

INSPECTION REPORT

WENDRON CE VOLUNTARY AIDED PRIMARY SCHOOL

Wendron, Helston

LEA area: Cornwall

Unique reference number: 112004

Headteacher: Miss L M Pitchford

Lead inspector: Mr P Kerr

Dates of inspection: 4 – 5 July 2005

Inspection number: 268216

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:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	120
School address:	Wendron Helston Cornwall
Postcode:	TR13 0PX
Telephone number:	01326 573187
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Appropriate authority:	The governing body
Name of chair of governors:	Rev David Miller
Date of previous inspection:	14 June 1999

CHARACTERISTICS OF THE SCHOOL

The school is a rural community school situated on the outskirts of the small village of Wendron near Helston in Cornwall. It serves a large catchment area, including the naval base at Cudrose. It is smaller than average, with 120 boys and girls on roll aged four to 11. The proportion of pupils joining and leaving the school between Year 1 and Year 6 is broadly average; in some years this affects the school's results in national tests as the numbers in each year group are small. The school building is completely new and is set in a large site near the old school. Although the school comes into the lowest category for free school meals – fewer than eight per cent - the socio-economic circumstances of the pupils cover a broadly average range. Currently, 29 pupils are listed as having special educational needs (SEN), including six pupils with statements of need, which is an above average proportion. Physical disabilities as well as learning needs are catered for. All the pupils are of white British extraction. The school is involved in 'Creative Partnerships' and has Eco-school status for 2004. It was also the first primary in Cornwall to be awarded a Gold Artsmark in 2002, which was renewed in 2005. Community use of the school includes evening classes, a Mother and Toddler group, a family learning programme and drop-in facilities. The school is part of the local Networked Learning Community and has links with four schools in different countries.

INFORMATION ABOUT THE INSPECTION TEAM

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22790	Jane Pinney	Team inspector	The Foundation Stage curriculum Art and design Design and technology History Geography
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school in which the pupils thrive and achieve well. The quality of education is good and the school is well led and managed. The governors do a good job and the school gives good value for money.

The school's main strengths and weaknesses are:

- Consistently good teaching enables pupils to reach high standards in the core subjects, especially in spoken and written English.
- Excellent relationships throughout the school foster very good personal development.
- Excellent opportunities are provided to broaden the pupils' learning opportunities, especially in art, music and sport.
- The headteacher provides very effective leadership and sets an excellent tone for the school, but has insufficient non-teaching time allocated for management.
- Teaching assistants provide very effective support for pupils with special educational needs (SEN), but their general expertise is not always fully utilised.
- Very good partnerships with parents, other schools and the wider community strengthen the school's provision considerably.
- A high standard of care and guidance is provided for the pupils.
- The governors are very supportive and have a good knowledge of the school.
- Teachers' roles in co-ordinating subjects are developing well, but delegation is not yet fully effective at senior management level.

Very substantial improvements have been made in the quality of provision and the outcomes for pupils since the last inspection. Standards have risen steadily overall, and any weaknesses in pupil performance have been identified and overcome. Teaching and learning are more effective and the curriculum is much richer and much better organised. Provision in the core subjects, art and design, music and physical education is much improved, though assessment of and planning for skills-development in non-core subjects are at an early stage of development.

STANDARDS ACHIEVED

The attainment of children entering the reception class is broadly average. **The children achieve well in the Foundation Stage** to exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. No judgements were made on standards in creative development.

Pupils achieve well overall in Years 1 to 6. Standards are well above average in reading and writing in Year 2 and above average in mathematics and science.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The table shows that high standards are achieved in all three core subjects at the end of Year 6. The A* grades mean that the school's results were in the top five per cent nationally in English in 2003 and 2004 and in mathematics and science in 2004. As so few pupils from the school take the tests each year, the performance of just one or two pupils can radically affect the overall grade. The results in 2005 were lower than in 2004, for example, because there were more pupils with special educational needs in the class. The inspection found that standards are above average in English, mathematics and science in Year 6.

Standards are above average in ICT and physical education in Year 2 and Year 6 and in art and design in Year 6. Pupils achieve well in music, especially in rhythm and instrumental work. Girls and boys achieve equally well and gifted and talented pupils are given the support they need to achieve their potential. Pupils with special educational needs achieve well because of the good support they receive.

Behaviour is very good and the pupils have very positive attitudes to school. **Relationships are excellent and the pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Attendance is satisfactory and punctuality good.

QUALITY OF EDUCATION

The school provides a good education for its pupils. Teaching and learning are good overall, with much very good teaching in Years 3 to 6. The curriculum is very good, with excellent enrichment in art, music and sport. Pupils learn to express themselves well orally and in writing, to think mathematically and to use computers effectively. They put these skills to very good use in other subjects. Teachers have excellent relationships with the pupils and manage them very well, setting high expectations. Teaching assistants are very effective in supporting pupils with special educational needs but their general expertise is not always fully utilised. A high standard of care and guidance is provided for pupils and the school has very effective partnerships with parents, other schools and the wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governors provide good governance and ensure that the school fulfils all its statutory duties. The rapport between the governors and the staff is very good. The headteacher provides very good leadership and manages the school well. Other teachers provide good leadership and management in the Foundation Stage and most subjects. Delegation at senior management level is not yet fully embedded, and the headteacher does not have enough time away from the classroom to fulfil all her managerial duties properly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views of the school. A few would like to see communication improved, but inspectors found that the school provides very good information to parents. The pupils like their school and are proud of it.

IMPROVEMENTS NEEDED

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

- Provide the headteacher with more time to manage the school.
- Ensure that delegation at senior management level is effective.
- Find ways of more fully utilising the expertise of the teaching assistants.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well to reach above average standards in English, mathematics, science and ICT by the end of Year 6.

Main strengths and weaknesses

- Pupils achieve good standards of spoken and written English.
- Mathematical, scientific skills and ICT skills are well developed.
- Pupils with talent in art, music and sport achieve well.
- Very good support enables pupils with special educational needs to achieve well.

Commentary

1. Children enter the reception class with broadly average attainment. It is above average some years and below in others. The children make good progress towards the early learning goals for this age group because of the well-planned programme of activities and very good teamwork between the teachers and teaching assistants. By the time the children leave reception, they have achieved or exceeded the learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. They exceed the goals in the art aspect of creative development. There was not enough evidence to judge achievement in the musical aspect.
2. Good progress is maintained in Years 1 and 2, which is an improvement since the last inspection when progress stalled at this stage. The pupils achieve well to reach above average standards in the core subjects and ICT. The standards of work seen in the inspection were well above average in reading and writing and above average in mathematics, science and ICT. In all other subjects for which judgements were made, standards are broadly as expected for this age group.

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

Standards in:	School results	National results
reading	16.7 (15.1)	15.8 (15.7)
writing	15.9 (16.0)	14.6 (14.6)
mathematics	15.4 (15.9)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The Year 2 test results had indicated that girls had been under-performing in mathematics. The staff took decisive action to redress this imbalance, including the monitoring of involvement of girls in lessons. The inspection found that girls and boys now achieve equally well.
4. The school's results in the national tests vary from year to year because the performance of one or two pupils makes a big difference to the overall result with such small year groups. The table below shows that the English Year 6 results were lower in 200 than 2004, when they had been very high (in the top five per cent of schools nationally), but they were still well above average. In mathematics and science, the 2004 results were higher than in 2003, going from well above average to very high. The 2005 results in all three subjects were lower than in 2003 and 2004. They were above average in English, and average in mathematics

and science. The drop in results was entirely due to the effect of one or two pupils with special educational needs in this small year group of 13 pupils. Although these pupils did not attain the same high marks as most of the pupils, they nevertheless achieved well relative to their prior attainment.

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

Standards in:	School results	National results
English	28.8 (30.5)	26.9 (26.8)
mathematics	30.2 (28.5)	27.0 (26.8)
science	31.6 (31.0)	28.6 (28.6)

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

- The inspection found that in all year-groups, pupils with special educational needs achieve well because of the high quality support they receive towards relevant learning targets. The proportion of pupils reaching the above average Level 5 is generally good in all three subjects, reflecting good challenge for the more able pupils. Those pupils with exceptional gifts in any subject are also well catered for. Two such pupils were enabled to excel recently in mathematics and English, reaching very high standards with enrichment from the secondary school. Pupils with talents in art and design, music and sports achieve to their potential because of the excellent opportunities provided.
- Achievement is very good in the basic skills of literacy, numeracy and ICT, and the pupils use these very effectively to support their learning in other subjects. Their speaking, reading and writing skills are particularly well developed, helping them to discuss ideas, carry out research and record their learning and ideas across the curriculum. Achievement is very good in skills of mathematical and scientific enquiry, in art and design, the rhythm aspect of music and physical education. By the time they leave the school the pupils are very well-prepared for their future studies. Overall, improvement in standards of achievement since the last inspection has been very good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is broadly in line with the national average for similar schools and punctuality is good. Overall provision for spiritual, moral, social and cultural development of the pupils is very good. This shows good improvement since the last inspection.

Main strengths and weaknesses

- Pupils like school, have very positive attitudes and have very high standards of behaviour.
- Pupils' relationships with each other and all the adults in the school are excellent, resulting in a friendly atmosphere throughout the school.
- The school's clear values make a very strong contribution to the pupils' personal development.
- Pupils have very good opportunities to enhance their appreciation of their own and other people's cultures.

Commentary

- Attitudes to learning are very good throughout the school. Children make a good start in the foundation class, quickly and confidently settling into school routines. They establish very good relationships with each other, with adults and with visitors to the classroom. They work well independently, both individually and in small groups. They concentrate and complete the task in hand, asking for help when needed, for example, the meaning of words in connection with a recent visit to a wildlife park. They are encouraged to feel confident about what they

- achieve and so by the time they have completed their reception year the vast majority achieve the goals they are expected to reach in personal, social and emotional development very well.
8. These positive attitudes continue as they progress through the school. The pupils become increasingly independent and self-confident, for example, when putting forward their ideas at school council meetings. When they are asked to work in pairs they do so willingly, encouraging and supporting each other positively. They wait patiently for their turn if they require help from the teacher and do not call out answers to questions until the teacher asks them. In lessons they listen attentively and most are very keen to answer questions.
 9. Pupils' behaviour in the classrooms and around the school is very good and there have been no exclusions during the past year. The school has very clear expectations of behaviour. Break-times are pleasant occasions, during which the high standards of behaviour extend to the playground and dining hall. There is virtually no bullying or racism, but there are very good procedures in place to ensure that any incidences that do arise are dealt with speedily by staff, in line with the school procedures. Pupils are kind and helpful to each other and co-operate well. Older pupils look after younger ones and are sensitive to their needs and feelings.
 10. Pupils respond very well to the school's very effective provision for the spiritual, moral, social and cultural development. The sensitively delivered assemblies, structured religious education programme, and the emphasis on respecting others, enable pupils to appreciate and value difference. The school has a very inclusive approach to pupils with SEN and these pupils are fully involved in all aspects of school life. Relationships at all levels throughout the school are excellent. The staff treat pupils with respect and this example is followed by the pupils, who are sensitive to the needs of others. Pupils with statements of special educational needs, for example, are treated with great patience and kindness by their peers. The staff, both teaching and non-teaching, know the pupils very well and this ensures that any problems are quickly recognised and early action is taken to remedy them.
 11. Pupils have a very good appreciation of what is right and wrong and reflect the fairness and caring attitudes displayed by their teachers. Teachers encourage pupils not only to express their own feelings, but also to consider and respect those of others. Opportunities are provided in all classes for pupils to clear away resources and help with classroom jobs. They perform these duties sensibly and efficiently. Pupils participate in the life of the community and also learn about the rich diversity of other cultures through links with schools in other countries and hosting French students in the school. The local church is a rich resource for learning about their Christian heritage and pupils make regular visits. Local vicars regularly visit the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	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.

12. Attendance is broadly in line with the national median for similar schools. The figure has improved during the current year. The unauthorised absence is higher than would be expected, not due to truancy, but to the headteacher's insistence on two weeks' notice of any planned absence. There are clear procedures for following up any absences. Registers are called promptly and completed according to statutory requirements. Registration is carried out while pupils read so the session is used well. Pupils are keen to come to school and are punctual.

Exclusions

There have been no exclusions during the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. Teaching and learning are good and the curriculum is very good. A high standard of care and guidance is provided and the school has built very effective partnerships with parents, other schools and the community.

Teaching and learning

The quality of teaching and learning is good overall, with much very good teaching in Years 3 to 6.

Main strengths and weaknesses

- Effective teaching of basic skills prepares the pupils well for the secondary school.
- Very good teaching of personal, social and emotional development in reception gives the children a high level of confidence to begin the National Curriculum.
- Excellent relationships in the classrooms facilitate good learning.
- Teaching assistants give very good support to pupils with special educational needs, but optimum use is not always made of their time and skills.

Commentary

13. Most of the teaching seen during the inspection was of at least good quality, and over one third of lessons were very good. Most of these were in Years 3 to 6. The headteacher provides an exemplary model of enthusiastic, challenging teaching in Years 3 and 4, with varied activities relevant to the pupils and good teamwork with the teaching assistant. Some very good teaching was also seen in the reception class which challenged the children to be independent and inquisitive. The children develop lively enquiring attitudes that prepare them well for moving on to the National Curriculum in Year 1. In some of the lessons seen in reception, the needs of the very young children were not well catered for and their learning was therefore too slow. The school will not be taking in such young children in future.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	9	4	0	0	0

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

14. The basic skills of literacy and numeracy are taught very effectively. Teaching in English is very good overall. The pupils learn to express their views clearly in good spoken and written English. Their good writing skills help their learning in other subjects. Teaching is good in mathematics. The pupils are encouraged to think problems through and talk about their solutions. This gives them a very good level of confidence in tackling new problems. The skills of scientific experimentation are also taught well. The school follows guidelines from the secondary school in setting out experiments which appear restrictive, but supplement this with high quality discussion. Teaching and learning are also consistently good in ICT, so that by the time they leave the school, the pupils are very secure with a wide range of basic skills and are well placed to make rapid progress across the curriculum.
15. The teaching provided for pupils with special educational needs is much improved since the last inspection and is now very good. Pupils are given very good support by teachers and teaching assistants, with clear targets for improvement that are regularly reviewed. The groups taken out of class to be taught separately in the library learn very effectively because

the very structured approach suits their needs. Any pupils who show very special aptitudes are also given the support they need to succeed at their own level. Two cases recently involved enrichment from secondary school staff in writing and mathematics, enabling the pupils concerned to reach much higher standards than their peers in these areas.

16. The school takes many steps to compensate for the restricted range of expertise among a small staff. Expert tuition is provided in art and design, music and sport, so that the pupils have opportunities to develop a broad range of skills in these areas. The specialist teaching that was seen in art and music during the inspection was very good, both in whole-class drumming and individual instrumental tuition.
17. Excellent relationships prevail in the classrooms, enabling the pupils to learn in a relaxed but challenging setting. Good discipline is maintained without much need for sanctions so that pupils have every opportunity to concentrate on their work. A good range of resources is employed in lessons, and the pupils develop very good collaborative approaches to learning. They work well without supervision and take pride in their accomplishments.
18. Assessment is good in the core subjects of English, mathematics and science, where the teachers have good records of the progress of each pupil. This information is put to good use in grouping pupils for lessons and providing suitably challenging work for all levels of attainment. The teachers also have a good informal knowledge of the pupils' achievements in other subjects, but formal procedures to track the development of skills are not yet securely established. A model is being trialled in art and design which, if successful, will then be applied to other subjects. The absence of such a system sometimes limits the progress of some pupils because the work is not pitched at the right level for them. This, however, is a rare occurrence, as the teachers' informal knowledge is generally enough to provide broadly suitable work across the ability and age range in each class.

The curriculum

The school provides a very good range of learning opportunities and excellent enrichment through sport and the arts. The provision for children in the Foundation Stage is good and the provision for pupils in Years 1 to 6 is very good. The overall provision for staffing, accommodation and learning resources is very good. The curriculum has shown very good improvement since the time of the previous inspection.

Main strengths and weaknesses

- The school has developed a rich and diverse curriculum for pupils in Years 1 to 6, with good links between subjects.
- The overall provision made for English, mathematics and science is very good.
- The school makes very good provision for art and design, music and dance.
- Enrichment through extra-curricular activities and educational visits is excellent.
- All pupils are fully included and have equal opportunities to learn and succeed.
- The provision for pupils with special educational needs is very good.
- Teachers and teaching assistants complement each other very well in supporting pupils with special educational needs.
- The new accommodation is very good, and is greatly appreciated by staff and pupils alike.

Commentary

19. All subjects of the curriculum for pupils in Years 1 to 6 are now carefully planned, and all statutory requirements are met, which is a very good improvement since the previous inspection. Detailed plans ensure appropriate work for the pupils in the mixed-age classes. A wide variety of activities and experiences is provided within each subject, and links made between subjects whenever possible. The school currently makes very good provision for the development of literacy, numeracy and ICT skills, which are used very well in other subjects.

A strong emphasis on art and design, music and dance leads to examples of excellence which the school is justly proud of. The school also ensures that all pupils have equal opportunities to be involved in the full range of schoolwork and activities.

20. The provision for pupils with special educational needs is very good. This is an improvement since the previous inspection. Clear procedures are now in place, and they closely follow the Code of Practice for identifying and assessing pupils' needs. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs, and teachers and teaching assistants complement each other very well in their support of the pupils. They are also well supported by the special needs co-ordinator and the special needs teacher, when the need arises.
21. The school provides an excellent range of extra-curricular activities. These include football, netball, cricket, art, tag-rugby, French, choir and recorders, as well as the popular gardening club. These activities are very well supported by teachers, teaching assistants and outside coaches alike. The school welcomes many visitors, including artists, writers, drummers, local clergy, fire-fighters and the Bishop of Truro, as well as drama and music groups. A wide range of educational visits is arranged to places such as Helston Museum, , the Screech Owl Sanctuary and the Minack Theatre. Residential visits are a regular feature for older pupils. The school also makes good use of the local area for various studies in, for example, geography. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
22. The school's accommodation is very good, following the move to a new school building and site, which is a vast improvement since the last inspection. Classrooms are now light and spacious, with plenty of room for the full range of school activities. The 'mobile ICT suite' is a high-class resource, with enough computers to allow a whole class to be fully occupied. There are a number of smaller rooms, to allow for the teaching of small groups of pupils. The hall is attractive and the library is a top class facility. Displays of pupils' work greatly enhance the overall appearance of the school. The separate art studio is a useful addition that contributes well to the school's emphasis on art and design.
23. Outside play areas are both pleasant and interesting, with suitable activity sections and quiet spaces to suit the needs of different pupils. The environment is greatly enhanced by additions such as the garden and greenhouse. The hard play areas and the field are spacious, and provide delightful views over the surrounding countryside. Also, the outdoor play area provided for the children in reception and nursery is a considerable improvement since the previous inspection. The plentiful resources are of good quality. Storage space is used well to enable access to resources by staff and pupils. The school is very well staffed, by a dedicated and well-informed group of teachers and support staff. Overall, they complement each other very well in providing for their pupils, especially those with learning difficulties. Staff and pupils receive much help and support from the school secretary, who contributes much to the smooth running of the school.

Care, guidance and support

There are very good arrangements to ensure pupils' care, welfare and safety. The provision of support, advice and guidance, based on monitoring, is very good, as is the way the school involves pupils through seeking, valuing and acting on their views. These aspects have shown a good improvement since the last inspection.

Main strengths and weaknesses

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is a particular strength and reinforces pupils' confidence very effectively.
- There are very good induction arrangements for pupils entering the school.
- Procedures to ensure that pupils work in a healthy and safe environment are well established.
- There is a very active school council and pupils are involved regularly in school decisions.

Commentary

24. The school is inclusive with many very good features in the way pupils' well-being, care and safety are promoted. The standard of pastoral care is very good. The governors and the headteacher are active in ensuring that the school provides a safe working environment. Very good procedures are in place, including detailed risk assessments and most members of staff are fully trained in first aid. The school's child protection procedures fulfil requirements. The headteacher, as the designated liaison person is fully trained and ensures that staff are aware of their responsibilities in this area. Clear procedures to encourage regular attendance are consistently implemented. Every pupil, except for those in Year 6, is handed over personally to parents or carers at the end of the school day, by a member of staff.
25. There are very effective procedures for providing advice and guidance to pupils as they progress through the school. Pupils are very well known to staff and any problems are quickly dealt with. Many pupils at the school come from service families and the school incorporates several strategies to ensure that these pupils are supported in the event of their parent being involved in conflict abroad. There are effective induction arrangements and support for pupils entering the school, either at the Foundation Stage or into subsequent year groups, ensuring they feel welcome and integrate well. Pupils with special educational needs are given very good support. Individual education plans contain appropriate targets, which are based on detailed assessment of the pupils' needs. These are reviewed regularly and involve input from the pupils themselves.
26. The school's programme for personal, social and health education and citizenship addresses a range of issues relevant to young people. The emphasis on a healthy lifestyle, including 'wake-up and shake-up' sessions at the start of each day, healthy snacks sold in the tuck shop and nutritious meals cooked on the premises, enables pupils to take more responsibility for their own health. Good use is made of circle time sessions to encourage pupils to discuss the personal issues that they face in everyday life. The very effective school council meets regularly. All pupils are encouraged to contribute their ideas on relevant topics and their suggestions are valued by staff. For example, the school council has been instrumental in the purchase of new playground equipment and for altering lunchtime arrangements.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. Communications between parents and the school are very good and parents think highly of the school. The school has very good links with the local community. There are very positive links with other schools and playgroups. Overall the high quality provision seen at the last inspection has been maintained.

Main strengths and weaknesses

- Strong links with parents, supported by high quality information about pupils' standards and progress through the school, enhance pupils' learning.
- There are very effective links with other small schools and the secondary schools in the Helston country cluster.
- Links with the local community are very effective. Community resources are used very well to provide a rich range of experiences for pupils.

Commentary

27. The school is well regarded by the local community and parents are very positive about it. They feel comfortable approaching staff with a question or complaint and rightly believe that the school seeks their views and takes them into account. They think that they are kept well informed about how their children are progressing and most are very satisfied with the quality of the communications from the school. A handful of parents expressed concern about information arriving at the last minute. Several parents help in school, as does a senior citizen volunteer.

28. The provision of information to parents is extensive. The prospectus and governors' report comply with all statutory requirements and pupil reports cover all subjects and are easy for parents to understand. When their children start school they are issued with a helpful 'New Parents Pack'. Regular letters include curriculum information outlining what will be taught. Parents often respond with resources and other help. Parents also receive a monthly newsletter, the Wendron Bulletin, which celebrates school events. There is a flourishing PTA, the Wendron Association, which raises substantial funds for school projects such as the new staging, lighting and sound system that has been completed at a substantial cost. They organise social events and recently held a successful fashion show. Members of the local community often attend.
29. Educational links with other schools are very productive. This has been enhanced by Wendron taking a leading role in the SKILL (South Kerrier Initiative for Linking Learning) Networked Learning Community. The school is part of a local cluster which shares professional knowledge by joint training sessions, and school residential trips, swimming galas, sporting and art activities often involve pupils from a number of these schools. The pupils' transfer to secondary school is particularly well handled. Pupils visit the comprehensive school for music, English, mathematics and science events and have weekly after school familiarisation sessions throughout Year 6 (DISC – Drop-In Study Centre) which build the pupils' confidence about transfer at Year 7.
30. Links with the community work well. The school premises are used regularly by various clubs, evening classes and for other events. The local vicar takes regular assemblies and the pupils also use the church as a teaching resource in history and art. Ministers from other faiths also lead assemblies regularly. The many visitors to the school, for example, archers, drummers and artists, coupled with the numerous visits, for example, to the Owl Sanctuary, Poldark Mine and Helston Museum plus residential trips to Bristol and the Isle of Wight, make an outstanding contribution to pupils' learning. Many pupils show a growing awareness of the needs of others, partly due to the school's support for various charities, including the Poppy Appeal. The school also has a developing relationship with a rural school in the Gambia and collects money and goods for this institution. The pupils of the two schools exchange letters and photographs and the headteacher has made a visit to the school and is about to receive a return visit from the head of the Gambian school. These initiatives help to give the pupils a valuable insight into the lives of children from different cultures.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership and ensures that the school is well managed. Governance is good.

Main strengths and weaknesses

- The headteacher provides very clear educational direction for the school, but has insufficient time allocated for management duties.
- The governors work very closely with the school to manage improvements.
- Teachers fulfil their subject management roles well, but delegation at senior management level is not yet fully established.

Commentary

31. The headteacher has provided very clear leadership since the last inspection, steering the school successfully through the major upheaval of moving premises. The work of the school is guided at all levels by a very clear educational philosophy, shared by governors and staff. It is based on openness and inclusion, so that all pupils feel equally valued. This very strong ethos contributes a great deal to the pupils' educational achievements and personal development. The headteacher takes the lead in seeking out increased learning opportunities for the pupils, from sports coaching and competitions to links with schools abroad. She also

sets a very good example as a class teacher. However, her considerable teaching commitment leaves too little time for her to carry out all her management duties effectively. An assistant headteacher has now been appointed, but the delegation of whole-school responsibilities to this post is in the early stages of development. The governors are fully aware that these issues need resolving and plans are in hand to begin the process.

32. Arrangements for the continuing professional development of staff are well-established. Performance management is in place for teachers and they fulfil their subject leadership and management roles well. This is a good improvement since the last inspection. Teaching assistants have an annual appraisal meeting with the headteacher which helps them to identify their own training needs. The level of expertise among the teaching assistant is very good, and the headteacher and assistant head are aware that there is a need to ensure that optimum use of made of this. As a group, the teaching assistants feel that communication between them and the management of the school could be more effective. The headteacher is aware that this is an area for further development. Some initiatives have been taken to improve routine communication, but there is evidently a need for a fresh look at the matter. The school makes a good contribution to initial teacher training by taking in students under the mentorship of the assistant headteacher.
33. The chair of governors shares the headteacher's vision for the school. Together they ensure that it welcomes pupils from all backgrounds, whatever their religion. The governors are very supportive of the school. Many of them are in the school on a regular basis and give practical help. They have a good working knowledge of the school and are fully involved in approving and monitoring the school improvement plan. They apply principles of best value to their spending decisions and ensure good financial management. Currently the budget is in deficit because of unforeseen extra costs associated with the transfer to the new building. The deficit has been approved by the local education authority for a period of three years. Current financial forecasts indicate that the budget will be balanced within this time-frame. Considering the high standards achieved and the good quality of education provided for average costs, the school gives good value for money.

Financial information for the year April 04 to March 05

Income and expenditure (£)		Balances (£)	
Total income	312405	Balance from previous year	-10120
Total expenditure	310311	Balance carried forward to the next	-8026
Expenditure per pupil	2697		

34. The school improvement plan reflects the school's accurate self-evaluation. Weaknesses in outcomes for pupils are identified and classroom practice is examined to seek out and remedy possible causes. For example, weaknesses in girls' achievements in mathematics and boys' achievements in reading were successfully tackled by adjusting questioning techniques in mathematics lessons and providing a wider range of books to interest older boys. The school's current priorities are appropriate and fit within a clear long-term programme of review of the curriculum. The staff have settled well into the new building and the school now has a very good capacity for continuing improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage has improved since the last inspection and is now good. The children achieve well. Their average attainment on entry to the school is broadly in line with expectations for this age group. Most children transfer to the reception class from one of several local playgroups, initially on a part time basis, in the term after their fourth birthday. This is younger than the starting age in most reception classes. However, from September, when it is hoped that pre- school provision will have been established next to the school, the children will be starting in reception when they are older. The children are very well supported on their entry to the school and when they transfer to Year 1.

The quality of teaching has improved since the last inspection and is now good. The children's confidence and enjoyment in learning is successfully nurtured right from the start with the well-planned curriculum that effectively encompasses all the recommended areas of learning. The Foundation Stage is well managed. The two teachers and the support staff work together as a very effective team, which contributes significantly to the children's good achievement. The teachers make continuous checks on children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations are generally used well to plan work that builds effectively on what has already been achieved. Children with special educational needs receive very good support and join in all the activities on offer.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between adults and children promote positive attitudes and independence.

Commentary

35. Children make very good progress and exceed the levels expected in this area of learning because of the established routines, good teaching and high expectations of staff. Clear boundaries and the very good relationships mean that children rapidly gain in confidence, feel comfortable in expressing their feelings and achieve very well. The children are attentive and eager to learn. They know the routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. As they work and play together, the children acquire a good range of skills and begin to take responsibility for their own actions. They develop their independence very well because they are given plenty of well-planned opportunities to learn to interact with each other and be part of a wider group. For example, they are fully included as a valued part of the school community when they join in with assemblies and with the exercise session that starts each day. As they confidently participate in such events they are being very well prepared for transfer to Year 1 and the next stage of their education.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of reading and writing is well focussed on the consistent development of the basic skills
- Progress is sometimes slowed down because activities reflect the requirements of the National Curriculum more than those of the Foundation Stage curriculum

Commentary

36. The children make good gains in their learning because, for the most part, teaching is good. Their work shows that for most of the year they make good progress because lessons are well planned with focussed objectives based on individual needs. As a result, by the end of the year, the children have achieved well and their attainment is above expectations. Most have already achieved the early learning goals recommended for this age group. For example, they read and write simple sentences independently. The more capable children confidently tackle unfamiliar words by sounding them out and demonstrate good understanding of stories. They are beginning to use full stops and capital letters correctly to punctuate their writing. The children listen well and express themselves articulately. Good channels of communication with parents about how well their children are doing are built around the children taking books home regularly to share with their parents. Teachers encourage children to listen carefully and to speak and express their ideas. However, towards the end of the year, learning slows because activities become too formally structured towards the National Curriculum and therefore meet the children's needs less successfully.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use their good knowledge of the children to plan work that is well suited to their individual needs.
- Learning is made interesting through practical activities.
- Teaching assistants support the children effectively.

Commentary

37. The children achieve well and the majority exceed the expected standards by the time they start Year 1. Most of them recognise, write and sequence numbers to twenty accurately and confidently carry out simple addition. More able children are beginning to work towards the National Curriculum as they use their mathematical knowledge to solve simple problems. The quality of teaching is good. The teachers have a good awareness of each child's level of mathematical understanding and use this to consolidate and extend their understanding effectively through a wide range of mainly practical tasks. Resources are used well to capture the children's interest and good questioning effectively extends their mathematical understanding. This was observed in one very good lesson, where children were learning about measurement. The teacher used her good knowledge of the children to tailor her questions very well to their individual needs. Three boys who were identified as needing more consolidation in capacity worked with a well-briefed teaching assistant, measuring sand into different containers while the other children measured the size of their hands by drawing around them on squared paper. As a result, all the children made good progress relative to their prior attainment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of stimulating activities arouses the children's interest and facilitates good learning.

Commentary

38. Teaching is good and the children achieve well. By the time they enter Year 1, most have exceeded the early learning goals in knowledge and understanding of the world. This is because the teachers plan interesting activities that stimulate and satisfy the children's curiosity. Visits to local areas of interest are used well to enhance children's understanding of the wider world. For example, during the inspection, the children remained excited about the previous week's visit to an animal park as they discussed what animals might be found in South America. The children develop an understanding of time through structured activities such as sequencing pictures of individuals growing from a child to an adult. More capable children use their writing skills well to write about important historical figures, such as King Arthur. A good understanding of their own and other cultures is developed well as the children enjoy celebrating festivals and listening to stories and songs from a variety of origins. A range of activities such as labelling parts of a flower prepares the children well for their studies in science, and they have a good introduction to the world of technology, including the use of computers.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Physical development is significantly enhanced through regular swimming lessons
- The physical skills required for drawing, cutting, and writing are developed well.

Commentary

39. Children achieve well and exceed the expected levels by the end of the Foundation Stage. They develop a good level of body control and awareness of space. Regular use of the outdoor area gives the children good opportunities to develop their co-ordination and control through the use of a range of mobile toys. In the hall, the daily '*wake-up and shake-up*' sessions further enhances their physical development. The children hold pencils, brushes and tools correctly because teachers focus on the development of these skills.
40. Regular swimming lessons, led by well-qualified teaching assistants, significantly enhance the provision for physical development. Swimming standards are good. Most children can swim independently by the end of the reception Year and show confidence in the water. The children greatly enjoy these sessions, which also make a valuable contribution to their personal and social development as they engage in friendly conversation with each other while drying and dressing themselves independently. The sessions also make a valuable contribution to their health and safety and their preparedness for living near the sea.

CREATIVE DEVELOPMENT

41. Too few aspects of creative development were seen for inspectors to come to an overall judgement in this area of learning. Standards meet expectations in the art aspect. The children use a range of materials to produce attractive and interesting work. For example, as part of the school's multi-cultural week, they used a variety of objects to print patterns in the style of patterns from Peru. In the one lesson observed, teaching was satisfactory. Children

were provided with a good range of resources and were well motivated by the printing activity. However, progress was limited by teaching that was too instructional, limiting the children's opportunities to investigate for themselves and initiate their own activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well throughout the school, relative to their prior attainment.
- The teaching of speaking skills is particularly effective, enabling the pupils to become good communicators.
- Stimulating teaching promotes enjoyment of reading and writing and the pupils put these skills to very effective use in other subjects.
- Good leadership keeps the school's focus on raising standards.

Commentary

42. In the national tests in 2004, standards were above the national average in reading and well above average in writing at Year 2. They were well above average in English at Year 6. This year's Year 6 test results are lower than in 2004, but this is because of the proportion of pupils with special educational needs in this class. Girls and boys achieve equally well throughout the school. Very good overall achievement has therefore been maintained, which is a good improvement since the last inspection.
43. Achievement in speaking and listening is very good throughout the school because of the quality and range of the opportunities the pupils have to express themselves. The momentum given to the development of good communication skills in the Foundation Stage is maintained throughout the school. Year 2 pupils listen attentively to their teacher and to each other, and their responses show that they have a clear understanding of what they have heard. They answer clearly and confidently, often using a range of vocabulary to add detail and colour to their comments. By Year 6, the pupils have acquired sophisticated oral communication skills. They listen carefully to what others have to say and many provide detailed articulate answers and explanations in class. They speak clearly, and put their points confidently and concisely, using an extensive vocabulary. In discussions, they respond appropriately to the comments of others, constructing clear arguments to support their own views.
44. Writing is also very strong throughout the school. In Year 2, pupils write well factually and creatively. Their writing is often clear and logical and brought alive by a good range of vocabulary. Capital letters, full stops and other forms of punctuation are generally used correctly, and spelling is usually accurate. By the time they are in Year 6, pupils successfully write for a variety of purposes and audiences. They use imaginative adverbs and adjectives to add detail to their writing, and employ a wide range of punctuation. Much of their independent writing shows imagination, interest and depth through the use of lively and thoughtful vocabulary. The pupils succeed so well in writing because the teachers provide a wide range of interesting starting points to fire the pupils' imaginations and challenge them to deploy their skills creatively. They also provide perceptive help and support for individual pupils with spelling and handwriting, as well as clear advice on improving and developing the content of their written work.
45. The pupils develop very good reading skills as they move through the school and use these to help them learn in other subjects. In Year 2, most pupils read texts fluently and accurately,

with clear understanding and appropriate expression. Most pupils confidently find information for their studies in subjects such as history, geography and science readily, using a book's contents page and index to help them. By Year 6, many pupils read with evident enjoyment and very sophisticated expression. They regularly use reference books to support their learning in most subjects and most have mastered the skills of skimming and scanning to make this process speedier and more effective. The pupils enjoy reading because of the high level of encouragement and support from both teachers and teaching assistants, and the good range of books provided. The tendency for boys to lose interest in reading later on in the school has been successfully reversed by a judicious choice of reading material to catch their interest.

46. The improvements to teaching since the last inspection have had a significant impact on raised achievement in both key stages. Pupils learn well throughout the school because lessons are so well planned and organised, with full account taken of the requirements of the national literacy strategy. The work provided meets the pupils' particular needs because it is based on secure assessments of their progress. The pupils respond very positively to the teachers' high expectations for work-rate and quality with sustained application to their work. Very good relationships between teachers and astute use of praise further facilitate good learning. Teaching assistants provide good support for pupils with learning difficulties, but their skills are not always used as effectively as they could be to boost the general rate of learning. Teachers regularly add helpful words of advice and praise to pupils' written work, and the quality of the best marking is outstanding.
47. The subject co-ordinator provides good leadership and management. She sets a good teaching example and supports her colleagues well. She has helped to maintain high standards overall and has contributed much to the improving provision and standards in Years 1 and 2. Through lesson observations and scrutiny of the pupils' work and test results, she has identified and remedied any weaker aspects of teaching and learning in the classroom.

Language and literacy across the curriculum

48. The school promotes the pupils' language and literacy skills in other subjects well, and to a much greater extent than at the last inspection. Discussion is encouraged in most lessons, and pupils read widely for information. Significant amounts of writing are produced in history, geography and science, with the content and style adapted to the requirements of the subject. Much use is also made of information and communication technology, for example in word-processing pieces of work.

French

49. Insufficient evidence was gathered to evaluate the overall quality of provision in French. What was seen was good. The pupils' learning experience was greatly enhanced during the inspection by the presence in the school of a visiting French teacher who told the pupils something about her life in France. The discussion was enlivened by the use of photographs and the pupils showed a great deal of interest in comparing school-life in France with their own experiences, an exercise which enhanced their appreciation of another European culture. The French lessons make a good contribution to preparing the pupils for the secondary stage of their education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are encouraged to think mathematically.
- Every effort is made to ensure that girls achieve as well as boys.
- Good leadership ensures good quality teaching and learning in each year group.

Commentary

50. Pupils achieve well throughout the school. Above average standards have been maintained at the end of Year 6 since the last inspection. The results in the national tests were very high in 2004 but went down to nearer the national average in 2005. Both of these results were influenced by the performance of one or two pupils in the small group taking the tests. The inspection evidence confirms that standards are above average, with a substantial proportion of pupils reaching the higher Level 5 by the end of Year 6. Those failing to reach the expected Level 4 do so because of factors beyond the school's control such as movement of pupils between schools and the proportion of pupils with special educational needs. Standards at the end of Year 2 had been below average for a number of years but have improved significantly since the move to the new school and are now above average.
51. A significant strength in provision across the school is the extent to which pupils are challenged to tackle problems in a mathematical way and explain their thinking. For example, pupils in Years 5 and 6 were expected to decide for themselves what kind of graph to use to convert one currency to another. Discussions with them during the inspection confirmed that they have the capacity to think about what mathematical skills they need to use to tackle new problems. They have a secure knowledge base across the mathematics curriculum, including angular measure and data-handling as well as a good insight into the structure of the number system. They are very well prepared for their secondary education. Pupils in Year 2 have a similar level of confidence for their age. Some of them show great delight in demonstrating their mathematical knowledge and enjoy being challenged to solve new problems. The consistently good quality of teaching observed across the school is reflected in the pupils' positive approach to mathematics, their enjoyment in the subject and the good rate at which they learn new skills. Particularly lively and effective teaching was seen in Years 3 and 4 during the inspection when pupils were taught how to use the metric system to measure capacity. Astutely targeted questions, the use of humour to keep the pupils interested and an insistence on correct mathematical vocabulary ensured a very fast pace of learning. Very skilled teaching was also observed with a group of lower-attaining pupils in Years 4 and 5 who were enabled to develop confidence in the new work on fractions that the class was being introduced to. This teacher also insisted on the use of correct vocabulary and gave the pupils plenty of time and support to use it. This enabled them to make very secure progress towards learning the basic concepts to help them tackle more complicated problems later.
52. The school had realised that girls were not doing as well as boys in mathematics in Years 1 and 2. Effective measures were then taken to identify possible causes of this under-achievement and eliminate them. For example, monitoring by a teaching assistant revealed that boys were more likely to volunteer answers and to be asked to do so by the teacher, so teachers began to monitor this aspect of their lessons and actively encourage girls to respond. As a result, girls and boys now perform equally well throughout the school. In the lessons seen in both key stages, girls were at least as confident as boys in asking and answering questions. Pupils with special educational needs are also well supported and make good progress towards their individual learning targets. Pupils with exceptional ability in mathematics are also identified and provided with extra tuition to achieve to their potential. For example, one pupil at the school recently out-performed pupils in an older age group in the secondary school following a specially tailored programme of tuition.

53. This active approach to improving performance across the ability and gender range typifies the successful leadership and management of the subject in the school. The co-ordinators work together very effectively to ensure that in each class, lessons build on the pupils' existing skills and that high expectations drive progress. This is evident in the amount and standard of the work in the pupils' books and folders, which is monitored regularly to ensure quality.

Mathematics across the curriculum

54. The pupils use mathematics to enhance their work in a number of subjects. For example, accurate measurements improve the quality of science experiments and the range of graphs and charts used enhances the presentation of the results. Some links between mathematics and the expressive arts are evident – for example symmetry patterns in art – but this is an area that could be exploited further through forward-planning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Experimental skills are taught well throughout the school, preparing the pupils well for secondary school.
- Pupils use literacy, numeracy and ICT skills well in the presentation of their work.

Commentary

55. Standards are above average at the end of Year 2 and Year 6. The school's results in the national tests at the end of Year 6 vary considerably from year to year. They were very high in 2003 and 2004 because of the number of more able pupils in the Year 6 groups, but nearer to the national average in 2005 because one or two pupils had special educational needs that prevented them from attaining the expected Level 4. About half of the pupils achieved the above average Level 5 in 2005; more than three-quarters did so in 2004.
56. The good test results in Year 6 reflect high expectations throughout the school. From Year 1 onwards, pupils are expected to think about the world scientifically, describe their observations and test their own ideas. For example, Year 1 pupils observed that paper will tear more easily when wet than when dry and that chocolate will melt when heated. The pupils are also encouraged to make and test predictions – for example that the chocolate will go hard again when it cools. These early careful observations prepare the pupils well for later experimental work. By the time they reach Year 6, the pupils have developed a very thorough understanding of scientific enquiry. They discuss the scientific ideas behind the phenomena they observe, for example a pencil appearing to bend in water – and how to investigate what is happening. They provide good explanations for their observations, using increasingly accurate scientific terms such as *refraction* and *reflection* of light. The teachers at the secondary school comment on how well the pupils at Wendron are prepared for the next stage of their education because of the confidence, insights and skills that they bring to their work. This reflects the close liaison with the secondary school established by the subject co-ordinator.
57. Good presentation of the pupils' work reflects the teachers' high expectations and makes tracking of the pupils' developing skills that much more efficient. The work samples are of a consistently high standard across the school, reflecting good teaching and learning in each class. The pupils' literacy skills are evident in their clear written explanations and they use a variety of mathematical and ICT skills to present results in the form of graphs and charts. ICT is also used effectively to support learning in other aspects of the subject. For example, pupils in Years 3 and 4 used a computerised probe to monitor the temperature of a water and ice

sample as the ice melted. As a result of the practical approach to learning throughout the school, led well by the subject co-ordinator, the pupils' knowledge is secure.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well, reaching good standards in Year 2 and Year 6.
- Teachers' confidence with ICT resources helps the pupils to learn the basic skills well.
- The pupils enjoy their work and use their skills to very good advantage in the other subjects.
- The co-ordinator contributes much towards the maintenance of high standards.

Commentary

58. Pupils show good skills in all aspects of ICT, maintaining the good standards reported at the previous inspection. Word-processing develops well through the school. Younger pupils type text confidently while older pupils format text to suit their needs, and skilfully add illustrations and tables to provide detail. By the end of Year 6, the pupils have a wide range of good computer skills. They use spreadsheets; for example to help plan a party, control technology; for example to sequence traffic lights, and collaborate to produce multi-media presentations, for example of their visit to the Isle of Wight. Good foundations are laid in Years 1 and 2, for example by pupils learning how to programme a robot to perform a sequence of movements on the floor.
59. The quality of teaching and learning is good. Teachers have good subject knowledge and they now provide a very good array of resources for pupils to use in the classrooms. Teachers provide clear advice and demonstration for pupils, and keep them busy throughout. They are particularly confident in demonstrating different techniques and procedures on computers and the new interactive whiteboards. This clearly helps the pupils to learn new skills quickly. Good use is also generally made of the teaching assistants, and the overall explanation and support provided enables all pupils to achieve well.
60. Pupils' attitudes to the subject are very good, and they greatly enjoy their work. They listen carefully to the instructions being given, and they show good concentration when working with the computers. They work well alone, and with partners when required to do so, readily taking turns and helping each other. They behave very well, and are most keen to accomplish whatever task is set them. They handle all forms of equipment with great care. Pupils' attitudes contribute well towards the good progress they are all making.
61. The co-ordinator provides capable and enthusiastic leadership and management. She often supports her colleagues in lessons, regularly provides advice and she keeps many examples of pupils' work, to illustrate the standards being achieved. She has a clear understanding of the many current strengths of the subject and has contributed much in helping colleagues develop their skills with the greatly improved array of resources.

Information and communication technology across the curriculum

62. Teachers are increasingly confident in their use of ICT, and they make very good use of it in their teaching of subjects such as English, mathematics and art and design. For example, pupils are regularly encouraged to use the Internet to find a range of information, and this enhances the overall curricular provision. Classes are now also equipped with interactive whiteboards, and the teachers use them very well in the delivery of their lessons.

HUMANITIES

63. It was not possible to see any lessons in order to make a secure judgement about provision in **history**. However, work sampled showed that pupils in Years 1 and 2 attain the expected standards and have a satisfactory understanding of historical progress and chronology. Pupils' work in Years 3 to 6 shows that they learn about key historical developments in effective ways aimed at building a clear understanding of past events. For example pupils in Years 5 and 6 use their skills to examine logbooks to increase their understanding of the Victorian era. A booklet on life in the Tudor period provided pupils in Years 3 and 4 with good opportunity to use their literacy skills.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' multi-cultural development.
- Teachers do not always plan work to meet pupils' individual needs.

Commentary

64. By the end of Year 2 and Year 6, standards are as expected and have remained the same as at the time of the last inspection. Pupils make satisfactory progress because the recommended programmes of study are followed and geographical skills are appropriately developed.
65. By Year 2, pupils are acquiring a geographical vocabulary. They recognise countries on atlases and globes and are beginning to make comparisons between these countries and their own. By Year 6, pupils use geographic language confidently and have effectively developed their knowledge of people and places outside the United Kingdom. They are aware of different climate zones and identify and compare the features of different climates. Pupils improve their ability to use maps steadily as they go through the school. For example, younger pupils draw simple maps of their routes to school, while older pupils use keys and co-ordinates to identify features and plot distances.
66. Overall, teaching is satisfactory. Although good lessons were seen during the inspection, the pupils' work shows that the tasks set for pupils with different capabilities are too similar. This leads to insufficient challenge for the more able on occasions, or work that is too advanced for younger or lower-attaining pupils. In the lessons observed during the inspection the teachers planned interesting and suitably challenging activities that successfully held the pupils' interest. As a result they demonstrated very positive attitudes, working enthusiastically and with concentration. ICT is used effectively, as when pupils in Years 5 and 6 used a programme to improve their mapping skills. They also used their literacy skills well to record why they found the programme helpful.
67. Pupils' develop their understanding of other cultures very well through geography. For example, as part of multi-cultural week, knowledge of South America was being developed systematically throughout the school. Pupils in Years 1 and 2, were making comparisons between their school day and that of a child in Peru. Pupils in Years 3 and 4 were extending their geographical vocabulary and their knowledge of the path of a river as they learnt about the Amazon. Pupils in Years 5 and 6 engaged in a lively discussion, '*what is culture?*' prior to finding information about the culture of South America.
68. Leadership and management are satisfactory. The co-ordinator monitors pupils' work and teachers planning. Because the subjects are not currently a focus of the school improvement plan she has not recently had the opportunity to monitor the quality of teaching to ensure consistency in the delivery of the subjects. Formal assessment procedures are in the early stages of development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. No lessons were seen in **design and technology** and insufficient other evidence seen to make an overall judgement about provision in this subject. However, samples of pupils' work show they are gaining experience of a wide range of techniques. The key elements of the subject, including investigation of ideas, learning a range of skills and designing and making, are covered satisfactorily. Pupils are developing the expected skills through designing and making a variety of projects, including food technology. There are some good links with other subjects. For example, as part of their geography project, Year 4 pupils used typical Peruvian ingredients to design a balanced meal. It is clear from pupils' work that a commercially produced scheme of work has been suitably adapted to meet the particular needs of the school. For example, pupils in Years 1 and 2 use a range of materials to produce models of well-known local landmarks. The accompanying design booklets indicate a developing understanding of the design and evaluation process. In Years 5 and 6, pupils used their acquired skills very well to produce highly imaginative, alarmed moneyboxes that are of a good standard. In conversation, pupils expressed their enjoyment of the subject and confirmed their use of a wide range of materials. Good links with the secondary school and the use of ICT both contribute well to pupils' learning. This was clear when Year 6 pupils enthusiastically explained how they had emailed designs for bookmarks through to pupils in the secondary school, who then made the bookmarks and sent them back to the pupils.
70. The leadership and management of the subject are satisfactory. The subject does not have the same very high profile as art within the school but teachers' planning and pupils' work are regularly monitored. The high quality displays around the school are a testament to the value that is placed on pupils' work. As with art and design, formal assessment procedures are being developed.

Art and design

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

Main strengths and weaknesses

- Very good leadership and management ensure that by the end of Year 6 pupils achieve well and standards are above expectations.
- The school makes excellent use of visiting experts and visits out of school to enhance pupils' understanding and increase their enthusiasm for art and design.

Commentary

71. At the end of Year 2, standards in art meet expectations overall. Some pieces of work are of a very high standard. In Year 6, standards are above expectations, with some work well above expectations. Pupils achieve well overall and demonstrate very good attitudes towards art and design because of the high expertise and enthusiasm of the subject co-ordinator and the good teaching throughout the school. Recently, the school has won its second nationally awarded, Gold Artsmark. These are not awarded lightly and are confirmation of the high level of commitment to art within the school and the high standards that are attained.
72. The co-ordinator uses her expertise very effectively when she works as 'artist in residence' in the school's art studio with small groups of pupils from across the school. For example, all the pupils are included in a project to decorate a concrete bench in the school grounds in the style of the Gaudi seat in Barcelona. During the inspection, pupils from Years 1 and 2 were producing designs of a very high standard as they worked on this project in the art studio. They first drew and painted their own designs from pictures of Cornish wildlife, before breaking tiles to form into mosaic pictures of their designs to be embedded into the school bench.

73. Throughout the school, pupils achieve well because teachers plan suitably challenging work, using a wide range of materials and media in 2 and 3 dimensions. Interesting activities successfully develop pupils' own interest in the subject, as was obvious when Year 6 pupils very articulately described the features that interested them about their favourite artist. For example, one pupil referred to Picasso's work as '*bold and shocking*' while another described Leonardo da Vinci's style as, '*surprisingly real.*' For pupils in Years 3 to 6 the use of sketchbooks very effectively enhance the development of artistic skills as pupils regularly use them to practice and refine new techniques, to draft their designs, and to make notes on their evaluations of famous artists.
74. Pupils talk very positively about their enjoyment of tasks completed with visiting experts and their visits to places of artistic interest. This enrichment of the provision very significantly enhances their knowledge and understanding of art and design and helps to raise standards. For example, Year 2 pupils who participated in a workshop on Picasso at the local art gallery produced some high quality pieces.
75. There have been good improvements in the provision for the subject since the last inspection. The quality of teaching has improved. Extra resources have been put in – for example the art studio – and the new building and grounds are being used very effectively to display the pupils' work. Planning systems have recently been established to ensure that pupils are building on their skills step-by-step. Good assessment procedures are in place but as yet are too recent to have an impact on standards.

Music

Provision in music is **good**.

Main strengths and weaknesses

- All the pupils develop very good rhythm skills and sing well.
- An excellent range of extra specialist input brings excitement and skills to the subject and enables pupils with talent to flourish.

Commentary

76. The school puts a lot of effort into music provision. In addition to class lessons, which cover the full National Curriculum programmes of study for music, the pupils have the benefit of extra sessions in drumming. During the inspection, a sample session of Samba drumming was observed. The speed with which the pupils picked up the rhythms and their ability to sustain their own part while other different rhythms developed around them were remarkable. The specialist taking the session commented on this afterwards. Previous experience of African drumming under expert tuition contributed to this high skill level. The quality of singing heard in assemblies during the inspection was good. The pupils sustain a tune well and sing with expression. Years 5 and 6 pupils also have expected levels of skill in composing and performing short pieces of music and playing accompaniments to songs on simple instruments. Overall, standards are in line with expectations.
77. In addition to this good level of skill development generally, a wide range of instrumental tuition is provided to enable those pupils with aptitudes to excel. At the time of the inspection, over 40 pupils were involved in instrumental tuition on piano, keyboard, violin, flute, guitar and drums. A talented Year 2 pupil was observed during the inspection making very rapid progress in the piano, playing scales of C and G and sight-reading simple pieces very competently.
78. The pupils listen to a variety of music and develop critical skills of appraisal and appreciation. For example, Years 3 and 4 pupils listened to sections of Beethoven's *Seventh Symphony* and discussed the rhythmic patterns they heard before attempting to create rhythmic pieces of their own. The large size of this class restricted the progress the pupils could make in

performing their own pieces and critically appraising their own and others' work. Recorded music is used to help the pupils learn new songs and hymns, as there is no expert instrumentalist on the staff. It is also used occasionally in classrooms, for example to give the pupils a flavour of Samba music before the drumming session. The potential of music to help create a spiritual atmosphere during assemblies and other times of quiet reflection was not fully exploited during the inspection.

79. The little teaching that was seen was of at least satisfactory quality with good elements. The teachers have good control of the children and endeavour to give them plenty of opportunities for practical music making. The co-ordinator provides good leadership and management and sets a good example of quality teaching.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards have improved since the previous inspection and are now good.
- Teaching is good, overall, with careful coaching of skills helping pupils to achieve well.
- Pupils' attitudes and behaviour are very good. They are most keen to participate, and they work well together.
- Few opportunities are provided for pupils to evaluate their own work.
- Good leadership contributes well to the improved standards.
- The excellent range of teams and after-school clubs helps the pupils to further develop their skills.

Commentary

80. In the lessons observed, pupils in Years 1 and 2 carried out games activities with better control and competence than that expected for their age. They controlled a ball well and they passed accurately to a partner, using a variety of throwing and rolling techniques. Most pupils caught the ball with confidence. Pupils in Years 3 and 4 successfully carried out a 'broomstick dance', moving well to the music, and carrying out their movements carefully and precisely. Pupils in Years 5 and 6 showed good games skills, being able to throw accurately and catch with either hand. The pupils showed a good awareness of tactics in team games, as well as fair play. Pupils in all classes attend swimming lessons during the year. They all become confident in the water, and by the end of the Year 6 the vast majority can swim 25 metres. Most can swim significantly further, with many successfully developing a range of further skills such as life-saving.
81. The overall quality of teaching and learning is good. Teachers are suitably dressed to join in and demonstrate for pupils, their subject knowledge is good and they provide appropriate apparatus for pupils to use. They utilise the new, and greatly improved, accommodation well. Safety is correctly emphasised throughout. Teachers provide relevant advice and careful coaching to pupils about their work, and this enables them all to achieve well. Whilst teachers regularly use pupils to demonstrate good practice, opportunities are often missed to allow pupils to discuss their work and identify areas for further improvement. Pupils enjoy physical education, and they join in with enthusiasm, both when working alone and with others, and their behaviour is very good. They like to do well. Lessons are fully inclusive, and boys and girls, including those with special needs, work happily together.
82. The subject co-ordinator provides most suitable advice and support for colleagues, and she has contributed well towards both the good standards being achieved and the improvements that have been made. Whilst she does not yet observe lessons in other classes, to see for herself the standards being achieved, she contributes significantly to the outstanding range of clubs and teams that the school provides, and she has formed a close and valuable

relationship with the local comprehensive school and other primary schools. Many joint activities and competitions have been arranged as a result. These activities have contributed significantly towards the current standards. Whilst her management role is currently satisfactory, her leadership of the subject is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Insufficient evidence was gathered to make overall judgement on provision in personal, social and health education or citizenship. The school provides an appropriate programme for personal, social and health education, including sex education and drug awareness. Citizenship is fostered in a variety of ways, including a very effective school council and links with a school in Africa. The 'circle time' session observed during the inspection in Years 5 and 6 offered a very worthwhile opportunity for pupils to discuss personal thoughts and feelings in a secure and supportive setting. It was clear that this was a well-established part of the pupils' routine curriculum experience that was making a very positive contribution to their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	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	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).