

Inspection of a good school: Gwinear Community Primary School

40 Gwinear Lane, Gwinear, Hayle, Cornwall TR27 5LA

Inspection date: 6 June 2023

Outcome

Gwinear Community Primary School continues to be a good school.

What is it like to attend this school?

Gwinear is a happy and supportive school. Staff and pupils have warm, respectful relationships. One member of staff summed up the views of many, describing it as 'a second family'. Pupils and parents appreciate the pastoral support the school provides. Pupils who have worries have a chance to discuss them in the 'golden hut'. Leaders closely monitor this support so that pupils get the right help at the right time.

Staff have high expectations of pupils' behaviour. In class and at social times, pupils behave well in the spacious and well-organised outdoor grounds. They engage in their lessons with a high level of enthusiasm. Pupils talk articulately about their lessons and their favourite subjects. They talk with pride about staff recognising their achievements through the '100% wall'. Pupils are polite and respectful towards visitors.

Leaders have planned a wealth of trips for all pupils in the school. For example, children in Reception visit a maritime museum. This helps to deepen their knowledge of the curriculum.

Leaders carefully weave the school's strong ethos of outdoor learning throughout its work. Consequently, pupils have a strong awareness of environmental issues. For example, they speak with pride about how vegetable oil provides the school's heating.

What does the school do well and what does it need to do better?

Leaders have established an ambitious curriculum from early years to Year 6. Pupils with special educational needs and/or disabilities have the curriculum adapted to meet their needs. While leaders have considered the requirements of the National Curriculum, they have also designed a curriculum that fits the school's local context. For example, pupils learn about the importance of local mines.

Leaders have carefully considered the order in which pupils learn new content so that it builds on what they already know. This allows pupils to make links to previous learning.

For example, in history, pupils can talk about key similarities between different time periods. Teachers regularly check what pupils know and can do. They ensure that tasks deepen pupils' knowledge over time.

Leaders recognise that outcomes in the 2022 national tests were not as high as in the past. The pandemic played a significant role in this. However, leaders have not been complacent. Consequently, they have made adaptations to the curriculum. For example, leaders have changed the mathematics curriculum to address gaps in learning in key stage 1. 'Discovery days' motivate pupils and develop their problem-solving skills. Pupils' mathematical fluency skills suffered during the lockdowns. Pupils now demonstrate improvements in this. They regularly develop their recall beyond lessons using online learning platforms.

Leaders have also improved the reading curriculum. They have implemented a new phonics scheme to ensure greater consistency in its implementation. Starting in the early years, leaders have raised expectations of what pupils should learn and how quickly. Pupils have risen to this. They read books closely matched to the sounds they know. Staff identify pupils who need additional support well. Through clear systems, these pupils swiftly catch up and keep up. Leaders regularly check the effectiveness of how well pupils learn. They support staff through additional training.

Pupils have a deep love for reading. They read widely and can name a range of books and authors they enjoy. Pupils use the inviting and well-stocked library. Teachers read regularly to their classes to broaden pupils' knowledge of different texts even further.

Leaders have created a carefully planned personal development curriculum. They develop pupils' talents through a wide range of clubs, such as surfing, athletics, art and choir. Through assemblies and visitors to the school, pupils know how to stay safe online and by the sea. For example, they speak knowledgeably about the dangers of rip tides. Pupils enjoy having leadership roles in the school. The 'Gwinear guardians' help to resolve issues at playtimes.

Leaders promote equality well. Many families choose to join Gwinear because of its inclusive ethos. Through assemblies, the personal, social and health education curriculum and religious education, pupils learn about diversity. However, this has had limited impact. Pupils do not have a strong knowledge of faiths and cultures different to their own.

Leaders have formed a close-knit team. Staff are proud to work at Gwinear. They say that leaders take workload into account. They feel that leaders place pupils at the heart of their decision-making.

Parents have positive views of the school. One comment, typical of many, said, 'Gwinear provides the environment, support and teaching that my children need to be able to feel happy, safe and engaged at school. I love that they get to spend lots of time outdoors.'

The governing body knows the strengths and weaknesses of the school. It draws on external support where necessary to ensure governors' knowledge is accurate. Governors challenge and support leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained to identify pupils at risk of harm. They have clear systems in place for staff to note any concerns they might have. Leaders act upon act concerns swiftly. They escalate these to the local authority as necessary. Staff work closely with families to ensure that they receive the support they need.

Leaders have comprehensive systems to check staff's suitability to work with children. Governors make regular checks on aspects of the school's safeguarding work. Consequently, they have a good knowledge of how well the school's work helps to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not ensure that the curriculum deepens pupils' knowledge of a range of faiths and cultures well enough. Consequently, pupils have a limited knowledge of diversity. Leaders should ensure that the curriculum enables pupils to learn about different faiths and cultures in order to prepare them for life in modern Britain.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111846
Local authority	Cornwall
Inspection number	10256786
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair of governing body	Cathy Woolcock
Headteacher	Lee Gardiner
Website	www.gwinear.cornwall.sch.uk
Date of previous inspection	4 and 5 October 2017, under section 5 of the Education Act 2005

Information about this school

- The school runs its own breakfast club.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, groups of staff, groups of pupils and the chair of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness

of safeguarding measures. The lead inspector also scrutinised the school's single central record.

- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also considered the responses to the pupil and staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Cameron Lancaster

Ofsted Inspector

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