

# Weeth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111852
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	378375
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Juliet Jaggs

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Beare
<b>Headteacher</b>	Nicola Furnish
<b>Date of previous school inspection</b>	18–19 March 2009
<b>School address</b>	Holman Avenue Camborne Cornwall TR14 7GA
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 part lessons taught by 6 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, looked at assessment information, school policies, curriculum planning and safeguarding procedures. Inspectors analysed questionnaires from 33 parents and carers, 15 members of staff and 86 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school in sustaining pupils' progress in mathematics from Key Stage 1 to the end of Key Stage 2.
- The effectiveness of the school's assessment procedures in promoting better progress for all learners in lessons and particularly groups of girls, those with special educational needs and/or disabilities and those known to be eligible for free school meals.
- The extent to which leaders and managers at all levels have addressed areas for improvement identified at the last inspection, particularly the need to maintain momentum for school improvement.

## Information about the school

Weeth Community Primary is smaller than most primary schools. The largest groups of pupils are of White British heritage and the proportion of pupils who are from other minority ethnic backgrounds is well-below average. The proportion of pupils known to be eligible for free school meals is well-above average. The number of pupils with special educational needs and/or disabilities is broadly average. The Early Years Foundation Stage children are taught in one Reception class. The newly appointed headteacher joined the school in September. The school holds the 'Activemark' award and has gained 'Healthy School Plus' status.

**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?****3****The school's capacity for sustained improvement****3**

## Main findings

Weeth Community Primary School is a satisfactory school. Senior leaders have an improving determination to impact upon the life chances of its pupils. More stringent procedures in reducing absence have already had a positive impact and attendance is now at above average levels. Pupils are enthusiastic and most of them are committed to leading an active lifestyle. Self-evaluation is broadly accurate so middle leaders have been able to identify key areas for improvement and make the necessary changes. A focus on communication skills and personal development in the Early Years Foundation Stage means these children make good progress. Since the last inspection, attainment at Key Stage 1 has gradually improved because the leader has insisted on high standards. This has had a positive impact on the consistent quality of teaching but other leaders have not always called their colleagues to account to the same good effect. However, the developments made in particular areas of the school's work indicate that leaders and managers have a satisfactory capacity for identifying and making sustained improvements.

Other checks to identify improvements have not always been strategic so the impact of change has not been felt across the whole school. For example, pupils' achievements in mathematics are uneven, particularly at Key Stage 2, but staff training to reduce differences has not been universally effective. A recent review of teaching has now revealed that the application of the calculation policy has been inconsistent. In addition, tasks are sometimes too easy for the highest-attaining pupils so they do not make accelerated progress because they are not challenged to apply complex mathematical methods often enough.

Pupils whose circumstances have made them vulnerable are well looked after. They are keen to come to school and their attendance has improved. However, this aspect of care takes precedence over academic guidance. The school has pertinent information about groups of pupils but this is not systematically monitored for signs of underachievement. Teachers adopt a satisfactory, yet more informal, approach. They are committed to equal opportunities in learning and most groups of pupils catch up because of the successful extra sessions arranged by some class teachers.

Classroom relationships are generally positive. Teachers' high expectations for a mature approach to learning mean that some pupils, including children in the Early Years Foundation Stage, are developing good learning habits where they work calmly and maintain concentration during independent tasks. Most pupils follow instructions willingly even when they are not sure about the purpose of their learning. Pupils in

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Years 5 and 6 respect their learning environment and they discuss their ideas sensibly with one another. However, there are other lessons where tasks are not so well matched to pupils' needs and interests. In some cases this means pupils make only satisfactory progress but there are others where they become restless. Teachers generally correct this behaviour effectively but on occasions it is overlooked for too long and so the pace of learning slows. Marking is regular and teachers usually identify ways in which learners can improve the quality of their work and make progress. A new assessment procedure has recently been introduced. Some pupils use it as an opportunity to reflect on their feelings about their learning but, without a clear guide about how to assess the quality of what they have done, few are able to use it to measure their success.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Develop a culture of accountability at all levels of leadership and management so that members of staff take responsibility for ensuring that all groups of pupils make better progress by:
  - regularly analysing the information about pupils and sharing it with colleagues to jointly identify underachievement early
  - using this information to plan interventions to address the needs of individual pupils.
- Improve attainment in mathematics, particularly at Key Stage 2, so that by July 2012 a higher proportion of pupils attain the national average at Level 4 by:
  - ensuring that the calculation policy is consistently applied across year groups
  - providing higher-attaining pupils with regular opportunities to use complex mathematical methods to work out more challenging problems.
- Improve the quality of teaching so that the majority of lessons are good by ensuring that teachers:
  - enable pupils to understand the purpose of their learning and how they can gauge their success in lessons
  - consistently implement the behaviour policy to ensure that learning continues at a brisk pace
  - use information available about pupils' progress to plan a variety of lesson activities and materials appropriate to their needs.

## Outcomes for individuals and groups of pupils

**3**

Pupils are keen to learn and they work effectively in groups. They want to talk about

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their achievements and to recognise that they are making progress. For example, in a combined Years 5 and 6 class, photographs of the Charge of the Light Brigade fascinated pupils and they continued to challenge one another as they analysed Alfred, Lord Tennyson's poem of the same theme. Some had to come to terms with quite a strong emotional reaction to the poem.

Most children start school with levels of skill well below those expected for their age. Although they make good progress through the Early Years Foundation Stage, their attainment remains below levels typically found as they move into Year 1. By the end of Key Stage 1, standards are still improving but progress is a little uneven during Key Stage 2 so that progress overall is satisfactory. By the time they leave, standards in English are slightly higher than in mathematics but overall attainment is broadly average. Groups of girls are making steady progress as gaps in attainment are being reduced. The progress of pupils with special educational needs and/or disabilities is satisfactory as they benefit from the additional support they receive. Pupils known to be eligible for free school meals make expected progress given their starting points.

The atmosphere in school is generally purposeful because almost all pupils are cooperative, responding well when they are given responsibility. The school council has been thorough in its research to source new outdoor furniture for the playground and pupils are keen to represent the school in local events such as the Camborne lantern festival. As a result, pupils are developing an awareness of their Cornish heritage but they have limited experiences of cultures other than their own. Pupils can reflect on the consequences of their actions and they can talk sensitively about mutual kindness. They participate regularly in sporting activities reflecting both the school's Active Sportsmark and Healthy Schools awards. Some are as energetic in the playground, but here they are less able to set consistent standards for themselves. Although pupils usually feel safe in school, some are apprehensive about this boisterous behaviour.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

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

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers often use their secure subject knowledge to prepare interesting activities for the beginning of lessons so pupils are keen to start work. Instructions are clear and pupils understand what they have to do even though they are not always sure about the purpose of the learning. This means that they find it more difficult to assess the quality of their efforts when they finish. Nevertheless, most teachers carefully monitor pupils' work during lessons to ensure it is completed accurately. Teachers generally plan a range of activities appropriate to the needs of the different learners in the class and teaching assistants provide effective support as pupils undertake these tasks. However, these activities do not always reflect pupils' prior attainment so they do not promote better progress because they are not sufficiently challenging.

The curriculum provides a broad range of experiences which contribute to pupils' development. Subjects such as history and geography have been organised so that there is adequate development across mixed-age-group classes. However, planning in others, particularly mathematics, does not always provide appropriate progression from one year group to the next. Theme-based topics are being introduced to highlight opportunities for reinforcing basic skills across the curriculum. Educational visits are memorable and planned to stimulate pupils' wider interests. For example, older pupils visited Parliament before they conducted their own House of Commons debate in school. There is a high take up of extra-curricular activities with most pupils pursuing their interests in cookery and films, for example, and the gardening club has a reputation for growing prize-winning sunflowers.

The school provides a welcoming environment. The Oasis area particularly, is a secure place where pupils whose circumstances have made them vulnerable receive considerable emotional support so they commit to school. Pupils with a statement for a visual or hearing impairment also receive effective support and they make good progress. Links with external agencies are well established so there is an effective network for identifying pupils' needs. However, evaluation of provision has been less strategic so improvements have been made as particular issues arise. This means that targeting support for pupils' academic needs or for those with challenging behaviour, for example, is inconsistent. Leaders have only recently developed systems for tracking pupils' progress to ensure that it is sustained.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The new headteacher has high expectations of others. This approach has had an immediate impact on attendance which is now above average. The school is committed to providing an inclusive learning environment where all pupils have an equal opportunity to make progress. Discrimination of any kind is not tolerated and differences between boys' and girls' attainment are narrowing quickly. The Key Stage 1 leader has targeted actions to secure higher-quality teaching and so pupils' outcomes have improved steadily since the last inspection.

Members of the governing body are committed to the school and they are involved in improving provision, particularly in the school's grounds. They are organised so safeguarding regulations are met and systematically reviewed. Community cohesion is actively promoted and senior leaders have introduced a range of activities to develop pupils' understanding of other cultures. They are now reaching out to communities in the Far East. Members of the governing body are knowledgeable about the school's performance and they negotiate with senior leaders to ensure that academic targets are adequate. However, the procedures for monitoring pupils' progress towards meeting these targets are not sufficiently strategic. As a result, practical support in relation to these targets is variable and, therefore, so is progress at Key Stage 2.

Partnership activity has a satisfactory impact on pupils' achievement and well-being. For example, links with local schools and colleges provide pupils with opportunities to undertake more sophisticated challenges in mathematics and to develop their understanding of environmental issues. The school has a positive relationship with parents and carers. Information is exchanged regularly; parents and carers are kept up to date through the weekly newsletters and senior leaders provide accessible channels for communication.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Reception class. They settle in quickly because of the school's very thoughtful arrangements for the start of the year which also establish effective links with parents and carers. As one parent explained on the questionnaire, 'We were overwhelmed by the outstanding support and care given to ensure our child made a good start at the school.' Children play together well and sustain learning as a result of the whole team's high expectations for positive attitudes.

Overall, children start school with a range of skills that are well below those expected for their age. They make good progress particularly in their social and emotional development and in using sounds and letters for reading and writing because of targeted plans to improve these areas. Lesson arrangements are skilfully managed so children have plenty of opportunities to explore their own interests as well. For example, children were completely absorbed in their mission to build a boat so they could set sail for 'Blowyernose' as a continuation of their work reading a book called *Jack and the Flumflum Tree*. Through role play they were able to instruct one another about fulfilling roles on board and to demonstrate a consideration for safety at sea.

The learning environment is well organised and cheerful. Teachers respond to children's enthusiasms so a fruit shop has recently been included in the outdoor area, for example, and children move easily in and out of the classroom to reinforce their ideas. Teaching is good and children are encouraged to persevere and find their own solutions to questions. Educational visits complement the curriculum and take advantage of local places of interest so that children can develop their knowledge. For example, they go to the Eden Project when they are studying mini-beasts.

The Early Years Foundation Stage is well led. Arrangements for observations and assessments are systematic and the children are proud of their 'learning journey' scrapbooks. Improvement planning includes forging strong relationships with local nursery providers so that there is more continuity to children's developmental experiences as they move on from one setting to the next. Parents and carers are invited to school for helpful workshops so that they can support their children's reading practice at home. The school has begun to involve parents and carers in

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evaluating this aspect of provision but these measures are still a little too subjective to accurately highlight areas for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Although a below-average number of parents and carers responded to the questionnaire, those who did were extremely positive about the school. They are confident that it keeps their children safe and enables them to enjoy going to school. They indicated that they are well informed about their children's progress. A few parents and carers raised concerns about the standard of behaviour in the school. Inspectors observed lessons and playtime, examined records and spoke to pupils and found that pupils' conduct is satisfactory. In discussing this matter with senior staff, they agreed that managing it could be improved still further within lessons.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weeth 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	73	9	27	0	0	0	0
The school keeps my child safe	26	79	7	21	0	0	0	0
The school informs me about my child's progress	22	67	11	33	0	0	0	0
My child is making enough progress at this school	24	73	6	18	3	9	0	0
The teaching is good at this school	24	73	8	24	1	3	0	0
The school helps me to support my child's learning	27	82	4	12	2	6	0	0
The school helps my child to have a healthy lifestyle	27	82	5	15	1	3	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)	20	61	9	27	0	0	1	3
The school meets my child's particular needs	20	61	11	33	0	0	1	3
The school deals effectively with unacceptable behaviour	14	42	16	48	2	6	1	3
The school takes account of my suggestions and concerns	16	48	15	45	0	0	2	6
The school is led and managed effectively	19	58	12	36	2	6	0	0
Overall, I am happy with my child's experience at this school	25	76	6	18	1	3	1	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 October 2011

Dear Pupils

### **Inspection of Weeth Community Primary School, Camborne TR14 7GA**

On behalf of the inspectors, I should like to thank you for making us so welcome when we visited your school. We enjoyed meeting you and talking to you about your learning. Your views have been taken into account and we have found that Weeth Community Primary School is a satisfactory school. Here are some of the main findings from the report.

- You have worked hard to improve attendance because you want to do well. Your parents and carers are pleased that you are happy at school.
- Your school takes care to make sure you are safe and well looked after and this is something else your parents and carers are happy about.
- You are making satisfactory progress although you achieve better standards in English than in mathematics.
- You enjoy sporting activities so you are learning to live an active and healthy lifestyle.
- We agreed with you that behaviour is satisfactory because there are times in lessons and around school when it could be better.

Your headteacher and teachers are determined to help the school improve so we have asked them to:

- remind you what you are learning during lessons to check you understand
- help you use 'marking ladders' more effectively so that you know how successful you have been and what you need to do to improve
- use their information about your progress to set more challenging activities in lessons.

You can help by continuing to do your best and by taking responsibility for your own good behaviour.

Yours sincerely

Juliet Jaggs  
Lead inspector

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