

# St Germans Primary School

Lower Fairfield, St Germans, Saltash, PL12 5NJ

**Inspection dates** 20 – 21 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		2	2
Behaviour and safety of pupils		2	2
Quality of teaching		2	2
Achievement of pupils		2	2
Early years provision		2	2

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, assistant headteacher and governors provide strong leadership and have improved teaching and achievement.
- Governors have an accurate understanding of the school's strengths and areas for development. They hold senior leaders to account for school performance.
- Pupils behave well, attend regularly and are proud of their school. They are safe at school and say so. They know who to talk to if they have any concerns.
- The quality of teaching is generally good. Relationships between staff and pupils are extremely positive.
- Pupils achieve well and make good and, at times, excellent progress. Attainment is consistently above average at the end of both Year 2 and Year 6.
- Disabled pupils, those with special educational needs and disadvantaged pupils make good progress.
- Children in the early years provision settle quickly and happily into school routines. They make good progress because of good teaching and organisation.
- The school has developed strong relationships with parents and the local community.

### It is not yet an outstanding school because

- Not all teaching challenges pupils enough, especially the most able.
- Pupils' achievement in writing is behind that in reading and mathematics.
- Staff expectations of some pupils' behaviour outside of the classroom are, occasionally, not high enough.

## Information about this inspection

- The inspector observed 10 lessons. Four of these were joint observations with the headteacher and assistant headteacher. The inspector examined pupils' work in their books and heard individual pupils read.
- The inspector held meetings with four governors, subject leaders, pupils and individual staff members. A telephone call was made to a representative of the local authority.
- The inspector looked at a range of documentation, including: the school's plan for future improvements, records relating to behaviour, attendance and safeguarding, and curriculum plans.
- The inspector observed pupils' behaviour in lessons, around the school and in the playground.
- The 45 responses to the online, Parent View, survey, and the school's own parental questionnaires were considered. The inspector spoke to some parents at the beginning and end of the school day.
- The views of staff were taken into account in 17 questionnaire returns and in discussions during the inspection.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- St Germans Primary School is of smaller-than-average size, situated near to Saltash.
- Pupils are taught in four mixed-year classes. The Reception children all attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics at the end of Year 6.
- One in nine pupils in the school is disabled or has special educational needs. This proportion is close to the national average.
- One in nine pupils in the school is disadvantaged and supported by pupil premium funding (additional funding for pupils eligible for free school meals or those looked after). There are very few disadvantaged pupils in each year group. Overall, the proportion is similar to the national average.

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

- Make teaching outstanding so that pupils make even more rapid progress by ensuring that all teachers:
  - have consistently high expectations for what pupils can achieve and always make work challenging, especially for the most able
  - provide more frequent opportunities for pupils to improve their written work by using their writing skills in different subjects.
- Make behaviour outstanding by:
  - ensuring that all pupils take full responsibility for their own behaviour
  - making sure that every pupil follows the school's 'green code' for behaviour at all times.

## Inspection judgements

### The leadership and management is good

- The headteacher, assistant headteacher and governors are fully committed to improving the school. They form a strong leadership team. They work very closely together towards agreed improvement targets and goals.
- All staff share the headteacher's drive and commitment to ensure ongoing improvement. Morale is high and staff feel well supported and challenged by the school's leaders.
- Leadership and management are not yet outstanding because in the past some teaching in Key Stage 2 has not been of a high standard. The school has addressed this relative weakness in teaching and consistency in outstanding practice by staff is improving.
- The performance of teachers is managed effectively. All staff know they are accountable for pupils' progress. Decisions on pay and salary progression are closely linked to how well teachers improve progress for the pupils in their class.
- The headteacher ensures that pupils' progress, attendance and behaviour are closely monitored and that detailed records are kept, regularly reviewed and updated. The school's leaders are aware that a small number of pupils' behaviour outside classrooms is not always good enough. They are applying strategies which are beginning to improve this area of behaviour, but it is too soon to evaluate the full impact.
- The school uses the pupil premium effectively. It is successful in ensuring that disadvantaged pupils make good progress and attain similar standards to those of other pupils.
- The curriculum provides a wide range of learning opportunities, trips and visitors. For example, during the inspection, older pupils were observed orienteering and taking part in the 'bikeability' programme. The youngest children were seen in 'forest school', constructing hand-made bird feeders in the school grounds.
- Provision for pupils' spiritual, moral, social and cultural knowledge and understanding underpins much of the school's curriculum. There are well-established links with a primary school in Tanzania, which greatly enhance pupils' cultural understanding. Pupils' breadth of learning ensures they are well prepared for life in modern British democratic society.
- Subject leaders contribute effectively in supporting senior leaders' drive for better teaching and achievement. The success of their contribution is shown in their own and others' consistently good teaching.
- The school's policies and systems for safeguarding pupils are effective and comply with statutory requirements.
- Parents rightly consider that the school is well led and managed. They are positive about it. They feel that they are well informed and involved in their children's education.
- The primary sports funding is used effectively. More sporting opportunities, hiring external coaches, staff training and extending the sports resources available have positive impact on pupils' participation, health and well-being.
- The school encourages a healthy and sporting lifestyle. St Germans currently offers a sports club every day of the week, which makes the most of the excellent outdoor facilities.
- The local authority provides timely, constructive and challenging support. This support has helped raise standards.
- Leaders ensure good relationships throughout the school. They make sure that everyone has an equal opportunity to learn successfully and that they are treated fairly without discrimination.

### ■ The governance of the school:

- The governing body plays a central role in the school's leadership. Governors are enthusiastic, committed and well trained. They have a clear understanding of the school's strengths and areas in need of further improvement. Governors inform themselves at first hand by regular visits to the school. They analyse and interpret the data on pupils' attainment and progress and know how well the school is performing compared to national standards. They know what

the quality of teaching is in different year groups. Governors have a good understanding of how staff performance is managed. They make sure that teachers' performance is linked to pay. The governing body monitors all spending carefully. Governors monitor the allocation of additional funding to make certain that disadvantaged pupils achieve as well as their peers and are fully included in all school activities. They meet statutory duties for safeguarding and child protection requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are friendly and welcoming. They are proud of their school and say that they appreciate the many ways that the staff help them to learn.
- Pupils' behaviour in the classroom is almost always positive and pupils are keen to learn and give of their best. Only very rarely do a few pupils lose concentration.
- Behaviour is not outstanding because a small number of pupils do not manage their behaviour out of class well enough. Occasionally, staff expectations of individuals' behaviour are not high enough. Most pupils have a clear understanding of the school's positive 'green code' for behaviour, but a few do not apply it well enough.
- Instances of bullying are extremely rare and are dealt with promptly and effectively by staff and the headteacher. Staff follow school procedures to prevent any form of discrimination. Pupils do not express any concerns about bullying.
- Pupils enjoy assemblies, where their academic achievements, behaviour and other contributions to school life are rewarded and celebrated. They are strongly encouraged to behave well and work responsibly to gain numerous rewards. These include weekly 'stars of the week' in every class and the chance to gain a seat at the headteacher's lunchtime 'golden table'.
- Pupils are keen to take on a wide range of responsibilities and be fully involved in the life of the school. They take their duties and responsibilities seriously from a young age. This positive attitude contributes strongly to their personal development and builds their confidence.
- Attendance is above average and shows an improving trend over time. The school monitors absence closely, keeping in close contact with parents.
- Almost every parent who responded to Parent View or spoke to the inspector correctly considered that behaviour was good.

### Safety

- The school's work to keep pupils safe and secure is good. Leaders make sure that the building is secure and that staff are carefully checked prior to appointment.
- Effective systems are applied for undertaking risk assessments and to provide support for vulnerable pupils. The school's records of behaviour are detailed and accurate.
- Pupils say they are happy and feel safe and well cared for at St Germans. Inspection findings endorsed their positive views. An anti-bullying week took place during the inspection. This ensured that all pupils had a clear understanding of what bullying was and how to deal with it.
- Pupils understand the importance of a healthy lifestyle and how to keep themselves safe in a wide range of situations and environments. They demonstrate a good knowledge of how to keep safe when using the internet.

## The quality of teaching is good

- Overall, the quality of teaching from the early years provision onwards is good. It has positive impact on pupils' learning and achievement. It enables pupils to learn successfully and make good progress in reading and mathematics and achieve well. Teaching ensures good progress in writing, which is now making rapid improvement.
- The quality of teaching is good with examples of outstanding practice. However in a few lessons, expectations are not high enough and work set is not sufficiently challenging, particularly for the

most-able pupils. Leaders are working to improve the situation, but have not yet eliminated all less-challenging teaching.

- All staff work closely together and have good subject knowledge. They develop excellent relationships with pupils, which is fundamental in encouraging positive attitudes to learning.
- Pupils show a great deal of imagination and enthusiasm in the classroom. For example, this was observed in a Key Stage 2 English lesson where pupils were absorbed in creating their own version of the *King Midas* story.
- The teachers place a high priority on developing pupils' self-esteem and confidence. For example, each class celebrates a 'VIP' pupil of the week. The pupil gives a presentation on a subject of her or his own choice at the end of the week. This focus ensures that pupils bring initiative and a 'can do' attitude to learning into the classroom.
- Pupils usually respond positively to teachers' high expectations and enjoy learning. They are encouraged to ask questions to clarify their understanding. Teachers keep a close check on their learning and understanding in class.
- Teaching assistants are well trained and effective in their support of pupils. This includes disadvantaged pupils, disabled pupils and those who have special educational needs. Consequently, all achieve well and make good progress.
- Reading is taught very effectively from the early years provision through to Year 6. Pupils genuinely enjoy and benefit from reading a wide range of fiction and non-fiction texts.
- Teachers could provide more opportunities for pupils to develop writing skills in subjects across the curriculum. Consequently, pupils' writing is not as strong as their reading and mathematics because they do not reinforce their written skills by further practice.
- Pupils with challenging behaviour are well supported by staff. As a result, they are able to learn effectively and make good progress alongside their classmates.
- Marking of work and feedback to pupils are of a good standard. Consequently, pupils understand what to do to improve the quality of their work and are given time to do it.
- Parents are kept well informed regarding the topics and skills their children are learning through the school's website and the plans on display in every classroom.

### **The achievement of pupils** is good

- The school's records of pupils' progress, work seen in lessons and in pupils' books during the inspection show that progress is good in both English and mathematics. An increasing number of pupils are working at levels above those expected for their age in reading and mathematics.
- In recent years, attainment at the end of both key stages has been above the national average in English and mathematics.
- The most-able pupils make good progress and achieve well. Their attainment of the higher levels in reading and mathematics at the end of Key Stages 1 and 2 is consistently above the national average. Writing, although above the national average, is a little behind their other skills. However, the most able do not make consistently excellent progress because work in some lessons does not stretch them and teachers' expectations are, sometimes, not high enough.
- Pupils do not make the same rapid rate of progress in writing as they do in reading and mathematics. The school's leaders have already taken action to improve the quality of writing across the school. As a result pupils' progress and attainment are improving.
- Pupils join the school with skills, knowledge and understanding that are broadly typical for their age. They make good progress in Reception and this is maintained through Key Stage 1.
- Until recently, progress has slowed a little in Years 3 and 4. However, through excellent teaching, combined with high expectations, pupils' progress has accelerated in Years 5 and 6. They leave school having attained above-average standards overall.
- Pupils knowledge of phonics (the sounds letters make) in the Year 1 phonics check has improved and is above national expectations. Most Year 2 pupils read at levels well above pupils of a similar age. Older pupils read widely and often and talk enthusiastically about their

favourite authors and stories.

- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics, as well as in their personal development. Teachers know the pupils very well and make sure that they are able to reach their full learning potential.
- Disadvantaged pupils eligible for the pupil premium make the same rate of progress as their peers in the school. There were too few disadvantaged pupils in Year 6 in 2014 to evaluate their attainment without identifying individuals. Currently, there are no gaps in attainment in reading, writing and mathematics between disadvantaged pupils and their classmates. Disadvantaged pupils usually attain standards above the national average.

### The early years provision

is good

- The provision is well led and managed. Parents are kept informed of their children's learning and good partnerships with parents are quickly developed. An 'open door' policy encourages parents to feel confident about visiting regularly and playing an active role in their children's learning.
- The transition from home or pre-school settings is smooth because of well-established routines and effective procedures. Children settle in quickly and behave well. They clearly enjoy the wide range of activities planned for them and play happily together.
- Children make good progress in Reception from good teaching and the high standard of care and support. Most children start the early years provision with skills and knowledge that are typical for their age. They reach at least expected levels of development by the time they enter Year 1 and are well prepared for the next stage of their education.
- The staff are caring and work together effectively as a team to ensure all children make good progress. All statutory safety requirements are met.
- The setting is well organised and resourced to excite and motivate children to learn. The stimulating outdoor area is used well. It provides lots of opportunities which engage children's interest to explore and investigate, which they do with great enthusiasm.
- The mixed-year class means that the Year 1 pupils are good role models for the Reception children. The personal development of the Reception children is a strength of the provision. For example, the children take great pride in registering themselves when they arrive at school each morning.

## 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>	111982
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	449382

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Marks
<b>Headteacher</b>	Sarah Marshall
<b>Date of previous school inspection</b>	25 November 2009
<b>Telephone number</b>	01503 230378
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