



Shortlanesend Community Primary School

Inspection Report

Unique Reference Number 111862
Local Authority Cornwall
Inspection number 278797
Inspection date 21 November 2006
Reporting inspector Paul Sadler

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

Type of school	Primary	School address	Northey Close
School category	Community		Shortlanesend
Age range of pupils	4-11		Truro TR4 9DA
Gender of pupils	Mixed	Telephone number	01872 276372
Number on roll (school)	78	Fax number	01872 273943
Appropriate authority	The governing body	Chair	R Ian Holroyd
		Headteacher	Barbara Dyer
Date of previous school inspection	10 January 2000		

Age group 4-11	Inspection date 21 November 2006	Inspection number 278797
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a small village and the surrounding area. The proportion of pupils with learning difficulties and disabilities is average. The proportion from an ethnic minority background is very low and no pupils speak a language other than English at home. An acting headteacher has been in post since March 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. Pupils generally attain average standards by the time they leave the school. However, indications are that those leaving in 2006 attained above-average standards in English, mathematics and science. This represents a considerable improvement on 2005. Pupils enter the school with the expected levels of skills and knowledge. They make satisfactory progress in the Foundation Stage. Overall, pupils achieve satisfactorily, although the rate of progress is uneven as pupils go through the school. In Years 1 and 2, progress is often too slow, particularly for the higher-attaining pupils, because the work does not challenge them sufficiently. In Years 3 to 6, pupils make good progress and begin to make up some lost ground. Pupils with learning difficulties and disabilities achieve well. Pupils' personal development and well-being are good. They behave very well and report that there is no bullying. To quote a pupil, 'everyone is really kind'. Attendance is above average. Pupils make the most of a very good range of opportunities to take responsibility. They make a good contribution to the community and develop social skills they will need later. Pupils work hard to achieve the sentiment of the school motto, 'Happy to be learning and learning to be happy'.

Teaching is satisfactory. In Years 3 to 6, the consistently good teaching is characterised by interesting tasks that are appropriate for pupils' abilities. In the Foundation Stage, teaching is satisfactory. In too many lessons in Years 1 and 2, the work is not well matched to the needs of higher-attaining pupils, and this slows their rate of progress. The curriculum is satisfactory, with a good range of enrichment activities in sport and the arts. Care, guidance and support are satisfactory. Provision for pupils' safety and welfare is good. The school is beginning to improve academic guidance by setting targets for pupils to work towards. However, these targets do not yet make clear what the pupils should be aiming to achieve in the long term.

Leadership and management are satisfactory. The acting headteacher gives very good leadership. She has identified the school's main strengths and weaknesses and has begun to tackle them well. The school's overall understanding of its effectiveness is satisfactory. It broadly agrees with inspectors' judgements. Subject leadership is of variable quality but there has been significant recent progress in bringing about improvements in standards of mathematics and science. The governing body supports the school well and has a number of new members, who are successfully being trained in their roles. The school has improved since the last inspection and current leaders and managers are in a satisfactory position to lead further improvement.

What the school should do to improve further

- The quality of teaching and the curriculum in Years 1 and 2 in order to ensure that higher-attaining pupils achieve their full potential.
- Ensure that pupils are given sufficient academic guidance that enables them to understand and achieve their long-term learning goals.

Achievement and standards

Grade: 3

Overall, pupils attain average standards and their achievement is satisfactory. Children start school with the usually expected skills and abilities and by the end of the Foundation Stage most have achieved the goals set for children of that age. In Years 1 and 2, achievement is mixed. Higher-attaining pupils underachieve, especially in the core skills of reading, writing and mathematics because the teaching is not taking enough account of the needs of this group of pupils. At the end of Year 6 in 2005, standards in mathematics and science declined because of the limited progress pupils made between Years 3 and 6. However, in 2006, standards improved significantly, especially in mathematics and science, and three-quarters of pupils attained above-average standards in both subjects. Challenging targets set by the school were met. The work of pupils currently in Years 5 and 6 shows that these higher standards are being maintained.

Personal development and well-being

Grade: 2

Pupils enjoy school. They behave very well, both in lessons and around the school. Older pupils have a good sense of responsibility and care for younger pupils. Their spiritual, moral, social and cultural development is good, encouraged through the school's links with the church and community groups. They are prepared well for life in a diverse society. They have a good understanding of the need to lead healthy lives, developed through sport and a healthy diet. They have a good knowledge of safety, for instance, when using the Internet or other equipment. They make a very good contribution to the community through participation in local events and by collecting for charity. The maturity and sense of responsibility they will need in their adult lives develops well and their acquisition of the skills of literacy, numeracy and information and communication technology (ICT) is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching in Years 3 to 6 is good. Teachers make the work interesting, for instance, by developing pupils' skills in grammar using a text about Greek mythology. They involve pupils well through questions and discussion. Work is marked very well, with helpful comments on how pupils can improve their work. The higher-attaining pupils are stretched and this is a key factor in the high proportion achieving above-average levels. Teaching assistants support those with learning difficulties and disabilities well. These factors enable all pupils to make good progress. The teaching in Years 1 and 2 is not having the same impact because the pace of learning is slow and higher-attaining pupils are not consistently given sufficiently challenging work. This results in this

group of pupils not achieving as much as they should. In the Foundation Stage, teaching is satisfactory. Children are taught through suitable activities that develop their skills but offer them little opportunity for creativity and experimentation, and this limits the achievements of children who could do better.

Curriculum and other activities

Grade: 3

Pupils are taught the full range of subjects and have good opportunities to extend their learning, for instance, through French lessons, good access to up-to-date ICT equipment and instrumental music lessons. There are also opportunities to take part in sport out of school hours. The curriculum is not yet organised to develop the links between subjects that enable pupils to understand the relevance and use of what they learn. In Years 1 and 2, and to a lesser extent in the Foundation Stage, the curriculum does not meet the needs of higher-attaining pupils as the work is sometimes too easy.

Care, guidance and support

Grade: 3

Pupils receive good care. Arrangements for child protection and to ensure their health and safety are good. There are very good links with parents, who report that communications between school and home are much improved. Children are prepared well for starting school, and the school has good links with local secondary schools. The school supports pupils with learning difficulties or physical disabilities well; the latter having easy access to all parts of the school and the site.

The school has made a start on tracking pupils' academic progress and setting targets for the next stage of their learning. Progress is monitored by both pupils and teachers. However, little has been done to make pupils aware of longer-term goals that will help them to maintain rapid progress throughout the school year.

Leadership and management

Grade: 3

The acting headteacher has had a major impact on identifying and improving weaknesses. This is most notable in the improved standards and achievement of pupils in Years 3 to 6. In most areas the school has a good knowledge of its strengths and weaknesses but further analysis is required of the quality of the curriculum and of academic guidance and support. Further improvements are now being made to the quality of teaching and the curriculum. Teaching is monitored regularly and evaluated accurately. The monitoring is identifying training needs and other development opportunities, although not all teaching weaknesses have yet been resolved. There is a good sense of shared responsibility for improvement, for instance, through involvement with other schools and organisations in projects to improve writing. There are good partnerships with parents and external agencies.

There have recently been major changes in membership of the governing body. The Chair has a good understanding of the school's needs and is effective in developing the governors, and in supporting and challenging the school's leadership. Improvement since the last inspection has been satisfactory, as is the potential for further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school.

Shortlanesend Primary is a satisfactory school. Some of the best things about it are:

- In Years 3 to 6, interesting lessons help you to make good progress.
- You behave very well, enjoy going to school and correctly believe it is a happy place.
- You know how to keep healthy and safe.
- The acting headteacher leads the school very well and has done a lot to improve it. Your parents agree that it has improved.
- Those of you who find learning more difficult do well.
- You are cared for well by the staff.

To improve the school, we have asked that in lessons in Years 1 and 2 the work is not too easy, especially for the children who learn a bit quicker than the others. We have asked that all of you are helped to understand what you need to learn and what progress you should make during the school year.