

# Wendron Church of England Primary School

Wendron, Helston, TR13 0PX

## Inspection dates

3–4 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well because they are taught well. Some teaching is outstanding.
- Teachers plan lessons well, meeting the needs of all pupils in the mixed-age classes, including disabled pupils and those who have special educational needs.
- Teaching assistants work closely with teachers in the classroom. They skilfully support pupils that need extra help so that they achieve as well as their peers.
- Attainment is above average in English and mathematics so pupils are well prepared for the next stage in their education.
- Governors provide good support and challenge to leaders. This has resulted in the school not only maintaining good achievement, but securing further steady improvements in the outcomes for the pupils.
- The headteacher provides the school with strong and passionate leadership. He has a clear vision about ensuring the future of this school and, along with his committed team, they have established a community where everyone is valued for their contribution. They share common values and all are keen to make the school even better for the sake of the pupils.
- Pupils' behaviour is good and they are highly respectful of adults and each other. Teachers have high expectations, which are understood and reflected in the pupils' positive attitudes. Pupils enjoy school and attend regularly. They are very proud of their school, taking a full part in all activities whenever possible.

### It is not yet an outstanding school because

- Teachers do not always develop pupils' ability to use and apply their mathematical calculation skills with challenging problem-solving activities.
- When teachers mark pupils' work the next-step comments they provide are not always clear enough to enable pupils to independently review and improve their work.

## Information about this inspection

- The inspector visited eight lessons and observed five teachers. This included visits to lessons and small-group work to look at phonics (linking letters and sounds) teaching and additional activities delivered by teaching assistants. The headteacher joined the inspector for a number of observations.
- Discussions were held with the headteacher, staff, pupils, parents and governors.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 39 responses to the online Parent View survey, a letter to the inspector from a parent and the 10 responses to the staff questionnaire during the inspection. The inspector also spoke to some parents at the start of the day.

## Inspection team

John Cavill, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- Wendron is a smaller-than-average-sized primary school where most children who attend are from the local area.
- Children in the Early Years Foundation Stage are taught in a Reception class with some pupils from Year 1. The Key Stage 1 class contains the rest of the Year 1 pupils and those in Year 2. The other two classes contain pupils from Key Stage 2, one for pupils in Years 3 and 4 and the other for pupils in Years 5 and 6.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for groups of pupils including those known to be eligible for free school meals, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides before- and after-school care for pupils, which was inspected as part of this inspection.
- The school is an active member of The Helston and Lizard Peninsula Cooperative Education Trust, a large group of 16 primary and 2 secondary schools situated within the local area.

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

- Improve the quality of teaching and learning to outstanding overall by ensuring teachers:
  - provide pupils with more challenging problem-solving opportunities to use and apply their mathematical skills
  - sharpen the next-step comments they write in pupils' books when marking their work to make sure that pupils are able to independently improve their work.

## Inspection judgements

### The achievement of pupils

is good

- Pupils make strong progress in their learning, from their individual starting points, because of the consistently good teaching they experience. Children are known individually and their needs are addressed immediately and effectively. As a result, they achieve well and the proportion of pupils who make and exceed their expected progress compares favourably with national averages.
- Children join the school with skills generally that are typically similar to those that would be expected for their age. However, an increasing number of children are starting at the school with lower-than-expected levels of social and emotional development, which is having to be addressed by the school early in order to fully support the children's learning.
- Provision in the Early Years Foundation Stage is good, and consequently all children make good progress and achieve well. The vast majority of children leave the Reception class with skills and abilities that are at least similar to their age-related expectations, with many well above.
- The school has robust tracking data that, over time, demonstrates that all pupils, including those who are disabled or who have special educational needs, make at least the progress expected in reading, writing and mathematics, and often faster progress than this. This includes those pupils who are eligible for the pupil premium, who also make the same good progress as their classmates, as measured by average point scores at the end of Year 6, to achieve well in English and mathematics.
- Achievement in English is stronger than in mathematics following a whole-school focus on developing pupils' skills of reading and writing. Progress in mathematics is improving rapidly and the gap in progress between the two subjects continues to close. Attainment in English and mathematics is above average.
- All pupils, including those who are more able, make good progress because teachers usually provide tasks that are well matched to individual needs and abilities. However, in some mathematics lessons, pupils are not always being given work that fully challenges their use and application of calculation skills to solve problems independently.
- Regular effective teaching of phonics (linking letters and sounds) is improving their progress in reading and writing. Pupils say that they enjoy the regular opportunities that they have to read and consequently their attainment in reading is well above average. In the Year 1/2 class, pupils were observed independently using a dictionary to identify words that contained the sounds 'ch', 'sh', 'th' and 'ng' and understand their meaning.

### The quality of teaching

is good

- Teaching throughout the school is consistently good, with some elements of outstanding practice. Teachers have high expectations and strong subject knowledge, which they use well to plan stimulating lessons across a range of subjects that supports all pupils, including those who are disabled, have special educational needs or are eligible for additional funding through the pupil premium, in making good rates of progress.
- Lessons are very well planned to reflect pupils' aspirations and needs. Teachers question pupils with purpose and use their answers to help monitor individual progress and reshape learning when appropriate. This ensures that pupils remain focused on their work and achieve well.
- Almost all parents who spoke to an inspector or responded to the questionnaire were very happy with the quality of teaching at the school and the good progress their child has made. Pupils said that their teachers 'help us to learn' and they were quick to say how much they enjoyed learning at the school.
- Teaching in the Early Years Foundation Stage is good. This ensures that the children have a good start to school. In a Reception class lesson, children were able to choose an activity that

they wanted to do from the wide range on offer both inside and outside. A small group of children were using building blocks to make objects that captured their imagination when a child was observed making a duck and was able to manipulate the shape to correct the 'wonky' legs. This demonstrated the good teaching to develop children's creative skills and the ability to think and learn by themselves.

- Learning is consistently good or better because teachers are able to personalise learning well. In a Year 3/4 numeracy lesson, pupils were using animals with different numbers of legs to help them understand how different combinations of numbers can add up to the same total. Pupils worked methodically and were monitored closely by the teacher. When she noticed that the more able pupils needed more challenge, she modified their task, requiring them to work out how the task could be done more efficiently, eliminating the possibility of repeating the same calculation.
- Teachers mark pupils' work regularly and consistently across the school. Next-step comments are provided for the pupils and they use these to help improve their work. However, sometimes these are not written as clearly as they could be, which is limiting slightly pupils' ability to use these comments independently.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is good. Pupils have positive attitudes towards their learning and a 'buzz' exists in all classrooms where pupils display a zest for knowledge. Pupils work well together and are respectful of each other and of their teachers.
- The highly inclusive family ethos that exists at the school permeates all that the pupils experience in this school community. Assemblies provide pupils with a regular opportunity to celebrate and share experiences, singing together with enthusiasm.
- Almost all parents recognise the good behaviour of the pupils at the school and how well they are looked after. Pupils' behaviour around the school is good and they move around the school calmly and play outside together exceptionally well. They are happy at school and understand that the adults will quickly sort out any problems that they may have.
- All pupils, including those in the Early Years Foundation Stage, say they feel safe, secure and well supported. Pupils are keen to take on responsibilities given to them such as being part of the school council or taking turns organising the play equipment used at playtimes.
- A wide range of extra-curricular clubs, including sailing, cookery and street dance, are very well attended and pupils are keen to represent their school in local sporting events. The breakfast and after-school clubs are used by significant numbers of pupils each day and provide a safe and stimulating environment that pupils say they look forward to.
- A very small number of parents have some concerns about bullying at the school. However, school records indicate that there is not a problem with bullying and pupils who were asked recognised it as not being a problem at the school. In discussions with the pupils they showed a good understanding of the different forms of bullying, including physical, emotional and cyber bullying.
- Attendance has steadily improved and is now average, mainly as a result of improved engagement with parents to explain the importance of good attendance at school.

### **The leadership and management** are good

- All leaders and managers, including governors, are ambitious for continuing improvement for the school. This vision to continually challenge and improve the school has been fundamental to secure the good outcomes for pupils.
- Teaching is good and is monitored and evaluated robustly by the headteacher, other leaders and governors. Performance management and the professional training needs of staff are linked closely to pupils' outcomes and actions within the school development plan. The school knows

itself well and is accurate in its self-evaluation.

- Policies are relevant to pupils' needs and these ensure that at least good progress is made, especially in literacy, and that pupils have equality of opportunity and are not discriminated against. School leaders ensure that the school's arrangements for safeguarding pupils meet statutory requirements.
- The curriculum is broad and balanced and, wherever possible, creates opportunities for pupils to learn about their local area, culturally and historically, with other pupils in schools across the trust. The recent topic about the industrial history of Cornwall included visits to Geevor Tin Mine, work on sustainable fishing and a visit from a local farmer to help explain the use of tractors on farms in the area. This, along with a wide range of visits linked to the curriculum, including close links with the local church, helps support pupils' spiritual, moral, social and cultural development well.
- Leaders work hard at promoting the school across the whole community. This is reflected in the generally positive attitudes that parents have. External partners work well with the school to provide support for vulnerable, or potentially vulnerable, pupils.
- Leaders have planned well to make good use of the primary school sports funding with activities to develop sport, such as regular swimming lessons for all pupils, as an integral part of the school's curriculum.
- The local authority provides a very light-touch support to this good school.
- **The governance of the school:**
  - The governing body works closely with school leaders and understands how well the school is doing. Members are continually focused on school improvement and support the leaders well to secure improvements. They check how well the pupils are doing at school in relation to pupils nationally. Governors are committed to become even more effective and attend regular training where necessary. Improvement planning is undertaken as a whole-school exercise, with staff and governors meeting to set out agreed goals. Governors have challenged teachers to improve their teaching and have helped to secure the good and outstanding teaching. Teachers' salary progression is only rewarded to reflect their quality of teaching and any leadership responsibilities they demonstrate. Governors monitor funding to the school effectively, particularly how the pupil premium is spent. The achievement of pupils in receipt of the pupil premium funding is checked regularly to make sure that these pupils make the same good progress as their classmates.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112004
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	426802

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon David Miller
<b>Headteacher</b>	Richard Lawrence
<b>Date of previous school inspection</b>	11 December 2008
<b>Telephone number</b>	01326 573187
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