



# Blisland Community Primary School

Inspection Report

**Unique Reference Number** 111909  
**LEA** Cornwall  
**Inspection number** 278809  
**Inspection dates** 8 November 2005 to 8 November 2005  
**Reporting inspector** Geoffrey Burgess AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Waterloo
<b>School category</b>	Community		Blisland
<b>Age range of pupils</b>	4 to 11		Bodmin, Cornwall PL30 4JX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01208 850565
<b>Number on roll</b>	19	<b>Fax number</b>	01208 850565
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Dunkley
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Miss Dot Williams

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 November 2005 - 8 November 2005	<b>Inspection number</b> 278809
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## Introduction

The inspection was carried out by an inspector.

## Description of the school

This is a very small village school serving a rural area on the edge of Bodmin Moor. All of the pupils are White British and the social context of the school is broadly average. This is the lowest number on roll since the school reopened in 1996. The proportion of pupils with learning difficulties and disabilities is similar to that expected. Over the years, attainment when children start school has been broadly average. After eight years of stability, the school is in a transitional phase with an acting head for this academic year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the acting head and the governing body that Blisland School, although in a transitional phase of its development, is satisfactory and that it provides satisfactory value for money. Its strengths lie in its care for all pupils and in their positive attitudes and very good behaviour. Pupils and parents speak warmly about the family atmosphere of 'their' school and the 'welcoming and caring' staff. The school has very good links with parents and the local community. Other aspects of the school are satisfactory overall with pockets of strengths and weaknesses. All the major weaknesses are identified in the current school improvement plan.

Satisfactory overall progress includes good progress recently in the infant class, notably in reading, and slower progress in mathematics in Years 3 to 6. The small reception group are settled and doing well with good support. Whilst teaching overall is satisfactory, it has been better in the younger class, as shown by the progress made. Aspects of the information and communications technology (ICT), Foundation Stage and personal, social, health and citizenship (PSHCE) curricula all need some development in a curriculum that is otherwise satisfactory.

Strengths in leadership and management stem from the recent collaboration between the governors, the acting head and the local authority in beginning the process of overhauling long-standing school policies and procedures. Good progress has already been made and the ability of the current leadership to bring about improvement is satisfactory. A long-term weakness has been the lack of involvement of class teachers in management tasks.

### What the school should do to improve further

- improve teaching in the junior class, especially in mathematics, by making more use of assessment to plan activities which challenge pupils of all ages and abilities
- fully develop the planning for ICT, the Foundation Stage and PSHCE and put the plans into action
- empower all staff to play a full role in the leadership and management of the school by providing training and opportunities to lead and manage significant aspects of its work.

## Achievement and standards

### Grade: 3

Viewed over time, standards are broadly average and progress is satisfactory overall and better in the younger class. With five or less pupils in almost all year groups care must be taken in judging each year group in terms of national data. However, standards achieved by 7 year olds in writing and mathematics have been significantly above average in the past two years. In reading, they have been exceptionally high in four of the past five years. Compared with their starting points this indicates good progress in the infant class. National assessment results in Year 6 over the past five years have ranged from well above to well below average. However, standards in mathematics

have never been better than average and were below this year. This is reflected in current achievement which is unsatisfactory in the junior class. Progress is satisfactory in English in the older class, and science is currently a strength. Children in the small reception group are working well and making good progress. They should achieve their early learning goals this school year. Pupils who find learning difficult make good progress in the small classes and are supported well.

## **Personal development and well-being**

### **Grade: 2**

Every child is seen as an important individual and every adult is a valuable factor in each child's school life. As a result, pupils' personal development is good and the school is a happy, positive place to work, learn and play. Very good attendance levels reflect parents' views of how happy their children are to come to school. Pupils of all ages work hard and play amicably and safely together. Older pupils take very good care of their younger schoolmates. Pupils' social and moral development is very good. From reception onwards, they understand what is expected of them and make a positive contribution to the life of the school. Even on a rainy and windy day, behaviour was very good. Spiritual and cultural matters are well catered for making very good use of the school's unique location. Health and fitness issues have had a high priority recently, as borne out by the speed with which a lack of facilities for indoor gymnastics has been sorted out. As shown by the new school council, pupils take their responsibilities very seriously and are very willing to give their views and opinions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with some strengths. This is shown by the sound overall progress made by pupils in recent years and as observed in pupils' work during the inspection. The main strengths lay in the infant class but the teaching of science in the junior class has been good. On the other hand, the teaching of mathematics in this class has not been challenging enough for pupils to do as well as they have in other subjects. New assessment and target setting arrangements are helping in this regard and are being used very well in the infant class. Good use is made of very competent teaching assistants and volunteers to enhance learning, especially in the Foundation Stage, in providing extra help for those with lower skill levels and in ICT. Resources are well used but more use could be made of ICT to encourage pupils to find things out and present them for themselves. Parents are encouraged to help with their children's learning and they make a good contribution, especially in reading.

## **Curriculum and other activities**

### **Grade: 3**

The range and quality of what pupils do in school is satisfactory. A good range of extra activities enhances learning. This was amply demonstrated during the inspection by a professional writer who stimulated pupils to stretch their use of language following an expedition on the moor. Literacy and numeracy are given a high priority. Good use is made of extra adults in the classroom to help pupils work at levels suitable for their ages and abilities in English. However, this is not well enough developed in mathematics for all pupils to achieve as well as they should. Other subjects are covered well using rolling programmes of work and linking subjects to make work more interesting. Nevertheless, more use could be made of ICT in this regard. Strengths in the curriculum match the interests of teachers, notably the arts in the younger class and science in the older. Planning in the Foundation Stage is sound but could be enhanced by integrating into ongoing work in the younger classroom. Pupils are involved in a good many activities to enhance their personal, social, health and citizenship development but, as yet, this does not form a coordinated programme.

## **Care, guidance and support**

### **Grade: 2**

The school quite rightly regards this area as one of its strengths. Parents and pupils are full of praise for the approachability of the staff and the care and attention they provide. Children know they can go with confidence to any adult in the school community for help. Every child is seen as an individual and dealt with according to their particular social and learning needs. Their work, skills and understanding are checked and noted regularly from reception upwards. Each pupil has regularly updated personal targets which they know and delight in achieving. Health, safety and security issues are taken very seriously. Very good relationships and the confidence and ease of communications within the school community mean that any concerns are dealt with very quickly.

## **Leadership and management**

### **Grade: 3**

The school has had a solid track record in recent years and leadership and management of the school are sound. Following difficulties in appointing a new head, the governing body, working with the local authority, took the initiative to appoint an acting head for the school year. This has given the school the stability, breathing space and expertise to move forward. The local authority has continued to back the school by providing necessary training, advice and very practical support to very good effect. All aspects of the work of the school have been reviewed and evaluated and a good start made in tackling longer-standing weaknesses identified. For example, the crucial importance of appointing suitably experienced staff has been recognised by the latest appointment in the infant class. After wide-ranging consultations between governors, staff, parents and pupils, a well thought-out school improvement plan has been initiated. As a result,

the school community is fully aware of the school's true position and in a much better position to make a contribution to its development. Governance is satisfactory.

Much still needs to be done for the school to reach its potential. However, in the very capable hands of the acting headteacher, and effectively supported by the chair of governors, the school is well placed to meet its many challenges. Parents are very pleased with the 'energy and new ideas' she has brought to the school. However, a key priority must be to make it possible for all staff to play an active role in managing aspects of the work of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me feel so welcome in your school. I really enjoyed my day sharing in and talking about all your activities. I thought everyone worked very hard.

This is what I liked most about your school:

- it has a real family feel and everybody gets on well together
- your behaviour is very good and you try hard
- you are very good readers and enjoy books
- all the adults in the school look after you really well
- lots of people who have not got children or grandchildren in the school help out
- your headteacher has got lots of energy and ideas and she is very good at finding out what people think and making things better.

To make things even better, this is what I have asked your school to do now:

- make it possible for you to learn faster in the junior class, especially in numeracy
- plan work for little ones just starting school which fits in with what older children are doing in the infant class
- use computers to boost your learning in all subjects
- sort out all the interesting things you do to learn how to look after yourself and others so that nothing gets missed out
- give your teachers and helpers the chance to be responsible for organising some of the things that happen around the school.

Perhaps you could discuss this in your school council and see if there are ways in which you could help.