well to their needs. A particular strength is the monitoring of behaviour and the productive way in which the results of this analysis have been used to submit applications for additional funding to support the school in its aims, for example, through the 'Scallywags' programme which is funded by the local education authority.
24. Arrangements for child protection and health and safety are very secure. Policies and procedures are all in place; the headteacher having devoted a great deal of effort into documenting risk assessments and these records are good. The governors and local education authority provide good support by carrying out termly audits of the premises to ensure that it provides a safe environment. Arrangements for first aid are also good, with one fully qualified member of staff and partial qualification for all members of staff. These arrangements are enhanced by close links with the school doctor and nurse and through the personal, social and health education scheme of work, which promotes the need for a healthy lifestyle. The school periodically analyses any accidents that occur and, in a couple of cases, has amended its practices with a corresponding reduction in the number of subsequent incidents.
25. Through the ECO Committee the school provides a forum by which it seeks and acts upon pupils' views. Meetings are held monthly and both the school and the local community have responded well to their requests by installing goalposts in the playground, blinds in the windows and large rugs in the classrooms. Those who are members of the ECO Committee take their responsibilities very seriously and they feel that their voice is heard and that they can have an influence in the running of their school. Their current projects are centred on the acquisition of additional lap top computers and the installation of a higher fence to prevent balls being lost.

Partnership with parents, other schools and the community

The school has established very good links with parents. There are very good links with both the community and other schools.

Main strengths and weaknesses

- The very good support from parents in lessons, for extra curricular activities, and through the work of the parent-teacher association.
- The high regard which parents have for the school.
- The close involvement with the local community.
- The good links with other schools.
- The good information provided in the annual reports to parents on pupils' progress.

Commentary

26. The community of St Mawes is very well served by its school and this circumstance is reciprocated by parents who are fully involved in its work and make a significant impact on a number of areas of learning. During the working day, parents provide very good support for reading, swimming, art and craft activities, gardening club, netball and football. The use of the library is well organised by parents who have established their own rota for manning it and a couple of parents regularly help out composing proposals for grant applications. There is a small but active parent-teacher association which organises a variety of fund raising and social events and the money raised has been used well to fund the swimming bus, school visits and visits by music and theatre groups. All of this makes an invaluable contribution to the quality of pupils' education.
27. The reputation of the school within the community is excellent and is vital in maintaining confidence amongst parents about the quality of education that is being provided. Since her arrival, the headteacher has worked hard to overcome the suspicion of change and, as a result, she now enjoys a very good relationship with parents. Regular information in the form of newsletters, curriculum information sheets and termly consultation evenings, keeps them well informed and this is enhanced by an 'open door' approach which encourages parents to become involved in the life of the school.
28. The school is central to the life of the community, responding positively to the many requests and suggestions that are made. For example it provided backgrounds for the Harbour Lights event as well as works of art for an exhibition held in the Millennium Rooms. The school is actively involved in all community events including the Summer Show, Carnival, Christmas Carols and Concerts as well as attending services in the two local churches. The ECO Committee has also been influential in setting up re-cycling projects and some of their work is displayed in the doctor's surgery. At a wider level the school has established good links with the Abatey School in Ghana, through which pupils can gain a greater appreciation of cultures other than their own.
29. In a similar vein the school benefits from the many good links that it has established with local schools. The Roseland Cluster provides a good forum for sharing practice and St Mawes is taking a leading role in this by overseeing the Creative Partnership Project. Other close links exist with Poltair Sports College to deliver the physical education curriculum, Truro College for first-aid training and, importantly, the St Mawes Playgroup from which the majority of new pupils arrive.
30. Although the quality of the annual reports to parents on pupils' progress is satisfactory there are weaknesses in a number of areas. First, no targets are set to address areas of weakness, and, second, there is no indication of the level at which each pupil is working and whether this is appropriate for their age.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads the school well. The leadership and management of other key staff and the governance of the school are also good.

Main strengths and weaknesses

- The headteacher has a clear vision, a strong sense of purpose and high aspirations for the school.
- A good governing body works successfully with staff to secure school improvement.
- All staff carry out their management roles well.
- The headteacher's high level of teaching commitment limits the time for and, therefore, the rate of school improvement.

Commentary

31. The headteacher's good leadership of the school has, to date, been one of a range of successes in challenging circumstances. Since her appointment just over a year ago she has shown a very good capacity for analysing the issues and priorities for school improvement and taking successful and decisive action. This has been achieved while teaching the junior class for four days a week. Such a high teaching commitment inevitably lessens the opportunities for essential managerial responsibilities. The headteacher's success at focusing staff on the priority of raising pupils' standards has also been achieved, while the characteristics of the school population are constantly changing. This is seen in the rising proportions of pupils with special educational needs, now much higher than in most schools, and the above-average levels of pupil mobility that result in proportionately high numbers joining or leaving the school at times other than the start or end of a school year. The headteacher has communicated her vision and high aspirations for the school very well to parents, governors and staff. She enables staff to carry out their responsibilities successfully and the impact of this is the good management of all aspects of school life. The school has altered significantly since that last inspected, insofar as there has been a complete change in teaching staff, radically different responsibilities have been delegated to non-teaching staff and the academic and social needs of pupils are generally very different. The school's effectiveness is, therefore, subject to more potential constraints and yet good leadership and the evolving sense of teamwork have secured satisfactory improvement since the last inspection.
32. There is a manageable delegation of responsibilities for different subjects, with individual teachers co-ordinating literacy, numeracy, special educational needs and the Foundation Stage and shared co-ordination of other subjects. This works well and the school improvement plan indicates that staff are systematically reviewing the curriculum subject by subject in order to improve provision. Alongside this there is ongoing target-setting for literacy and numeracy in order to raise standards. This is also informed by constructive analysis of data from national tests and the school's own procedures for assessment. Good use is made of this information to predict future performance by each pupil and to try to ensure that all are making good progress in relation to their past attainment. Good self-evaluation has resulted in the school improvement plan giving priority to several areas for development that have been identified by this inspection. Beyond these there is also a need to place greater priority in the English action plan on improvement of the very foundation of literacy skills that is speaking and listening. The planning of the Foundation Stage curriculum is developing gradually as the teacher refines her strategies for teaching reception-age children in the same class as pupils in Years 1 and 2. School improvement planning does not at present see this as a priority, but it is essential if provision for the Foundation Stage is to improve.
33. The governance of the school is good with many individual governors demonstrating a high level of commitment to the school's work and direction. They have a well-defined structure of committees and individual responsibilities that are carried out conscientiously. Many governors bring considerable experience and talent to the governing body and there is a strong collective will to see the school succeed. Another area of strength of the governance of the school is the continuity that governors provide, through steady membership, with many visiting the school regularly to assist with monitoring tasks and contributing fully to the life of the school. Such

commitment enables the governing body to achieve a good understanding of the strengths and weaknesses of the school. Governors work tirelessly at initiatives to heighten the school's profile within the community. Additionally, the governors ensure that the school fully meets statutory requirements.

34. The school's approach to financial management includes rigorous evaluation of the cost-effectiveness of financial decisions in terms of the educational benefits to pupils. Appropriate balances are carried forward each year that are necessary for the school's maintenance of staffing levels and the good quality of education. The principles of best value are applied effectively to management and the use of resources through appropriate consultation, comparisons of performance, the school challenging itself and ensuring the best possible service through competition. Through carefully controlled expenditure, the school is currently able to maintain the present good staffing levels and target its funds to secure improvement in the quality of education for pupils. The funding available for resources and services that promote quality of education is also boosted by the headteacher's teaching commitment which is effectively reducing staffing costs. In comparison with other primary schools, income per pupil is very high. Nevertheless, the school is doing well to provide satisfactory value for this money and this is due to most pupils achieving well as a result of good teaching in a school that is run well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	151,788
Total expenditure	150,239
Expenditure per pupil	4,173

Balances (£)	
Balance from previous year	13,890
Balance carried forward to the next	15,439

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**. There are currently five children in the reception year who are taught in the same class as pupils in Years 1 and 2. One child attends full time and four attend for mornings only. The limited range of observations of reception-age children mean that it is not possible to make definitive judgements about the quality of provision in the individual areas of learning. The majority of teaching observed was carried out by either the teaching assistant or volunteer helpers.

Main strengths and weaknesses

- Pupils achieve well in comparison to their earlier attainment.
- There are very good links between the St Mawes playgroup and the school.
- Teaching assistants and other adults provide good support in a range of learning activities for the reception children.
- The school successfully promotes the development of good attitudes and behaviour.
- Current methods of planning do not give clear enough intentions for what children must learn in all six areas of learning within the Foundation Stage curriculum.

Commentary

35. Children start school with levels of attainment that are well below average overall, and with marked weaknesses in language development in particular. However, because of the good efforts of staff, children make good progress and achieve well. In working towards the early learning goals set for the end of the reception year, children's standards in **personal, social and emotional development, knowledge and understanding of the world and creative and physical development** are as expected. Although standards in **communication, language and literacy and mathematical development** are below expectations by the end of the year, the children thoroughly enjoy these subjects and their achievement is good.
36. Overall teaching is satisfactory. The class teacher plans a range of activities from the six areas of learning which link with the topics planned for the older children. However, planning does not state clearly enough the specific learning to be achieved from each activity and the overall structure of reception-age children's days or half-days in school does not, currently, include sufficient planned, purposeful opportunities for structured play. Similarly, planning does not include opportunities for learning to take place using the outdoors environment. The teacher is aware of the need for these developments to be added to her developing overview of how best to cover both the Foundation Stage curriculum for reception-age children, alongside the requirements of the National Curriculum for pupils in Years 1 and 2.
37. In **communication, language and literacy**, planning follows national guidance for classes with reception-age children. The teacher plans work especially for the youngest children, whilst pupils in Years 1 and 2 have separate work at their level. For example, while the pupils in Years 1 and 2 were reading to parent helpers, the teacher developed the younger children's knowledge of sounds and letters, through reading and writing activities. Opportunities for reading and writing are also included in other curriculum areas. For example, during a science lesson when the reception-age children were planting nasturtium seeds, they were encouraged to use their knowledge of letters and sounds to label their drawings. However, this was difficult for them because their skills are at an early stage and the volunteer helper's expectations were too high.
38. The reception-age children sometimes join in with the whole class for the beginnings and endings of lessons, with their teacher making sure that they take a full part. An example of this was seen during a whole-class history lesson, where the children's **knowledge and understanding of the world** grew as they looked at and handled museum artefacts which included an old toy china tea set and an old teddy bear. When being taught as part of a whole class, the children are very responsive and confident with their older classmates. Their learning

is less confident and independent when tasks are not matched well enough to their stage of learning and they have to rely on older classmates to help them.

39. The teaching assistant works well with the reception-age children. Two examples of this were observed during the inspection. In the first, she made good use of the school's excellent 'story sacks' materials to promote the children's reading skills. On the second occasion, she supported their **mathematical development** well by helping them to find the total number of spots on dominoes and to write the numeral correctly. The good relationships established between the teaching assistant and the children enabled her to give good individual support so that by the end of the session the children had all counted up to ten reflecting satisfactory achievement for their age.
40. When initiating their own play, the reception-age children choose the role-play area, currently a vet's surgery, where they engage conscientiously in their play and co-operate well with each other, showing that their **personal, social and emotional development** is matching the expectations of their age. However there are missed opportunities to extend children's vital vocabulary, speaking, reading and writing skills when there are no specific learning intentions planned for such occasions.
41. The reception-age children make good use of outdoor playtime equipment during their lunchtime break, as they play with scooters and tricycles, or kick a football around with one or two older playmates. Their level of control and confident use of play equipment shows satisfactory **physical development**. Indoors, one child controlled a computer mouse skilfully, enabling her to maximise the time she could spend on the computer. Children's ability to form letters and numbers correctly is being developed well because of the good level of support from adults.
42. The class teacher, as Foundation Stage co-ordinator, has developed very good links between the school and the St Mawes playgroup. She arranges several visits and activities so that children can get to know the school and other children. As a result, they settle in very quickly and are confident happy members of the school. The school and the playgroup discuss the children's progress towards the early learning goals and this sharing of information is valued greatly by the school. The co-ordinator ensures that parents and carers are fully involved in arrangements for starting school and are able to contribute towards making an assessment of their children's strengths and learning requirements. The co-ordinator meets teachers from other local schools to discuss and develop aspects of Foundation Stage education, such as planning and assessment. She has a clear vision to develop outdoor play as a means of extending pupils' learning. Since the last inspection, the school has made satisfactory improvements to provision within the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2⁴

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in relation to their past attainment.
- Teaching and learning are good.
- Thorough monitoring of pupils' standards is used well to identify areas for further improvement.
- The overall quality of speaking and listening skills by the end of Year 2 is not high enough.

⁴ Key Stages

Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

Commentary

43. The school's performance in national tests varies from year to year because there are only a few pupils in each year group and the proportion of pupils with special educational needs relating to learning difficulties is often high. This is the case in the current Year 6 where, statistically, 41 per cent have special needs. When compared with their prior attainment, pupils throughout the school are achieving well. The average attainment of each year group on entry to the school was well below that found in most schools and this has been most apparent in communication, language and literacy skills. Pupils who have joined the school at times other than the start of the reception year have generally been of below average ability.
44. Pupils' standards in speaking and listening are below average by the end of Year 2, although there is significant variation between individual pupils. The most able pupils speak clearly and confidently but share the general weakness of not listening carefully enough when others are speaking. The vocabulary used by lower-attaining pupils, including those with special educational needs, is limited and hesitant with, for example, answers to adults' questions being restricted to single words or very short phrases. By Year 6, pupils are good listeners, but there is marked variation in the confidence of their speech. Overall, standards are average and this is due to teachers working very hard at encouraging pupils to think about the vocabulary they are using. This is most evident in subjects other than English when pupils are expected to use subject-specific language to show their understanding of technical terms. Staff are aware of the need for more focus on pupils' speaking and listening. However, pupils in the juniors enjoy a very useful opportunity to develop speaking skills when broadcasting the 'St Mawes School News'.
45. Pupils achieve well in reading, although, with two of the six pupils in Year 2 having special educational needs, standards are below average for the group as a whole. The other pupils in Year 2 read fluently and have a number of ways of tackling new words. The carefully graded reading scheme is used well. It ensures that pupils have regular support and practice both in school and through a successful home reading scheme, which results from a good partnership with parents. All pupils use non-fiction books competently, knowing the purpose of contents and index pages and knowing that the latter is arranged in alphabetical order. In the juniors, pupils continue to develop positive attitudes to books and in Year 6 pupils of average ability are achieving the average standards by reading smoothly with expression, talking knowledgeably about different authors, and using research skills successfully to access information. Pupils use the school's small but well-stocked library regularly and the freedom to take both fiction and non-fiction books home promotes the positive attitudes still further. Where reading is adversely affected by a specific learning difficulty such as dyslexia, pupils' satisfactory progress is nevertheless maintained as a result of teachers' good understanding of how best to assist pupils in order to ensure systematic development of reading skills and keep confidence levels high.
46. Standards in writing are below average by the end of Years 2 and 6. This, again, reflects the proportions of the year groups with special educational needs, and the standards of other pupils are securely in line with national averages for their ages. The school is working hard and successfully to raise standards of writing and, with good guidance from the co-ordinator, these efforts have begun to have a positive impact on standards in the junior class. The re-organisation of teaching and learning into clear blocks of time allocated to a specific theme is enabling pupils to develop their ideas thoroughly and extend the quantity and quality of their writing successfully. Teachers work hard to develop basic skills in writing, so that all but the least able pupils in Year 2 write clear sentences, beginning with capital letters and ending in full stops. More able pupils use correct punctuation for direct speech. By Year 6, writing is organised clearly into paragraphs and the full range of punctuation is used correctly. Pupils of all ages benefit from the use of 'Tool kits' that provide very good guidance on key features to be included in different forms of writing. They are also provided with a wide range of opportunities to produce different types of writing and poetry writing is particularly successful. In the infants, mixed ability groups of pupils in Years 1 and 2 have written group poems of high quality for their age. A perceptive poem entitled 'Summer' reflects the ideas of pupils who live in a popular tourist area and concludes, *'At the end of summer people go home but the seagulls stay'*. Pupils' writing is given real purpose when, as at present, they are collaborating with five other

schools on a project led by a local author on Cornish myths and legends. A past example of well-presented persuasive writing is the extended writing connected to the ECO project.

47. Good teaching in both classes is resulting in good learning. Tasks are planned for different age and ability groups and match different pupils' needs successfully. Teaching assistants are used well and they have good impact on pupils' learning because they know the pupils and their targets well. The good achievement of pupils with special educational needs is due very largely to the very effective work of the teaching assistants. Lessons are interesting and challenging and pupils concentrate well and work hard. The imaginative tasks planned for pupils fill them with enthusiasm for writing. This is evident in the humour of pupils in the juniors when they write 'Small Ads', trying to sell teachers, parents, brothers and sisters as if they are second-hand cars. The image of the baby sister whose *'rear wipe system needs attention'* is very clear. Ongoing assessment through marking has a positive effect on pupils' learning because it identifies how pupils can improve their work. In the juniors, marking makes frequent references to the particular learning intentions of an activity. This is beneficial insofar as it reminds pupils of the main focus of their learning. However, it also indicates a possible lack of understanding of specific learning intentions and this was confirmed in a lesson observation. Main learning intentions for the block of lessons were introduced to pupils and displayed but when pupils moved to different learning activities in groups the specific purpose of the activity was not explained clearly enough to each group.
48. Leadership and management of the subject are good. The subject co-ordinator has a firm grasp of standards across the school and is supported well by colleagues. Monitoring of how all aspects of English are taught is thorough and results in a clear picture of strengths and development needs in the subject. The school has developed a detailed progress tracking system, which is used well to gain a good understanding of standards and achievement of all pupils. This information is then used to alter lesson planning in order to give pupils better chances of continuing to make progress in their learning.

Language and literacy across the curriculum

49. The use of language and literacy across the curriculum is good. Reading and writing skills are developed very effectively in other subjects but there are only limited opportunities for pupils to further develop their speaking and listening skills during structured discussion periods within lessons. Information and communication technology is used well to aid literacy and pupils' writing is enhanced by the good application of word-processing skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The good teaching results in pupils making good progress.
- Pupils with special educational needs are supported very well through the use of computer programs and effective deployment of staff.
- Some planned activities are not matched well enough to pupils' levels of ability and age. They lack challenge to ensure that progress and achievement is consistently good.
- The liberal use of worksheets limits opportunities for pupils in the infants to develop and apply their mathematical skills.
- Pupils do not systematically act on teachers' marking comments to improve or correct their work.

Commentary

50. By the end of Year 2, pupils' standards are below average but they match national averages by the end of Year 6. However, due to good teaching, all pupils are making at least satisfactory progress in mathematics and achieving well in relation to their previous attainment. The average standards in Year 6 represent good achievement when compared with the results of tests taken in Year 2. Those pupils in Year 6 who find learning mathematics more difficult are, nevertheless, making good progress and are in line to achieve their targets.

51. The more able pupils in Year 2 work confidently with numbers up to 100. They are beginning to recognise and use relationships in multiplication and use mathematical symbols correctly. They are developing their computational skills well and are beginning to use number patterns to assist them in their calculations. For example, they use this knowledge to quickly complete worksheets where they fill in missing numbers in a sequence. The work seen in their books and worksheets was mainly restricted to number calculations and indicates that average standards will be achieved at the end of Year 2. However, there was very little evidence of work in problem solving, shape or measures to indicate that pupils will attain similar levels in other strands of mathematics. Those pupils in Year 2 with learning difficulties in mathematics are working with numbers up to 20, and sometimes 50, which is below the average standards expected for pupils of similar age, but appropriate to their stage of development.
52. Pupils in Year 6 demonstrate how to multiply and divide decimal numbers by ten and 100 and can estimate their answers accurately. The good teaching encourages them to develop these mental skills and motivates them to work well and achieve well. The pupils are knowledgeable and confident in their use of mathematical vocabulary to describe three-dimensional shapes, such as square-based pyramids and, with prompting, recall some of the work they did last term or last year, such as finding ten per cent of a quantity, or estimating the perimeter of their classroom. Those pupils in Years 5 and 6 who find mathematics more challenging nevertheless achieve well because their tasks are carefully planned to match their particular needs. For example, during a lesson on multiplication and division, these pupils co-operated well to play a game involving finding remainders after dividing by six, showing that their basic skills of multiplication, division, addition and subtraction are well developed.
53. The school follows the National Numeracy Strategy for teaching mathematics. However, in two mathematics lessons seen during the inspection, because the mental and oral learning intentions for each age and ability group were not specified, pupils' mental calculation skills were not developed and refined at an appropriate level. As a result, some pupils 'mark time' when work is too easy for them. Examples of this were when pupils in Year 6 practised counting in fives, or when the more able pupils Year 2 used a number square to count in tens.
54. The quality of teaching and learning is satisfactory overall. The best teaching and learning are seen when work has been thoroughly planned to match the pupils' tasks to their abilities, with sometimes up to six different tasks being planned for each lesson. This provides a good level of challenge for pupils of all abilities and their learning is then good. Teaching and learning are less effective when teachers do not make use of the information gained from assessments and, consequently, pupils are given similar tasks regardless of ability. Examples of this were seen in the infants, where the most able pupils had easily completed the task set, while lower-attaining pupils found it too difficult and so did not complete the work. In some cases, where worksheets involve unnecessary repetition, for example of addition and subtraction with two-digit numbers, there is little evidence of progress over time. This also restricts opportunities for pupils to apply their knowledge and understanding to problem solving. Pupils' work is generally marked regularly, usually with ticks and brief comments such as 'well done'. Marking is most effective when the teacher provided written guidance to help pupils to know how they can improve their work and this is beginning to happen more regularly. However, there are few instances where pupils take responsibility by acting on teachers' comments to improve or correct their work.
55. Teachers use computer programs satisfactorily to support mathematical learning. For example, pupils in Year 3 use appropriate software to reinforce what they are learning in their lessons. Additionally, pupils with special educational needs use a computer program to practise calculations at their own level. In Class 1, a reception-age child chose to use a program that helped her to practise her counting skills. The confident use of the computer on these occasions showed that information and communication technology is used regularly in classrooms.
56. The school has worked hard to improve standards in mathematics, as is evident from the priority given in the school development plan. Although standards are lower now than at the time of the last inspection, the good achievement of the high proportion of pupils with learning difficulties indicates that provision has improved. Detailed records of pupils' progress are maintained to enable teachers to plan lessons and future targets. Teaching assistants and

other adults are very well deployed to work with different groups of pupils, thereby having a good impact on the rate of pupils' learning, especially those experiencing learning difficulties.

Mathematics across the curriculum

57. Teachers' planning and pupils' work indicates that pupils are given sufficient opportunities to use their mathematical knowledge in other subjects. These include data-handling in science to present results of investigations in graphs. An example of the use of measurement by pupils was seen during the planning of a design and technology model. Pupils in Years 3 and 4 were working on plans in which a scale of one centimetre represented one metre, demonstrating average levels of attainment in both geography and mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Information and communication technology is used well in the juniors to support pupils' learning.
- Juniors have good opportunities for investigative work but, by contrast, infants do not have enough.

Commentary

58. All pupils achieve well, and standards are average by the end of Years 2 and 6. At the time of the last inspection, standards were above average at both these ages but present standards and achievement reflect the current pupils' past attainments. In the infant class, pupils are taught a very broad curriculum that establishes satisfactory knowledge and understanding across many science topics. They apply this knowledge successfully and this was observed when pupils in Year 2 used past learning about the life cycle of a frog to help them in a new task of drawing and labelling a plant's life 'cycle'. Pupils used their completed diagrams well to explain the growth of seeds and eventual production of new seeds by flowers and fruit. In Year 6, pupils' factual knowledge is generally good, but there is a marked variation in their use of appropriate scientific vocabulary in written or oral work. A good feature in the juniors of pupils' written work is their use of information and communication technology. This occurs consistently in their production of computer-generated tables and block or line graphs to represent results of their investigations. Pupils also understand the function of equipment, such as sensors and a data logger, when studying phenomena such as temperature changes. They draw clear, labelled diagrams to illustrate equipment used in investigations. Pupils also explain satisfactorily the way in which testing is made fair. A minority is less successful at explaining their conclusions to these investigations.
59. Teaching and learning are satisfactory in the infants and good in the juniors. Although there was appropriate provision of different tasks for different age groups in an infant lesson observed, pupils' books and the teacher's planning showed that much past work has been the same task for all with not enough extension of the learning for the more able pupils. There is also insufficient evidence of the infants having regular opportunities to carry out investigations for themselves. This type of activity is much more frequent in the junior class. At present, pupils are recording these investigations too briefly and, because they have not received guidance on a suitable format for this recording, key features of the work, such as the statement of a prediction and the linking of conclusions to a prediction, are not always present in their work. In the juniors pupils benefit from very constructive marking that fills in gaps in what they have written. The teacher places strong emphasis on oral explanations by pupils in order that they can demonstrate their understanding. This has a good effect on pupils' confidence when weaknesses in literacy skills may limit the success with which they can show their understanding through written work. It demonstrates that pupils with special educational needs are matching their classmates in the quality of their learning, as was seen in correct explanations of the processes of evaporation and condensation as they observed the movement of model steamboats. Nevertheless, there is insufficient planning of specific written tasks for different groups that match the literacy skills of that group. Opportunities are being lost

for work in science being used to have impact on the development of writing skills. In contrast, pupils in Year 2 have had good writing opportunities such as detailed writing about the environment in their accounts of what it means to be an ECO school.

60. Although science is not included as a major focus in the school improvement plan for the immediate future, the headteacher is aware of the need for review of the curriculum and how it is taught and plans are in place for that review. Environmental education is a strength of the school and pupils gain much understanding of scientific aspects of that through ECO activities, such as the past study of waste management and the weekly ecology club.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teaching assistant provides good support for colleagues and pupils.
- Pupils with special educational needs use a range of software which helps them to make good progress in their learning.
- Good progress has been made in developing the control, monitoring and modelling aspects of information and communication technology.
- The use of information and communication technology as an aid to learning is not as well developed in the arts and humanities as it is in literacy and mathematics.

Commentary

61. By the end of Year 6, standards are in line with those found in other schools and pupils are achieving well. Although individual pupils were occasionally seen using computers in the infant class, there is insufficient evidence to make a judgement about standards by the end of Year 2.
62. The new four-year rolling programme for the juniors, based on national guidelines, now includes aspects of the subject that were missing at the time of the previous inspection, namely control, monitoring and modelling. The range of work seen in control and monitoring has improved. Pupils in Year 3 successfully program a Roamer, a small robot, to find a way through a maze. All pupils produce line graphs to record results and use sensing equipment to record the rate that temperature of liquids decreased during a science investigation. In the juniors were very enthusiastic about their project to write a program to control lights on their sea monsters, so these could 'speak' to each other. Work such as this suggests that there is now a satisfactory range of work in control and monitoring and, by the time the pupils leave Year 6, standards are in line with national expectations in these areas.
63. In the infants, pupils are confident when taking photographs with a digital camera, and past work has stimulated some interesting descriptive writing about their school environment. Older pupils in the juniors use information and communication technology to present information in different ways, for example, when they write reports or produce a 'Visitor's Guide to St Mawes'. The latter is a high quality production.
64. Infant pupils use the Internet independently to locate information needed for a science topic and a search engine to find photographs of evacuees for their history topic. Most use e-mail. There is some evidence to show that pupils have used a scanner to illustrate their work.
65. Pupils with special educational needs are supported very well by some of the programs, such as those which both reinforce mathematical concepts and assess pupils' mathematical understanding.
66. Although no direct teaching of information and communication technology was seen, an information and communication technology projector was used during a mathematics lesson in the juniors so that pupils could enter their records on a spreadsheet in order to create a record file. The teacher demonstrated good subject knowledge and pupils were able to enter their personal details easily. However, on this occasion the use of information and communication

technology added little to the pupils' mathematical understanding because there was insufficient time to interrogate the record.

67. Information and communication technology is a current priority for improvement for the school. Two members of staff share responsibility for this. One is the headteacher who provides a clear direction for the subject and has ensured that provision has been improved and extended to meet curriculum requirements in both classes by identifying links between information and communication technology and other subjects and purchasing resources to facilitate this. There are plans to update the school's website with pupils and to continue to increase the skills of all staff. A teaching assistant makes a good contribution to subject management. Her role is to install new software, liaise with the information and communication technology technician, support colleagues and ensure that pupils with special educational needs complete their support programs. She has very good knowledge which supports learning for both the pupils and staff. The school's policy for information and communication technology is more detailed than at the time of the last inspection, but fails to include statements about the use of information and communication technology across the curriculum, arrangements for the assessment of progress in the Foundation Stage and arrangements for reporting experiences or progress appropriately at the end of Years 2 and 6.

Information and communication technology across the curriculum

68. There is considerable evidence to show that information and communication technology is used well to support literacy and mathematics. Work in other subjects, such as art, music, science and design technology, has begun to improve. In music, for example, pupils in Years 3 and 4 have worked with a visiting teacher on a music project investigating use of computers for composition and keyboard performance.

HUMANITIES

No lessons were seen in **religious education or geography** and, therefore, no definitive judgements can be made about the overall quality of provision.

69. In **religious education**, lessons are planned based upon Cornwall's agreed syllabus. In the infants, pupils follow a two-year programme so that during the time they are in the class they will learn about religious people, festivals, places, special books and special people. In the juniors, pupils follow a four-year programme which is designed to teach them about Christianity and other major world religions. The timetable shows that the whole school gathers together at some time every day for a daily act of worship. In an assembly during the inspection week, which was led by the local vicar, pupils listened attentively and were able to understand the Lenten significance of the ash cross to those of Christian faith. The majority of pupils were able to reflect in a mature way during a time of prayer.
70. A study of the small sample of work by pupils in Year 2 shows that through their story writing they are beginning to develop some understanding of religious ideas through the Bible stories they know. Through their writing, they also describe, with great conviction, their personal feelings about people who are important to them, as in for example, 'My mum is my pride and joy'. They have opportunities to take part in celebrating Christian festivals, through nativity plays, Easter activities, and harvest festival services, often using the local church on these occasions. In the junior class, the pupils' written prayers show awareness of the conventions of Christian prayer, such as giving thanks and asking forgiveness and help. They use appropriately reverent language. They have opportunities to express their own views about what would be important to them in religious ceremonies such as marriage. The attractive displays of work around the school show that pupils have studied and compared significant Christian and non-Christian buildings and represented these in their art work. Pupils' learning about Judaism was enriched by a visiting member of the Jewish faith groups who was able to explain about the Torah.
71. In **geography**, it is evident from the whole school overview, from discussions with staff and from sampling a few of the pupils' work books, that geography is taught regularly through a series of topics, designed to link in as much as possible with other subjects. For example, in the juniors when pupils were taking part in the 'Learning through Landscapes' topic, they used

their mathematical skills to draw plans of the area. Although the topic-based scheme offers a broad range of work and opportunities for pupils to develop knowledge as they progress through the school, the planning does not indicate which skills are to be developed. Staff are aware of this and there are clear plans to address this shortfall.

72. Examples of previous work indicate that infant pupils have some knowledge of the features of Norway through the travels of Barnaby Bear. In the juniors, pupils learn how life is in a different country because they exchange letters with pupils of a similar age in a primary school in Ghana. Activities such as these have helped pupils to develop a greater understanding of world cultures, which is an improvement since the last inspection.
73. A particularly strong feature is the work the school does to promote a sense of responsibility for, and pleasure in, the environment. Their work has received recognition, for example by being re-awarded ECO status in 2002, and a 'Learning through Landscapes' award in 2003.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is imaginative and interesting and promotes lively discussions and good achievement.
- Artefacts, displays, visits and visitors stimulate high levels of interest for all pupils.
- Pupils in Years 1 and 2 are not given sufficient guidance to develop their oral literacy skills when they investigate artefacts.

Commentary

74. Standards in history throughout the school are in line with those expected from pupils of a similar age. By the end of Year 6, achievement by all pupils, including those with special educational needs, is good because of imaginative and interesting teaching which encourages all pupils to make good progress in their learning.
75. In the infants, pupils were able to recall enthusiastically some of the artefacts they had seen when visiting a museum recently. Their enthusiasm was further inspired in a lesson in which the teacher showed a box of toys from the past, that she had borrowed from the museum. Older pupils knew why these toys were not made of plastic and a pupil in Year 2 was able to identify that a lead soldier was of similar material to the lead flashing in roofs. As the toys were passed around, another pupil in Year 2 remarked that the stuffing inside a teddy was probably sawdust. As the teacher handed out cards with some descriptive words, such as 'faded' and 'painted', the pupils were able to place them appropriately next to the toys they best described. All pupils recorded and classified the toys by drawing them and some tried to label them. Some pupils in Years 1 and 2 were able to describe some generic characteristics of old toys, such as being chipped, or broken, but found it difficult to talk about what was historically relevant about the toys seen that lesson.
76. Samples of pupils work in the juniors show that they present their evidence in a variety of ways, through, for example, maps, reports, graphs, drawings and posters. Much work is completed on worksheets, or copied. As a result, in comparison to pupils of a similar age, there are fewer opportunities for pupils to organise their own thoughts and write independently. Where pupils have written independently, their work shows that standards achieved are typical of those expected for different age groups in the class. For example, pupils of average and higher ability in Year 6 use dates accurately in their writing. They use their knowledge and factual understanding perceptively to describe how people lived during the Second World War.
77. In the junior class, the focus for the week of the inspection was Britain in the 1970's. Each morning, pupils would arrive to a background of 1970's music and could if they wish dress up in the style of the 1970's. Pupils learned about the time when the country changed from pounds, shillings and pence to the decimal system of today. Through careful teaching of the values of different coins and tasks to help them convert 'old' money to 'new' money, they could, through

their teacher's skilful questioning and good support, begin to understand how difficult the change must have been for old people. Their lively discussions enabled them to begin to think about the challenges that lie ahead if the Euro is adopted. The local MP will be visiting the school in March to help pupils debate this scenario. The teacher's good planning ensured that pupils of all ages, including those with special educational needs, achieved well in this lesson.

78. Teaching is satisfactory in the infant class and good in the juniors. Teachers' long term planning shows that the required programmes of study are taught and that learning opportunities are extended well by educational visits, the contributions from visitors to school and good use of artefacts. Lesson plans for juniors are very detailed with tasks carefully matched to the different ages and abilities of the pupils.
79. History plays an important part of the curriculum at St Mawes, as it is seen as a medium for the development of literacy and numeracy skills. Teachers ensure that links with other curriculum areas, such as personal, social, health education and citizenship, and information and communication technology, are sound.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

As very few lessons were observed in **art and design, design and technology and music**, no definitive judgements can be made about provision. However, the evidence of pupils' work and the high quality of the broad range of learning opportunities provided, indicate that this area of the curriculum is a significant strength and that the school's work has earned it a high status within the local educational community.

80. In **art and design** the work of all pupils of all ages, including those with special educational needs, is above the standards typically found in other schools. This is an improvement on the last inspection in the case of the infants. In Years 1 and 2, pupils demonstrate a strong sense of pattern, good control of line and colour in sketches and paintings, and a well-developed ability to create imaginative artwork with different materials. They enjoy a very wide range of learning opportunities within school and beyond. A visit to the Tate at St Ives stimulated pupils' use of coloured acetate to create stained glass windows in the style of Patrick Heron. The local beach has been the site of large and small sculptures using sand, shells and other materials. Pupils' printing skills are put to good, practical use, for example in the production of hand-made Christmas wrapping paper.
81. This exciting breadth of learning opportunities is maintained for the pupils in the juniors, whose creativity and technical expertise is often exceptional. The products of their experiences are appreciated by a wide audience, whether displayed locally or further afield, as in the case of that resulting from work with the artist Anthony Frost. This was involvement in an 'Art in the Garden' project at Trebah Gardens that led to gallery display of pupils' work. Artwork is frequently linked to work in other subjects. For example, a history link stimulated carefully designed two-dimensional Greek vases and a workshop on Greece at Truro museum was the main stimulus for this. Discussion in religious education prompted very imaginative and thought-provoking 'Images of Heaven'. Characterisation in literacy was interpreted well in full-face and profile portraits. In all cases, high quality work indicated that not only teachers, but also the pupils themselves have high expectations of the standard of which they are capable. The evidence is extensive and the school's achievements are acknowledged by the grants and awards that it attracts. Such success enables the school to submit its application for 'Artsmark Gold' status with considerable confidence.
82. In **design and technology**, pupils apply their art and design techniques to good effect to make and decorate products to a high standard. However, while finished products exceed expected standards at the end of Years 2 and 6, standards in other aspects of the subject are not as high. Pupils do not, for example, have enough experience of evaluating their work to decide what works well and what might be improved. There is more evidence of infants learning about and recording the design process than juniors. For example, in Year 2 pupils have recorded the development of their design ideas for puppets in separate stages. They list the materials to be used in the making of products such as Christmas cards. The few examples of design by juniors lack such detail and are not labelled. The school's ECO work has been an effective

starting point for recent junior projects. For example, a range of products made from recyclable materials, such as an 'ECO-friendly' bag, glove puppets, badges and bean bags confirm both good making skills and environmental awareness. There has been good use of information and communication technology with initial designs being computer-generated. Teaching and learning, in the one lesson observed in the juniors, were satisfactory. The learning to be achieved was explained clearly. Materials had been pre-selected and prepared by the teacher, leaving little opportunity for decision-making and choice by the pupils themselves. Pupils worked conscientiously and enjoyed the task of using a lever to create movement in a model, which also had to light up.

83. One **music** lesson was observed, in the infant class, but there is insufficient evidence to make an overall judgement about provision in general or about pupils' standards and achievement. The satisfactory teaching and learning observed provided good opportunities for pupils in the infants to explore the sounds made by a wide range of percussion instruments. Pupils worked well in pairs and gave a wide, imaginative range of ideas about the sounds in the environment that they were reminded of when an instrument was played. Several tape recorded performances of pupils in the juniors playing their own compositions illustrated that they are interpreting themes creatively and with good performance skills. The soundtracks composed to accompany a short film extract captured the mood convincingly. The waste management project was imaginatively used as stimulus for pupils to create sound pictures of, for example, metal and glass re-cycling. The opportunities for pupils to learn to play an instrument include flute and recorder lessons by visiting specialist teachers and additional recorder tuition by school staff. These instrumentalists and other pupils perform regularly as accompanists in school assemblies, as when pupils in Year 2 played shakers. The good links with the local secondary school that are having good impact on arts provision in general include an opportunity to listen to that school's Samba Band and to attend musical workshops at the school.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- A broad school curriculum is supplemented by a good range of additional opportunities.
- Good use is made of the expertise of both visiting and school-based teachers.
- Pupils have good understanding of the importance of health-related exercise.
- Parents and other volunteers make a good contribution to the sporting life of the school.

Commentary

84. The school promotes physical education strongly. In its attempts to compensate for its physical isolation from other schools and its small number of pupils, every effort is made to extend learning opportunities by developing initiatives with other schools and ensuring that there is good involvement in tournaments and other competitions in a wide variety of sports. The athletics lessons taught during the inspection encapsulate all of the strengths listed above. The good teaching, to both infants and juniors, by the visiting school sport co-ordinator from a local college, promoted enthusiasm, skill development and a good appreciation of the effects of exercise on the body. Pupils' standards, by the end of Years 2 and 6, match those found in this area of activity in other schools.
85. Discussions with staff and feedback from parents confirm the very good impact of the specialist expertise in dance of the part-time teacher at the school. Planning indicates a well-structured programme and the provision of very good learning opportunities linking music and dance. The external facilities of a good-sized playground area and the school field enable a wide games programme to be taught. Pupils also make good use of the playground for self-initiated games and skill practice at lunchtimes. They organise the distribution of games equipment in the 'Huff and Puff' scheme and pupils of all ages regularly take advantage of this opportunity. The high level of pupil responsibility contributes well to their social development. Older pupils also have responsibility for leading the daily 'Wake and Shake' exercise programme that is held at the

start of each school day. In groups of two or three, Year 5 and 6 pupils who have been trained to do so, lead a short, sharp exercise routine that a good number of pupils, some staff and on one occasion a visiting school inspector find vigorous and enjoyable.

86. To further extend pupils' appreciation of the benefits of exercise, teachers, governors and parents all contribute to a broad extra-curricular programme. During the inspection, the good impact of governors on football and netball training was noted. Levels of attendance at clubs are very good. The breadth of learning opportunities now provided and the raised status of physical education and sport indicate a good improvement in provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils respond very positively to the good support and guidance from staff, especially in whole-class situations.
- Relationships between all adults and pupils are very good.
- The school's environmental education work makes an outstanding contribution to pupils' development.
- The school's involvement with other schools and communities ensures there are many opportunities to enrich learning and social development.
- Pupils have good opportunities to lead and manage aspects of school life.
- A few pupils have unsatisfactory attitudes to learning and managing their behaviour when working together in a small group.

Commentary

87. The school has a very caring family ethos. Adults and pupils work very well together while older pupils demonstrate a high level of care for younger members of the school. In recent years the numbers of pupils with behavioural, social and emotional difficulties has increased. These pupils respond very positively to the good range of strategies the school has in place to support them, especially in whole class situations, and these have good impact on the pupils' personal development.
88. In the reception class, good support and guidance has resulted in pupils developing good social skills when they are listening to their teacher, working at their tasks or playing with each other. In Year 3, where a personal, social, health education and citizenship lesson was seen, pupils used booklets from the sponsored scheme 'Young Enterprise 2003' to learn about the importance of service workers, such as the police, the lollipop lady and the road-sweeper in the community. They quickly understood that it is the government who 'pays them', and completed a simple matching task with ease before taking part in a game designed to teach them how and why workers pay taxes. Their level of understanding about features of a community is in line with pupils of a similar age, although some pupils' responses to questions and their attitudes to work were unsatisfactory. Despite being in a small group, on this occasion some pupils found it difficult to listen carefully to others and to contribute thoughtfully. The teaching assistant's very good assessment of pupils' behaviour and attitudes towards these lessons reflects the need for continued efforts to improve attitudes to learning of some pupils in Year 3.
89. The school gives opportunities for pupils to lead and manage aspects of school life. For example, in the juniors pupils take responsibility for organising other pupils' activities, such as borrowing games equipment during the lunchtime break and help to lead the early morning 'Wake and Shake' exercise routine. On other occasions, such as playtimes, older pupils often help younger pupils by playing with them or helping to solve minor disagreements.
90. The development of good personal, social and health education and citizenship skills is a very important part of the school's work. The school's policy meets statutory requirements for sex and relationships education and drugs education. There is a rigorous scheme of work with plentiful resources. The headteacher and her staff provide good role models in their day-to-day

activities. However, most striking is the school's ECO work which makes an outstanding contribution towards the development of social skills and citizenship. Pupils have been given opportunities to improve their school and community grounds and in doing so work with other pupils and adults on exciting and innovative projects. Despite the lack of space, the school has a strong commitment to recycling and is developing positive approaches to a range of environmental issues such as beach cleaning and tree planting. Since the last inspection, when cultural development was relatively weak, the school has responded very well by developing links with, for example, a school in Ghana, becoming involved in the 'Rights Living' project so pupils can learn about fair trade and sustainable development in under-developed countries. These, together with the 'Young Enterprise programme, provide pupils with some real insight into the world of work, showing good improvement since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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