

## **INSPECTION REPORT**

### **CALLINGTON PRIMARY SCHOOL**

Callington

LEA area: Cornwall

Unique reference number: 111950

Headteacher: Mrs J Poole

Lead inspector: Mr M Burghart

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> June 2005

Inspection number: 266549

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior  
School category: Community  
Age range of pupils: 3 – 11  
Gender of pupils: Mixed  
Number on roll: 434

School address: 24 Saltash Rd  
Callington  
Cornwall  
Postcode: PL17 7EF

Telephone number: 01579 382233  
Fax number: 01579 384647

Appropriate authority: The Governing Body  
Name of chair of governors: Rev B Brown

Date of previous inspection: May 1999

## CHARACTERISTICS OF THE SCHOOL

This is a large community primary school which draws pupils from a wide range of backgrounds. The school building is a mix of the old grammar school, more modern accommodation, and a variety of temporary rooms. The school field is a short walk away, but use is made of the adjacent town cricket field for physical education activities. There are 434 on roll including 44 children who attend the maintained nursery part time. There are 14 classes in the main school all containing pupils from single age groups. The school has a slightly above average proportion of pupils with special educational needs including six with statements as defined by the DfES Code of Practice, but this varies from year group to year group. No pupils require extra help for having English as an additional language. The proportion of pupils joining or leaving at times other than in reception or from Year 6 is above average. The proportion of pupils eligible for free school meals is below average. The attainment of children on entry to education varies year on year but overall in the last two years has been slightly below average. The school holds the 'Investor in People' award, received an Activemark in 2004 for initiatives in physical education, and qualified for an FA Charter Mark in the same year. During the inspection the special needs teacher was on maternity leave and the literacy co-ordinator was on long term sick leave. Both posts were covered by temporary staff on short term contracts. Staff turnover has been high in the last three years. Four teachers are currently in their first year of teaching.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, Information and communication technology, Physical education, Personal, social and health education.
9487	Dr F Hurd	Lay inspector	
20671	Mr J Palethorpe	Team inspector	Science, Music, French, Special educational needs,
22578	Mr D G Jones	Team inspector	English, Art, Design and technology.
32296	Mr W James	Team inspector	Mathematics, Geography, History Religious education.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school gives pupils an overall satisfactory quality of education. Staff and governors know there is more to do to raise standards and there is a positive commitment to achieve this. The school takes good care of pupils. Pupils and staff usually get on well together and behaviour is good. All things considered the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, maths, science and information and communication technology (ICT) are below the national average at the end of Year 2 and there is evidence that, although pupils do make progress, some of the more able underachieve.
- At the end of Year 6 standards are below average in science.
- Assessment data is not used effectively enough to bring about improvements in standards.
- Provision for the Foundation Stage is good, and in the nursery very good.
- Pupils show positive attitudes and usually behave well.
- Provision for special educational needs is good.
- There are very good links with other schools.

The school has made satisfactory improvement overall since the last inspection with good features in the much better organisation and effectiveness of governors, more effective school development planning, significant improvements to accommodation, resources and facilities for ICT, and the move from unsatisfactory elements of the Foundation Stage to now good provision. The management of behaviour is better than in 1999, but academic standards as measured by national assessments are down on the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	E	B
Mathematics	E	D	D	A
Science	E	E	C	A

*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.*

The table shows the school's performance was below average in English and maths in 2004 but that the school did very well against similar schools. Early indications are of slight improvement in these subjects this year. Results of national assessments for Year 2 have shown the school to be well below the national average in reading, writing and maths for a number of years with trends of improvement below the national profile. From slightly below average attainment when they first start school children make good progress in the Foundation Stage to meet most of the early learning goals by the start of Year 1. However, despite some small improvements this year, standards for seven year olds remain stubbornly below average in reading, writing, maths and science. Progress in Years 1 and 2 is below expectations. It is possible to judge that more able pupils have underachieved over a period of years, most notably (but not exclusively) by the end of Year 2. Work seen during

the inspection in lessons and in books was generally average in Years 3 to 6, but below this in Years 1 and 2. Standards are in line with what is expected nationally in ICT when pupils leave the school but are below expectations at the end of Year 2. Standards are consistent with the expectations of the locally agreed syllabus in religious education. In art, geography and history pupils' attainment matches national expectations. Due to a lack of sufficient evidence it was not possible to make judgements in design and technology, music or physical education. Pupils' personal development is good, as is behaviour. There are strengths in moral, social and cultural development. Attendance has been improved this year and is now satisfactory.

## **QUALITY OF EDUCATION**

The overall standard of education provided is satisfactory. Teaching, which has suffered from some uncertainties with staff illness over the last two years, is satisfactory with strengths for example in the Nursery, Foundation Stage and French. However, there are some weaknesses in how effectively work is set to ensure potentially higher attainers are fully challenged, and in how data from assessments is used to bring about improvements. This has been most notable (but not exclusively) in Years 1 and 2. Provision in the Foundation Stage and throughout the school to support pupils with special educational needs is good. Teaching assistants make a good contribution to teaching and learning. The school continues to take good care of pupils and provides good accommodation and a good learning environment. Links with parents are judged satisfactory and good with the community. Links with other schools, and particularly the local sports college, are very good.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. There are strengths in the head's improved management of school development planning, how behaviour is successfully managed, special educational needs, and the leadership and co-ordination of the Foundation Stage. There is more to do to further improve the monitoring and analysing roles of some subject co-ordinators, but senior staff give the school positive support. The governance of the school is much improved. Although presently satisfactory there are very good features in the work of the chair and vice chair. The chairman's strong determination to get the right people into the various roles of the governing body is paying dividends. Governors have a good awareness of the school's strengths and weaknesses and have a strong commitment to address these. Financial management is good, but the school's overall value for money is satisfactory. This is a lesser judgement than in 1999 which reflects the fall in standards.

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

Most parents have positive views of the school. They particularly like induction arrangements and how pupils are encouraged to be independent and mature. Areas of parental concern include how well the school seeks and acts upon suggestions, behaviour, some aspects of leadership and management, and the use of supply teachers. Pupils are happy with the school. They especially like extracurricular activities and feel that they have someone to turn to if they have a problem.

## **IMPROVEMENTS NEEDED**

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

- Raise standards as measured by national assessments, ensuring that pupils do not underachieve especially (but not exclusively) more able pupils in Years 1 and 2.
- Develop, as intended, the monitoring role of key stage and subject co-ordinators to make more effective use of assessment data to bring about improvements.
- Improve still further the quality of teaching to ensure that pupils of all abilities are appropriately challenged in all lessons.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are below average in core subjects at the end of Year 2, but are mostly in line with the national average at the end of Year 6. Pupils achieve well in the Foundation Stage, but some pupils, particularly those of higher ability are underachieving in Years 1 and 2. However, in Years 3 to 6, most pupils are achieving satisfactorily. Throughout the school pupils with special educational needs achieve well.

#### Main strengths and weaknesses

- Children in the Nursery and reception classes achieve well.
- At the end of Year 2 national assessments show standards to be below the national averages in reading and writing, and well below in mathematics.
- At the end of Year 6, national test results in 2004 showed standards to be well below average in English, below average in mathematics, but in line with the national average in science.
- Year 6 pupils achieve very well when compared with their results when they were in Year 2.
- In writing, a good number of Year 2 pupils reach the higher level 3.
- In science, a good number of Year 6 pupils reach the higher level 5.
- Pupils with special educational needs achieve well.
- Standards are above average in Year 6 for French, as well as in personal, social and health education.

#### Commentary

1. Children in the Nursery make good progress, especially in personal, social, and emotional development. Throughout the Foundation Stage children make good progress to reach most of the early learning goals expected of this age group. The exception to this is in communication, language and literacy skills where children who start their education below average do not achieve the goals in writing before joining Year 1.

#### **Standards in national assessments at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	14.9 (14.4)	15.8 (15.7)
Writing	14.0 (12.7)	14.6 (14.6)
Mathematics	15.0 (14.4)	16.2 (16.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.6 (23.9)	26.9 (26.8)
Mathematics	26.5 (26.0)	27.0 (26.8)
Science	29.3 (26.7)	28.6 (28.6)

2. Results of national assessments in 2004 for pupils at the end of Year 2 showed an improvement on the previous year's performance, but still remained below the national average with the exception of writing which was average. A major factor of low standards is the smaller than average proportion of pupils achieving the higher level 3. Trends have been slightly upward in the last few years and are broadly in line with national trends. Standards seen during the inspection in writing, maths and science were below average, but reading was average. Number work in mathematics is stronger than other aspects of maths, and throughout the school handwriting is a weakness.

3. Achievement in Years 1 and 2 is satisfactory for pupils with average ability. For pupils with special educational needs, who receive good provision, achievement is good. Higher ability pupils, for whom there is often insufficiently challenging work, are underachieving. Standards and achievement in ICT are below national expectations at the end of Year 2.

4. Results of national tests in 2004 for pupils at the end of Year 6 showed science to be average, mathematics to be below average, and English to be well below average when compared with all schools nationally. However, when the results are compared with this year group's performance at the end of Year 2, pupils have achieved very well and many have made very good progress. In spite of standards in English, maths and science having been improved on the previous year, the school's trend has been below the national trend.

5. Standards for Year 6 seen during the inspection were average in English (although there were, as the school predicted, some weaknesses in writing), and maths. Standards in science are below average, largely because of pupils' lack of experience in scientific enquiry. The school is addressing this aspect, but it will take a time to filter through to improved results.

6. Throughout the school pupils with special educational needs achieve well. Indeed, school statistics show that they are improving at a faster rate than other pupils.

7. Standards are in line with the expectations of the locally agreed syllabus in religious education. Across the school pupils' attainment is in line with national expectations in art, geography and history. There was insufficient evidence for judgements to be made in music (although singing is good), physical education, and design and technology.

8. In French, where pupils have specialist teaching, and in personal, social and health education, standards are good being better than national expectations at the end of Year 6.

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

Pupils have good attitudes and behaviour. Their spiritual, moral, social and cultural development is good overall. Punctuality and attendance are improved to satisfactory.

### **Main strengths and weaknesses**

- Attendance has improved because of the school's very good efforts to promote and monitor it.
- Pupils have a very good understanding of the difference between right and wrong, which manifests itself in their behaviour.

- Overall, the school's efforts to stimulate learning are satisfactory, although they are much better than this in some classes.

## Commentary

9. Attendance is in line with national averages. Many parents have working lives which make it hard for them to avoid taking holidays in term time, but the school has worked hard to emphasise the importance of regular attendance. Most parents conscientiously inform the school about absences, and any unexplained ones are followed up on the day they occur. Patterns of attendance and punctuality are electronically monitored and analysed. The completion of registers now fulfils statutory requirements, an improvement from the last inspection.

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

Authorised absence		Unauthorised absence	
School data	5.1	School data	0
National data	5.4	National data	0.5

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

### Ethnic background of pupils

Categories used in the Annual School Census
White – British

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
407	15	0

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

10. Exclusions relate to a very small minority of pupils. The vast majority are friendly, well behaved, and welcoming to visitors. Pupils expect to enjoy their lessons, and they remain compliant even when their work is too easy or too difficult. They are well behaved in assemblies and when moving around the school. The zoning of the playground for different activities works well and no unsatisfactory behaviour was observed. Pupils collaborate well, and in several classes held thoughtful discussions with the encouragement of their teachers, even though they sometimes found it difficult to express themselves. Relationships between pupils and adults, and amongst pupils themselves, are generally good and sometimes very much better. The school council has undertaken charitable fundraising and works hard to convey the views of the older year groups it represents.

11. The school has high expectations of behaviour which are well understood by all pupils, and very little time needs to be spent on managing behaviour in class. This is a significant improvement since the last inspection. Pupils were confident that when bullying or any form of harassment occurs the school would deal with it quickly and effectively. Assemblies generally fulfil the statutory requirements as acts of worship and make a good contribution to pupils' moral, social and cultural development. Off-site visits and visitors into school, including performance artists, make a good contribution to cultural development. Social development and maturity are aided by a residential visit for Year 4, and a trip to France for Year 6 pupils. Pupils' spiritual development is satisfactory: there are some planned opportunities for pupils to reflect on important issues and to be amazed and excited by the wonders of the world in some assemblies and some lessons. The various musical opportunities available benefit pupils' spiritual and cultural development. The School Library

Service provides a good range of books reflecting different cultures and faiths, and the school's link with Tanzania provides a valuable insight into a different way of life.

12. Pupils with special educational needs are keen and enthusiastic about their work whether they are withdrawn for extra help, or working in class. They co-operate well with their peers when working in pairs or small groups.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education.

### **Teaching and learning**

Teaching and learning are satisfactory overall.

### **Main strengths and weaknesses**

- Teaching is very good in the Nursery and frequently good in reception.
- Assessment information is not used sufficiently effectively in raising standards.
- Pupils are not always sufficiently challenged because work is too seldom set for different ability levels.
- Special educational needs teaching and support are good.
- Teaching assistants make a good contribution to teaching and learning.
- French is well taught.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 59 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (7%)	25 (42%)	28 (48%)	2 (3%)	0	0

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

13. The table shows that most of the lessons observed were effectively taught. The judgement that teaching is satisfactory overall is drawn from: work seen in lessons; school planning and records; scrutiny of pupils' work; discussions with pupils to establish what they know, understand and can do; and reference made to standards as measured by national assessments. Evidence confirms that because teaching too often focuses on the same work for all abilities some more able pupils have been insufficiently challenged. This has had a serious impact on standards and has led to underachievement especially (but not exclusively) in Years 1 and 2.

14. All teachers were observed unannounced on a variety of occasions by a variety of inspectors. Thirteen teachers had good lessons and three very good. The satisfactory lessons were spread amongst twelve teachers. In the best lessons pupils learnt well and made good progress because of the teacher. For example in a very good Year 4 English lesson on persuasive writing pupils were inspired by the teacher's enthusiasm and skilful management of discussion, and made very good progress in speaking, listening and writing.

15. Strengths in teaching which invariably lead to good learning and progress include:

- Good questioning from teachers and assistants which makes pupils think;
- Good work by staff to help those pupils with special educational needs to reach their potential. This results in good and sometimes very good progress and much enhanced self confidence;
- Good, and much improved, behaviour management which has successfully overcome what was becoming a problem for the school;
- Good relationships which mean pupils trust staff and are not afraid to make mistakes and learn from them;
- Improved use of ICT to support other subjects.

16. Observations show that teaching in the Nursery has been significantly improved since the last inspection from unsatisfactory to very good. There is very good consideration of learning through play and a strong commitment to personal, social and emotional development which is proving very effective. Teaching in reception is often good and helps children to make good progress. French teaching, which is not compulsory in the primary school, is good with pupils achieving above expectations as a result.

17. The special educational needs teacher was not in school during the inspection. However, the support given to special educational needs pupils by class teachers and teaching assistants is good. Pupils who have special needs are identified early through testing and screening processes. Individual Education Plans are formed, setting short term targets. Specific work is then set to help the pupils achieve these targets. Plans for pupils with behavioural difficulties work in a similar way. Targets are reviewed regularly and effective records are kept. Adults know the pupils well and have built good relationships with them. Pupils are therefore happy and keen to learn, and this is a contributory factor to their good progress.

18. Aspects still to address (some of which were raised in the last report) and which negatively affect standards and pupils' achievement feature:

- Lessons and work which do not extend higher attaining pupils enough;
- The overuse of worksheets which restricts opportunities for pupils to develop their own writing and contributes to below average standards;
- A lack of pace and interest which leaves pupils uninspired: for example in a Year 2 religious education lesson pupils were sat on the carpet for an hour listening to the teacher's complicated explanation of difficult concepts.

19. The last inspection found teaching to vary widely across the school but to be good overall. Although there is now less variation, there is much less very good teaching, and the overview is satisfactory rather than good. Before the inspection the school indicated that this would be the case which shows that senior managers (partly through increased monitoring and partly due to much more rigorous professional development procedures) have a good awareness of the quality of teaching on offer. About half the staff have changed since 1999 and presently there are two temporary teachers and four teachers in their first year of teaching. However, whilst some of the least satisfactory lessons were from those with least experience more came from some long established members of staff.

20. Successes of recent initiatives to improve aspects of teaching have included better curriculum planning: for example to make more use of ICT across the curriculum, and to improve the quality of display and develop this as a resource for learning. However, to further encourage pupils to write, more use could be made of their work in displays.

## **The curriculum**

Provision in the curriculum is satisfactory.

### **Main strengths and weaknesses**

- Provision for pupils with special educational needs (SEN) is good.
- Provision for curriculum enhancement and extracurricular activities is good.
- Provision using appropriate work for the different ability levels requires development.
- Monitoring of the curriculum by co-ordinators requires further development.
- There is an over emphasis on the use of worksheets in some year groups.
- Opportunities for writing and recording across the curriculum are too limited.

### **Commentary**

21. The school provides a satisfactory curriculum for pupils that is broad, balanced and fulfils statutory requirements. Teachers have a commitment to the development of the curriculum and are working hard to achieve this.

22. The curriculum is satisfactorily planned and the key issue of time allocation in Years 3 to 6 has now been improved and is no longer an issue for the school. However, there are too few opportunities for pupils to write and record within the current curriculum framework. As a result standards and achievement in some areas of the school are suffering and the school has identified this as an area that requires improvement. Pupils require the breadth of experience to develop their writing across the curriculum and provide them with the necessary context in which to develop their skills. This development is being hampered by the over emphasis on the use of worksheets in some curriculum areas. Opportunities for the development of writing and recording are being narrowed by their use which results in the different ability levels too often covering the same work. This prevents those more able pupils being stretched and guided to develop and enhance their skills. Evidence gathered during the inspection illustrated that greater emphasis on planning for different ability levels, particularly for more able pupils, is essential if the curriculum is to be further improved.

23. Provision for SEN pupils is good. Teachers have a developing understanding of these pupils' individual needs and learning styles. Teaching assistants are well utilised and provide good support for learning. As a result SEN pupils' learning is well managed and this has a good impact on their achievement. Provision for inclusion within the curriculum is good, but greater provision for more able pupils is required. On some occasions SEN pupils are provided with different worksheets to enable them to be included. On other occasions, they have the same work, but are given extra support by the teacher or teaching assistant. Occasionally, they are withdrawn in small groups. In these sessions pupils work on specific skills that will benefit them when they are working in class. There are various initiatives in place to provide pupils with extra support in English and mathematics.

24. The school has a sound sex education policy and sex education is taught in all year groups with particular emphasis in Years 5 and 6.

25. Provision for curriculum enhancement is good. The school has a commitment to enhancing the experience of its pupils. This is illustrated by its teaching of a modern foreign language (French), its commitment to focused days (for example: The Environment and Europe) and its participation within the local community. There is a good range of activities for pupils outside the school day; about 60 per cent of pupils attend one of the lunchtime or

after school clubs. Evidence from the inspection illustrates that the provision for homework is satisfactory, pupils understand what is expected of them and they believe that the balance and expectation are about right.

26. The school's accommodation is good. For example pupils benefit from a library, an ICT suite and a music room. The school grounds are used effectively and these are incorporated into the curriculum whenever possible. Resources are good and teachers make appropriate use of them during lessons.

27. The school has identified further development of the role of subject co-ordinators to take more formal responsibility for monitoring their subjects with an emphasis on the improvement of standards and achievement. The school has recently started this process and this is set to remain a focus for the development of the curriculum in the future.

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

Provision for pupils' care, guidance and support is good overall, and very good in the Foundation Stage classes. The provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Procedures to ensure pupils work in a safe and healthy environment are satisfactory.
- Pupils have a good and trusting relationship with at least one adult in the school.
- Induction arrangements are good in the Foundation Stage classes and satisfactory for other age groups.

### **Commentary**

28. Governors and staff are concerned to ensure the safety and well-being of all who work in the school community. The site is regularly checked, potential hazards identified, and appropriate action taken. There is a rolling programme of first aid training to ensure sufficient coverage at all times, and the child protection liaison officer gives training to all new members of staff. Appropriate risk assessments are carried out whenever necessary. All equipment is regularly checked by qualified contractors. Some points related to health and safety have been drawn to the attention of the governing body.

29. Staff know their pupils very well, and offer them caring personal support. Pupils with special needs are quickly identified and given appropriate support, which is reflected in the good progress they make. Some higher ability pupils are not given enough challenge to enable them to reach the standards of which they are capable. Assessment data is not analysed with sufficient rigour to enable the school always to identify pupils' strengths and weaknesses accurately across the curriculum and thus offer them appropriately targeted academic support. Several teachers have systems whereby pupils can indicate that they would like to discuss an idea or a personal issue in private, and pupils know that the headteacher is always available if they want to consult her.

30. The school took part in an exercise to gauge the views of Years 3 to 6 pupils, organised by their local learning network, and has used the answers to make changes in provision for next year. The school council represents only pupils from Years 3 to 6 and as

yet it has not developed into a significant force in the management of the school, although it has undertaken charitable fundraising.

31. Children and parents joining the Nursery and reception classes are given a good range of information and are welcomed to several special events. Children join their future classmates on several visits before they join the school, and Foundation Stage staff visit them at home. Pupils who join older classes are given a tour of the school, and have special 'buddies' who help them settle in.

32. The school works very effectively with a number of outside agencies in an effort to give the best support to pupils with special needs. For example, there are regular contacts with the educational psychologist, speech and language specialist, occupational therapist, behaviour support network, family health consultants, and many more.

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

Links with other schools and colleges are very good. Links with the community are good. Links with parents are satisfactory.

### **Main strengths and weaknesses**

- Procedures to ensure satisfaction and deal with complaints or concerns are good.
- The information provided for parents is satisfactory overall, that provided for parents of children in the Foundation Stage classes is good.

### **Commentary**

33. Many benefits are derived from close links with Callington Community College including co-operation over the visit to France, a variety of physical education opportunities, 'taster' musical education, and other opportunities for Years 5 and 6 pupils. Two sixth form students are associate governors. Both schools belong to the local learning network which organises much shared staff training and musical and sporting events for pupils. The use of a common website enables staff to share expertise.

34. The school plays a significant role in its local community, which has its own representative on the governing board. Staff from a local food manufacturing company have helped with hearing reading, and redecorated the Nursery and reception outdoor area. Other firms donate materials and expertise. Local people attend school musical events, including the Callington Musical Festival, which it organises. A mother and toddler group meets at the school. The school has well established links with a French school, and another in Tanzania. It celebrates Europe Day annually.

35. Nearly half the parent body responded to the Ofsted pre-inspection questionnaire. They felt their children enjoy school, and that the school expects them to try their best, views confirmed by the inspection. The inspection does not confirm parents' views that pupils always make good progress. Over 20 per cent of parents were concerned about bullying and its management. The inspection found that when bullying occurs, pupils report it to staff who manage it effectively. Over 20 per cent of parents felt that the school does not take their views into consideration sufficiently. The school does consult parents on specific issues but has no regular system of consultation. However, parents feel that staff are approachable and concerns and complaints are dealt with efficiently and speedily. They are invited to class assemblies and special events.



36. Weekly newsletters are informative about school and local events. Each class provides termly curriculum information, which varies in content and quality. The design of pupils' annual reports is good, but, as the analysis of assessment data is insufficiently developed, gradings do not always accurately represent pupil achievement. Targets are sometimes too vague in nature or inappropriate for the age group concerned. The comment on religious education generally refers more to the curriculum covered than to pupil achievement. The prospectus is well designed and fulfils statutory requirements. The governors' report which supplements the prospectus does not include a statement on school security or staff professional development.

37. Parents' support for their children's learning varies from very good to unsatisfactory but is satisfactory overall. This variation reflects difficulties caused by work patterns or personal circumstances. The parents' association is run by very few individuals but makes a valuable contribution both to the school's funds and its social life. Several parents help in class. The school has offered courses to help parents support their children's learning, but had very little response.

38. Parents of pupils with special educational needs are invited to all reviews of pupils' Individual Education Plans, and are kept informed of pupils' targets.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher and the governance of the school are both satisfactory, whilst there are good features in the head's management.

### **Main strengths and weaknesses**

- Governors are very supportive of the school and are beginning to develop their roles well. The chair and vice chair understand the strengths and weaknesses of the school very well.
- The headteacher manages the school well and leads it satisfactorily.
- The co-ordination of physical education, ICT and the Nursery are all very good, whilst the co-ordination of the Foundation Stage is good.
- The co-ordination of some other subject areas is underdeveloped.
- Behaviour management has been effectively improved since the last inspection and is now good.
- The school has improved its development planning since the last inspection.

### **Commentary**

39. Whilst leadership and management were judged as good at the last inspection, there were some weaknesses noted. Since that time the headteacher, in conjunction with the local authority, has worked hard, but in spite of their best efforts, they have not been able to lead the school into sufficiently raising standards across the full range of abilities and especially in Years 1 and 2. It is only very recently that some improvements have been noted, but these have not been enough to raise the standards of the higher attaining pupils. The same is true, to a slightly lesser degree, in Years 3 to 6 and with the same group of pupils. The school has been successful in managing provision for SEN and here pupils make good progress.

40. Governors have supported the school in its efforts to improve standards and now take a much more active role in the school. The chair and vice chair of governors have both

been very pro-active in their work in the school and now have a very good understanding of the school's strengths and weaknesses.

41. Since the last inspection, the headteacher has led her staff to real success in improving behaviour. Currently it is good overall and behaviour in lessons is well managed by both teachers and their assistants. The headteacher has led her team to improve the classroom environment, an issue noted at the last inspection. Whilst the environment is now bright and vibrant, it lacks pupils' work on display, especially work connected with aspects of literacy across the curriculum.

42. The co-ordination of physical education, ICT and the work in the Nursery are all very good. The co-ordination of the work in the Foundation Stage of education in the school is good. However, crucially in English, mathematics and science, together with other subjects on the curriculum, the co-ordination of subjects is only satisfactory and there are some weaknesses: for example in art. Recent discussions and the creation of subject files have given co-ordinators an idea of their roles and duties, but they remain underdeveloped. Subject data is readily available in English, mathematics and science. This is collected and analysed appropriately by co-ordinators, but not yet used fully effectively to secure further improvements in standards.

43. The special educational needs co-ordinator is relatively new to the post, and is still coming to terms with the job and the way that the school operates. At the moment, she relies on the headteacher, but she is attending a county run course to help prepare her for the work ahead.

44. The headteacher manages the school well on a day to day basis and has set up good procedures for performance management, the induction of staff, their professional development, and the school's contribution to initial teacher training. Her vision of an inclusive school is being put into practice well by all staff. School development planning has improved since the last inspection. All staff contribute with their own subject action plans, although the quality of these is variable. The action plan for the new co-ordinator in design and technology, for instance, is realistic and shows a real desire to make improvements to the subject. On the other hand, the action plan for art and design is more about basic maintenance than development.

45. The administrative staff give all visitors a warm welcome and fulfil their clerical and financial duties well. The budget is well managed and a large proportion of the carry forward figure is currently set aside to be used to finance the National Workload Agreement. When all things are considered the school gives satisfactory value for money. This is a lesser judgement than in the previous inspection, but this is a reflection of the lower standards and elements of underachievement noted elsewhere in this report.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	979,581
Total expenditure	937,062
Expenditure per pupil	£2164

Balances (£)	
Balance from previous year	39,702
Balance carried forward to the next	49,968

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

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

Provision in the Foundation Stage which includes Nursery and reception is **good** and much improved since the last inspection where there were serious weaknesses. Children join Nursery for morning or afternoon sessions from the age of three and begin reception in the year in which they are five. Their attainment on starting education represents a wide range but overall is slightly below average. Teaching, criticised in the last report, is now at least good with a strong contribution from teaching assistants and volunteers. Support for children with special educational needs is good and assessment is used effectively to measure and track the progress of all children.

Provision in the Nursery is very good and very much improved. There are excellent features in the way the Nursery is run and in the quality of relationships. High expectations produce very good learning and children make rapid progress, especially in their personal and emotional development. Such an improvement in provision is a credit to the school and to Nursery staff in particular.

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

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

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

- Children make very good progress in Nursery and good progress in reception because provision very effectively supports these aspects of development.

#### **Commentary**

46. Children quickly learn the routines of school because teaching and provision are very good. They appreciate the need for rules and how their actions affect others. Good examples were seen in circle time in reception and in outside play in Nursery that indicate that children readily listen to each other as well as staff and are prepared to share and take turns.

47. Learning to be aware of feelings and to express these is fundamental to children's personal development. Children respond very well to good and very good teaching. They behave well, show very positive attitudes, and demonstrate much consideration for others. Very good relationships are characteristic of the Foundation Stage and all children have someone to turn to if they have a problem.

48. The good features evident in the last report have been built upon.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children make good progress in this aspect, especially in their capacity to express themselves.

### **Commentary**

49. In response to good teaching and support children are beginning to emerge as readers and writers. By the end of reception a significant majority achieve all the learning goals in these aspects. Children learn to listen and respond well to opportunities to speak in front of the class or a group to express opinions and feelings. However, in writing for those children that start with below average communication skills, despite good progress, standards are still below expectations by the time they join Year 1.

50. Children's confidence is very successfully encouraged by the skilful way staff interact with groups and individuals. Teachers use questioning very well to prompt children to answer in full sentences and often join in role-play situations to help children enter into dialogue: for example Nursery children packing the right clothes for holidays in hot and cold regions, and reception children acting out beach activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to learn through play and hands on experience.

### **Commentary**

51. Children make good progress in counting, sorting and matching. Teaching is good and children learn to appreciate comparisons such as smaller than, greater than, lighter and heavier. There is a good mix of structured play activities and more formal teacher led sessions. For example in a good lesson on counting and identifying sequences reception children learnt first, second and third as well as the term last. This complemented work on order developed by queuing for turns on trikes in the playground.

52. Most children reach most of the early learning goals associated with number by the time they join Year 1 and are able to appreciate 'less than' and 'more than' in a move to understanding simple addition and subtraction. However, skills of reasoning and simple problem solving are less well developed and are for some children restricted by their use of language.

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

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

### **Main strengths and weaknesses**

- Children learn about themselves and how things change over time.

### **Commentary**

53. From the start of Nursery and throughout reception children are successfully encouraged to consider their own world and how things change: for example thinking about how they have grown, looking at plants, and considering the life cycle of frogs.

54. Children are introduced to using computers and by the end of reception are able to load and control simple programs: for example to match and count in maths.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There is a good range of physical activities inside and out, and resources are good.

### **Commentary**

55. Children have many opportunities to develop good physical skills both inside and outside and achievement is good. The quality of teaching is good overall and as a result most of the children are expected to exceed the early learning goals by Year 1. Outside, children confidently ride bikes and, with very good adult support from parent helpers and teaching assistants, develop ball skills well. They ride carefully around the safe outdoor place space and show a good awareness of each other. In the hall reception children are beginning to use simple apparatus appropriately and to follow instructions.

56. Fine skills such as cutting, using glue sticks and handling paint brushes and pencils are well taught and developing well. This enhances hand-eye co-ordination and lays a good foundation for manipulating writing implements. A good range of activities to encourage making skills using construction sets large and small, further develops physical skills. Children are on line to achieve learning goals in this area by the start of Year 1.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There are many planned activities which children are able to choose, and often work independently at.

### **Commentary**

57. Children achieve well and are expected to meet the early learning goals for creative development by Year 1. Children use a range of media well to create pictures of themselves and, as part of maths, in creating collages of trains to illustrate sequences. They experiment with play dough to explore texture and create shapes, rolling and cutting out. They

successfully create 'observational' paintings using textured paint, and make hand prints. Because teaching is good children develop imaginative skills well in role play areas. No music sessions were observed during the inspection, although planning clearly indicates that children have opportunities to make music. Creative development activities are often very well supported by the teaching assistants who have high expectations of attainment and behaviour and effectively mirror teachers' questioning techniques to develop children's skills and imagination.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE (FRENCH)**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Teaching is good overall in classes from Year 3 to Year 6.
- Good provision is made for pupils who have special educational needs and for those who are of lower ability.
- Achievement is unsatisfactory for a significant minority of higher ability pupils who could reach standards above those expected for their age, but who do not always do so.
- Whilst classroom environments are bright and colourful, they do not give enough space for displaying pupils' work connected with literacy across the curriculum.
- Standards are below average, notably by the time pupils reach the end of Year 2, although there have been some recent improvements.
- The school has tried many ways to improve standards but it is not yet using its assessment data accurately enough in order to target needs.

#### **Commentary**

58. Over recent years, standards, as shown by the results of national assessments at the end of Year 2, have consistently been well below national averages. This is likely to be the case for this current year, although results have not yet been validated. A small improvement is expected for pupils of average ability, but too little improvement is expected for those pupils seen to be of above average ability. Standards were below average at the last inspection.

59. The situation is somewhat similar for pupils by the time they reach the end of Year 6. Although there may be a slight improvement on overall scores this year, they are significantly below results compared with all schools. However, when compared with how they scored in Year 2, it is clear that pupils have made good progress. Once again, this progress is largely limited to the average and below average ability pupils. Improvements are beginning to address the situation.

60. In the lessons seen and in the scrutiny of previously completed work, it was clear that overall standards by the end of Year 2 were below expectations, whilst overall standards by the end of Year 6 were in line with expectations.

61. The school has, over the recent past, collected a good deal of useful data upon which to base a number of well organised interventions to secure improvement. However, these

have been largely focused on the lower and average attaining pupils. The school has used English Language Support and Additional Language Support schemes. It has put into place support from teaching assistants, special needs assistants and parents. Work in lessons is often redrawn to provide these pupils with appropriate activities. It is not possible to see in recent lessons that enough regular challenge is being set for higher ability pupils and as a result their achievement is sometimes unsatisfactory and often only satisfactory.

62. Teaching in Years 1 and 2 was satisfactory overall, whilst in Years 3 to 6 it was good. In the nine lessons seen, one was very good, five were good and three were satisfactory. However, when the results of the scrutiny of work are noted, then teaching overall is only satisfactory. Key strengths in teaching were in: the way teachers looked after pupils with special needs and those who were below average ability; relationships; questioning skills; and the use of teaching assistants. Weaknesses were seen in: the lack of challenge for the higher ability pupils; the use teachers made of assessment information; and, in some classes, especially for the younger pupils, the over reliance on worksheets. The latter weakness is significant, as it means that pupils do not have sufficient opportunities to use their literacy skills to answer written questions. Too often the worksheets demand only one word or brief phrases as answers.

63. The co-ordinator for English has been absent from school for most of this academic year. Whilst the headteacher has taken on the task, it is one of many she has, and in spite of seeking support and putting into effect a number of intervention policies, she has not been able to oversee a significant improvement in standards.

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

64. A tour of classrooms suggests that literacy has too small a place in the curriculum overall. Most classrooms are colourful but have very few displays of pupils' written work. In too many classes, the class teacher annotates the displays. Whilst this gives information to pupils and helps them with their reading skills, it does little to promote writing. There are a few exceptions, for example in Year 1 pupils retell traditional stories, and in Year 2 a display shows pupils recommending books they have read. Science investigations give pupils an opportunity for writing about shadows and magnetism in Year 3. Some opportunities were noted in workbooks for both history and geography for writing, but none of these were displayed in order to encourage other writers to contribute.

## **FRENCH**

Provision in French is **good**.

### **Main strengths and weaknesses**

- Standards are high.
- Years 5 and 6 are taught by a very competent specialist teacher.
- There is a French club for Years 3 and 4.
- There are opportunities for a residential visit to France for Year 6.
- The subject adds considerably to pupils' cultural development.

### **Commentary**

65. French is taught to pupils in Years 5 and 6. By the end of Year 6 most pupils are able to communicate in French in pairs, in groups, and with their teacher. They can talk about

themselves, their school, where they live and their family. Their teacher provides a very good role model in her own language ability, including pronunciation. She uses a variety of interesting activities that motivate pupils well and inspire them to speak the language, enabling them to make good progress. Pupils' work on the language, together with a knowledge of French towns, makes a very good contribution to cultural development. All pupils have a French penpal, with whom they exchange letters. Some pupils in Year 6 have the opportunity to meet their penpal when they make a residential visit to France. Years 3 and 4 are given an opportunity to start on their French studies through a French club.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards by the end of Year 2 are below average.
- Pupils' attitudes to mathematics are good.
- Standards in Year 6 as seen during the inspection were as expected nationally.
- Opportunities for pupils to investigate and use problem solving require improvement.
- Planning for pupils of different ability levels requires development.
- The monitoring of the subject needs further development.
- Marking to inform assessment and develop pupils' understanding of how to improve requires development.

### **Commentary**

66. Standards achieved by pupils at the end of Year 2 are below average because the performance of more able pupils is below average. This is as the result of insufficient challenge and opportunity for such pupils. The different ability groups are not always appropriately planned for within lessons and as a result there has been some underachievement. Evidence suggests that this is slowly improving but the school knows there is still a way to go. There are not enough opportunities for problem solving and investigating mathematical topics. There is an over emphasis on the use of worksheets which limits opportunities for both the correct challenge for pupils and the opportunity to investigate. Standards achieved by the end of Year 6 show an improvement and, as seen during the inspection, are satisfactory. However, evidence suggests that lack of challenge has been the case in the past throughout the school in mathematics.

67. Teaching was judged to be satisfactory overall but there are inconsistencies in teaching throughout the school and this is impacting on standards and achievement. The school has begun to address these issues and realises the importance of a coherent, consistent approach. The school's focus on mental agility for the older pupils is working well and was one of the most positive features of the lessons observed.

68. Pupils' attitudes to mathematics are good throughout the school and this provides a very positive basis for improvement. Developing opportunities to challenge pupils will complement these attitudes.

69. Provision for numeracy is satisfactory throughout the school. Pupils are given the opportunity to learn and practise numerical skills. They can add, subtract, divide and multiply at levels that are age appropriate. However, the application of these skills requires improvement particularly with the younger pupils.



70. The planning of the mathematics curriculum is based on the National Numeracy Strategy and this provides an appropriate framework. However, in too many cases the whole class was involved in the same activity using the same resources that were not well matched to different ability levels. Teaching assistants have a positive impact particularly on the learning of pupils with SEN, and the approach to mathematics was judged to be inclusive as a result.

71. The procedures for assessment are good but the information produced needs to be used more effectively by individual teachers. The feedback pupils receive through marked work requires further development so that pupils understand what they have to do to improve and what should be their next steps.

72. The mathematics co-ordinator has very good subject knowledge and believes he can improve the provision for mathematics throughout the school with the support of the headteacher and staff. The monitoring role of the co-ordinator is acknowledged to be an important focus for further development, particularly to encourage planning and deliver work at different ability levels. The resources for mathematics are appropriate and are used particularly well by teaching assistants working with SEN pupils.

### **Mathematics across the curriculum**

73. The provision for mathematics as used in other curriculum areas was judged to be satisfactory. In particular, examples of its use in science and history were seen during the course of the inspection.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- More attention is being given to scientific enquiry.
- There are some good science enrichment activities.
- There is an overuse of worksheets and practice tests, and too much time is spent in simply copying notes especially for older pupils.
- There is too little challenging work set for different ability pupils, especially potential higher attainers.

### **Commentary**

74. Standards in science are below average at the end of Year 2 and the end of Year 6. This is largely due to pupils' ability in scientific enquiry. They do not have skills in this area at the required standard. Older pupils in particular rely too heavily on teacher input rather than organising experiments for themselves. Achievement for the majority of pupils is satisfactory, although higher ability pupils are not always challenged sufficiently and therefore too often make insufficient progress.

75. The school has identified a weakness in pupils' ability to apply the scientific knowledge that they have, to solve problems. To rectify this, a programme has been set up to ensure that all pupils have regular opportunities to take part in scientific enquiry. Whilst this is good in principle, it still needs further development in practice. For example, there is too much

direction by the teacher, and insufficient 'hands on' opportunities for pupils. Older pupils in particular should be able to decide how they are going to perform their experiment, choose appropriate equipment, and decide how to present their results.

76. Pupils about to sit National Curriculum tests certainly need practice in test conditions and formats. However, there needs to be a balance between teaching, and testing pupils, and there are indications that the balance has swung too far in the direction of testing, to the detriment of pupils being taught, and therefore restricting learning.

77. Scrutiny of pupils' work indicates some shortcomings in teaching. There is far too much copying of long passages from worksheets into exercise books. In some instances, the worksheets pupils have copied from are inserted into the folders, deeming the writing simply a handwriting exercise. Very often, the same work is completed by all pupils in the class. This indicates that the higher ability pupils are not being challenged sufficiently, and indeed, Year 2 assessment results indicate, that far too few pupils reach the higher level 3 than is expected nationally. Observed teaching was satisfactory and sometimes good. Lesson objectives were clear and appropriate, and pupils were well motivated and well managed. However, the lack of challenge for higher ability pupils was still evident with too little identified in planning to indicate how to take these pupils forward.

78. There has been satisfactory improvement in science since the last inspection. The co-ordinator has improved the balance of the curriculum with a new scheme of work, with linked assessment. However, few teachers are using the results of assessment to inform their planning. Monitoring of the subject is developing, but this, together with analysis of test results, is as yet insufficiently rigorous.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources are good and there is a good suite for whole class use.
- The introduction of interactive whiteboards in six classes is having positive effects.
- The subject is very well led and managed.
- Standards are not good enough at the end of Year 2.

### **Commentary**

79. The last inspection found standards to be in line with national expectations. Six years on these expectations are much more exacting. That Year 6 pupils still meet expectations by the time they leave is a credit to the school. However, standards at the end of Year 2 are below what is expected and are in need of improvement. Highlights of achievement are in pupils' ability to use computers with good basic skills, showing confidence in control and working through programs, and in Years 5 and 6 pupils work on multimedia presentations. Excellent work during two creative partnership weeks where pupils developed blue screen techniques and produced their own animations shows an innovative approach and was obviously fun.

80. Improvements to equipment, planning and (although there is still more to do) in recording what pupils know and can do are all having positive effects. Resources are now judged as good and are sufficient to teach all required elements of the curriculum. Continual

staff training is developing knowledge and expertise, but some staff lack confidence which restricts the progress that pupils subsequently make. This has the greatest effect in some Years 1 and 2 classes and is evident in below average standards achieved.

81. In the few lessons seen teaching was satisfactory in four and good in one. In the most effective introductions, objectives were very clear and pupils had tasks set which extended their thinking and encouraged them to be hands on as much as possible. In working in groups pupils monitored and supported each other and this benefited their social and communication skills as well as ICT. In a good Year 3 lesson pupils were enthused and very well prepared to follow simulations to confirm their predictions about growth in the rabbit population. In the least effective lessons slow pace was a restriction, with pupils sitting listening too long to the teacher whilst equipment was idle. Good and developing use is being made of interactive whiteboards as tools for delivering a range of subjects.

82. The subject is very well led and managed, by a knowledgeable co-ordinator who supports his colleagues very well and does very well to plan and manage the budget to maintain and update resources. He has encouraged very good links with the local college whereby staff share expertise, and teachers from there visit to work with pupils on ICT projects. This not only benefits the subject but makes a valuable contribution to liaison and smoothes pupils' transfer. Areas still to develop include further staff training to ensure that all teachers are able to assess what levels of the National Curriculum pupils are at in ICT across all strands of the subject, and further improving the way pupils save their work so each pupil in each group has access to his or her own work

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

83. There is good use and development of ICT in other subjects: for example Year 5 researching the lifecycle of plants from the Internet, and Year 2 exploring angles and direction by giving instructions to a programmable robot in a well managed and taught lesson. More obvious consideration and planning is in place to make good use of new, updated resources and more confidence amongst staff is the result of better training.

## **HUMANITIES**

### **GEOGRAPHY AND HISTORY**

Provision in geography and history is **satisfactory**.

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

- Pupils' attitudes to geography and history are good.
- Enhancement for both subjects is good.
- The monitoring of the subjects needs further development.

#### **Commentary**

84. Provision for both geography and history is satisfactory throughout the school as it was in the previous inspection. Standards are in line with national expectations and displays around the school reflect the humanities curriculum appropriately.

85. Geography and history are planned making links wherever possible with other curriculum areas. Planning is satisfactory in both subjects and is based on government

proposed schemes of work supplemented by additional materials. Further opportunities for links between the subjects are areas that the co-ordinator has identified for development. Pupils' attitudes are positive and response during observed lessons was good.

86. In geography pupils' knowledge base and understanding of their local environment is good and this is used to explore and develop geographical skills. The school environment is well utilised in planning and pupils benefit from a long term relationship with a school from Mwakashanhala in Tanzania, particularly when contrasting this with their own environment. Only one lesson was observed during the inspection, however the evidence provided and samples of pupils' work suggest that teaching is satisfactory. Standards are in line with national expectations at the end of Year 2 and Year 6.

87. In history, teachers provide activities that develop the historical skills required to aid pupils' progress. Role play and the use of ICT are features of planning and these were used well in a lesson that was observed. Pupils' standards are in line with national expectations. Pupils show positive attitudes towards the subject. During the inspection only one lesson of history was observed but evidence provided by the co-ordinator of pupils' work would suggest that teaching is satisfactory. Pupils' understanding and knowledge are being appropriately developed and in the observed lesson pupils' historical skills were well utilised to distinguish between primary and secondary sources of evidence.

88. The co-ordinator provides effective leadership for both subjects, is very experienced, and has good subject knowledge. She is a good role model for other members of staff. Further opportunities for the subject co-ordinator to monitor the subjects effectively have been identified and she is due to undertake a complete audit of both subjects. There are satisfactory procedures for assessment which are currently under review. Resources for both curriculum areas are satisfactory with a variety of artefacts and reference books stored centrally for ease of access.

## **RELIGIOUS EDUCATION (RE)**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' attitudes to religious education are good.
- The subject is effectively managed by the co-ordinator.
- The monitoring of the subject needs further development.

### **Commentary**

89. Provision for religious education in the school is satisfactory and meets the statutory requirements of the locally agreed Cornwall syllabus. Standards and achievement are in line with expectations at the end of Year 2 and Year 6 and have been maintained since the previous inspection. Evidence collected as a result of work sampling and a discussion with the co-ordinator confirms that pupils are making the required progress in their knowledge and understanding of religious education.

90. Pupils have a developing understanding of Christian belief and the beliefs of other major world religions. They are able to recognise the different faiths and identify different places of worship. They have a good understanding of the difference between right and wrong and can articulate this if given a dilemma to solve. The RE curriculum encourages

different approaches and opportunities within its planning to include role play, responding to pictures and images, discussion and group work. Some year groups use teachers' expertise to teach the subject to all pupils in the year group and this is successful.

91. The co-ordinator provides effective leadership for the subject, is experienced, and has good subject knowledge. Resources are adequate and ICT is used appropriately as a tool to help pupils' understanding. Pupils' attitudes to RE are satisfactory and procedures for assessment are in place and are used appropriately. Pupils do require more opportunity for reflective thought so they can fully respond to the issues that are being discussed. Acts of worship meet statutory requirements and develop pupils' understanding of the themes being explored.

92. The monitoring role of the co-ordinator is an area that has been identified if the subject is going to continue to improve. There will be the opportunity for a full subject audit as the agreed syllabus for the area is about to be updated.

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

These curriculum areas were not main foci for the inspection and few lessons were observed. Consequently most judgements are based on samples of work, school records and discussions with pupils and staff.

### **ART AND DESIGN**

Provision in art and design is **satisfactory** overall.

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

- Most classroom environments have been improved by good displays of pupils' work.
- Some aspects of art work give good support to pupils' multicultural development.
- There are weaknesses in the co-ordination of art.
- Two combined creative arts events were successfully managed.

#### **Commentary**

93. Only one lesson was seen in Year 2 and two identical lessons in Year 3. As a result, it is not possible to come to judgements on the quality of teaching and learning throughout the school. As the subject co-ordinator has not kept a portfolio of work, as was suggested at the last inspection, it has not been possible to come to judgements on the standard of work throughout the school. Work currently on display suggests that standards are satisfactory.

94. Work seen on display was very much two-dimensional, with little evidence of three-dimensional work save for weaving work in Year 6 and some clay work in Year 4. Although the co-ordinator mentioned that three-dimensional work was carried out, there was little further evidence to substantiate this.

95. Work seen in Year 6 and in Year 5 on Aztecs and native Australians gives good support to pupils' multicultural development. Pupils had opportunities to observe art in these two cultures and to create their own based on what they had seen.

96. Less evident is the opportunity for pupils to see, on a regular basis, works of art from important artists worldwide. Some reference was made to Thomas Moore in Year 6, but there were no paintings on display by any famous artists during the inspection.

97. The school took part in two creative partnership weeks, in which the focus was on ICT, art, music and dance. These were organised and funded by outside agencies and gave pupils the opportunity to partake in a range of media work.

98. The co-ordinator, who was in post at the last inspection, has not addressed the recommendations made at that time. Her current action plan for the subject is based on a maintenance theme and shows little regard for the subject's further development. She collects very little work to check its quality, has not observed any teaching, does not keep a portfolio of work to show pupils' standards, and her major concern is organising art work for Christmas. As much art work is carried out in conjunction with topics, there is a danger that important skills may not be developed in a systematic way. This has not been recognised by the co-ordinator and its review does not appear in the four year subject plan.

## **DESIGN AND TECHNOLOGY**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Some individual topics are well planned and work in these is of the expected standard.
- There are no assessments made against the levels shown in the National Curriculum by teachers or the subject co-ordinator.
- There is no clear plan for the development of skills in design and technology across the school.
- The co-ordinator of the subject is very new to his post, he is enthusiastic, is aware of some of the development issues, and has a realistic view of how to proceed.

### **Commentary**

99. No lessons in design and technology were available to be seen during the inspection. Two previously completed topics were on display, together with a small number of photographs kept by the new co-ordinator. Whilst these examples may not point to overall standards in the subject, they were completed to a satisfactory level. This was the case at the last inspection.

100. Work on display in Year 2 showed that pupils had designed and made plans for a wind up toy. They had drawn their designs clearly and had labelled the various parts of the design. They had made their products using both cutting and joining skills and had tested them to ensure that they worked efficiently. They had then completed written evaluations. In the same way, pupils in Year 3 had studied packaging so that they could design their own packaging for a proposed new fizzy drink. They had used their mathematical skills to draw nets so that they could cut out the packing from one sheet of card. They then joined and finished the product colourfully.

101. Discussion with the new co-ordinator and an examination of the school's documentation show that the school is making use of the nationally recommended scheme of work, but is seeking to make alterations to it. In order to do this the co-ordinator is aware that the school needs to record the systematic development of skills.

102. Currently the budget for the subject is insufficient to provide teachers with a wide enough range and quality of materials, together with a range of tools to tackle an appropriate range of tasks required by the National Curriculum.

## **MUSIC**

Provision in music is **satisfactory**.

### **Commentary**

103. Too little music was seen or heard to make a definitive statement on standards or teaching. However, the singing heard in the assembly for Years 3 to 6 was of a good standard, particularly for Years 3, 4 and 5. In the two lessons observed, teaching was satisfactory in one and good in the other.

104. The co-ordinator came to the school in January as a newly qualified teacher. Her subject knowledge and understanding are good, but her lack of experience as a teacher is hindering her ability to lead the subject at present. However, she is able to help other teachers with their planning and has updated the policy. She is helping with the development of the use of ICT in music composition. She is to attend a co-ordinators' course when possible, and will have time allocated for monitoring next year. There is a basic scheme of work in place that covers all the requirements of the National Curriculum. However, the co-ordinator is looking to introduce a new scheme that will be more helpful to teachers without a music background.

105. There are good opportunities for pupils to learn to play instruments and to take part in performance. These include playing in assembly, playing and singing in end of term and end of year concerts, taking part in joint concerts with other schools, and singing to others in the community. There are good links with the community college. Music was a strength of the school at the last inspection. The transition period between one co-ordinator and another had led to a dip in music's profile within the school. However, the school is well placed, and on course, for the subject to be a strength once again.

## **PHYSICAL EDUCATION (PE)**

Too little evidence was available to make judgements about provision, standards, teaching and learning in PE.

### **Commentary**

106. School planning and records show that all required elements of the physical education curriculum are taught. The school's award of the Activemark and the FA Football Charter Mark indicate that the success reported by staff and parents has some justification. Year 5 pupils all learn to swim at least the required 25 metres, and adventurous activities are introduced, most obviously through residential trips for Years 4 and 6. In the few lessons seen teaching was good and pupils responded well to instruction and the opportunity to improve their skills and techniques by evaluating the work of others.

107. The subject continues to be well led and managed by an enthusiastic and knowledgeable co-ordinator. Improvements to resources, planning, a start to the monitoring of teaching, and the development of extracurricular provision are the direct result of her efforts. There are very good links with other schools (most notably the secondary sports

college) which give pupils greater opportunity, and allows for competition and the chance to perform: for example in dance. A simple but effective system to assess pupils' skills and progress is in place and is used satisfactorily to modify planning and identify areas for further development.

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

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

### **Commentary**

108. All classes follow a common scheme of work to ensure coverage and progression. Appropriate sex, relationships, drugs and alcohol education is provided. The school day begins with dance routines for all. Callington is participating in the 'Free Fruit' scheme for younger pupils. All classes are expected to build in exercise opportunities during the day, as well as circle times each week, but pupils say this does not always happen. Citizenship education for older pupils is good. Pupils act as 'school ambassadors' on public occasions, and participate in the Rotary Club public speaking competition, road safety quizzes, and the town Remembrance Day parade. Year 6 benefited from a self-esteem raising workshop. Pupils joined a variety concert run by the Rotary Club. The school participates in Walk to School Week and Road Safety Week and holds an Environmental Day biannually. Its environmental group (PEST) checks the school for energy wasting and learns about conservation.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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