

INSPECTION REPORT

Landewednack Community Primary School

The Lizard, Helston

LEA area: Cornwall

Unique reference number: 111814

Headteacher: Mrs Sue Wilson

Lead inspector: Mrs Rowena Onions

Dates of inspection: 29 - 30 November 2004

Inspection number: 267174

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 years
Gender of pupils: Mixed
Number on roll: 53

School address: Beacon Terrace
The Lizard
Helston
Cornwall
Postcode: TR12 7PB

Telephone number: 01326 290337
Fax number: -

Appropriate authority: The governing body
Name of chair of governors: Rev William Cole

Date of previous inspection: 7th December 1998

CHARACTERISTICS OF THE SCHOOL

Landewednack School is a very small school, with 53 pupils on roll. The school caters for boys and girls from the age of four to eleven years. The school is on The Lizard in Cornwall and is isolated in its position. Most of its pupils have white British backgrounds. Three have dual heritage ethnic backgrounds. Some pupils live in the catchment area of the school but a significant number (20 per cent) are from further afield. The socio-economic context of the school is very mixed and is judged to be about average. The percentage of pupils taking free school meals is about average, being 18 per cent. The pupils entering the school, both into the reception class and further up the school, have a wide range of attainment but, overall, this is below average. There are ten pupils (19 per cent) currently identified as having special educational needs. This is about average. The school has pupils with a range of special needs including emotional and behavioural as well as learning difficulties. A higher than average number of pupils leave and join the school at times other than those expected. The school was a 'Beacon' school from 2000 to 2004. It has 'Healthy School' status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	Foundation Stage English Art and design Design and technology Music Special educational needs
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11227	John Moles	Team inspector	Mathematics Information and communication technology Science Religious education History Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Landwednack is a good school with some very good features. Because the overall quality of teaching and learning is good, pupils achieve well over their time in the school. They attain above average standards by Year 6. Leadership and management of the school are good and the parents think highly of the education their children receive. Despite its high costs, the school gives **good value for money**.

The school's main strengths and weaknesses are:

- By Year 6, pupils attain above average standards in English, mathematics, science and information and communication technology (ICT). They achieve well.
- Pupils like school very much. They are very keen to join in with all the activities provided.
- Teachers work hard to provide pupils with activities that will interest and motivate them.
- The good leadership of the headteacher is particularly successful in promoting a rich and exciting range of additional activities to enhance a good curriculum.
- Assessment is not used as well as it could be in helping pupils to challenge themselves or to know how to improve their work.
- Good governance is a key element in the smooth, successful running of the school.
- There are very successful and productive links with parents and the local community.
- Because a very small number of families do not send their children to school sufficiently regularly, attendance is well below the national average.

The school has made good improvements since the last inspection. Standards in Year 6 have risen in English, mathematics and ICT. There are significant improvements in leadership and management, in the curriculum and in links with parents and the community. The school has addressed all the issues identified in the last report.

STANDARDS ACHIEVED

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

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 school has very small year groups and this means that trends in results are unreliable, so the above table should be looked at with considerable caution.

Over their time in the school, pupils' **achievement is good**. Attainment on entry to the school is below average. Children in the reception year achieve well in the important aspects of communication, language and literacy and mathematical development. By the end of the year, most attain the national goals set for this age child but few exceed them. Achievement in Years 1 and 2 is satisfactory and, by Year 2, pupils attain average standards in reading,

writing, mathematics and science. In 2004, the very small group of Year 2 pupils attained average standards in the national assessments in reading and writing and above average standards in mathematics. Years 1 and 2 pupils gain secure basic skills in these subjects and this, along with the good teaching they receive, helps them to achieve well in Years 3 to 6. In 2004, Year 6 pupils attained above national average standards in English and science and well above average standards in mathematics. School tracking shows that most pupils had made good progress since Year 2, particularly in Years 5 and 6. Standards are at least maintained in the current Year 6 group. Because pupils are known and considered individually, those with special educational needs and those of higher attainment, including a small number who are gifted or talented, do well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes to school are very good, they greatly enjoy being at school and learn to like learning. Behaviour is good. Pupils' social, moral and spiritual development are all very good and their cultural development good. Despite the best efforts of the school and the obvious enjoyment of school amongst the pupils, a few families do not fully support the school by sending their children to school regularly. As a result, attendance is well below the national average.

QUALITY OF EDUCATION

The school provides a **good quality of education. Teaching and learning are good** overall. Communication, language and literacy and mathematical development are well taught in the reception year. High expectations ensure the success of teaching for pupils in Years 3 to 6. Changes in staffing have taken time to settle in Years 1 and 2 and the quality of teaching and learning is currently satisfactory. All teachers try hard to interest and motivate pupils by their choice of activities and by linking learning in one subject to that in another. The school provides a good curriculum that is notable for the way it is enriched. Links with parents, the community and other schools are very good and have a direct impact on pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership, giving clear direction for the school and taking on a very heavy workload to try to ensure that the school lives up to this vision. Because there are few permanent members of staff, although each works hard and supports the school, the contribution they are able to make is only satisfactory. Governance is good and governors support the headteacher where they can. They successfully ensure that all statutory duties are met. Finances are well managed and the headteacher and governors are particularly successful in finding sources of extra funding for the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They particularly like its 'family' feel and the broad curriculum offered to their children. Pupils like their school very much and find activities interesting and exciting.

IMPROVEMENTS NEEDED

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

- Improve the way assessment is used to enable pupils to be more self-critical and to better know how to improve their work.
- Improve attendance by working with the small number of families who do not fully support the school in this matter.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is good. By Year 6, they attain above average standards in English, mathematics, science and information and communication technology (ICT). Children in the foundation stage and pupils in Years 3 to 6 achieve well; those in Years 1 and 2 do so in a satisfactory way. Pupils with special educational needs do well.

Main strengths and weaknesses

- Standards in Year 6 have risen more than they have nationally.
- Because there are high expectations of them, pupils in Years 3 to 6 make good progress in English, mathematics and science.
- Pupils with special educational needs are helped to meet the appropriately challenging targets set for them.
- Children in the Foundation Stage gain good basic skills in their communication, language and literacy and in their mathematical development.
- Throughout the school, pupils gain good ICT skills and use these well.

Commentary

1. The profile of attainment for the children entering the school is below average. On entry, the school has an average number of pupils with special educational needs, but a smaller than average number of higher-attaining children. In addition, due to the isolation of the school, a number of the children have a much narrower range of experiences than most four-year-olds. In most aspects of their communication, language and literacy and mathematical development, children achieve well and, by the time they enter Year 1, have attainments that are close to average, although few exceed the national goals set for a child of this age.
2. Achievement in Years 1 and 2 is satisfactory in English, mathematics and science. Standards have been maintained since the last inspection. Pupils gain the appropriate basic skills that enable them to read, write and calculate at an average level. The solid nature of the development of skills in Years 1 and 2 places the pupils in a good position to make good progress in Years 3 to 6. The achievement of Years 1 and 2 pupils, although satisfactory, has been affected by changes in staffing in a job-sharing situation that has taken time to 'bed down'. In the 2004 national assessments, Year 2 pupils attained average standards in reading and writing and above average standards in mathematics. As there were only six pupils in the 2004 cohort the table showing their results has been omitted from this report. Current Year 2 pupils are attaining average standards.
3. There is an improving trend apparent in the data from end of Year 6 national assessments that is borne out by inspection evidence. Over the last four years, standards by Year 6 have improved more than they have nationally in English, mathematics and science. In 2004, a bigger than average group of pupils (for the school) attained above average standards in English and science and well above average standards in mathematics. Inspection evidence is that these standards have

been maintained in the current smaller Years 5 and 6 groups, and that pupils have achieved well. Throughout Years 3 to 6, the high expectations held by teachers, together with the pupils' enthusiasm for learning, mean that progress is better than that made in similar schools. This confirms the results in the 2004 national assessments in mathematics and science. Progress in English was below average, but was better than the results indicate. They were affected by the well-documented particular difficulties of a small number of pupils with special educational needs who did not demonstrate their true level of attainment in the national tests.

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

Standards in:	School results	National results
English	27.9 (26.3)	26.9 (26.8)
mathematics	29.8 (27.0)	27.0 (26.8)
science	29.8 (29.3)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

4. Pupils with special educational needs, including pupils with emotional and behavioural difficulties, receive carefully thought out provision, both in class and in additional sessions. This ensures their good progress. Most attain the nationally expected level (Level 4) by the time they leave the school. Higher-attaining pupils achieve well, especially in Years 3 to 6. These pupils benefit from the small class sizes in this part of the school and the individual attention and challenge that can be provided for them as a result. A very small number of gifted or talented pupils are also challenged through these means and through the very good provision in sport and the arts. This enables these pupils to make good progress. There is no difference in the achievement of boys and girls.
5. Achievement in ICT is good throughout the school. Good teaching, often by teaching assistants, ensures the systematic development of skills in all aspects of the subject. Careful planning and use of the centrally located computers ensures that pupils have good opportunities to further develop these skills in other subjects. By Year 6, standards are above average. Pupils have a good breadth of knowledge in religious education and their attainment is at least in line with that expected in the locally agreed syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development and their attitudes to school and learning, are very good overall. Behaviour is good. Punctuality is satisfactory, but attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils are very interested and involved in all aspects of school life.
- Older pupils show initiative and take responsibility and all pupils have a desire to learn.
- The school promotes very good relationships.
- Pupils' spiritual, social and moral development is very good.

- A very small number of parents do not support the school by sending their children regularly.

Commentary

6. Pupils' attitudes towards school are very good. This is a further improvement since the previous inspection. All pupils readily participate in the life of the school and the wide range of activities outside the classroom. They are prepared to take responsibility and show initiative. This is exemplified by their involvement in the school council and by the older pupils in their duties as prefects. Relationships throughout the school are very good and have a significant impact on the good quality of learning. Pupils who were interviewed expressed very positive views about all aspects of the school.
7. Behaviour is good. Pupils move around the school sensibly and have good and trusting relationships with each other and with adults, both at work and at play. There was no evidence of oppressive behaviour and pupils report an absence of bullying and racist behaviour. Pupils and parents feel that pupils are caring towards each other and respect each other's ideas. Younger pupils are well cared for by older ones; they work and play together very harmoniously. Pupils with difficulty controlling their behaviour are actively helped to improve. During the last academic year, a small number of exclusions were very sensitively managed as part of a successful behaviour management programme.

Ethnic background of pupils

Exclusions in the last school year

<i>Categories used in the Annual School Census</i>	<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
White – British	50	3	0
White – any other White background	1	0	0
Mixed – any other mixed background	2	0	0

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

8. In many ways, the school promotes the personal, social and emotional development of children in the reception class well. Overall, most are set to attain the national goals set for this aspect of their development. The children settle well into school and soon learn to work and play well together. The lack of promotion of independence, however, means that they remain over dependent on adults.
9. The school provides very well for pupils' spiritual, social and moral development. This is a further improvement since the previous inspection. Pupils' spiritual awareness is promoted well through religious education, art, music and the many aspects of enrichment offered in the school and community. The range of educational visits and visitors and the wide range of activities outside the classroom encourage pupils to develop socially and morally, as well as contributing to their good achievement and very good personal development. The provision for pupils' cultural development is good. They are provided with many opportunities to extend their awareness of different cultures especially through art, music, religious education and geography. School assemblies and the associations with the church and chapel continue to play an important part in the development of spiritual, moral, social and cultural development.

Personal development is also promoted as pupils work alongside senior citizens resident in a local home and when they raise a considerable sum of money to provide animals for families in Africa. Older members of the community come into school and work with the pupils and this extends social and cultural understanding. All these aspects contribute well to the pupils' sense of social duty and their responsibilities to the community.

10. The school pays good attention to raising attendance. Most, but not all, parents fully support the school and send their children regularly. In a small school, figures can be adversely affected if just a few pupils have poor rates of attendance. Many pupils have consistently good levels of attendance and keenly attend every day. Whole-school attendance dropped last year, however, to the unsatisfactory level of 92.6 per cent mainly because high incidents of sickness were recorded. Additionally, figures were affected by a very small number of pupils, some of them new to the area, who did not attend regularly enough. The secretary is vigilant in recording reasons for absence accurately and she has very good computer skills to enable her to fulfil her role in monitoring attendance efficiently. The school has already sought extra support from the education welfare service to help promote better attendance. Punctuality is satisfactory overall with only a few pupils being recorded as late arrivals in registers.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.3	School data:	0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching and learning are good, as are the curriculum and the overall care taken of pupils. Curriculum enrichment, links with parents, the community and other schools are all very good.

Teaching and learning

The quality of teaching and learning is good overall. It is good in important aspects of the reception class curriculum and in Years 3 to 6. It is satisfactory in Years 1 and 2. The use of assessment is satisfactory.

Main strengths and weaknesses

- Teachers try hard to interest and motivate pupils.
- Pupils are well managed and good relationships are developed.
- In Years 3 to 6, there are very high expectations that promote good learning.
- Pupils are not sufficiently systematically helped to know how to improve their work.
- Pupils with special educational needs are well taught, both by the teachers and teaching assistants.
- Teaching assistants are used well, especially in the teaching of ICT.

- Children in the reception year are not always given sufficient independence when working.
- Assessment information is not used sufficiently precisely to pinpoint aspects of learning that could be further developed.

Commentary

11. The very positive ethos of the school, in which a belief that the enjoyment of learning is key to success, is evident in all lessons. Teachers choose activities that will interest pupils and link learning in several subjects to ensure that pupils understand the relevance of what they do. The making of masks in art and design to wear when making a dance to illustrate the various characters of Roman Gods is a good example of such practice. Pupils are very forthcoming about their enjoyment of school and lessons, and this love of learning will stand them in very good stead for their future lives. The overall quality of teaching and learning has been maintained since the last inspection.
12. Pupils are well managed. Expectations of good, thoughtful behaviour in lessons is made clear and pupils live up to this. This makes lessons relaxed and produces relationships that make pupils want to please the adults with whom they work. Pupils' ability to learn and their success in this are greatly enhanced by the calm, friendly atmosphere in class.
13. Teaching and learning are good in Years 3 to 6. The key element in this is the very high expectations held by the teachers. There is a persistence in their questioning and in the expectation of the quality and amount of work to be produced that promotes greater effort. The very good relationships identified work in combination with these high expectations to greatly enhance the pupils' learning.
14. Teaching and learning are satisfactory in Years 1 and 2. Of late, there has been a change in staffing in this shared class. The new teacher has had to gain experience of teaching in a mixed-age class and methods of shared working between the two teachers have needed time to develop. Whilst many of the strengths described above are evident in this class, there is not yet the same sharpness of focus as in the teaching in Years 3 to 6 and this makes learning somewhat less effective.
15. Throughout the school, there is not yet a consistent or systematic approach to helping pupils to be able to understand fully how they can improve their work. Pupils are not always told what they are expected to learn in a lesson and are then not able to articulate what particular aspects of a task they should be concentrating on. Although teachers dedicate considerable time to marking, this is not always sufficiently precise in telling pupils where they have been successful and where they could improve. These factors mean that they cannot fully challenge themselves, or be sure that they have been successful in improving their work. The school has set targets for groups of pupils in English and mathematics but, although the pupils can say what their targets are, they are sometimes unsure how to use this knowledge to help them to improve.
16. The teaching of basic skills in communication, language and literacy and in mathematical development for children in the reception year is good. Children receive good, focused teaching in such skills, often from the teaching assistant. Some aspects

of personal, social and emotional development are also well taught and this enables the children to settle well into school life and learn to relate well to their friends and to adults in school. Skills of independence are not as well promoted. Some activities are over controlled and children do not have sufficient freedom to learn in a variety of indoor and outdoor settings.

17. Pupils with special educational needs are taught well. Teachers are very careful to plan for their particular needs and provide good support during lessons. Teaching assistants make a significant contribution both in class and when they work with individuals or small groups outside of the classroom. The quality of teaching and learning promotes good self-esteem as well as good progress. Pupils with particular difficulties with controlling their behaviour are well managed and successfully helped to improve both their behaviour and their academic attainment.
18. The skills of the school's administrative assistant and of teaching assistants are used very well in the teaching of ICT. Lessons are planned in combination with the teacher but the good skills of the other adults enable pupils to be successfully taught in small groups and in the context of lessons in a wide variety of subjects. As a result, pupils rapidly gain ICT skills and use them with great confidence.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	8	6	0	0	0

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

19. Since the time of the last inspection, the school has spent much time and energy in putting into place systems for assessing pupils' attainment and these have improved. Records successfully track pupils' attainment in English and mathematics and have been appropriately used to identify areas of weakness amongst groups of pupils. The school has rightly recognised a need to use the information they have with greater precision and had, prior to the inspection, organised outside support to develop this aspect of assessment. Assessment systems in other subjects are adequate in providing teachers with the information they need to plan lessons.

The curriculum

The curriculum is good. Very good opportunities are provided for enrichment of the curriculum. Staffing, accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is a very good range of activities provided outside the formal curriculum that enhance pupils' learning.
- Provision for pupils with special educational needs is good.
- The school gives good thought to the way in which it provides for gifted and talented pupils.
- Good provision is made for the pupils' next stage of education and to ensure equality of opportunity for all.
- There are not enough self-initiated activities or use of the outdoor facilities for children in the Foundation Stage.

Commentary

20. The curriculum fully meets statutory requirements. Equality of access and opportunity for all pupils, including those identified by the school as having special educational needs, is good. Good provision is made for gifted and talented pupils.
21. The school provides very well for the enrichment of pupils' learning through participation in the arts, sport and other activities. A considerable number of pupils partake in the sports activities in after-school clubs and competitive team games. Residential visits also make a substantial contribution to extending pupils' experiences and developing their personal and social skills. Visitors to the school, the school's many obligations to the community and the older pupils' reciprocal visits to an inner city school also extend pupils' sense of belonging to a wider community. This type of provision is identified by staff and governors as being of very great importance as they are conscious of the school's geographical isolation and seek vigorously to overcome any disadvantages that might result for the pupils.
22. There are many effective links made between subjects that enhance pupils' understanding. Subjects such as art and design and music are used well in providing different ways for pupils to learn about a range of subject matter. ICT is used well to support learning in many subjects, for example linking work in science with control technology. Curriculum enrichment and these cross-subject links are key to the enjoyment pupils have for school and for learning.
23. The provision for pupils with special educational needs is good. Class teachers work closely and successfully with teaching assistants to ensure that pupils with special educational needs take a full part in all lessons and school activities. Significant to this provision is the use the school makes of agencies that can advise and offer specialist support for pupils with particular needs. The result is that individual education plans are useful documents because they are very clear about what is to be done and how. This means that successes, even in small steps, are measurable and recognised.
24. The school's ethos and size ensure that all individuals' needs are considered. A very small number of gifted and talented pupils are supported well, both through raised expectation in class and through the enrichment activities described above.
25. Pupils' personal, social and health education is developed well through the curriculum and other school activities. The very good relationships evident in the school make a

significant contribution to pupils' personal development. The school prides itself on being a 'healthy school' and this is highlighted in the emphasis placed on healthy eating and the prominent place of physical education in the curriculum. Health education issues, such as relationships, are incorporated into the curriculum. A strong community spirit is evident in the school and the school is active in the community. This helps pupils to become aware of the concept of citizenship and social responsibility.

26. The curriculum for children in the reception year is satisfactory. Children are taught alongside Years 1 and 2 pupils, but appropriate adaptations to work and extra support are provided. There is not, however, always a good balance between adult-directed and supported activities and opportunities for the children to choose and work at activities independently. The location of the secure outdoor area away from the classroom means that children do not get sufficiently regular opportunities to work out of doors. Good links exist with pre-school provision and entry to the reception class is effectively managed.
27. Overall staffing, accommodation and resources are satisfactory. Recent staff changes have placed an additional burden on the headteacher, but have been unavoidable. Teachers are well supported by a good number of well-trained teaching assistants. Overall, the school is well resourced but there are difficulties presented by the storage of resources, which means that pupils cannot have independent access to as many as the school would like. Although aspects of the outdoor accommodation have been improved since the last inspection, indoor accommodation is very restricted. The headteacher has to share a space with staff and with the school library. The difficulties this presents place an unacceptable strain upon her. This has been recognised by the governors, and new plans, for which funding has been achieved and are being processed, will provide a different room for each of these functions, as well as dedicated accommodation for nursery education and after-school and holiday care for older children.

Care, guidance and support

Procedures for the care, welfare, health and safety of pupils are very good. Arrangements for the provision of support and advice based on monitoring are satisfactory, as is the involvement of pupils in the school's work.

Main strengths and weaknesses

- An effective range of procedures and policies, which are regularly reviewed, underpins the current high standard of pupil welfare.
- Parents have faith in the school to care for their children properly.
- There is good personal support given to all pupils.
- Pupils are not yet able to make full use of the targets set for them in helping them improve their work.
- Pupils are becoming more involved with the school's work through the school council.

Commentary

28. Matters involving pupils' care and welfare are taken very seriously. The headteacher and governors ensure that all adults working in the school are fully trained and knowledgeable about procedures for care, health and safety. Activities and lessons are assessed for risks and sensible, manageable procedures are followed. Procedures for child protection fully comply with local guidelines. Pupils with special educational needs are well supported and, where required, extra advice is sought from outside agencies.
29. Very good relationships exist in the school and communication at all levels is much improved since the last inspection. Pupils are well known and information is shared between staff so that the pupils settle quickly when they move classes. Induction arrangements for new pupils are good. Parents trust the staff and know their children are very well looked after. Pupils like their teachers and very readily turn to them, as well as to the headteacher, for advice and help.
30. Assessment of pupils' personal and social development is good overall but currently only satisfactory for their academic development. Target setting has begun but is not yet being used fully to promote independence in learning or to encourage pupils to make their own decisions about how their work could be improved.
31. Pupils from all year groups now meet about twice per half term in the school council, having talked with their classmates about matters to be raised. Pupils understand the purpose of the council and have spent time recently talking about fundraising they want to do. Pupils willingly take on board responsibility for identifying ways in which the school could be improved. They know teachers listen to them and they expressed themselves freely to inspectors about what they like about school and why. They are, however, not yet fully involved in setting and reviewing their own personal targets.

Partnership with parents, other schools and the community

Partnerships with the community, with other schools and with parents are very good and very effectively promote learning and achievement.

Main strengths and weaknesses

- Parents receive a range of very good quality information from the school.
- Friendships and close links with many organisations in the community have a very positive impact on pupils' learning.
- Links with other schools extend pupils' educational opportunities very well.

Commentary

32. The headteacher has worked hard to re-establish the trust and confidence of parents and they are now very supportive of the school. Many speak very highly of the headteacher, whom they see as a good leader who cares about and understands their children very well. Communication is open and regular and parents readily approach staff. They are kept very well informed, in particular by the weekly newsletters, the school website and the annual report from governors, all of which are exceptionally informative and well written. Parents' views are sought and acted upon and they show their strong support for the school by regularly helping within classes, by fundraising in

the Landewednack School Association and by readily getting involved as parent governors.

33. Community links are very good and significantly enhance provision. The school has made it a priority to continue to strengthen its links within the community. In this they have been very successful. Many links and friendships are now very well established. The school is very well thought of within its community, which it keeps fully informed through the 'Beacon Times' that is distributed around the village. Pupils enjoy taking part and performing in a range of community events. The hall is used extensively by community groups, including the pre-school group and the youth club. Exceptionally close links with the nearby nursing home were strengthened even further last term in an intergenerational project that saw the pupils and older citizens enjoying joint projects in art and music. Older citizens regularly help listen to readers in classes and visit to talk to children when they study World War Two, for example.
34. The school did not renew its Beacon Status last year but, nevertheless, links with many schools remain very good. As a result of close co-operation with the local secondary school, pupils consider they are well prepared to go on to secondary education. The school is twinned with a large Plymouth school, which is a very beneficial partnership that gives pupils a greater insight into life outside The Lizard. Pupils regularly visit each other and Landewednack pupils spoke enthusiastically about why they like making friends with children in a larger urban school. The headteacher is only too aware of the potential disadvantage of being such an isolated, small school and constantly seeks to compensate by getting involved in sporting events and joint projects with other Cornish schools on a very regular basis. Successful links with many schools impact very positively on standards in the school in many areas but especially in the social and personal development of pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership by the headteacher is good with some very strong features. The contribution of key staff to the leadership and management of the school is satisfactory. Governance is good.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and provides strong and principled leadership.
- Governors have a very clear idea of how the school should develop in the community.
- Financial planning is good.
- The school is highly committed to caring for each pupil so that they feel included in all aspects of school life.
- There are insufficiently robust assessment strategies in place to ensure that high standards are further promoted.

Commentary

35. The leadership by the headteacher is good. Her personal commitment and vision for the school is a significant strength and of great benefit to both pupils and the local community. Together with the school's very strong ethos, which promotes positive

attitudes to learning, and the strong support of the governing body, the leadership of the headteacher has a considerable impact on ensuring that pupils achieve well by the time they leave the school. The quality of leadership has improved considerably since the previous inspection and the school, the parents and the community now work in close harmony for the benefit of all pupils.

36. Under the strong leadership of the headteacher, all staff are committed to operating an inclusive school in which each child is valued and treated as an individual. The strong inclusive ethos is fully supported by the governing body. It has a considerable positive impact on relationships that, in turn, enhance pupils' learning and achievement. Teaching assistants who work directly with pupils that have special educational needs are effectively managed and make a considerable contribution to pupils' learning.
37. Currently there is only one other permanent full-time member of staff. This teacher is fully committed to supporting the headteacher and leads a sufficient number of subjects well. Other members of staff are part time and either newly qualified (and so precluded from taking subject responsibilities) or providing temporary maternity cover. Although these temporary staff members have been proactive in a small number of subjects and so have contributed in a way that is in excess of what might be expected, the overall contribution to the leadership and management of the school by staff other than the headteacher is only satisfactory.
38. The management of the school is good. Systems run smoothly and communications are very good. The school improvement plan identifies appropriate key priorities for improvement. Much has been achieved as a result of good self-evaluation. The school has successfully identified aspects for improvement, and each subject to be developed is identified as a focus in the plan. A particular success of this has been the use of ICT across the curriculum. The number of initiatives taken by the school, together with the unavoidable pressure caused by the temporary staffing arrangements, means, however, that the headteacher carries a very considerable load of responsibility, both for subjects and for the development of the vision for the future of the school. This needs more careful thought and management, particularly as the school has just been awarded significant funding to further extend its community role.
39. As a small school, naturally standards fluctuate considerably from year to year. The school has begun work to analyse individual performance of pupils and to link this with targets for improvement, but this is not yet fully developed and will need to be more precise if it is to promote even better progress and achievement.
40. The governance of the school is good. The chair of governors is very supportive and the governing body is committed, enthusiastic and hardworking. They work hard to ensure that all statutory requirements are met and that the school is at the centre of the community. Many individual governors use significant managerial and pastoral expertise to the benefit of the pupils of the school. Governors have a satisfactory view of the strengths and weaknesses of the academic standards of the school. The financial management of the school is good. The headteacher works closely on all financial matters with the finance committee of the governing body. They have considerable success in seeking and attaining considerable additional funding for the school through government and other initiatives. The governors apply the principles of

best value well and challenge all spending closely. The large surplus in the school budget is accumulated savings accrued to provide 'matched funding' for the current initiative which will provide buildings and facilities for nursery education as well as after-school and holiday care for older children.

41. Significant to the smooth running of the school is the considerable and effective management role undertaken by the school secretary. All staff, including mealtime and cleaning staff, are valued members of the staff team. The school is effective in the education it provides and pupils achieve well through their time in the school. Despite its high costs, in part increased by the success in attracting extra funding, the school provides good value for money.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>	
Total income	210,895
Total expenditure	213,581
Expenditure per pupil	4,187

<i>Balances (£)</i>	
Balance from previous year	111,037
Balance carried forward to the next	108,351

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is **satisfactory** provision for children in the Foundation Stage.

Main strengths and weaknesses

- Children are successfully helped to gain good basic skills in learning to read and write.
- Mathematical vocabulary and knowledge are carefully promoted.
- Children settle well into school life.
- Children are not always given sufficient independence in their learning.
- The siting of the secure outdoor area makes it difficult for children to learn out of doors.
- Many of the children have limited life experience that the school does much to broaden.

Commentary

42. At the time of the inspection, there were seven children of reception age on the school roll. Three of the children attend the school full time and four in the afternoons. During the inspection, a sickness 'bug' meant that the number of children in school was further depleted.
43. Reception-age children are taught in a class with Years 1 and 2 pupils, and planning shows that appropriate, separate provision has been made for them. A combination of approaches in which the children are sometimes taught with the whole class and sometimes in a separate group is carefully planned to make the most of the space and staffing available. Separate planning clearly identifies the different activities that the children will undertake, but does not always clearly show how these activities relate to what learning is expected to take place.
44. Leadership and management of the Foundation Stage are secure and ensure that the needs of this group are taken into account and that the quality of provision has been maintained since the time of the last inspection. Children's attainments are properly assessed through the use of the national Foundation Stage Profile and suitable targets identified for the children's improvement. There are very good home/school links forged and this helps the children to settle well in school and to be happy there. Parents are very positive about the way their children have been helped to do this. Both indoor and outdoor space is adequate, but space for independent indoor play is tight. The outdoor space is a little bleak and, as it is situated on the other side of the school to the classroom, it is difficult to use it for more than directly supervised physical activity. These restrictions contribute to the quality of the overall provision being judged only satisfactory.
45. The **personal, social and emotional** development of the children is promoted in a satisfactory way. There is good teaching and learning of aspects such as the development of self-control, concentration and attention. High expectations are evident and there is a quiet insistence that the children will live up to these. The children are encouraged to express their needs and to understand that others have needs too. Turn-taking and working as part of a group are well promoted. Independence is not as well promoted. Because of the restrictions of space and the need to keep noise to a level which will not disturb older pupils in the class, children

are not given enough opportunity to learn independently from an adult through self-initiated play.

46. By the end of their reception year, current Year 1 pupils had average skills in most aspects of **communication, language and literacy**. This represents good achievement. There is good teaching of skills such as phonics (the link between sounds and letters) and letter formation. Children's books show that they are given good opportunities to write, although not often enough independently. Vocabulary is extended well and children are encouraged to use new words when they are working and playing. Children are given good access to books, both as part of a group and individually, and show good concentration when they are being read to as part of the whole-class literacy lessons.
47. Achievement in **mathematical development** is good. Good teaching helps the children to learn to count, to describe and recognise shapes and to understand about measurements. There is good emphasis on the development of correct mathematical vocabulary. By the end of reception, most have met the early learning goals for this aspect of their development, although few exceed them.
48. Evidence is that good achievement also extends to the children's **creative development** because they are included in the wide range of cultural activities available in the school. The children's **knowledge and understanding of the world** is securely developed as they work at activities related to those being undertaken by the older pupils in the class. During the inspection, for example, the children looked at the way in which light shone through different types of material and gained skills of investigation through this, although these skills could have been even further developed with a little more freedom to explore alone. As part of their **physical development**, children's manipulative skills are developed well, for example through art and design activities which successfully promote skills such as cutting. Pencil control is also well promoted through regular handwriting activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in all aspects of the subject are above average by Year 6.
- High expectations of pupils in Years 3 to 6 help them to achieve well.
- Basic skills in speaking, listening, reading and writing are taught well.
- Pupils are not sure how to challenge themselves to improve.
- Teaching assistants play a key part in helping pupils with special educational needs to make good progress.
- Good use of English in other subjects helps raise standards.
- More precision is needed in the use of data to identify aspects for improvement.

Commentary

49. In the 2004 Year 6 national tests, pupils attained above average standards in English. Standards have risen, particularly in the last two years, and inspection evidence is that they continue to do so. Current Year 6 pupils are achieving well and attaining above average standards and, if they continue to make the good progress seen in their books, could achieve well above average standards by the end of the year. There were

only six Year 2 pupils in 2004. These pupils attained average standards in both reading and writing. Standards remain at this level and pupils' achievement is satisfactory.

50. All pupils achieve well in the development of speaking and listening skills. This aspect of English is taught well throughout the school. Pupils are encouraged to talk in lessons and thereby develop their vocabulary. Drama activities are a part of some lessons and this encourages confidence that is further increased by whole-school activities such as the school productions. Parents are particularly pleased with the way that confident speaking is encouraged. By Year 6, pupils are confident, articulate speakers who are ready to justify their thinking and to explain their work.
51. The overall quality of teaching and learning in Years 1 and 2 is satisfactory and leads to satisfactory achievement. Basic skills are well taught but teaching is not as successful in helping pupils to build knowledge about how to write for different purposes and audiences.
52. The quality of teaching and learning in Years 3 to 6 is good. Teachers have high expectations of the pupils and are rigorous in ensuring that the pupils live up to these. The small classes for pupils in these year groups are advantageous because teachers are able to challenge pupils individually and this means that higher-attaining pupils also do well. The careful development of basic skills of spelling and handwriting in Years 1 and 2 places the pupils in a good position to further build their skills in Years 3 to 6. Pupils are taught how to write for different purposes, although a number of them find it difficult to articulate the conventions for different types of writing. There are numerous opportunities for pupils to write in subjects other than English and this successfully enables them to consolidate and extend what they have been taught.
53. Similarly, the systematic teaching of the skills needed to read new words in Years 1 and 2, together with the amount of practice provided both in class or group reading sessions and through the valuable help of a large number of volunteers, provides pupils with the basic skills they require. Reading is then developed well through direct teaching of skills such as taking notes from text. Year 6 pupils are interested in reading and many read for enjoyment as well as for the gathering of information.
54. Assessment is not yet fully exploited in helping pupils to be more able to challenge themselves. Although most lessons have a clear focus shown in the teachers' planning, teachers are not always sufficiently clear in the way they share the objective for the lesson with the pupils. Pupils are not always sure about what constitutes success and then cannot target their effort accordingly. Marking is very conscientiously undertaken but is not always sufficiently precise in telling pupils where they have been successful and how to improve.
55. Pupils with special educational needs are taught well, both in class and by teaching assistants in small group sessions. Teaching assistants are well trained and knowledgeable and help pupils to develop and maintain good self-esteem as well as skills in English. This careful provision helps pupils to meet the well thought out targets set for them.
56. Leadership and management in English are good and this has resulted in the improvement in standards seen. Staff strive to raise standards and use data to pinpoint some areas for development. The use of the data collected is not yet as

rigorous as it will need to be to help with the raising of standards even further. Prior to the inspection, the co-ordinator had identified a need to further improve the use of assessment and had already organised local education authority help for this purpose.

Language and literacy across the curriculum

57. As part of the educational philosophy of the school, efforts are made to link subjects. This is successfully done. Pupils have numerous opportunities to use their English in all other subjects, including ICT, and this has a very positive effect on standards by Year 6.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By Year 6, pupils' standards in mathematics are above average and they have achieved well.
- High expectations make teaching and learning good in Years 3 to 6.
- Relationships are very good and pupils have very good attitudes to learning in mathematics.
- The subject is well led and managed, with a clear focus for improvement.
- Target setting is not fully part of the marking process.

Commentary

58. In 2004, pupils in Year 6 attained well above average standards. Standards in the very small Year 2 group were above average. All pupils in Years 3 to 6 achieve well. Pupils' achievement in Years 1 and 2 is satisfactory, as they consolidate their knowledge and understanding of mathematical concepts from a below average start in the reception year. There is no difference in the achievement of boys and girls. Standards of work seen in the inspection were above average in Year 6 and average in Year 2 and are similar to those seen during the last inspection.
59. Teaching and learning in Years 1 and 2 are satisfactory. In Years 3 to 6, teaching and learning are good. Teachers in Years 3 to 6 have good subject knowledge, and methods and strategies are effective in stimulating pupils to achieve well. Relationships are very good and this means that pupils are enthusiastic about the subject. Pupils work well individually, in pairs and in groups, sharing equipment and using computers effectively. They are eager to contribute as well as listen to others. Teachers try hard to interest pupils in mathematics. In one lesson, for example, the teacher caught the pupils' imagination with a set of practical problems, one being to tile a bathroom using geometrically shaped tiles that would fit together to cover the entire surface. Probing questioning by the teachers develops good-quality mathematical analysis, understanding and rapid learning. Mental calculation forms the backbone of learning in all lessons.
60. Throughout the school, pupils are divided into groups for mathematical activities, and teachers ensure that work is carefully matched to each group's needs and level of

attainment. This, backed by the successful use of teaching assistants, students and volunteer helpers to give small group or individual support, ensures that pupils learn well in lessons. Pupils with special educational needs are well supported and achieve well. Pupils with high levels of ability in mathematics are identified and are provided with challenging tasks, opportunities to attend courses out of school and consequently they achieve well.

61. Leadership and management of mathematics are good. In the temporary absence of the co-ordinator, the headteacher is supporting the subject well using her good knowledge of the subject to good effect. She has rightly focused on raising standards in Year 6. A considerable amount of data is now being collected at regular intervals during the time the pupils are moving from Year 1 through to Year 6. This data is used satisfactorily to aid teachers in planning work, but more detailed analysis could assist the further raising of standards. Marking is completed conscientiously, in some classes providing support to develop the pupils' learning, and this is an improvement since the previous inspection. It is, however, an area for continued development.

Mathematics across the curriculum

62. Opportunities for pupils to use and develop their mathematical skills in other subjects are good. Throughout the school, pupils make good use of computer programs to support work such as rapid mental calculation or presenting results as graphs and charts in science. They measure accurately in design and technology activities and are experienced in calculating angles in such activities as designing a security system for a model of a factory using sensors and mirrors to ensure that there are no blind spots.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of attainment in Year 6 are above average.
- Relationships in the classroom and pupils' attitudes to learning in science are very good.
- Pupils' learning is enhanced through practical work.
- Good community links aid learning about the environment.
- Greater emphasis is needed on analysis of investigative work in Years 1 to 4.
- Assessment of pupils' attainment is not used sufficiently to underpin the teaching.

Commentary

63. In 2004, standards of attainment in the Year 6 national assessments were above average. In Year 2, they were average. These standards are maintained amongst the current year groups. Achievement of pupils in Years 1 and 2, including those with special educational needs, is satisfactory, and in Years 3 to 6 it is good. There is no significant difference between the attainment of boys and girls. Standards in Year 6 have improved since the last inspection.

64. Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 and 2. Teaching and learning observed during the inspection was based upon very good relationships that encouraged very good attitudes to learning. The teaching of science is firmly based on practical activities and the school is well resourced for this. Pupils engage in practical activities enthusiastically. They are eager to take part and to contribute sensibly to classroom discussions. The good development of analytical skills amongst the oldest pupils contributes very positively to improving standards. The marking of pupils' work in Years 5 and 6 gives strong emphasis to accuracy of using results to substantiate findings. This high level of expectation ensures good learning in the subject in those years. This is an area for development in other years of the school.
65. The curriculum in science is made more effective by the school approach to enrichment and to the linking of subjects. Pupils use their mathematical skills well in science to measure the results of their tests and to record their findings in tables and graphs. ICT is used well to support pupils' learning in science. Good use is made of the environment and the school has been closely involved with the National Trust in the development of a local conservation area. The good links established with the feeder secondary school have a positive impact, and pupils' experiences are extended by visits and visitors to the school.
66. Leadership and management of the subject are good. The subject co-ordinator, who teaches Years 5 and 6, is well placed to challenge pupils and develop their analytical skills to a high level and this has resulted in improved attainment in the pupils' final years at the school. Assessment procedures are satisfactory and enable teachers to build successfully on pupils' previous work. Teaching assistants are well trained and informed and make an important contribution to pupils' learning and, in particular, to those pupils identified by the school as having special educational needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good leadership and management have resulted in the maintenance of good levels of training and resources and in the raising of standards.
- Good use of teaching and non-teaching staff expertise has had a positive impact on pupils' learning.
- Relationships are very good and pupils have very positive attitudes to ICT, which help them to make good progress.
- Control and simulation technology are not promoted to the same extent as other aspects of the curriculum.

Commentary

67. Standards throughout the school are above average. Pupils achieve well. The good achievement of pupils with special educational needs is aided by the use of suitable programs that help them to make effective progress towards the targets in their individual education plans. There is no difference between the achievement of boys and girls.
68. The quality of teaching and learning is good. This is a good improvement since the previous inspection and is the result of good quality training provided to all staff in the school. Staff have high expectations of pupils and give them responsibility for logging on, saving, printing and retrieving work. Pupils are given opportunities to access other programs and, under supervision, the Internet. It is because of this high level of expectation and the very good relationships that exist that pupils are very enthusiastic about the subject. Well-directed support and good use of teaching assistants as part of this teaching structure are significant in ensuring the good level of achievement throughout the school. Pupils are encouraged to overcome problems they encounter and this greatly increases their confidence and extends their skills.
69. Leadership and management are good. The headteacher and governing body value ICT highly and ensure that the resources are of the best quality and consistently up to date. There is a well-resourced, centrally situated ICT suite. Effective timetabling has ensured that the suite is used for a significant amount of time throughout the week. Significant to this improvement in standards has been the depth of training given to all staff, both teaching and non-teaching. The school administrative assistant is a highly trained member of staff and she both teaches groups of pupils and is the school technician.
70. The breadth of the curriculum is good; it is not very good because control and simulation technology, whilst good, are not promoted in all classes to the same extent as other aspects of the curriculum. The ICT suite is used in the evenings to provide training for adults in the community and this further reinforces the status of ICT as a tool for lifelong learning and working.

Information and communication technology across the curriculum

71. Good use is made of ICT to help pupils' achievements across the curriculum. This is a good improvement since the previous inspection. Good progress has been made in this aspect of pupils' learning through the introduction of interactive (ICT linked) whiteboards. This means that ICT is beginning to be used as a teaching tool and, as a result, pupils expect to use it as a tool for their own learning. In one lesson, for example, a teacher made good use of this for pupils to enter data for a class tally of favourite colours in mathematics. Other equipment, such as computer-linked microscopes, is used well to examine creatures found in the school grounds and environmental area. Teachers make good use of the Internet, for example to show the work of artists such as Mondrian. A regularly maintained website sets a good quality introduction to the school and makes a clear statement of the value the school places on ICT.

HUMANITIES

72. Work in history and geography was sampled. Religious education was also sampled as only one lesson was timetabled during the inspection. No lessons were seen in either history or geography. Evidence was gathered from informal talks with pupils, teachers' planning and scrutiny of completed work.
73. Pupils like **history** very much. In informal discussion, they talk animatedly about their work and their parents say that they carry this enthusiasm home and are keen to extend their learning there. Work in history is very well linked to that in other subjects. In their current Roman project, for example, Years 3 and 4 pupils have researched information using the Internet and written about what they have found out. They have worked with a visiting artist to make high quality masks to represent the Roman gods. They were currently in the process of using their researched knowledge to make up dances to represent the characters of the gods. Such activities ensure good understanding. In the work seen and conversations held, pupils showed above average skills, knowledge and understanding of history.
74. Pupils' enthusiasm for both history and **geography** are greatly enhanced by the wide range of visits undertaken. Year 6 pupils have begun to develop a first-hand understanding of the way environment influences lives through their work with pupils at an inner city school in Plymouth. Activities undertaken with the National Trust in the area of conservation promote geographical understanding as well as developing citizenship. Very useful samples of evidence have been collected that illustrate the breadth, depth and richness of the programme of work in both subjects.
75. In **religious education** pupils achieve well and, by Year 6, their attainment is at least in line with the expectations of the locally agreed syllabus. Teachers' planning shows good coverage of all the required aspects of the syllabus and pupils demonstrate good knowledge of Christianity and of other world faiths. Older pupils begin to be able to identify similarities and differences between Christianity and the other world faiths they study.
76. In the lesson seen, teaching and learning were good. Pupils discussed their favourite books in preparation for work on the special books linked with different faiths. Pupils were able to name the Bible and the Guru Granth Sahib as special books and say why these have significance to followers of Christianity/Judaism and Sikhism. Pupils were eager to begin their lessons, anticipating that they would be interesting and enjoyable. A good range of teaching methods was used to encourage pupils to think and talk about what made a book special to them, thus effectively providing the foundation for future work.
77. As with history and geography, the use of visits and visitors enhances the provision and excites and interests pupils in the subject. Both the Methodist minister and the local vicar are regular visitors to the school and the school takes advantage of a link through a former pupil to invite a member of the Hindu faith to come to school to talk about her beliefs and the customs of her faith.

78. The school has taken a sensible and effective view on the leadership and management of religious education. As a small school, it has been decided that a shared approach to subject development is the most efficient use of staff time. The subject is well managed, there are regular occasions for its review and improvements identified in the school improvement plan. Pupils' good achievement and the breadth of the curriculum are evidence of the effectiveness of this method of subject management.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Work was sampled in art and design, music and physical education. One lesson in each of art and design and music were observed. No lessons were available to be seen in physical education. For all three subjects, teachers' planning and records were scrutinised. Design and technology was not inspected.
80. The school is justly proud of the breadth of curriculum provided in **art and design**. As part of its work within the local creative partnership initiative, staff and pupils have worked with visiting artists on a number of projects. Pupils have gained an enthusiasm for art through this and greatly enjoy their work in the subject. The curriculum is further enriched by clubs, such as a very popular pottery club run by a local potter. The work completed by the pupils in pottery, both in the club and as part of ongoing class work, is of high quality. Good links are made with other subjects so that pupils use their artistic skills to enhance their work in history and geography. ICT is used to extend pupils' learning in art. In a very good combined art and ICT session, pupils used the Internet to compare and contrast the work of Pollock and Mondrian before using their knowledge to assist them to make good quality pictures using the computer. There were good opportunities for pupils to discuss their work, promoting speaking and listening skills well.
81. **Music** is also highly valued in the school. A specialist teacher takes most of the class lessons in the school and pupils express enjoyment of these. In the lesson seen, the expertise of the teacher was evident in the planning and teaching of the lesson. Good quality instruments were available for the pupils to use. The effect of the teaching was reduced, however, by the very poor acoustics in the school hall that prevent pupils from hearing what they do with any accuracy. Pupils at the school are very fortunate in being offered music tuition in a range of instruments. These lessons are supported by a local trust and are free of charge to the pupils. A good number of pupils take these lessons. The music curriculum, as in other subjects, is further extended by visits from musicians and orchestras. A very valuable experience offered was the chance for pupils to work alongside pupils from a London specialist music school. Parents speak highly of the quality of music in the school, especially that displayed in school productions.
82. **Physical education** is prominent in the school's curriculum. All strands of the subject, including outdoor and adventurous activities, are part of pupils' experiences. As well as the basic curriculum, all pupils are offered wide-ranging opportunities to try different types of activity; for example, in the last three years, older pupils have been taught windsurfing. Standards in swimming are above average. By the time they leave the school, pupils are not only proficient swimmers, but have been taught survival skills as well. Pupils said they find swimming sessions challenging and they understand that, living where they do, these are important skills to acquire. A significant contribution is

made to sport at the school by a teacher appointed by two local secondary schools to develop sport in all the local schools. The school is highly involved in local sports competitions in which it is frequently very successful. Pupils benefit from a good range of after-school clubs. Eight sport-related clubs, run by teachers and members of the local community, are offered during the academic year. They are well attended by the pupils. Pupils benefit from the good resources and accommodation available for physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Work in this area was sampled. The school has a good quality programme for personal, social and health education. Much of this is done through the informal structures that underpin the provision for personal development. Teachers take opportunities to discuss personal issues as they arise, giving them a relevance to the pupils. Conservation work with the National Trust promotes ideas of citizenship, as does the school council. The school is working towards 'Healthy School' status in recognition of the work it has done in the field of health education. Pupils are offered fruit each day and water is available to them at all times. Even the youngest pupils can say what foods promote good health and which should be eaten only in moderation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
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	4
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	2
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	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	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).