



Constantine Primary School

Inspection Report

Unique Reference Number 111830
LEA Cornwall
Inspection number 278788
Inspection dates 20 June 2006 to 20 June 2006
Reporting inspector Hazel Callaghan AI

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

Type of school	Primary	School address	Trebarvah Road
School category	Community		Constantine
Age range of pupils	4 to 11		Falmouth, Cornwall TR11 5AG
Gender of pupils	Mixed	Telephone number	01326 340554
Number on roll	120	Fax number	01326 340554
Appropriate authority	The governing body	Chair of governors	Mr John Stevens
Date of previous inspection	6 December 1999	Headteacher	Mr Paul Hunkin

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Constantine Primary is a smaller than average school. The majority of pupils are from families of White British heritage and there are no pupils in the early stages of learning English as an additional language. There is an above average proportion of pupils with learning difficulties but none with statements of special educational need. The school has been through a very difficult time having had eight acting headteachers over the last three to four years. A permanent headteacher is yet to be appointed. Despite these changes the school has successfully completed a major building programme, which has improved all parts of the school accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Constantine Primary School provides a satisfactory education for its pupils and it has several significant strengths. Considerable difficulties have been caused by the many changes of headship over that last three to four years. The fact that the school has continued to improve is testimony to the high levels of commitment and good teamwork of the staff and the outstanding support of the governing body. Parents have a very high regard for the school because it provides outstanding pastoral care for its pupils. Achievement is satisfactory overall but pupils' progress accelerates in Years 5 and 6 to produce standards that are above average. The provision for children in the Foundation Stage is good. The school's effective curriculum is significantly enriched by an excellent range of additional activities that extend pupils' experiences. Teaching is satisfactory overall. Most lessons are well planned but the progress made in each lesson only builds satisfactorily over time. Information on pupils' attainment is not consistently recorded to enable pupils' progress to be monitored and the need for greater challenge identified. Leadership and management are satisfactory but frequent changes in the headship have created gaps in the provision. The school's recent self-evaluation, in which the views of parents were sought, has identified strengths and areas for development satisfactorily but the lack of data about pupils' progress reduces the school's ability to clearly evaluate its effectiveness. The school's ability to survive its difficulties and to continue to make satisfactory progress gives clear evidence of its capacity to improve further especially when consistent and effective leadership is in place. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure the consistency of effective leadership and management by the appointment of a permanent headteacher as soon as possible.
- Develop a system of recording pupils' standards over time so that their progress can be monitored and they can be set challenging targets that lead to good achievement.

Achievement and standards

Grade: 3

Standards and achievement are satisfactory overall with strengths in Years 5 and 6. Children start in the reception class with a range of skills and experiences which are similar to that found nationally. Their personal and social development is good and most children have been well prepared for learning by their positive experiences in the pre-school group. Children make good progress in the reception class and the majority attain the expected standards for their age in all areas of learning by the time they enter Year 1. Achievement and standards in Years 1 to 4 are satisfactory. In reading, however, pupils achieve well and standards are higher. Pupils' progress accelerates in Years 5 and 6 because of good teaching and they reach above average standards in English, mathematics and science. In 2005, pupils met the challenging targets set in English but not in mathematics. Staff focused on improving pupils'

problem solving skills through the school and this has improved standards. Recent teacher assessments show that pupils in Year 6 should meet their targets in both mathematics and English this year. Pupils with learning difficulties make good progress through the school and by Year 6 most are attaining average standards. More able pupils make similar progress to their peers through the school.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They truly enjoy coming to school and although attendance is broadly average it is because family holidays are sometimes taken in term time. Pupils' attitudes to learning are very good. They are proud of their successes and celebrate each other's. Pupils' moral and social development is good. Behaviour throughout the school is very good because pupils know what is expected of them. Pupils' spiritual and cultural development is satisfactory. They are developing a good awareness of features of the many cultures around the world, but the school could do more to show pupils what life is like in parts of England where many ethnic groups live side by side. Pupils excel in their response to supporting school and community projects and raise money for a variety of charities. The 'Kids Council' meets regularly and their discussions have resulted in many successes, especially in the provision of additional school resources. Pupils have developed a good understanding of the importance of keeping safe and of healthy living. Many start the day with 'wake and shake' activity, and even more take part in sporting activities and clubs. Pupils are effectively developing a range of important skills to help them in their future education such as high standards, co-operation, initiative and independence.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall but with strengths. Lessons through the school are usually carefully planned so that activities are well focused on what pupils are expected to learn. Teaching assistants are well trained and have many areas of expertise that are used very effectively to support the learning of pupils with learning difficulties, and in subjects such as music and swimming. Pupils say that it is 'the teachers who make the school special' and consequently pupils want to do well. Teachers mark pupils' work effectively and use the information to adapt future lessons so that pupils gain more experience of tasks they found difficult. Pupils often make good progress in individual lessons but this progress builds only satisfactorily, especially in Years 1 to 4. This is because teachers' expectations for their pupils are usually based on average standards and do not sufficiently challenge them, whereas in Years 5 and 6 high expectations and challenge result in good progress. The frequent change of teacher in one class has also had a slowing effect on pupils' progress.

Curriculum and other activities

Grade: 2

The school's good curriculum is satisfactorily matched to the range and capabilities of its pupils and is extended by an outstanding range of club activities, residential trips, visits and visitors. Very effective links with the other schools, especially the local college, provide many opportunities to extend pupils' learning especially in sport, music and the arts. Evidence of this excellent provision, especially in sport, is reflected in the school's Sport England Activemark and a Healthy Schools Award. The curriculum in the Foundation Stage and throughout the school is broad and well balanced. Provision for information and communication technology (ICT) has improved and teachers make good use of their computerised whiteboards to interest and motivate pupils. A good programme of personal, social and health education promotes pupils' understanding of the need to make healthy choices and develops a wide range of life skills.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. Pastoral care is excellent. Pupils' emotional well-being is promoted extremely well and they feel very secure and well cared for. Throughout the school, systems for ensuring pupils' health and safety are very good and many staff are trained in first aid and risk assessment. Child protection procedures are secure and well understood by staff. The very good links with the local pre-school group and the local college ensure that pupils confidently transfer from one setting to the next. The school provides good quality care and support for pupils with learning difficulties and parents are well involved and kept fully informed. Positive links with parents further support pupils' effective learning. The monitoring of pupils' personal development is very good. The tracking of their academic progress is satisfactory and the school is aware of how to improve this through more formalised procedures that will predict outcomes for pupils and ensure that challenging targets are set to achieve them.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has been through a very difficult time caused by the upheaval of extensive building developments and frequent changes of headteacher. Each acting headteacher has brought to the school purposeful management and improvement, but the regular changes of style and personality have created inconsistencies in approaches and gaps in the provision. The school has only recently started to develop systems for recording pupils' standards and their progress through the school. There are still holes in the data and there has been insufficient analysis of pupils' achievement from year to year. This affects the school's ability to evaluate its performance accurately. Good progress has been made, however, in analysing the results of tests to identify areas of weakness in pupils' learning, and this

information has been used successfully to raise standards in mathematics and in reading. In spite of the school's difficulties it has made satisfactory progress since the previous inspection. Standards have risen in the last two years and the staff have developed into a very strong team. Parents are very supportive of the school because, although concerned by the lack of consistency of headship, they recognise the significant commitment of all staff in putting the pupils' needs first. The governing body has shown outstanding strength of purpose and expertise in ensuring the best possible outcomes for the school. Effective financial management and satisfactory strategic planning have kept the school on track. The pupils and parents are consulted and their views are taken carefully into account when changes are suggested. Based on the very good teamwork and evidence of past improvements through many difficulties the school's capacity for further improvement is good.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	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?	3	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?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Dear Children I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we found out about your school.

What we liked about the school

- You are happy and enjoy most of your lessons.
- You get on very well with each other and with the adults in the school.
- You behave sensibly and are kind to each other.
- We think you try hard to do well in your work.
- You understand the importance of keeping healthy and safe.
- You are given opportunities to take responsibility and you do it well.
- The teachers look after you extremely well and help you feel safe.
- There are an excellent number of activities for you to enjoy, especially sporting activities and visits.

What we have asked the school to do now

- To appoint a permanent headteacher so that the school can become even better.
- To monitor more carefully how you are getting on from year to year so that teachers know how to help you make even better progress.

Thank you again for being so polite and helping us with our questions. Hazel Callaghan (Lead inspector)