

St Uny Church of England Primary School

Polmennor Drive, Carbis Bay, St Ives, Cornwall, TR26 2SQ

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
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. Many pupils excel in developing their speaking, listening and reading skills. They make excellent progress in expanding their expressive writing skills.
- Teaching is good overall, and particularly strong in the Early Years Foundation Stage. It also successfully promotes excellent learning in the expressive arts, and in sport and science.
- The school provides an excellent range of practical outdoor learning opportunities, which enthuses pupils and strongly promotes their spiritual, moral, social and cultural development.
- Pupils enjoy excellent relationships with adults and behave exceedingly well at all times. Their commitment to learning in lessons greatly enhances their achievement.
- The school's work in keeping pupils safe is outstanding. This is confirmed by pupils who also say there is little or no bullying.
- The headteacher provides very effective leadership. She is supported well by senior staff and a highly efficient governing body.
- Leaders and managers have taken well-considered and concerted actions to begin the process of restoring standards in mathematics.
- By working efficiently as a team, the school's leaders show a secure capacity to improve further.

It is not yet an outstanding school because

- Pupils' confidence and interest in mathematics, especially in tackling problems, has not been developed consistently enough as pupils move through Key Stage 2.
- When marking pupils' work in mathematics, teachers do not always give pupils clear guidance about what they need to do next to improve.

Information about this inspection

- The inspectors visited 20 lessons. They were accompanied by the headteacher for some of these sessions.
- Inspectors observed morning and lunch breaks, attended the breakfast club and also observed two school assemblies.
- Three meetings were held with representative groups of pupils, and many other pupils were spoken to during lessons and breaktimes.
- Inspectors also met with governors, and the lead inspector met with a representative from the local authority.
- The inspection team took account of 35 parent responses to the online questionnaire (Parent View) in planning and undertaking the inspection. The inspectors also spoke informally with a number of parents as they brought and collected their children from school. They also considered two letters from parents.
- Meetings were held with school staff, including senior leaders, and 23 staff questionnaires were received and considered.
- Inspectors observed the school's work, and looked at a number of documents. These included the school's own information on pupils' progress and planning, and leaders' checks on the quality of teaching.
- The inspectors also examined records relating to behaviour and attendance, and safeguarding policy, procedures and practice. They also considered the school's sports premium action plan.

Inspection team

Alex Baxter, Lead inspector	Additional Inspector
Anne Wesley	Additional Inspector
David Nebesnuick	Additional Inspector

Full report

Information about this school

- This school is an above-average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils or those with special educational needs supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- A below average proportion of pupils are supported by the pupil premium. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after. In some year groups only a very small number of pupils are supported by the pupil premium.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise pupils' achievement and quicken their progress in mathematics as pupils move through Key Stage 2 by:
 - developing pupils' ability to solve problems more consistently through building up their confidence and interest in mathematics
 - providing more stimulating opportunities for pupils to develop their mathematical skills in other subjects and learning activities
 - ensuring that teachers always give pupils clear information about how to improve their work in a variety of ways, particularly when marking their work and making comments about how to improve it.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress overall and achieve well. By the end of Year 6 they reach above average standards in most subjects, and frequently achieve higher than this in reading and writing.
- Children start school with skills that are roughly typical for their age. They make excellent progress in Reception because stimulating practical work cultivates a love of learning.
- As they move upwards through the school, pupils, including those with most ability, continue to make very strong progress in English, science, the expressive arts and sport. They relish the many opportunities to learn imaginatively, and rise to different challenges. This is seen in the high quality of pupils' expressive writing, and their art work which is proudly displayed around the school. They also enjoy considerable success in sporting competitions, most notably at a national level in swimming.
- Attainment in mathematics dipped to below average at the end of Year 6 in 2013. This stemmed from a lack of consistency among teachers in Key Stage 2 in developing pupils' ability to solve problems. As a result, some pupils, including some with most ability in Year 6, lacked the confidence to tackle more challenging tasks. This slowed their progress and limited their performance in the national mathematics test.
- The school has evaluated the reasons for this decline very carefully and has taken a variety of steps to improve performance in mathematics. Teachers now check pupils' progress more frequently and identify and tackle their needs at an earlier stage. For example, staff provide additional adult support, both during lessons and through intervention work, to help bridge gaps in pupils' previous learning. As a result, teachers have helped pupils to recover their previously good achievement in mathematics. Progress is not yet as strong as in English, however, because some pupils are still unsure about how to tackle solving problems without additional adult help.
- Across the school as a whole, effective teaching ensures that pupils supported by additional funding progress well. In year groups where only a very small number of pupils are supported by additional funding it is used well to support individuals. Most pupils supported by this additional funding attain as well as other pupils in numeracy and writing. Because of excellent additional adult support, their attainment in reading is about one term's progress ahead of their classmates. Disabled pupils and those with special educational needs also make good progress because of the additional adult support they receive.

The quality of teaching is good

- Pupils respond enthusiastically to the very supportive relationships promoted by the teachers and skilled teaching assistants.
- In particular, disabled pupils, those with special educational needs, and pupils supported by additional funding are highly encouraged by adults valuing their efforts. This builds their confidence and helps them to progress at least as well as other pupils.
- Children learn exceptionally well in Reception. This is because adults are highly effective in promoting children's self-confidence and enjoyment in learning together in a variety of magical practical activities. For example, children feel very secure because adults help them to make rules about how to stay safe before going pond dipping, and have great fun learning by dressing up as pirates.
- Pupils learn to read extremely well because adults help them to develop a love of books that supports their good learning and progress over time.
- Pupils enjoy listening to adults reading to them and quickly volunteer to read to others when invited to do so. For example, pupils in Year 6 were enthralled as they listened to the teacher's expressive reading of a First World War poem by Wilfred Owen. Subsequent discussions greatly extended their understanding of the horrors of war.

- Teachers make full use of the school's excellent outdoor facilities, and organise frequent visits to places of interest to capture pupils' imagination and enrich their learning. For example, all pupils observe how plants grow in the school's garden area and significantly advance their understanding of science by examining the plants under electronic microscopes.
- Pupils also benefit from frequent opportunities to develop their descriptive writing skills across the range of subjects. For example, pupils in Years 1 and 2 substantially improved their ability to write imaginatively about dinosaurs following exhilarating discussions based on the story *Harry and his Bucket of Dinosaurs*.
- At times, pupils' learning in mathematics is also enriched by a variety of thought-provoking practical experiences. However, this is not yet the norm throughout Key Stage 2 and pupils do not always progress quickly enough.
- Teachers mark pupils' work regularly, give praise where due, and provide written guidance on how to improve in most subjects. Marking is not as consistently thorough in mathematics. As a result, pupils' skills do not fully develop, reducing their confidence and especially their understanding of how to solve problems.
- Teachers have started to address this shortcoming by checking pupils' progress more frequently and adjusting the type of support given to pupils. As a result, pupils are doing better in mathematics now because their work is beginning to build on previous learning and is sufficiently challenging.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Relationships between pupils and adults are also very strong. This helps to sustain an extremely encouraging atmosphere for learning throughout the school, pupils' exemplary attitudes to learning contributing strongly to their good progress.
- Pupils are eager to please their teachers. They willingly help each other, and their enthusiasm strongly supports their excellent learning in outdoor activities such as sports and environmental science.
- When questioned by the inspectors, pupils expressed great appreciation for the wide range of visits and activities provided for them.
- Pupils contribute wholeheartedly to the day-to-day life of the school. For example, the 'No litter' signs introduced by the school council help to keep the school tidy, and pupils competing in area sports events are proud of their continued success.
- Pupils are self-motivated and curious, for example in showing that they love finding things out for themselves in science and enjoying working imaginatively in literacy and the expressive arts.
- The school's work to keep pupils safe and secure is outstanding. Pupils know how to stay safe, understand the various types of bullying, for example cyber bullying, and say that bullying is very rare at school.
- Pupils say that staff 'sort things out very quickly' and that they value the high level of care provided by all members of staff. Without exception, staff and parents who completed questionnaires indicated full agreement with the confident confirmation of pupils that they feel very safe at school.
- School records show very few serious behavioural incidents in recent years. They also indicate that when action is needed staff have acted very supportively, in full consultation with parents, to put pupils 'back on track'.
- Pupils' attendance continues to be above the national average because the pupils enjoy school, reflecting the headteacher's determination to make learning meaningful and attractive to pupils. The staff's positive links with parents also help to ensure that pupils arrive punctually to school.

The leadership and management are good

- The headteacher leads with a passion, seeking to help all pupils develop their spiritual, moral,

social and cultural development alongside their academic skills to the best of their ability.

- Her determination to develop the school grounds and provide numerous outside activities to enrich pupils' learning experiences is supported by all those associated with the school. Staff morale is very high, and leaders and managers, including governors, share a strong drive for improvement.
- School leaders demonstrate consistently high expectations for pupils' achievement and are committed to ensuring equality of opportunity, and eliminating discrimination. This is evident in the way that additional funding is used to help all pupils who might otherwise underachieve to do as well in every way as other pupils.
- Leaders and managers are improving the quality of teaching by more frequently checking its impact on pupils' progress and using the information gathered to fill gaps in previous learning.
- Many aspects of leadership are particularly strong in the Early Years Foundation Stage, for example, and in English, music and other expressive arts and science.
- The school's management of the provision for sport and physical education is of the highest quality. Leaders have drawn up and are implementing comprehensive plans to make best use of the new sports funding. Specialist coaches have been employed to work alongside teachers and pupils, strengthening the quality of teaching, as well as pupils' skills and fitness in sports such as gymnastics.
- Leaders examine the impact of this additional expertise and the increased sports clubs on pupils' participation and achievements. Currently, 90% of the pupils attend at least one club, and their increased success and awards include 'the most sporting tag rugby team' in local sports competitions.
- Leadership is not yet outstanding because new leaders have not yet secured pupils' best progress in mathematics through Key Stage 2. Even so, pupils' sustained high achievement in many subjects demonstrates capacity to improve.
- The local authority provides light touch support. The school's well established partnership with local schools involves an extensive range of sporting and expressive arts events, which greatly enhance pupils' learning.
- **The governance of the school:**
 - Governors support and challenge school leaders very effectively, ensuring that they base their decisions on accurate information. Each governor is linked to a member of staff and has responsibility for checking a specific aspect of the school. This enables governors to be better informed when agreeing priorities for improvement. Governors visit the school regularly to understand how teaching impacts on pupils' achievements. They are aware how well pupils achieve generally compared with the national picture, and check that pupils supported by additional funding achieve at least as well as other pupils. They question the headteacher closely to ensure that teachers' progression through the salary scales is linked to raising achievements with a particular focus, now, on mathematics. Governors are also fully involved in ensuring the very best use of the new sports funding to enrich the pupils' health and physical development and maintain the school's renowned success in sport. Governors fully meet their statutory obligations, including safeguarding pupils and managing finance.

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

Unique reference number	111997
Local authority	Cornwall
Inspection number	444267

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Matt Kirby
Headteacher	Lyn McNamara
Date of previous school inspection	10–11 February 2010
Telephone number	01736 794180
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