



St Keverne Community Primary School

Inspection Report

Unique Reference Number 111821
LEA Cornwall
Inspection number 278785
Inspection dates 12 June 2006 to 12 June 2006
Reporting inspector Alexander Baxter AI

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

Type of school	Primary	School address	School Hill
School category	Community		St Keverne
Age range of pupils	4 to 11		Helston, Cornwall TR12 6NQ
Gender of pupils	Mixed	Telephone number	01326 280539
Number on roll	63	Fax number	01326 280539
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	12 June 2000	Headteacher	Mr N Warbis

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Keverne Community Primary School is below average in size. Almost all pupils are of White British origin. About a quarter of the pupils are eligible for free school meals and this is above average. The proportion of pupils with learning difficulties and disabilities is average and very few pupils have a statement of special educational need. The children's attainment on entry is generally below the level expected for their age, but can vary considerably from year to year. The school has a falling roll.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with significant strengths, particularly pupils' excellent attitudes and behaviour that stem from the outstanding care, support and guidance they receive. Parents say 'Staff work together as a team and set a very good example for our children.' Provision is good in Reception (Year R). Achievement is good throughout the school and is enriched by the headteacher's excellent role model, both as a teacher and team leader. By involving colleagues fully, the headteacher has ensured that self-evaluation is good. The school's views match the judgements of the inspectors. The school identifies where improvement is needed, takes effective action and has, for example, raised standards in writing. Consequently, there has been good improvement since the last inspection and the school has a very good capacity to improve further. Teaching and the planned curriculum are good. Teachers generally plan the right activities, informing the pupils orally and enabling them to progress well. However, they do not always set high enough expectations of the quality and presentation of pupils' recorded work, especially in English, or use marking to inform pupils about what it is they need to do to improve. All teachers and teaching assistants, including in Reception, are particularly successful in developing the pupils' personal qualities. Leadership and management are good. Staff and governors form a good team and share the vision of helping all pupils to reach their potential. Links with parents, community groups and with outside agencies are very effective. The school provides good value for money.

What the school should do to improve further

- Ensure that teachers are more consistent and precise in the way they use marking to inform pupils about what it is they need to do to improve their work.
- Improve the quality and presentation of pupils' recorded work, especially in English.

Achievement and standards

Grade: 2

Achievement is good and is improving for most pupils, including potentially higher attainers and those with learning difficulties and disabilities. Despite a falling roll, necessitating restructuring of class year groups, consistently good learning has been sustained since the last inspection. Many children enter the combined Reception and Year 1 class with below-expected levels of skills, especially in personal, social and emotional development. Children make good progress in Year R with many reaching the early learning goals expected of children as they move into Year 1. Good progress continues in Year 1 and is enriched this year by the advantageous adult-pupil ratio and higher expectations. Progress is also good through Years 2, 3 and 4. By the end of Year 2, standards are broadly average and are above average in speaking and listening. Progress is good, occasionally very good, in Years 5 and 6, as pupils take more responsibility for their learning. By the end of Year 6, standards are above average in English, mathematics and science with current pupils on course to meet their

challenging targets. Although the pupils' ability to write expressively in English has improved, handwriting and presentational skills should be better.

Personal development and well-being

Grade: 1

Personal development and well-being are excellent, including in Reception. Attendance and punctuality are good and pupils are very happy to come to school. Parents also comment about how happy their children are at school and how relationships, including between older pupils and younger pupils, 'are really close'. Pupils say 'The teachers are very kind and the school is a fun and safe place to be.' Behaviour and attitudes in lessons and around the school are exceptional. Pupils undertake many jobs around the school and gain a very well developed sense of responsibility. Pupils' spiritual, moral, social and cultural development is outstanding. Carefully planned assemblies and circle time discussions promote reflection about feelings, cultures and beliefs. Pupils feel very safe and secure and follow safe practices. They know who to talk to if they need help and guidance. Pupils adopt healthy lifestyles, their very good awareness stemming from a very good programme of health and physical education. Pupils contribute very well to the local and wider community through events to raise money for charity, entertaining local residents and participating in local functions. The pupils' good academic skills and outstanding personal qualities equip them effectively for their future life and work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good for all pupils, including for children in Year R. Pupils enjoy their work because teachers promote warm relationships and plan effectively. Pupils say 'Teachers give really good, fun demonstrations.' Pupils take increasing responsibility for their learning, especially in Years 5 and 6, where in a successful mathematics lesson, they acted as architects in Ancient Egypt and designed a stepped pyramid. Changes in class organisation have been recognised as beneficial by staff and parents alike. Year 2 pupils are now taught with Years 3 and 4 and so expectations of them are higher and they are challenged more. Equally, expectations of Year 1 pupils in the combined class with reception pupils are higher. Nevertheless, just occasionally, higher attainers do not have enough opportunities to learn at their own pace. Assessment is good. Teachers give pupils good oral feedback and selfevaluation is a strengthening feature. However, in Years 2 to 6, teachers do not always set high enough expectations for the quality and presentation of pupils' recorded work, especially in English, or use marking to show ways of improving. Staff use drama, role play and interactive whiteboards effectively to develop pupils' confidence and speaking, listening and expressive writing skills.

Curriculum and other activities

Grade: 2

The school provides a good broad and balanced curriculum that helps pupils to enjoy their work and build systematically on what they have learned before. There is good provision for the different needs of pupils, including for pupils with learning difficulties and disabilities. The pupils say 'We get lots of chances to do different things.' The teaching of French throughout the school is a strong feature. The school is raising standards in pupils' writing through drama and role play and this is apparent when they write in other subjects. However, there are limited opportunities for extended writing in English. An excellent range of visits, visitors to the school and clubs enriches the curriculum. The expertise of visitors to the school is used effectively to develop pupils' awareness of safe practice and skills for the future. The school provides an excellent range of opportunities for teaching pupils about healthy lifestyles.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Teachers know the pupils very well and take great care of them. Academic guidance is good, and pupils know the targets they are aiming for. Pupils have excellent relationships with all the adults and enjoy coming to school. Pupils are very confident about approaching adults with concerns and feel very safe. One pupil said 'They trust us here and look after us very well.' Pupils' well-being, including child protection, is safeguarded very effectively. Pupils are very involved in developing the school and take responsibility. For example, school councillors have promoted more playtime activities on rainy days and have supported the 'Huff and Puff' playground equipment scheme. Pupils with learning difficulties and disabilities are quickly identified and receive very good support and guidance. Excellent procedures encourage all pupils to be fit and healthy. Links with parents, local groups and outside agencies are very successful, particularly when pupils begin school or move onto secondary education.

Leadership and management

Grade: 2

Leadership and management are good overall. They promote significant strengths in provision, notably the outstanding care, support and guidance given to the pupils that embraces the Every Child Matters agenda and promotes their enjoyment of learning. Without exception, parents who responded in the questionnaire either agreed or strongly agreed that the school is well led and managed and those interviewed welcomed the way staff work together as a team and the positive impact this has on their children. The headteacher is an excellent team leader. He involves staff and governors fully in major decision-making. Clear management structures and delegation underpin this unified team approach, enabling the school to manage change, notably the falling roll, successfully. The headteacher ensures that selfevaluation is good and the school's views match the judgements of the inspectors. Governors are fully informed

and give good support to the staff. The school works very effectively with parents, the pre-school and secondary school, the community and outside agencies. These contribute to the pupils' excellent attitudes and care they receive. The school improvement and development plans set challenging targets and promote ongoing improvement, for example, developing pupils' speaking and listening and expressive writing. However, sometimes, too many initiatives are planned, which can limit the impact on pupils' achievement. Resources and facilities are very good and are used effectively, providing good value for money. The school has made good improvement since the previous inspection and has a very good capacity to continue this in the future.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

12 June 2006 Dear Pupils Thank you for welcoming us to your school and a special thank you to those of you who talked to Mr. Chalkley and myself. You and your parents think your school is good and we agree with you. What we liked most about your school:

- Your behaviour, attitudes and relationships are outstanding and, as your parents say, 'You are really close.'
- Staff work very effectively with your parents, local groups and with outside agencies to be sure you make good progress.
- Your headteacher sets an excellent example, as a teacher and team leader, and he receives good support from staff and governors to create a school where, as you told us, 'You are trusted and looked after really well.'

What we have asked your school to do now:

- We want your teachers to use marking to give you more information about how you can improve your work.
- We want you to improve your written work and how neatly you present it.

Thank you again for all your help and good luck for the future. Yours sincerely Alexander Paul Baxter Lead Inspector