

INSPECTION REPORT

ST IVES INFANT SCHOOL

St Ives

LEA area: Cornwall

Unique reference number: 111807

Headteacher: Miss J Dean

Lead inspector: Mr D Manuel

Dates of inspection: 16th to 19th May 2005

Inspection number: 267792

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	241
School address:	Trenwith Burrows St Ives Cornwall
Postcode:	TR26 1DH
Telephone number:	01736 796628
Fax number:	01736 797496
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Griffin
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

St Ives Infant School is an average-sized school for children aged between three and seven years. It is situated in St Ives, parts of which are among those with indicators of high social deprivation in Cornwall. The proportions of pupils leaving or joining the school during the course of the year are average. Pupils' attainment on entry is below average overall, and sometimes well below average, particularly in language and personal skills. The socio-economic circumstances of the area are below average and this is confirmed by the above average proportion of pupils who have been eligible for free school meals, although the most recent figures are below average for the first time. The proportion of pupils on the special educational needs register is average. Pupils' needs include social, emotional or behavioural problems and speech or communication difficulties. There are no Traveller children. Almost all the pupils are from a white, British background. The percentage of pupils from ethnic minorities is lower than most schools and none of these speak English as an additional language. There have been no exclusions in the past year.

Distinctive features of the school include the supportive atmosphere and the positive learning environment which is aimed at enabling pupils, in the words of their new prospectus, '..... to set out confidently on the adventure of learning...'. The school gained a Schools Achievement Award in 2002 and a Healthy Schools Award in 2004. The school has excellent links with the local community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	Mathematics Information and communication technology Art and design Citizenship Physical education English as an additional language
9880	Mr A Comer	Lay inspector	
15770	Mrs J Phillips	Team inspector	Science Design and technology Music Foundation Stage
31975	Mrs K Andrews	Team inspector	English Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which has made good levels of improvement since the previous inspection. Pupils achieve well from below average starting points. Standards by Year 2 are above average in information and communication technology (ICT), art and design and physical education. Standards in all other subjects inspected are average. The quality of teaching is good and the school's management and governance are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and has high aspirations for the work of the school;
- The school makes very good provision for pupils' care and welfare;
- Pupils' personal development is at the heart of the school's work and as a result, they display very good behaviour and have very good attitudes to learning;
- Children receive a very good start to their schooling in the nursery and reception;
- Opportunities for enrichment in the curriculum are very good;
- Community links are excellent and have a significant impact on pupils' education and personal development;
- Attendance levels are just below the national average and need further improvement;
- Not all parents are involved enough in their children's learning.

Improvement since the previous inspection has been good. The significant number of issues from the previous report have been dealt with effectively. Provision and standards in ICT have been greatly improved. There is now regular review of the school's planned curriculum and assessment procedures are well structured and the information is used effectively to guide planning. There is much greater consistency in the quality of teaching. The aims and objectives of the school now support high expectations of pupils' achievement and management responsibilities are clearly defined and carried out well. As a result, everyone is now involved in the thriving learning atmosphere in the school and pupils achieve well as a result.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	D	D	D
writing	C	D	C	C
mathematics	C	E	D	D

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

Pupils achieve **well**. The table above shows that results in the 2004 National Curriculum tests were just below average in reading and mathematics and average in writing. This represents good achievement because the skills of these particular pupils were lower in these areas when they started school. Standards within different year groups vary from year to year from below average to well below average. The inspection finds that standards

in the current Year 2 are average in reading, writing and mathematics. This represents good achievement for these particular pupils who entered the school with below average skills. Pupils' achievement in ICT, art and design and physical education is very good. Children in the Foundation Stage (classes for those under five years of age) also achieve well. Having entered the school with below average skills, most will have reached the goals expected of children by the end of reception. Good achievement is due to the positive and stimulating learning environment that staff have created. Boys and girls, pupils with special educational needs, and the very small number of pupils from minority ethnic backgrounds achieve equally well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Behaviour is very good and pupils have very good attitudes to learning because all adults have high expectations, which pupils themselves respond to well. By Year 2, pupils develop a good level of independence in their work and many have the self-discipline to work productively on their own. Attendance is just below the national average because a few families are not as co-operative in ensuring maximum attendance as are most parents. The school is working hard to improve matters.

QUALITY OF EDUCATION

The overall quality of education provided by the school is **good**. Teaching and learning are **good**. Pupils learn well because teachers make lessons interesting and meaningful with good links between subjects. Pupils are keen to learn. This is the result of the very good attitudes, which the school has helped pupils to develop. Teachers plan their lessons carefully and make sure that pupils understand what they are learning in each lesson and how it links with previous work and work in other subjects. Clear explanations enable pupils with special educational needs to learn as well as others. Higher-attaining pupils are challenged to make full use of their literacy and numeracy skills in English, mathematics and other subjects. The curriculum is good and is enriched by extra-curricular activities, by visitors and visits in the locality. The care and welfare given to pupils are very good. Links with parents and other schools are good and links with the community are excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher has high aspirations and a clear understanding of the priorities for her school's improvement and provides very good leadership in the quest to raise standards still further and to improve pupils' personal development. She is well supported by her deputy, the senior management team and all staff. There is a good management structure to ensure that decisions are fully considered and effectively implemented. Governance is good. Governors have a good understanding of the school's priorities and are supportive of the school's work and effective in monitoring its progress. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school and its work. They appreciate the very good start to their children's education and value the efforts the school is making to improve their children's learning. Almost unanimously, parents were very supportive in their response to the questionnaires. At the parents' meeting, all who attended agreed that the school is now very positive and were very happy about the changes that have been made. Pupils expressed very positive views of their school and particularly like the help they get from teachers in their lessons, to work hard and find things out.

IMPROVEMENTS NEEDED

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

- continue to work closely with parents to increase the levels of attendance;
- continue to encourage the involvement of parents in their children's education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Foundation Stage and in Years 1 and 2. The attainment of the current Year 2 pupils is average in reading, writing, mathematics and science.

Main strengths and weaknesses

- Pupils' achievement is good overall, but is very good in ICT, art and design and physical education.
- The focus on enriching the curriculum has raised standards in ICT and creative subjects.

Commentary

1. Foundation Stage children achieve well. They start school with skills that are below average overall and often very low in language and personal development. The school's records show that attainment on entry varies between below and well below average. This is partly due to the low levels of socio-economic circumstances of the area. Most children will have reached the goals expected of children by the end of reception, but a minority of children will not have achieved them.
2. In the 2004 national tests at the end of Year 2, the average point scores (where pupils' attainment at all levels is taken into account - as in the table below) were just below the national average in reading and mathematics and average in writing. Compared with the results of similar schools (those with similar proportions of free school meals), these results were below average in reading and mathematics and average in writing. The five year trend is close to the national trend in reading and writing, and well below the national trend in mathematics. This is mainly due to the fall in results in 2003. Results have been rising overall since then.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.5 (14.8)	15.8 (15.7)
Writing	14.9 (14.3)	14.6 (14.6)
Mathematics	15.8 (14.6)	16.2 (16.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

3. The inspection finds that current standards reflect the improvement in pupils' achievement and the rise in standards. By the end of Year 2, pupils' attainment in reading, writing and mathematics is average. Standards in science, religious education, history and music are average but are above average in ICT, art and design and physical education. This reflects the emphasis placed by the school on creative, practical and physical subjects to enrich pupils' learning. There are no significant differences in the performance of boys and girls.

4. Pupils with special educational needs make good and often very good progress and by the end of Year 2, the majority have been helped to attain standards that are similar to their peers. This is because the school monitors and assesses these pupils' progress very carefully and is keen for them to do well and because teachers set tasks that provide the right level of challenge and support. For example, many need specific help in developing speaking and listening skills, and teachers and teaching assistants often work with them in small groups, adapting their questioning or rephrasing explanations to ensure that pupils understand their tasks. School records show that the school's strategies are successful in removing a number of pupils with special educational needs from the register.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal qualities are **very good**. Behaviour is **very good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and involvement.
- The very good relationships between staff, pupils and parents help pupils to develop a strong sense of belonging to the school community.
- Pupils behave very well and enjoy school.
- The very good attitudes and behaviour of pupils have a positive effect on their achievement.
- Attendance is below the national average.

Commentary

5. Pupils' behaviour and their attitudes towards school are very good. Pupils' attitudes have improved since the previous inspection. This is a direct result of the good teaching and the clear guidelines for behaviour set by teachers. Pupils with special educational needs have the same positive attitudes to their work and staff work hard to promote their self-esteem. Pupils who have been identified with emotional and behaviour difficulties participate fully in lessons because they are well supported and managed and this helps them to improve their self-control.
6. It is evident that there is a strong community spirit throughout the school. Pupils participate enthusiastically in the life of the school and in the wide range of activities outside the classroom. Pupils who completed the questionnaire or who were interviewed expressed positive views about their school. There is no evidence of oppressive behaviour. There have been no exclusions during the past school year. The very good relationships that exist stimulate pupils' very good attitudes to learning and enhance their personal development considerably.
7. There are good opportunities for pupils to enhance their personal and social development through taking responsibility, which they do with eagerness and pride. Pupils are encouraged, through a good range of school activities, to care for and respect others and to work hard. They are fully involved in the local community and are developing a good understanding of other cultures and beliefs.
8. Provision for pupils' spiritual development is very good. The school places a strong emphasis on developing pupils' self-knowledge, the appreciation of the efforts of others and spiritual awareness. A wonderful example of this was seen at the start of a

religious education lesson, when pupils in Year 1 were taken outside, asked to look out to sea and the coast line and consider how it had been created. Very thoughtful and relevant comments ensued. Moral development is very good. Pupils understand right from wrong and show evidence of this in their daily actions around school. They share very sensible views about litter and pollution in the environment. Pupils' social development is very good. They take responsibility for themselves and for others and are involved through the school council in making and upholding school rules and classroom rules. They work and play together harmoniously and share in each other's achievements. Pupils' cultural development is good. Pupils are very aware of their own distinctive culture and traditions through excellent links with the local community. A good range of activities ensures that pupils develop a good understanding of other cultures, particularly through art and design technology, religious education and personal education. Pupils learn about the beliefs of people from other religions, about Aboriginal art and are developing links with a school in Sri Lanka.

Attendance

9. Attendance is just below the national average. However, the school has created good procedures to monitor and promote good attendance. These procedures have been successful in improving attendance over the past three years and this has contributed to the improved teaching, learning, standards and attitudes of pupils. However, the efforts of a very small number of parents and carers to ensure the regular attendance of their children is still unsatisfactory. Most pupils arrive punctually for school and lessons begin on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.9	School data :	0.6
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.

Exclusions

There have been no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**. The quality of teaching and learning is good. The school provides a good curriculum, greatly enriched by visits and extra-curricular activities. The care and welfare given to pupils are very good. Links with parents and other schools are very good and links with the community are excellent.

Teaching and learning

Teaching and learning are good overall and very good in ICT, art and design and physical education. Assessment is good in the Foundation Stage and in Years 1 and 2.

Main strengths and weaknesses

- Teachers plan good links between subjects to make learning meaningful for pupils.

- The school places a strong emphasis on creative, physical and practical subjects and teaching is very good in these subjects.
- Lesson planning is thorough and teachers provide correct levels of challenge for pupils.
- Adults have high expectations of pupils' behaviour and ensure that they are understood.
- Assessment procedures are good and information is used effectively to plan the next steps in learning.

Commentary

10. The quality of teaching is good overall with some very good features. This is an improvement from the time of the previous inspection. Teachers' planning for lessons is very thorough and includes clear objectives for pupils' learning, which are made known to pupils at the start of every lesson. Teachers have very good understanding of subjects and how pupils of this age range learn. Literacy and numeracy lessons follow national guidance for these areas and pupils' knowledge and skills are developed and extended systematically in relation to their current progress. Lessons are interesting, often linked to work in other subjects, and capture pupils' attention. An example of these good links was seen in art and design when Year 2 pupils made tile-print patterns with different features of religious artefacts and church architecture in their designs. The topic linked very well with their visits in the locality and with religious education. Teachers use their assistants and other adult helpers very well to provide good levels of support in a range of contexts.
11. Pupils' good learning is supported well in the thriving learning atmosphere that exists in classes. This is a result of the very good strategies which teachers and assistants use to manage pupils' behaviour. A small number of young children in nursery and reception find self-discipline difficult, but adults have developed very effective ways of managing inappropriate behaviour so that good learning takes place in lessons. The quality of marking in pupils' books varies, but in most classes it is good and shows pupils how they may improve their work. The learning of pupils with special educational needs is thoroughly monitored and assessed from the time they start school. Teachers know these pupils well and set appropriate targets for them in their individual education plans, backed up with work at the right level. Teaching assistants work very closely with pupils, giving good support and this also enables these pupils to make good progress and, as they move up through the school, to become successful learners.
12. Procedures for assessing pupils' performance and tracking progress are good, and are much improved from those seen during the previous inspection. In the Foundation Stage, regular ongoing observation of activities enables teachers to assess children's progress and plan new relevant tasks. In Years 1 and 2, there are very thorough systems to measure and track pupils' progress in English, mathematics and science with regular evaluation and the setting of new targets. Assessment data is used effectively to group pupils for tasks. In other subjects, procedures are less detailed, but good evaluation of pupils' achievements takes place to provide information to help teachers plan the next steps in learning.
13. Assessment procedures for pupils with low levels of attainment and those with special educational needs are very good. The school does all it can to ensure that these pupils' needs are promptly identified, and very close links have been established with outside agencies, whose expertise is sought at the earliest opportunity. Individual education plans describe realistic, achievable targets, are maintained well and contain

records of the progress that pupils are making towards the targets identified. Teachers thoroughly understand the learning needs of these pupils and plan work at the right level to lead them on to the next stage of their learning. Classroom assistants are well trained and offer very good support when special educational needs pupils are working individually or in small groups.

14. Parents are kept fully informed of their children's progress and the school makes helpful suggestions on how they may support their learning at home. However, the school is aware that some families are still not sufficiently involved in their children's learning and is working hard to involve them further.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfacto ry	Poor	Very poor
0	10 (28%)	20 (55%)	6 (17%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

The curriculum

The curriculum is **good** and provides activities that are relevant to the wide range of pupils' needs. The curriculum is greatly enriched by a good variety of visits and visitors. Accommodation and resources are good and are used effectively to support teaching and learning.

Main strengths and weaknesses

- The curriculum has interest and meaning for pupils because of the many relevant links between subjects.
- Curriculum balance and relevance has improved because teachers are more confident about what they have to teach.
- The curriculum for children under five is rich in interesting and exciting experiences.
- The enrichment of the curriculum is very good and makes very positive contributions to pupils' achievement.

Commentary

15. The curriculum is much improved since the time of the previous inspection. It is now broad and balanced, with a consistency in planning that ensures pupils learn in a progressive way. The headteacher and subject leaders monitor regularly and give clear direction, ensuring that all statutory requirements are met and all pupils have equality of access and opportunity to the curriculum. Thorough and rigorous planning across the classes and year groups means pupils build on the skills they develop from year to year. The school has invested much time in improving skills in literacy and numeracy, but still provides interesting links between subjects to ensure that pupils learn in a coherent way, giving relevance to their work.
16. The school places a strong emphasis on provision for creative, physical and practical subjects. Art and design and ICT are good example of this, with pupils having very good daily opportunities to use their skills in other subjects. Teaching staff have a wide range of expertise and experience. Teachers and support staff form an effective and

well-trained team, who work closely together, guiding and supporting pupils' progress and successfully promoting the inclusive nature of the school. Curricular provision for children who are under five is good and thoroughly covers the required areas of learning for this age group of children. Children are keen to come to school because they are so interested by their activities, as for example, during the inspection, when some chicks were hatched in the nursery.

17. Provision for pupils with special educational needs is good because pupils' difficulties are identified and addressed very early and intervention is swift. Teachers contribute well by thoroughly adapting the curriculum. They make it inclusive by providing work that is at the right level, through targets set in individual education plans. Teaching assistants also contribute well to curricular development by the very positive and competent support they provide in lessons.
18. The school's provision for the enrichment of the curriculum is now very good, a significant improvement since the previous inspection. There is a wide range of activities including after-school clubs, educational visits and visitors, and pupils' involvement in the life of the local community. All pupils have an equal opportunity to participate in these activities that make a very positive contribution to their achievement and personal development.
19. Accommodation overall is good and effectively supports the needs of teaching the curriculum. The addition of the ICT suite and the Jubilee Room has improved both the teaching resources and the community involvement at the school. However, the two hatted classrooms are barely adequate for some creative activities and there is no wet-play area for the very young children. The renovation of the pond and wildlife area has provided a valuable additional resource. The use made of the current accommodation is good. Resources for learning are good for all subjects and their planned use makes a good contribution to pupils' learning. Displays throughout the school, many involving the work of pupils, are very good. The buildings and grounds are well maintained.

Care, guidance and support

The school makes very good provision for pupils' care and welfare. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school **very successfully** involves pupils in its work and development.

Main strengths and weaknesses

- The very good care that the school provides helps pupils to mature considerably.
- Pupils have very trusting relationships with adults.
- Pupils are fully involved in the life of the school and their views are highly valued.
- Induction arrangements for pupils entering the school are very good.

Commentary

20. Policies and procedures for child protection and for promoting the general welfare of pupils are very good. There is a very strong emphasis on health and safety and security measures have been improved. Pupils have very trusting relationships with each other and with one or more adults in the school. Teachers and support staff

know pupils and their families very well and cater for their needs. They provide good role-models for the pupils. All of the above has a significant impact upon pupils' confidence, self-esteem and their achievement, and has improved since the previous inspection.

21. The advice, support and guidance that pupils receive at school are good. Personal, social and health education is now established as a formal part of the curriculum. It provides very good opportunities for pupils to express their views and concerns and to reflect on issues within our society. Induction procedures are very good and much appreciated by parents as their children begin their school lives. The recently introduced school council provides very effective pupil consultation and ensures that all pupils are directly involved in the life and development of their school. Pupils express positive views of their school.
22. The school ensures that pupils with special educational needs are very well cared for. The school is good at encompassing help from outside agencies to support learning and positive and supportive links are evident, for example, advice from outside professionals is often included in these pupils' targets for development.

Partnership with parents, other schools and the community

The school's links with parents are **good**. Links with the community are **excellent**. The links with other schools and colleges are **good**.

Main strengths and weaknesses

- The excellent links with the local and extended community enrich pupils' learning and personal development.
- Parents are consulted regularly and their views are highly valued.
- Not all parents are involved enough in their children's learning.
- The school benefits from good links with other schools and colleges.

Commentary

23. The school's links with the local community are **excellent** and are having a significant impact on the achievement and personal development of pupils, as well as the high esteem in which the school is held by their community. Pupils are fully involved in many aspects of local civic and community life, including the Mayoral 'Loving Cup' ceremony, the St Ives Feast Day each February and local Britain in Bloom entry. Community leaders are also invited to many of the school's events. The range of opportunities for pupils and parents to benefit from visits and visitors are very impressive. They include the St Ives Museum, the St Ives School of Painting and the Steeple Woodland Project. Pupils are also involved with charitable fundraising and have been directly involved in the recent Tsunami disaster appeal through the experiences of the family of one of their teachers.
24. The school's promotion of, and involvement with, the Link into Learning and Sure Start initiatives ensure parents and children get excellent support and encouragement. Parents are strongly encouraged to be involved with their children's education and development. Parents speak very highly of the impact that these activities have had on their own confidence to become involved and on their self-esteem. The links that these initiatives provide into the support provided by health visitors and other outside

agencies is also highly valued. Members of the community speak with enthusiasm and pride about their involvement with the school.

25. Parents have very positive views of what the school provides and achieves. The information that parents receive, through meetings, newsletters, the school website, notice boards and reports, is good. Pupils' reports are satisfactory and give a range of information about pupils' progress and development, including targets for improvement. The prospectus and the governors' annual report to parents meet statutory requirements. There is a supportive 'Friends of St Ives Infant School' group and a very committed group of parent governors. The contribution that the school's links with parents make to pupils' learning at home and at school has improved considerably. However, the school recognises that still not enough parents are sufficiently involved in their children's learning and continues to work hard to achieve this. Parents' concerns and complaints are dealt with very well and they are regularly consulted through questionnaires.
26. The school's links with other schools and colleges are good. Its membership of the Penwith Learning Community is having benefits for pupils and teachers through conferences, courses, training and events like the recent 'Arts Fortnight'. Links with the adjacent junior school are developing and the arrangements for the transfer of pupils to the next phase of their education are good. The ICT technical support that the secondary school and the junior school provides is invaluable. There is a very strong link with St Ives secondary school involving design and technology, providing activities for the school, for parents and for members of the community. Students from Roehampton University complete placements at the school as part of their training programme and students from the secondary school come to the school for work experience.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides **very good** leadership. The leadership by other key staff is good overall. Governance and management are good.

Main strengths and weaknesses

- The headteacher has a very clear vision and high aspirations for the work of the school.
- Very good self-evaluation helps to ensure that school development planning is based on a very secure understanding of the school's strengths and weaknesses.
- Members of staff work well as a team and are given good opportunities to develop and extend their skills through in-service training.
- Governors are effective in monitoring the work of the school.

Commentary

27. The headteacher gives the school dedicated and determined leadership. She is totally committed and has a very clear vision for the future development of the school. The headteacher and the senior management work very effectively as a team. They provide good leadership and management of the work of the school and are willing to adapt provision to reflect the needs of the pupils, parents and the local community.
28. There have been good levels of improvement in the management of the school. Management is now effective and pupils' standards and the quality of teaching and

learning have improved as a result. Staff with key roles and responsibilities analyse available performance data and this gives everybody a clear insight into the progress of the school and its pupils. Staff are actively involved in helping the school to fulfil its vision and strategic objectives, regularly evaluating the school's performance and finding ways to improve. The school has established good systems of performance management. These enable the school to set clear targets for improvement for teaching staff. Further developments are planned for non-teaching staff. Training is clearly linked to this process. New members of staff are provided with good induction arrangements. Teaching assistants are regarded as being particularly vital in supporting the work of teachers and their deployment is managed well. The management of special educational needs provision is good. The co-ordinator constantly seeks improvement in practice and approach. The school identifies pupils' needs very early and devises programmes of support carefully matched to these needs. Records show that the school is extremely persistent in pursuing goals to get the best possible provision for these pupils.

29. The governance of the school is good and has improved since the previous inspection. The school is well supported by a balance of experienced governors and recently appointed governors. The chairman of governors works hard to involve all governors in supporting the work of the school and developing their roles. Governors now meet all their statutory obligations, and they have ensured that the issues identified for improvement after the previous inspection have been fully addressed. Governors are extremely knowledgeable about the school's work and do all they can to support the high aspirations of the headteacher and the targets for improving the school's performance.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	542,323	Balance from previous year	34,368
Total expenditure	539,778	Balance carried forward to the next	36,913
Expenditure per pupil	2,151		

30. The school's improvement plan is agreed after close consultation between the headteacher, staff and governors, and spending reflects the correct priorities for the school's development. It closely links with co-ordinators' action plans for their respective subjects. Planned priorities in the improvement plan are sufficiently linked to their cost implications, and criteria for the successful completion of each development. The governors' finance committee, responsible for financial supervision, receives regular information to ensure that the budget is closely monitored and prudently managed.
31. Arrangements for the management, administration of the budget and the school's day-to-day finances are good. The knowledgeable administrator works closely with the headteacher and governors to ensure that all are well briefed on the school's current financial situation. The school makes good use of best value principles, seeking to secure contracts after careful negotiation with those tendering to supply services.

Taking into account the good achievement by pupils, the good quality of education provided and the relatively low unit costs, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Provision in the Foundation Stage is **good**. The overall good quality of provision has been maintained since the previous inspection, with very good quality of provision in the nursery. Children start the nursery with standards that are below, and sometimes well below, the expected levels for three-year-olds. Children receive a good start to their education in the nursery and make good progress, particularly in their attitudes to learning, their self-esteem and their personal skills. Teaching and learning are good.
33. In the reception classes, children make good progress because of good teaching, good use of teaching assistants and effective teamwork. This has a positive impact on children's good achievement. Most children are on target to reach the goals expected of children by the end of reception in all areas of learning.
34. The leadership and management of the nursery and reception are good and make a strong contribution to children's learning. Assessment arrangements are very thorough and information is used well to help plan relevant and exciting activities. Very good arrangements are made to support families and their children when they start school, through initiatives such as Sure Start.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENTS

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

Main strengths and weaknesses

- The teachers and teaching assistants value each child's efforts and effectively boost children's self-esteem.
- Very good relationships enable the children to feel secure and to want to learn.
- Procedures in the nursery and reception encourage the children to be independent.

Commentary

35. Personal development is promoted well. Achievement is good and most children are in line to achieve the goals that they are expected to reach by the end of reception. Teaching and learning are good overall. Very effective teaching in the nursery establishes children's confidence and security in the day-to-day routines of the classroom. These successful strategies are maintained effectively in reception classes.
36. Relationships are very good. Children are valued and helped to develop self-esteem. Their work is celebrated in the many attractive displays. In the nursery and reception, the children are interested and motivated to learn through interesting topics and activities. They talk enthusiastically and confidently about what they are doing. By the end of reception, children show good levels of concentration whether working independently or in groups.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening are effectively encouraged.
- Early reading and writing are well supported.
- Teachers plan a wide range of interesting activities and stimulating activities.

Commentary

37. Teaching and learning are good. Owing to the strong focus on developing all language and personal skills, achievement is good in the nursery and this is maintained in reception classes. Children have a wide range of opportunities to develop their communication skills. Stimulating activities and resources are planned well to encourage children to discuss what they are doing with each other and with adults. Activities led by the teachers are well structured and focus clearly on early reading skills, such as looking at texts to find information about snails in the nursery. Children make good progress and most will achieve the goals that they are expected to reach by the end of reception.
38. In the nursery, children are encouraged to learn and say initial sounds and identify their own names on cards and on their smocks. The importance of books, signs and notices is reflected in the classroom and arrangements. In the reception classes, most children are confident to speak to each other and adults in the classrooms. The well-planned activities give children good opportunities to share and enjoy a wide range of rhymes, songs, poetry and stories. Staff make reading and writing activities fun. They are good role-models and demonstrate what they expect while working alongside children. This encourages the children to achieve well because they have seen adults succeed. For example, children enjoyed making a zigzag book called Tadpole to Frog and writing legible captions and simple sentences guided by the adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress in counting.
- Number songs and rhymes are used effectively to support learning.

Commentary

39. Children achieve well and most are likely to achieve the expected goals by the time they leave reception. Teaching and learning are good. In the nursery, children are taught to count and recognise numbers up to 20 and add on one more. They name simple two-dimensional shapes such as triangles, circles and squares. In reception, children were observed using two dice to identify numbers and count on from the first

number, adding the second number. Most were correct. They develop a good understanding of shopping through their garden shops in the classroom, adding small totals and giving change. Songs and rhymes such as 'Five Little Speckled Frogs' are used well to extend and reinforce knowledge of number. They also investigate shape, space and patterns in the good range of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have very good opportunities to learn about the world around them.
- Activities are well planned and are very stimulating.

Commentary

40. Children make good progress in this area because they have a wide range of stimulating opportunities planned for them. The activities foster and develop children's natural curiosity and interest and motivate them. Teaching and learning are good. Children's achievement is good and most pupils are likely to achieve the expected levels at the end of the reception year with a few exceeding them.
41. In the nursery, children are beginning to develop good observational skills, for example, looking closely at a hen and chicks. They know that ducks have webbed feet and chickens have claws. These skills are further developed when using a magnifying glass to observe snails. Teaching staff provide very good support for children as they pursue their interests and discuss what they have discovered with individuals and small groups.
42. Good opportunities are provided to explore the properties of materials such as dough and peat. For example, in a reception class, children used peat, flower pots and artificial flowers to design and create their own gardens. Children develop basic skills at the computer, demonstrating good progress in controlling the computer mouse and keyboard. An appropriate focus on religious education takes place in reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to use a wide range of tools and materials.
- Children develop a good range of skills in interesting activities.

Commentary

43. Children's physical development is promoted well. Achievement is good and the majority of children are likely to reach the goals that children are expected to reach by the end of reception and a few will exceed them. Teaching and learning are good.

Teachers link activities for all areas of learning very well and this enables children to use regularly a wide range of tools and materials to develop their co-ordination skills. They use pencils, crayons, scissors, paint and glue sticks in writing, painting and making activities. They become adept with these tools, learning to manipulate them effectively and with increasing control.

44. The indoor and outdoor areas are used well to promote a wide range of early skills. There are plans to further improve the outdoor area. Nursery children use wheeled bicycles and scooters confidently, with increasing levels of control. These opportunities are developed further by reception teachers in the hall, as children develop good control, co-ordination and confidence in climbing and balancing on apparatus.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to stimulate children's imagination.
- Children develop their creative skills very well.

Commentary

45. Children achieve well in this area of learning and most will achieve the expected goals by the time they leave reception and a few will exceed them. Teaching and learning are good. Activities encourage children to use many of their senses and respond in different ways. In the nursery, children make good progress in painting pictures to represent a hen and chicks.
46. Reception children explore colours to paint different shades to represent a pond. They cut out, and stick on, small black shapes to represent tadpoles. They enjoy musical sessions and learn a good range of songs and rhymes, which support their work in other areas such as literacy and mathematics. Children's skills are further developed in collage work and model making.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school is successfully improving pupils' literacy skills.
- Achievement in writing is particularly good.
- Good links are made between literacy and other subjects.
- Good leadership is helping the school to improve provision.

Commentary

47. The school has improved standards since the time of the previous inspection. Current standards, by the end of Year 2, are average overall, although a small number of pupils still continue to display speech and language difficulties. Standards in national tests fluctuate from year to year, but the school has gathered considerable evidence through its tracking systems to show that where standards are lower, there has been a large number of pupils in that year group with special educational needs. Data shows that individual pupils achieved well. Given the low level of their early attainment in speech, language and communication, pupils' achievement in English is good overall.
48. Pupils read with enjoyment and are equally interested in reading for pleasure as they are for looking up information to support their work. They use the Internet with enthusiasm to locate information and apply their literacy skills well when word-processing stories and poems. Teachers are working hard to establish reading at home with parents, and are having some success in this area, although it is acknowledged that there is still a long way to go. Pupils say how much they enjoy reading at home with their parents and are keen to take books home regularly. Older pupils know how to locate books using the simple coding in the library and recall occasions when they have done this to support work in many subjects. Teachers provide rich learning experiences, giving pupils a very wide range of stimulating opportunities to talk and listen to each other, visitors and the teacher. This excites them and encourages them to respond well and to contribute enthusiastically to discussion. Even though some pupils find it quite difficult to express their views and ideas coherently, this does not stop them talking because they know their contributions will be valued. Most pupils listen well in lessons.
49. Pupils write with imagination and creativity. Handwriting is fluent and consistent. Pupils are encouraged to write, with enjoyment, for a wide range of purposes, which are meaningful to them. Teachers' marking is successful in that it often helps them to see where they need to improve their work. Many examples were seen, in lessons and in pupils' books, of very good quality extended poetry, and other writing. In one Year 1 class, where pupils wrote fun poems, many were so engaged by the task that they successfully wrote a whole page quickly and independently. They were very proud of their achievements and keen to share them with a visitor and the teacher.
50. Teaching and learning are good. A real strength of the teaching is the way that English skills are planned and taught in a careful and consistent way, both in English lessons and in subjects across the curriculum, ensuring that the subject is part of the wider curriculum context. There are few routine or mundane activities because teachers' planning is ambitious and sets high expectations for pupils. Regular visits by storytellers, theatre groups, and book fairs, and participation in local speech and drama activities all help to interest and stimulate pupils to learn well. Teaching assistants are well informed and well deployed. They are quite clear what they need to do to help and support individual learners, and do so competently. This has a good effect on the learning of lower attainers and those with special educational needs.
51. The subject is well led and managed and this is helping the school to raise standards and improve provision. The co-ordinator has a very good idea of where strengths and weaknesses lie because she has monitored regularly and carefully tracked pupils' progress. She acknowledges that there are still improvements to be made, particularly in reading and speaking, but plans are in hand to address these areas.

Language and literacy across the curriculum

52. Pupils are given many good opportunities to speak, listen, read and write in subjects right across the curriculum, making a very good contribution to their general learning. This is a real strength of English provision. Pupils particularly benefit from writing opportunities that extend their skills and fluency and opportunities to research information on computers in good links with ICT and in books.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in response to good levels of challenge.
- Teachers make good use of resources to enhance learning.
- Good links are made between numeracy and other subjects.

Commentary

53. Pupils achieve well from low starting points and evidence indicates that standards by the end of Year 2 are average overall. Teachers' records show that standards in 2005 are likely to be higher than they were last year when they were just below the national average. Attainment is predicted to be very close to the national averages at Level 2 and above, and at the higher Level 3. Teachers make good use of tracking data to set ambitious yet achievable targets for pupils' end-of-year results. Inspection evidence confirms the good achievement and the average levels of attainment.
54. All pupils, particularly higher-attaining pupils and those with special educational needs, are suitably challenged and receive good support from teachers and their assistants to achieve their respective targets. Pupils make good progress in their number skills because of the good use teachers make of a good range of resources to illustrate the concepts of number. For example, in a very good lesson for Year 2 pupils, the teacher used the interactive whiteboard to challenge pupils to solve mental problems and then involved many pupils themselves in using the whiteboard to answer questions and explain their thinking. Practical equipment such as number cubes and shopping items are also used to help pupils answer problems correctly and check their answers.
55. Teaching and learning are good. Teachers plan a good range of activities in lessons in order to challenge pupils of all capabilities to achieve their full potential. Pupils enjoy the subject and work together well, sharing resources and sometimes discussing ideas that will help them solve problems. As a result, they make good progress in their learning.
56. Leadership and management by the co-ordinator are good. The monitoring of teaching and learning is used effectively to remedy any identified weaknesses and to build on strengths. Assessment procedures are good. Analysis of test results and of assessment data are used well to set targets for pupils. Improvement since the previous inspection has been satisfactory. Evidence shows that standards fell shortly afterwards, but have been rising over the past two years. One significant improvement is that teachers celebrate the subject in full in classrooms. This was an identified weakness in the previous inspection and has been a major focus in the development of the subject.

Mathematics across the curriculum

57. Good links are made with other subjects, such as science and design and technology, when reinforcing number and measuring skills. Shape patterns are developed very effectively in art and design work, when pupils rotate or repeat patterns to achieve particularly good results. In links with ICT and science, pupils represent the results of experiments in tables and graphs effectively, using computer software.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' enjoyment of practical investigations helps them to achieve well.
- Resources for science are good and well deployed.

Commentary

58. Standards in Year 2 are average. Since the previous inspection, standards have dropped, but this is due to the much lower starting points of pupils when they enter the school. Pupils achieve well from these low levels.
59. The programme of learning provided is good and pupils receive their full National Curriculum entitlement. It is evident from a thorough scrutiny of pupils' work and from the sample of lessons seen that the quality of teaching and learning is good overall. Lessons are planned so that pupils are well supported, and most pupils work at appropriate levels of challenge. Teachers recognise that limited literacy and vocabulary skills can impede the progress of some pupils. They emphasise the use of scientific vocabulary in lessons and in classroom displays. This was seen to good effect in Year 2 when the teacher and pupils discussed their electrical circuits and what happened when different parts were removed.
60. Teaching and learning are good. Pupils are keen to learn about science and enjoy being involved in practical activities. Good use is made of resources to support pupils' learning and set challenges. Pupils respond well to the opportunities to contribute to discussions. Good teaching strategies help pupils to carefully consider different factors. For example, pupils in Year 1 were challenged in their scientific thinking and observational skills when working with sand, windmills, bubbles and water to identify causes of motion.
61. The leadership and management of science are good. The co-ordinator is very well organised and monitors the work of the school by lesson observations and looking at teachers' planning. Effective systems of assessment are developing to track pupils' progress and further identify what pupils need to learn.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve very well due to the high profile given to the subject.

- Teachers' ICT skills are very good and are used very well to stimulate pupils' interest and improve skills.
- A good range of other resources is used well to support learning.
- Good links are made with other subjects to make learning very meaningful.

Commentary

62. Standards are above expected levels by the end of Year 2. This represents very good improvement from the time of the previous inspection, when standards were judged to be below expected levels. All pupils, including higher-attaining pupils and those with special educational needs, are supported very effectively at their respective levels of need and all achieve equally well. Since the previous inspection, the school has greatly improved the range, quantity and quality of resources and very good use is made of the interactive whiteboards in the classrooms and the computer suite. Teachers' own skills have been improved and they explain carefully and in simple language what pupils are going to learn. Demonstrations given at the start of lessons are easy for all to follow because teachers are confident in their understanding of software and involve pupils in discussions about how to complete tasks. Pupils' learning in all strands of the subject improves as a result of the stimulating activities planned in the subject.
63. Teaching and learning are very good. Pupils learn so well because they understand the tasks they are undertaking. They work together well in mixed-ability pairings, share ideas and make things happen. For example, in a very good lesson for Year 2 pupils, the teacher set a range of challenges to use a database about their teddy bears which had been prepared in advance by the pupils having answered a range of questions. They worked very well carrying out a range of searches to answer questions and great excitement was observed as they found out, for example, how many teddies had brown eyes or how old the oldest teddy bear was. The teacher had also included a few questions that could not be answered and good levels of discussion took place agreeing how important it was to word questions carefully.
64. In addition to using the computer suite and classroom computers, pupils have access to a good range of resources, including Pixie floor robots, digital cameras, tape recorders, light sensors and the Internet to gather information under supervision. Pupils enjoy all lessons immensely and make very good progress in increasing their knowledge, skills and understanding.
65. Leadership and management are very good. The co-ordinator has created a stimulating learning environment in the computer suite and ensures that all teachers are confident with the equipment. Evidence of this is the good skills which all display in their own work. All the school's planning is done on computers and every co-ordinator is building up a portfolio of work in the subject, stored on the computers. Interactive whiteboards are in use in four classrooms and will soon be installed in the remainder. Regular assessment takes place to track pupils' progress and the information is used very effectively to plan the next steps in learning.

Information and communication technology across the curriculum

66. Pupils develop their ICT skills well in links with other subjects. In mathematics, Year 1 pupils use a programmable floor robot when investigating measurement and direction and present findings of their mathematical surveys in graph form. In literacy, pupils use the keyboard when word-processing to assemble text with graphics and in

creating poems in the style of different authors. They use art programs to create patterns and book covers of their own choice. Digital cameras and the Internet are used particularly well to enhance work in science, history and geography.

HUMANITIES

Work was only sampled in **geography** because no lessons could be seen and insufficient evidence was available to make a firm judgement on provision, teaching or standards. Analysis of pupils' work, however, shows that pupils are achieving well. They make visits into the locality to learn about the features in their local area. Pupils name the different continents in the world and learn about areas different from their own, such as tropical rainforests. Evidence indicates that the school is meeting statutory requirements in the subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils are very keen to learn about the past and achieve well as a result.
- Teachers challenge pupils and support their learning well.

Commentary

67. Pupils' achievement in history is good and has improved since the time of the previous inspection. By the end of Year 2, pupils attain average standards. Pupils are stimulated by their study and all pupils, including those with special educational needs, are becoming young historians.
68. The study of aspects of the locality is a strength and encourages pupils' awareness and understanding of the local culture. When they visit the local museum, they come to understand how St Ives has changed over time. When they create a diary booklet about the life of a local Victorian child, they empathise with the difficulties of her life and express their own views and ideas about this in good quality extended writing. They begin to develop a sense of chronology when they create a time line of the ways in which St Ives schools have changed over time. They understand the impact that people from the past, such as Richard Trevithick, have had on the development of the local area when they use secondary sources to find out about his life, identify his inventions and how they improved local mining. They effectively collate information about historical periods from a number of relevant sources, for example, using the Internet well to locate information. Older, higher-attaining pupils talk knowledgeably about information they have found out about the local fishing industry, both past and present.
69. Teaching and learning are good. Teachers ensure that history lessons are rich with extra experiences and artefacts, including visits and visitors, which emphasise the key elements of historical study. They work hard to develop these good educational links, which benefit learning, for example, when pupils visit local mines and museums, and museum curators and local historians visit the school. This stimulates pupils' thinking. Teachers have also developed relevant and purposeful links with other subjects, particularly geography, ICT and English, and this results in good levels of learning.

70. Leadership and management in history are good and this has been a significant factor in bringing about many improvements since the time of the previous inspection. At that time, there was no scheme of work to guide teachers' planning and no means evident of ensuring curricular balance or appropriate provision for progression and continuity. Pupils' work is now regularly assessed and monitored to check they make proper progress through a well-planned curriculum.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good quality multi-faith work is a strong feature of the teaching in religious education.
- Pupils' spiritual development benefits from the many good opportunities they have to reflect and think about issues that are raised.
- Regular monitoring of the subject has enabled the co-ordinator to have a good overview of where improvements are needed.

Commentary

71. Pupils' achievement in religious education is good, enabling them to reach average standards by the end of Year 2. This is a similar position to that found at the time of the previous inspection, where overall judgements of the subject were positive. The school has successfully continued to seek improvements, however, since that time. Pupils of all capabilities, including those with special educational needs, make equally good progress.
72. Pupils' learning is good and ranges effectively across features of religious life and practice in different faiths, including identifying aspects of their own experience and feelings that might puzzle or concern them. In their recorded work, they effectively retell religious stories and identify some religious beliefs and teachings. When learning about values and commitments, they describe how people like Ghandi and Pope John Paul make a difference to others' lives by helping them. They respond sensitively to this information, helping their spiritual and moral development. They recognise features of religious life and practice after visiting different local churches and researching aspects of other faith buildings on the Internet. Parents and teachers from minority ethnic faiths are encouraged to talk to pupils about, for example, food and celebrations and this has a good impact on learning.
73. The overall quality of teaching and learning is good, sometimes inspirational, ensuring that pupils make relevant links between aspects of faiths. Pupils are taught to become aware that faiths have much in common, for example, when they reflect upon and express feelings about the beauty of the natural world and seek to understand how people of different faiths have sought to explain the creation of the world. In this way, teachers help them come to understand that some things are puzzling and that people have differing views.
74. Leadership and management of the subject are good because the curriculum is planned in an inclusive way, which enables pupils to learn and understand major world faiths, including Christianity. The curriculum is broad and balanced and well supported by an interesting range of resources, including artefacts. This means pupils learn and achieve well. The subject is carefully monitored to ensure there is a good overview of

teaching and learning in order to find out exactly where standards lie and where improvements need to be made.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were no **design and technology** lessons observed during the inspection and therefore it is not possible to make overall judgements about teaching, learning and standards. However, samples of completed work around the school show that pupils design and make a range of items, including their own moving vehicles with body, chassis and wheeled axles. A helpful policy highlights the importance of designing and making skills and the need to evaluate finished products. Evidence indicates that the subject meets the requirements of the National Curriculum.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils enjoy their learning and achieve very well.
- Teachers' good planning inspires very good learning.
- Very good use is made of resources and the local community.
- Stimulating whole-school activities encourage pupils to celebrate each other's work.

Commentary

75. Pupils have great interest in the subject and achieve well to attain standards which are above average by the end of Year 2. Teachers stimulate pupils very effectively in a wide range of artistic experiences.
76. Teaching and learning are very good. Teachers' planning introduces pupils to an exciting range of activities and as a result learning is very good. Pupils in Year 1 visited the local Barbara Hepworth Sculpture Gardens where great levels of excitement and wonder were evident as pupils looked at the sculptures in the garden. Having made sketches of their preferred models, pupils extended their skills by making their own sculptures from a range of materials, including soap, card, clay and plaster. Year 2 pupils have carried out some extensive investigation into the history of the local fishing industry, using modern and old photographs, visiting the local museum and looking at modern vessels in the harbour. Using oil pastels effectively, they created their own very good quality reproductions of fishing vessels. Good links are also made with religious education when creating very attractive tile designs after visits to local churches and with literacy and ICT when designing imaginative illustrations to enhance their stories.
77. Very good links are made with other local artists, such as Celia Gregory and Michael Strang, who visit the school and inspire pupils to work in different media. Pupils also look at the work of famous artists such as Van Gogh and discuss similarities and differences in their work. They investigate a range of different media in their own observational drawing of flowers and patterns. Pupils also improve their knowledge of other countries and cultures when making didgeridoos in the Aboriginal style representing their spirits, and when making collages representing tropical rainforests.

They explore ideas, collecting visual information for their work and create good-quality images and artefacts for a variety of purposes.

78. The school places a strong emphasis on the creative arts and teachers have very high expectations of pupils' work and behaviour. Whole-school activities inspire children in the nursery and reception and pupils in Years 1 and 2. Pupils share their ideas and finished work and enjoy celebrating each other's work with great wonder and appreciation. The co-ordinator provides good leadership and management. A whole-school scheme of work for art and design is based on national guidance and provides good levels of continuity and progression in learning as pupils move through the school. Regular assessment takes place to track progress in the development of skills. Resources for the subject are very good and used well to enhance pupils' learning.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of singing is above average.
- Many pupils benefit from learning to play instruments.

Commentary

79. Standards in music are average overall by the end of Year 2, but are above average in singing. Pupils achieve well. They sing tunefully, expressively and with enjoyment. Pupils maintain the beat, tempo and pitch of songs because enthusiastic staff support them very well. In one singing lesson observed, pupils made good progress because the teaching was good. Pupils were able to sing in two parts because they were attentive and sustained very good levels of concentration throughout the lesson. Teaching and learning are good overall. Activities are well planned to interest and engage pupils, for example, a range of 'kitchen' instruments were used to produce different sounds for the verses in a song.
80. There is a good take up of instrumental lessons, which are provided by visiting teachers. Pupils learn to play brass and wind instruments, including recorders, and make good progress in developing their performing skills.
81. The subject is led and managed well by the enthusiastic co-ordinator. The scheme of work, based on a published scheme, is thorough and builds up pupils' skills in a progressive way. The subject is greatly enhanced by good resources, which are used effectively to extend pupils' skills and enjoyment. Visits to the community provide further opportunities for children to perform to a wider audience.

Physical education

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

Main strengths and weaknesses

- Pupils achieve very well in all elements of physical development.
- Challenging and interesting experiences are provided for pupils.
- Very good teaching strategies help pupils to understand how to improve.
- Physical education makes a good contribution to pupils' personal development.

Commentary

82. Pupils achieve very well and attain above average standards by the end of Year 2. Pupils' achievement is enhanced through links with the local Penwith Sports Partnership and after-school clubs which have been started for these young pupils. The school also chooses to teach swimming to all pupils, although this is not a statutory requirement at this age. Standards have been maintained since the previous inspection.
83. A good range of experiences are provided for all pupils, linking activities to current work in other subjects such as music and drama. In a Year 2 dance lesson, pupils responded in a variety of ways, firstly moving cautiously as someone who wakes and is able to see for the first time and then as explosive fireworks, to different music by Edvard Grieg. Boys and girls responded equally well with great enthusiasm and performed at the same high standards. Pupils also participate eagerly in gymnastics and demonstrate good sequences of travelling, transferring weight and travelling at different levels and in different directions on the floor and on large apparatus. Pupils with special educational needs and a very few with physical disabilities are supported well to enable them to participate at similar levels in individual and team activities.
84. Teaching and learning are very good. All teachers have high expectations of behaviour and set very clear routines to promote safety. Activities are very well planned and prepared, and build effectively on what the pupils already know. Pupils' learning develops very well in response to the very good teaching. In games, pupils learn racquet skills and how to control a small ball with different wrist actions. Teachers then develop and extend their control and co-ordination by enabling them to work with a partner. Pupils are given every encouragement to refine their actions and to discuss and evaluate their own and each other's performances to help them improve. Overall, standards seen during the inspection were above average. In all lessons observed, very good relationships were evident as pupils worked confidently as individuals and collaboratively with partners. Social skills are developed very successfully as a result.
85. Although not a statutory requirement at this age, all pupils also participate in swimming sessions at the nearby leisure centre. Twenty-two pupils in Year 1 can already swim 10 metres or more and most others can swim five or seven metres. Almost half the pupils in Year 2 can swim 25 metres or more and most others can swim up to 10 metres. These achievements are at a high level for this age group. The co-ordinator provides good leadership and management. Good links are made with the local community to help further improve teaching and learning. There is a small but popular range of extra-curricular activities that encourages boys and girls to develop their own interests. The subject also benefits from the good facilities, accommodation and resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. This area was only sampled, so no judgements are made on teaching, learning or standards.
In and about the school, it is evident that relationships between pupils and between pupils and adults are very good. Teachers and teaching assistants provide very good role-models and work very hard to develop pupils' skills as they move through the school. From the time they start at the school, young children in the nursery and

reception are given regular and good opportunities to gain self-esteem and self-confidence. Pupils in Years 1 and 2 are encouraged and supported very well to develop responsible behaviour, both in the classroom and beyond it. Pupils are encouraged to learn what it means to be helpful, considerate and mature members of their school community.

87. The school attaches great importance to pupils' personal development in view of the low levels of social skills when some pupils enter the school. Teachers deal very sensitively with issues such as feelings and emotions, attitudes towards others and personal safety. Many of these are dealt with effectively in specific group discussions in class, and also in subjects such as science and religious education. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. All adults consistently implement the school's commitment and approach. The planned programme for pupils' personal, social, health education and citizenship, including sex and relationships, and drugs awareness, meets requirements. It has a very positive impact on pupils' personal development. Pupils are very interested in the life of the school and enjoy taking responsibility. Each class has elected representatives to the school council. Pupils enjoy being involved in the development of the school and have some clear ideas about what they would like to see improved. They have recently discussed such matters as lunchtime menus and more playground equipment. All of these activities are planned to encourage pupils to become responsible citizens in the future.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

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	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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