

Warbstow Community Primary School

Inspection report

Unique Reference Number	111940
Local Authority	Cornwall
Inspection number	337783
Inspection dates	13–14 July 2010
Reporting inspector	Hazel Callaghan

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Mr Peter Parsons
Headteacher	Mrs Elizabeth Morris
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by two additional inspectors. Four teachers were observed teaching in ten lessons. Inspectors had meetings with staff, governors, parents and pupils. The inspectors observed the school's work, and looked at pupils' books, the school's records of pupils' standards and progress, various policies, including those in respect of child protection and safeguarding, the school development plan, minutes of the governing body and the 56 parental questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards in the different subjects over the last three years and the progress currently being made in each subject
- how teaching and the curriculum have improved and are enabling consistent progress through the school, especially in mathematics and science how staff and governors are keeping the school's variable but rising standards on track for continued improvement.

Information about the school

Warbstow Community Primary is a very small school. The majority of pupils come from families of White British heritage and the proportion of pupils from minority ethnic groups is smaller than usual. There were no pupils with English as an additional language present during the inspection. The proportions of pupils identified as having special educational needs and/or disabilities and those eligible for free school meals are also smaller than those found nationally. The pre-school, housed in the adjacent Community Hall, is managed by the school governors and most children transfer into the Reception class. The school has successfully achieved the Healthy School's Status over many years. It also has the Activemark Gold Award and Extended School status. Year 6 pupils were absent at the time of the inspection because they were visiting their new schools.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Warbstow Community Primary is a good school. It has made marked improvements since its last inspection in standards and progress so that standards in Year 6 are now above average in both mathematics and science. Standards have also improved in English because of pupils' good progress in all classes which is enabling them to make up for the slower progress they made in the past. Standards in mathematics have risen steadily over the last three years. Progress in mathematics is at its best in Years 5 and 6. While girls do not achieve as well as the boys their progress is also rising well. All aspects of science have improved. It was identified as an area of concern and decisive action was taken with the addition of a specialist science teacher to the staff. For many pupils it is one of their favourite lessons because of the practical approach and fun activities.

Effective teaching and pupils' good behaviour lead to good learning that pupils enjoy in all classes. The effective monitoring of pupils' progress and introduction of a wide range of interventions for their support, many led by the support staff, have also had an important impact on pupils' good progress. An interesting curriculum with a wide range of additional activities inspires pupils' curiosity and desire to know more. Specialist teaching in art, music, physical education and information and communication technology (ICT) also ensures that standards are at least in line with those expected in these subjects too. The Activemark Gold award and Healthy School's status underpin the school's strong focus on healthy lifestyles and enjoyment of sport and physical education. Fun activities and strong relationships across the school mean that pupils enjoy school. They are given many opportunities to take responsibility which they carry out reliably and with pride, such as acting as the headteacher's personal assistant, being a telephonist at lunchtime, helping the younger children or acting as a school councillor. Pupils have less opportunity to contribute to the local community or to experience the diversity of other cultures and backgrounds of people outside their village.

Excellent levels of care, support and guidance, based on the staff's very good knowledge of each child and their personal and learning needs, mean that pupils feel safe and well cared for. Many parents and carers have praise for the outstanding support and attention the headteacher and other staff give to their children and to the family in times of difficulty. This care starts in the pre-school group and goes on up through all stages of the school. Good links with parents and carers ensure children settle quickly and move on to the 'Big' school happily so they continue to make good progress in the Reception class.

Many aspects of the school have improved, including teaching and the curriculum, because of the strong leadership of the headteacher and of the governing body. Accurate evaluation of the school's strengths and weaknesses and a rigorous focus on what the school needed to do in order to improve have had a positive impact on school improvement. There is a strong sense of teamwork within which the support staff play a

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very important part. The commitment of all to moving the school forward, and the many areas in which the school has made progress, is testimony to their good capacity for further improvement.

What does the school need to do to improve further?

- Ensure all pupils make effective progress in mathematics, especially pupils in Years 3 and 4, and particularly girls.
- Provide more opportunities for pupils to contribute to the local community and to meet and work with people of more diverse backgrounds and cultures.

Outcomes for individuals and groups of pupils

2

There has been a rising trend in standards at Year 6 since 2006 and this year the good progress made by pupils has led to rising attainment in English, mathematics and science. The clear identification of any difficulties experienced by pupils is followed by the provision of support sessions and booster groups so that they achieve well.

This improved progress is clearly evident in lessons. Pupils are well involved in their tasks and cooperate well with each other to complete their activities. They enjoy the challenges teachers set and have the confidence to make choices about how they complete their work. They use previous learning well to select methods for completing and presenting their work. This was well exemplified in a Year 5 science lesson where pupils were using an electronic data logger to test how much light passes through different colours of crepe paper. These good attitudes to learning were also seen in the Years 3 and 4 class where pupils explored interesting words to describe spaghetti. They eagerly suggested words showing a good understanding of how they made mental created pictures. They searched for better and more expressive language to get the result they wanted. Similarly, in a Reception and Years 1 and 2 English lesson, pupils of all abilities and ages were eager to write. Confidence in their own abilities grew steadily as the teacher shared their work with the rest of the class and celebrated their success.

Pupils' personal development has been strengthened alongside their academic progress and they are well prepared for their next stage of learning. Now that Year 6 pupils have left, Year 5 pupils are naturally moving into their place as confident and mature leaders of the school. They can talk with assurance about what they are doing and are very proud of their school, many finding it difficult to suggest how it can be improved. They are, however, quick to respond to opportunities to help others less well off than themselves. Enough money was raised by this small school to fund a 'Shelterbox' for people in Haiti. Pupils feel very safe in school and have great faith in the staff to look after them. Pupils say they love coming to school and parents confirm this. Attendance is broadly average.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching and a stimulating curriculum with lots of exciting activities enable pupils to make good progress. On the occasions when teaching is inspirational, as was observed in both a mathematics lesson in Years 1 and 2 and a science lesson in Year 5, it results in pupils' excellent attitudes to their work so they concentrate intently, show an eagerness to answer questions. Pupils respond well to teachers' high expectations.

Teachers monitor pupils' standards and progress carefully and set targets for the next stages in learning that pupils know and understand. Detailed assessment informs teachers' planning and activities are usually well matched to the range of ages and abilities in the class. A good range of strategies are used to help pupils evaluate their work and to understand how well they are doing. There are some inconsistencies within this good practice and, given the range of abilities in each class, opportunities for enabling each child to understand what is expected of them and how they can be successful are sometimes missed.

The outstanding care, support and guidance provided by the school underpin all pupils' learning as they know it provides a safe and caring environment in which they can take chances in their work.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff, parents and pupils alike all say how the headteacher is the centre of the school and how she provides the leadership, direction, support and encouragement that have led to this happy and successful school. As a team, staff have made the improvements in teaching and learning that were required for the school to get better and it is all the stronger for this united focus. The governors have also played an important part in this process setting clear expectations for improvement. They are extremely well informed and provide the challenge and support which has had a significant impact on the process of improvement.

All aspects of safeguarding are considered rigorously and at the time of the inspection all procedures and policies were carried out thoroughly. The school has built good partnerships with its parents and carers and uses a variety of outside agencies to support both pupils' academic and personal development. Pupils have equal opportunities to do well despite some inconsistencies in progress that the staff are tackling well.

The school has evaluated its promotion of community cohesion. It recognises that it is very good within the school and pupils have some good opportunities to explore global issues, but more opportunities are needed for pupils to make a contribution to the local area and to gain an awareness of the diversity of backgrounds and cultures in the United Kingdom. A good start has been made in the setting up of links with a large school in Bristol, but this is in the early stages of development.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision is good in the Early Years Foundation Stage, in the pre-school group, and in Reception. Children are happy and enjoy attending. They feel safe and confident in the care of the adults around them. Children in the pre-school part from their parents or carers with hardly a backward glance as they go towards activities that draw their attention as soon as they arrive. Such is their attention and enjoyment, most persevere and concentrate for good lengths of time. They confidently ask the adults for help when they need it but mostly work happily beside the other children in their group, sharing toys and resources. Many of the children enjoy using the computer but wait patiently for their turn.

In the Reception class children are willing learners who are eager to do well. They enjoy their activities because the teachers make them stimulating and fun. They work together well, setting each other number tasks by tossing a large dice and delighting at their ability to calculate accurately, for example. They also enjoy taking on the challenging tasks set for pupils in Years 1 and 2, showing how they are developing their writing skills and enjoyment of stories. Teaching by the whole staff is good. It stimulates children's interest, their curiosity and desire to experiment and explore with the result that children throughout the Early Years Foundation Stage achieve well. By the end of Reception children often reach standards above the national average. They make particularly good progress in their knowledge of letters and sounds and this underpins the above average standards in reading and writing achieved by many children. Their exciting activities also help them to gain a good understanding of the world around them. Both the pre-school group and the Reception staff make good use of the outside areas to extend children's experiences. The combined sessions in 'The Wood' are much enjoyed by all. Great attention is given to the care and welfare of the children and strong links are developed with the children's families.

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Both the pre-school group and provision in Reception are managed well. The two teams work well within their own areas and have forged good links between them to ensure the children's transition from pre-school to Reception is smooth and trouble free. Progress in learning as the children move from the pre-school group to the Reception is good but separate systems for assessing progress and the planning of the curriculum are the reason why it is not outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All the responses from parents and carers were highly positive about the school and pupils' academic and personal development. There were no significant concerns expressed and the very few parents who indicated minor dissatisfaction in one or two areas were generally very positive about all other aspects of the school and their children's experiences. The aspects of the school that parents and carers commented upon most strongly were the leadership of the headteacher, the excellent care provided for their children as individuals and the wide range of exciting activities provided so that children love coming to school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warbstow Community 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 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	78	12	22	0	0	0	0
The school keeps my child safe	46	84	9	16	0	0	0	0
My school informs me about my child's progress	37	67	17	31	1	2	0	0
My child is making enough progress at this school	35	64	18	33	2	4	0	0
The teaching is good at this school	40	73	15	27	0	0	0	0
The school helps me to support my child's learning	36	65	19	35	0	0	0	0
The school helps my child to have a healthy lifestyle	44	80	11	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	75	14	25	0	0	0	0
The school meets my child's particular needs	38	69	17	31	0	0	0	0
The school deals effectively with unacceptable behaviour	35	64	20	36	0	0	0	0
The school takes account of my suggestions and concerns	36	65	19	35	0	0	0	0
The school is led and managed effectively	44	65	19	35	0	0	0	0
Overall, I am happy with my child's experience at this school	48	87	7	13	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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



16 July 2010

Dear Children

Inspection of Warbstow Community Primary School, Launceston PL15 8UP

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out about your school:

- You get a good start to your schooling in the pre-school group and in Reception.
- You make good progress in your work so that you now achieve standards that are above those expected.
- You want to do well and enjoy the fun activities you are given.
- You behave well. You are polite, friendly and helpful to everyone. You enjoy taking responsibility and have done lots of things to help people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting and you know how to improve your work.
- The school is led by the headteacher very well and everyone works together as a strong team. There are good partnerships with your parents and carers and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though Warbstow Community Primary is a good school there are some things we have asked your headteacher and staff to do to make it even better:

- To help everyone make good progress in mathematics.
- To provide more opportunities for you to contribute to the life of the village and to meet people from a wide range of backgrounds and cultures in this country.

Yours sincerely

Hazel Callaghan Lead Inspector

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