



Newquay Junior School

Inspection Report

Unique Reference Number 111885
LEA Cornwall
Inspection number 278803
Inspection dates 29 March 2006 to 30 March 2006
Reporting inspector Trevor Watts AI

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

Type of school	Junior	School address	Edgcumbe Avenue
School category	Community		Newquay
Age range of pupils	7 to 11		Cornwall TR7 2NL
Gender of pupils	Mixed	Telephone number	01637 874543
Number on roll	506	Fax number	01637 879136
Appropriate authority	The governing body	Chair of governors	Mrs Sarah Karkeek
Date of previous inspection	3 July 2000	Headteacher	Mr Stephen Bywater

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

There are more than twice as many pupils as an average primary school, with many more boys than girls (about a 60/40 split). Pupils come from the local area where relatively few families are socially or economically advantaged. Most pupils are White British with a small proportion who come from minority ethnic backgrounds. None of these pupils is at an early stage of learning English.

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 a number of outstanding features. It provides a good education for pupils of all abilities. This is also the school's own view through its self-evaluation process. Parents are overwhelmingly appreciative of the school, especially the vision, drive and approachability of the headteacher, and the warmth, skill and challenge of teaching and support staff. Their comments describe a 'lovely school' which has 'created a can-do culture'. As one parent said, 'I hope it continues to go from strength to strength'.

Pupils make good progress in all subjects. A dip in writing standards in the 2005 national tests has been overcome, and English standards are now above average. The school acted promptly to tackle inconsistencies in teaching, particularly in Years 3 and 4, and to encourage boys to write more carefully and creatively. Although pupils learn good computing skills in separate lessons in the computer suite, they have too few opportunities to broaden and use these skills in other lessons. Pupils progress well in their personal and social development, becoming increasingly sensible and articulate young people.

Teachers and other staff provide good quality education, and outstanding care, guidance and personal support for all pupils. The curriculum is outstanding, especially in the range and quality of additional activities that the school offers. The good leadership and management are founded on the headteacher's outstanding clarity of vision about how to raise standards. The good improvement since the previous inspection has been solidly based on rigorous evaluation of the school's systems and provision. The school has an outstanding capacity to continue improving. It provides good value for money.

What the school should do to improve further

- Develop pupils' everyday use of computers and related equipment across a wider range of subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good. Their attainment on entry is broadly average. Overall standards in Year 6 national tests are significantly above average. Standards have improved markedly since the time of the previous inspection, particularly over the past three years. Improvement in science has been outstanding as a result of a greater emphasis on investigative approaches and input from science specialists from the local comprehensive school. This successful partnership is also helping to raise standards in mathematics.

The school sets challenging targets for itself. In 2005 it significantly exceeded its targets in mathematics but narrowly missed those in English, where standards dipped because pupils did not do as well as expected in writing. Standards in English are again

above average because of effective action taken by the school, for example in providing more reading books that appeal to boys and planning more opportunities for writing in different subjects. Pupils of all abilities, including those with learning difficulties and disabilities, are now well on track to meet challenging 2006 targets suited to their previous levels of attainment. Pupils achieve above average standards in many other subjects such as art and design, physical education and information and communication technology (ICT).

The school's extensive measures to monitor standards and evaluate pupils' progress enable it to respond quickly where progress slips to less than good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are lively and enthusiastic learners. They behave well, enjoy school very much and respect its rules. Occasional instances of anti-social behaviour may disrupt lessons, and pupils say that there is occasional bullying. However, they also say that such difficulties are quickly dealt with. Attendance is slightly lower than the national average because many families take holidays abroad during the winter because of their commitments to the local summer tourist trade. The school does all it can to emphasise the importance of regular attendance.

Pupils' spiritual, moral, social and cultural development is outstanding. Their involvement with the wider community often extends their understanding of local Cornish culture. Pupils' awareness of cultural diversity is enhanced through special activities such as 'Africa Week', and links with a school in northern England. A sense of spirituality is evident throughout the vibrant life and work of the school. Older pupils support the youngest when they start school. The school council and other groups of pupils are involved in environmental projects such as recycling and improving the school premises. They take part in fund raising activities, help local elderly and disabled people, and put on performances for them. Pupils learn how to eat healthily, and they participate in an exciting range of outdoor and sporting activities, where they gain confidence and achieve success. They acquire a good range of personal, creative, physical and academic skills which equip them well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with clear strengths that make some teaching outstanding. Teachers know their pupils very well and their planning is based on accurate assessments of pupils' previous progress. This enables pupils to extend their skills and understanding well. Lessons start briskly, with teachers being clear about what they expect pupils to learn. Teachers are very skilled in asking searching questions and making pupils think before they answer them. Many responses from the pupils

give detailed explanations of what they understand. Teaching assistants work effectively with groups of pupils who need additional support. Teachers manage their classes exceptionally well, quickly gaining the pupils' attention so that time is used to the full.

Technology is sometimes utilised well to motivate pupils and extend their understanding. In science, for example, pupils tested materials to see how good they were at keeping things hot, using sensors to measure temperature changes. ICT skills are developed well in lessons in the computer suite, but pupils have insufficient opportunities to extend their skills in different subjects. Specialist teachers from the local secondary school provide football coaching and superb teaching support for science and mathematics.

Previous inconsistencies in teaching in Years 3 and 4, where teachers' planning did not always meet the needs of different groups of pupils, are being addressed effectively through support and training for staff.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it meets the varied needs of all pupils, including those who have learning difficulties, and pupils who are particularly talented. Science and mathematics are planned as very practical, problem solving subjects, whilst English is well designed to encourage creativity and self-expression. The range and quality of physical and sporting activities are outstanding. Personal, social and citizenship lessons combine with the overall 'healthy living' approach to help pupils to understand dangers and risks around them, and to live a healthy and active life.

Links between subjects are strong, although the planned use of ICT is not fully developed in some subjects. Topics such as 'The Local Area' bring in aspects of several different subjects in a very balanced and interesting way. 'I loved it when we did all about Cornwall', said one pupil.

The school offers pupils an extremely good range of additional activities, including a computer club and a week's adventurous activities on the moors or the coast. These often make very good use of specialist staff from within the school and at various outdoor centres.

Care, guidance and support

Grade: 1

Provision for pupils' care, support and guidance is outstanding because all staff know and care for the pupils so well. One parent commented, for instance, that 'staff genuinely care about my children'. Very good liaison with local schools enables pupils to make a confident transition to the next stage of their education. Child protection procedures are rigorous. The school has excellent arrangements for monitoring and supporting pupils' personal development, and ensuring their continuing health and safety. Pupils with learning, behavioural and physical difficulties are clearly identified. Individual programmes of support are successfully implemented, particularly through

the work of the special needs coordinator who liaises very well with parents, carers and outside agencies.

There are robust procedures for checking pupils' academic progress. The school makes excellent use of assessment information to plan lessons and decide on the longer-term aims for individual pupils. Pupils know what they are expected to learn in each lesson and also their longer-term targets, which are discussed with parents. Pupils evaluate how well they are learning and are given clear guidance on their progress by teachers.

Leadership and management

Grade: 2

The school's leadership and management are good, with some outstanding aspects. The school's own view of its strengths and areas to develop is detailed and very accurate. The leadership and vision of the new headteacher are outstanding. The new management team is already monitoring and analysing pupils' progress thoroughly, working very positively with the headteacher to urge the school forward. They have quickly identified inconsistencies in teaching and have acted promptly to tackle these, with the result that standards have risen in English.

The recently appointed year group and subject leaders are beginning to reorganise their areas of responsibility well. For instance, lessons for several subjects are now being planned for all the classes within a year. This helps to ensure greater consistency in teaching and learning. Curriculum shortcomings at the time of the previous inspection, such as the lack of sufficient time for some subjects, including science, have been corrected. It is already a key part of the school's development planning to broaden pupils' use of computers and related equipment. Links with outside agencies and other schools are very strong, particularly through the teaching of science and mathematics. Parents, pupils, staff and governors all have many opportunities to have an active voice in matters that affect them and the school.

The governing body is effective in helping to guide and improve the school, and the finances are overseen very efficiently. The premises and resources are managed effectively to promote good learning by all pupils. School leaders demonstrate an outstanding capacity to continue improving the school.

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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	1	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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	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?	1	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	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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

You will remember when three inspectors came to your school recently. We would like to thank you for being so friendly and polite to us, and for answering all our questions so honestly and helpfully. Your parents, too, were very helpful in sharing their views of the school with us.

What we most liked about your school

- Your teachers check carefully to see how well you are learning, and then give you work that is difficult enough to make you work hard.
- Teachers and other classroom staff give you the support you need to succeed in your lessons.
- Staff are very good at helping you if you ever need to go to them for advice.
- You make good progress in your work, and are able to go on to your next school with confidence in your own abilities.
- The range of subjects you learn is extremely good, and you have many chances to join different clubs and take part in exciting activities.
- Teachers from other schools help to make some of your lessons particularly interesting.
- You learn how to get along with each other very well, and you enjoy your lessons very much.
- The headteacher has very clear ideas about how your school is coming along, and how to make it even better.

We have asked your headteacher and others to work on

- Providing you with more chances to use computers and other technology equipment in different lessons.