

Grampond Road Village C of E Primary School

Inspection report

Unique Reference Number	112009
Local Authority	Cornwall
Inspection number	357025
Inspection dates	21–22 June 2011
Reporting inspector	Kevin Jane HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Andrew Wade
Headteacher	Lynne Bazeley
Date of previous school inspection	22 January 2008
School address	South Street Grampond Road Truro TR2 4TT
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Age group	4–11
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. Every class teacher was observed twice and smaller teaching groups were also observed. In addition, discussions were held with three groups of pupils, two governors, the headteacher and all teachers. The inspector observed the school's work, and looked at information about pupils' performance, the school development plan, minutes of governing body meetings, school policies and curriculum planning documents. In addition, 28 parents and carers, 13 staff and 61 pupil questionnaires were scrutinised.

Information about the school

As reported at the time of the last inspection, the school remains a smaller-than-average-primary school serving Grampond Road village and the surrounding area. Nearly all pupils are from a White British background and the proportion of pupils known to be eligible for free school meals is lower than that found nationally. The proportion of pupils with special educational needs and/or disabilities is also lower than that found nationally. Government floor targets for the last three years in English and mathematics have been exceeded. The school continues to hold Healthy Schools status and Basic Skills Quality Mark and Activemark awards. The school also hosts an after-school club, The Explorers, which is not managed by the governing body of the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement	2
Teaching	2
Leadership and management	1
Behaviour and safety	1
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

Judged to be satisfactory at the time of the last inspection in 2008, Grampound Road Village Church of England Primary School has significantly improved and it is now a securely good school. There are also some important aspects which are now outstanding.

The following are particular strengths of the school.

- The determined and focused leadership of the headteacher, all staff and the governing body has secured improvements in the quality of educational provision and raised standards to above national averages over the last three years and significantly improved the academic progress that all pupils make.
- The quality of teaching is consistently good in the school. The staff work extremely well as a team and strive, successfully, to ensure that both academic progress and the personal development of the pupils are secure.
- Care is taken to ensure that the progress of all pupils is monitored carefully and that they are suitably challenged in their work, relative to their ability.
- The school is very orderly as a community. The behaviour and attitudes of the pupils are outstanding and the school takes all reasonable steps to ensure that they are safe and secure.
- The school enjoys the confidence and support of the overwhelming majority of parents and carers and it is a school at the heart of its community where academic performance and personal development are addressed equally.

The school is committed to continuous improvement and is well on the way to realising its ambition to be even more effective. The main priority for improvement is to maintain the drive for even better quality and consistency in teaching in order to raise standards still further.

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What does the school need to do to improve further?

In order to secure more outstanding teaching, the school should

- moderate learning objectives to ensure that all teachers have equally high expectations in their levels of challenge for all pupils
- share and disseminate within the staff team, instances of inspirational teaching that have led to more pupils making better than expected progress
- develop a whole school approach to setting out the features of outstanding teaching and use this as a benchmark for monitoring the quality of all lessons
- extend the flexibility in teaching groups seen in mathematics, to other subjects as appropriate.

Main report

The success of the school in achieving considerable improvement since the previous inspection is reflected in the significant rise in standards in English and mathematics which have risen to above national averages for the last three years. In particular, there are now significant numbers of pupils attaining the higher grades in national tests at age 11, and those pupils with particular needs are well provided for, such that they make good gains in their learning relative to their starting points. Most children begin school with knowledge and skills just below age-related expectations; a large majority make securely good progress in the Early Years Foundation Stage and again at Key Stages 1 and 2. By the end of Key Stage 1, nearly all the pupils are at the expected level in reading and a quarter are attaining the higher level.

So how has this rapid acceleration in standards and pupil progress been brought about? The headteacher is demonstrating determined and focused leadership and, together with staff and the governing body, has been very successful in establishing a clear vision. Detailed plans for improvement focus, appropriately, on improving both the consistency and quality of teaching, in raising academic standards, for example in writing and mathematics, and improving pupils' progress. There is a tangible sense of common purpose in the school and excellent teamwork which is relentlessly focused on ensuring that all pupils make progress in their academic work and in their personal development. Precise and accurate teacher assessment, systems for setting pupils' targets and close monitoring of their academic progress has also contributed positively to this success. A key feature is the way in which all those with leadership and management responsibilities are making a positive contribution to driving improvements. Monitoring and evaluating performance and provision are shared among the teaching staff who have developed sophisticated methods for securing accurate self-evaluation. This, and the track record of improved academic performance, demonstrates that the capacity for further improvement is secure.

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There has also been concerted effort to improve the consistency of teaching since the previous inspection. It has been successful in ensuring that pupils typically encounter good teaching in classes and in targeting additional support for small groups and individuals. Work is planned carefully and underpinned by clear learning objectives, to ensure that pupils are challenged and that work is well matched to their needs and abilities. The teachers and other adults explain tasks well, demonstrating good subject knowledge in their use of technical vocabulary, for example in English and mathematics lessons, and they listen carefully to the responses and explanations from pupils in question and answer sessions. Another consistent feature is the way teachers use a range of oral and written assessment techniques to ensure pupils understand how well they have done and what they need to do next to improve. While some aspects of teaching are outstanding, it is not yet consistently so across the school, in ensuring that pupils in all year groups make well above expected rates of progress. There is scope for further consistency, for example, in ensuring that high expectations, high quality learning objectives and applying the flexibility in current mathematics groups to other subjects are present in an agreed whole school approach to outstanding teaching. Nevertheless, the quality of teaching observed does result in pupils who are motivated, who rise to the challenges set, demonstrate positive attitudes, and enjoy the interesting tasks set for them, and therefore the conditions are present for further improvement.

These teaching qualities are directly responsible for the good progress that pupils make. For example, the youngest children in the Early Years Foundation Stage are systematically taught their letters and sounds to become readers and writers and are writing simple sentences with confidence and accuracy. This was also applied in their work in making an accurate model of the village based on aerial photographs and maps and writing labels to identify features of the local environment on their model. Good progress was also evident in another Key Stage 1 class where pupils discussed with maturity whether Enid Blyton was a successful extended story writer by analysing features of text in a story. Older children too are challenged well and also encouraged to take responsibility for their work, as in two mathematics lessons which applied prior learning in representing the comparison of weather data on a graph using a variety of measures between their own environment and that of their partner school in London. Deciding on scale intervals and accurate drafting of the data in order to test hypotheses were tackled with confidence and enjoyment. In another example, a practical investigation into the probability of frequently occurring numbers from throws of two dice tested the pupils' approach to systematic tackling of a problem. The teachers and other adults consistently check progress by returning to the lesson objectives to assess the pupils' understanding or to move the learning on. This means that lessons are well paced, little time is wasted and good progress is made. Equally, care is taken to ensure that more-able pupils are set challenges relevant to their needs. Some of these pupils are making exceptional progress. To raise standards in mathematics, the school has adopted a flexible grouping arrangement, the success of which is evident in the improved rates of progress and attainment of all pupils. In addition, one-to-one tuition, and small and focused extension and booster programmes are helping those pupils who need additional support to also make good progress. While there are few potentially vulnerable

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groups in the school, those with additional needs are making similar rates of progress as their peers.

The behaviour of the pupils in class and around the school is exceptional. They understand how to conduct themselves, for example, respecting assembly as a special occasion in the school and they make a significant contribution to the school's routinely orderly and calm environment. Importantly, the pupils have high expectations of themselves and this accounts for the misunderstanding in the more negative responses to the pupil survey where they felt, when the matter was discussed with them, that unless behaviour was 'exceptional all the time' they could not agree that behaviour could be judged as good in the school! The pupils report that there is hardly any bullying in the school and understand that adults take any reported incidents very seriously. They know that they are not to tolerate any form of bullying and to report it as soon as possible rather than let it continue. The pupils also appreciate that the school keeps them safe and ensures that they understand what constitutes unsafe situations. The great majority of parents also report very positively that standards of behaviour are high in the school and that all reasonable steps are taken to keep their children safe.

The school has also undertaken a review of the curriculum to make it more creative and relevant to pupils' needs and interests. This and the ethos of the school are making a very good contribution to the pupils' spiritual, moral, social and cultural development. The pupils are encouraged to understand their rights and responsibilities, to be independent and self-reliant and to have respect and tolerance for others. The success of this is reflected in the pupils' behaviour, in their relationships with each other and adults and in their care for each other. The 'buddying' system between older and younger pupils is particularly valued by them, for example. The pupils are also making a strong contribution to improvements in the school through the activity of the excellent school council. The school's very good reputation and standing in the community is demonstrated by how parents and carers responded so positively to the work of the school in their response to the questionnaire. One response captured the findings of this inspection and reflected the comments of many parents: 'Grampound Road School is a garden of learning, where children are allowed to flourish and mature, not wither away.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grampound Road Village C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	19	68	8	28	1	4	0	0
Q2 My child feels safe at school	20	72	8	28	0	0	0	0
Q3 The school helps my child to achieve as well as they can	17	63	7	26	3	11	0	0
Q4 The school meets my child's particular needs	16	59	10	37	1	4	0	0
Q5 The school ensures my child is well looked after	20	72	8	28	0	0	0	0
Q6 Teaching at this school is good	19	68	7	26	2	6	0	0
Q7 There is a good standard of behaviour at this school	19	68	9	32	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	15	54	11	40	1	4	0	0
Q9 The school deals with any cases of bullying well	16	61	9	35	0	0	1	4
Q10 The school helps me to support my child's learning	17	61	8	28	2	7	1	4
Q11 The school responds to my concerns and keeps me well informed	17	61	9	32	2	7	0	0
Q12 The school is well led and managed	21	81	5	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none">■ The achievement of all pupils.■ Behaviour and safety.■ The quality of teaching.■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none">■ how well the school promotes pupils' spiritual, moral, social and cultural development.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 June 2011

Dear Pupils

Inspection of Grampound Road Village C of E Primary School, Grampound Road, Truro TR2 4TT

I would like to thank you for being so helpful to me when I visited your school recently. I very much enjoyed talking with you in lessons about your work, how well you are learning and how much you enjoy school. You are clearly proud of your school and I think you are right to be so! My inspection found that Grampound Road Village Primary is a good and improving school and here are some of the things I was particularly impressed with.

- Mrs Bazeley is leading the school exceptionally well and the other adults are working very hard to make sure that you all have every opportunity to improve in your school work and in your personal development.
- You are all now reaching higher standards and making better progress in your school work. Well done! I was impressed by how well you know your targets and what you have to do to improve even further.
- Your behaviour in class and around the school, despite what some of you told me in your questionnaire, is outstanding and you are a credit to your school.
- You work hard in lessons, have positive attitudes and respond well to your teachers who are successful in presenting you with interesting and challenging activities.
- You have good opportunities to extend your knowledge and understanding of the world around you and this is helping you to develop as young people. I particularly enjoyed hearing about the work of the school council and how you are making a contribution to improving the school.
- You told me that your teachers look after you very well and keep you safe. I agree with you.

To make the school even better I have asked Mrs Bazeley and the teachers to work even harder with you in class to ensure that they provide you with even more interesting and challenging activities. You can help here by maintaining your positive attitudes to school and trying your hardest in your work.

Yours sincerely

Kevin Jane
Her Majesty's Inspector

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