



St Meriadoc CofE Junior School

Inspection Report

Unique Reference Number 112006
LEA Cornwall
Inspection number 283068
Inspection dates 15 November 2005 to 16 November 2005
Reporting inspector Pauline Robins HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior	School address	Cranfield Road
School category	Voluntary aided		Camborne
Age range of pupils	7 to 11		Cornwall TR14 7PJ
Gender of pupils	Mixed	Telephone number	01209 713436
Number on roll	220	Fax number	01209 713436
Appropriate authority	The governing body	Chair of governors	Rev B Stuart
Date of previous inspection	12 October 1998	Headteacher	Mrs R Waterhouse

Age group	Inspection dates	Inspection number
7 to 11	15 November 2005 - 16 November 2005	283068

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an HMI and one additional inspector.

Description of the school

When St Meriadoc was inspected in March 2004 it was judged to require special measures. St Meriadoc is an average sized junior school which serves the area to the west of Camborne where there are high levels of deprivation. It has 172 pupils on roll. The majority of the pupils are of White British heritage and no pupils have English as an additional language. The number of pupils who are eligible for free school meals is broadly in line with the national average. The proportion of pupils who have special educational needs and those who require a statement of special educational need is slightly above the national average. The substantive headteacher is on long term sick leave and an acting headteacher has been in place since the beginning of the summer term 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

This is a good school which provides good value for money. There are rigorous monitoring and evaluation procedures in place which enable the staff and governors to form an accurate picture of the school's strengths and weaknesses. The staff have worked purposefully with the acting headteacher to rapidly improve the school's performance and have demonstrated a good capacity to improve further. They recognise that for the school to continue to improve new initiatives must be carefully considered and given time to become embedded. The test results for 2005 are well below average, this is the result of a legacy of underachievement. The pupils are now making good progress and the data held by the school indicates that results will improve. The ethos of the school is one of mutual respect and high expectation. The care and guidance given to pupils is outstanding and a strength of the school. As a result of this, and the good teaching they receive, the pupils behave very well and enjoy coming to school. The provision for pupils who have special educational needs has been transformed since the previous inspection and is now good.

The improvements since the last inspection have been brought about by the outstanding leadership of the acting headteacher, the deputy headteacher and a committed team of staff. This is a school where everyone works as part of the team. The key areas for improvement have already been identified by the school and plans are in place to address these.

What the school should do to improve further

- Continue to raise attainment by addressing the legacy of underachievement
- continue to embed, evaluate and reflect upon the many new developments in the in order to consolidate and build upon the improvements
- ensure that differentiation in lessons is appropriate to meet the needs of all pupils, particularly the most able.

Achievement and standards

Grade: 3

Pupils enter the school with attainment which is below the national average. In 2005, standards in the national tests for eleven year old pupils were well below average when compared to all schools. This is the result of a legacy of underachievement. The combined efforts of the school and the local authority (LA) have ensured that there is no longer any significant underachievement. Rigorous tracking of the pupils' progress is now embedded and curriculum targets are more refined. Standards are rising due to the very good analysis and effective use of all available data. The pupils make good progress overall. However, the school recognises that work for the most able pupils could be more challenging.

Outcomes for pupils with special educational needs are particularly well documented and monitored and the provision is good. Pupils are making good progress in English, mathematics and science due to improved teaching and assessment. Many pupils excel in other areas of the curriculum such as music and sport. In partnership with parents the school is committed to helping each individual child to achieve more.

Personal development and well-being

Grade: 1

Personal development is very good. The pupils' attitudes and behaviour are very good due to the school's high expectations. Pupils show an advanced level of maturity, care and concern for each other. Most pupils are confident to express opinions on a range of topics. They appreciate the serious consideration that is given to their views. Pupils with special educational needs receive very effective help because their needs are carefully planned for and teaching is very good. Attendance is just below the national figure but improving.

Pupils take an active role in community events and are well prepared for further study and their role as citizens. They are encouraged to develop skills that will contribute to their future well-being. Pupils have a good knowledge of how to keep healthy and how to keep themselves and others safe.

Pupils' spiritual, moral, cultural and social development is very good. Moral and social issues are taught well and pupils have a good understanding of the difference between right and wrong. They are well aware of cultural and faith differences and are given many opportunities to discuss similarities and differences between groups.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. The teachers are enthusiastic and have good subject knowledge. As a result the pupils enjoy their lessons. Systems for classroom management and the use of praise encourage the pupils to achieve to the best of their ability, develop good work habits, and behave well. A wide range of teaching strategies are used to hold the pupils' attention and ensure that the most appropriate method of teaching is used. The teachers' planning is comprehensive and, although written to a common framework, reflects individual styles of delivery. Working and planning together in upper and lower school teams has increased the equality of provision for the pupils and enabled the staff to engage in valuable professional dialogue. The deputy headteacher has taken over responsibility for special educational needs and inclusion. This has been a very positive move. Through the school's rigorous assessment procedures she has already identified those pupils who require additional support or modified programmes. Her carefully targeted programmes for intervention are praised by the parents who have seen their children make rapid progress in a short space of time.

Careful monitoring of lessons gives the school good information on the quality of teaching and learning and this information is effectively used to improve the provision further.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and meets statutory requirements. There are very good opportunities for the pupils to learn from additional activities such as the range of clubs, visits, residential experiences and visitors. The teachers have worked hard to develop meaningful subject links so that the pupils do not study things in isolation. For example, the text used in a literacy lesson may be about a current geography topic. French is a recent introduction to the curriculum. There are good, and developing, links to the nearby secondary school. By using their specialist facilities, the delivery of science and information communication technology (ICT) has been enhanced.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and a strength of the school. Members of staff put the pupils first. The high level of care and support given to the pupils contributes well to their progress, sense of well-being, and enjoyment in learning. They feel safe and know who to approach should they have a problem. The arrangements for child protection are secure and have been further strengthened since the introduction of the learning mentor. Not only is she supporting the vulnerable pupils, but she also has in place effective programmes to support teaching and enhance learning. The pupils' progress is assessed thoroughly and individual targets are set to ensure that pupils achieve well. They know the level at which they are working and what they need to do to improve further. Most importantly they act upon this information and are able to talk about it to adults and between themselves.

Leadership and management

Grade: 2

Leadership and management are good because the acting headteacher, staff and governors are committed to improving the school still further. The leadership of the acting headteacher is outstanding. She is described by her staff as motivating and inspirational. She is ably supported by a conscientious deputy and an increasingly capable team of middle managers. The headteacher knows her school well and consults with the pupils, staff, parents and governors. She recognises and acts upon both strengths and weaknesses. This is reflected in the school's self evaluation which is accurate.

The quality of the evolving middle management team is good. The work of the subject leaders is underpinned by assessment information and effective monitoring through lesson observations, work scrutiny and action plans.

The staff have very good opportunities for training and professional development which are linked to the school priorities.

The governors' monitoring of the school is systematic and they are proactive in visiting the school and liaising with staff. The information they receive, in the form of reports from the headteacher, is focused and keeps them abreast of developments. However, they are also very aware of the questions they need to ask to provide an appropriate level of challenge and hold the school to account.

The LA has given the school good support. A comprehensive package of training, intervention and monitoring has enabled the school to move forward at a rapid pace.

Links with the local community and other schools within the Excellence Cluster are developing well.

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
--	-----------------------	--------------

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?	2	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?	3	NA
The standards ¹ reached by learners	3	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	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?	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	1	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

St Meriadoc C of E Junior School Cranfield Road Camborne Cornwall TR14 7PJ

17 November 2005

Dear Pupils

Thank you so much for the warm welcome you gave to Mrs Lowe and me when we visited your school recently. By now I am sure you know that we think your school is a good school and it no longer requires special measures.

We were particularly interested in the things you had to say about your school and the changes which have taken place in the past year. We were impressed with the way you behave and the responsible way you care for your school and each other. You told us that you enjoy coming to school. This is because the teachers make the lessons interesting and exciting and you know what they expect you to do.

You have a good headteacher and deputy headteacher. Together with all the staff and the governors they are doing everything they can to make the school a place where you enjoy learning.

To make the school even better we have asked Mrs Waterhouse and the staff to do three things:

- help you to improve your work so that you can achieve higher grades in tests such as SATs
- give the staff time to think about all the new things that are happening in the school so they can decide, with you, whether they are working or not
- make sure that the work you are set is right for you, not too hard but not so easy that it doesn't make you think, particularly for those of you who need a challenge.

I am sure that now things have started to improve so rapidly St Meriadoc School will soon meet its aim to become 'the best'.

Yours sincerely

Pauline Robins HMI