



Gwinear Community Primary School

Inspection Report

Unique Reference Number 111846
Local Authority Cornwall
Inspection number 289070
Inspection date 27 September 2006
Reporting inspector Colin Lee

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

Type of school	Primary	School address	40 Gwinear Lane
School category	Community		Gwinear
Age range of pupils	4-11		Hayle TR27 5LA
Gender of pupils	Mixed	Telephone number	01209 831303
Number on roll (school)	61	Fax number	01209 831303
Appropriate authority	The governing body	Chair	Joseph Brolly
		Headteacher	Helen Scholes
Date of previous school inspection	11 November 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small rural school serves Gwinear and neighbouring villages. Pupil numbers fluctuate considerably because of the high level of movement of families into and out of the area. Nearly all the pupils are from White British backgrounds, with just a very small number of pupils coming from minority ethnic backgrounds. The percentage of pupils known to be eligible for free school meals is below average. Similarly, the percentages of pupils with learning difficulties or disabilities and of those with statements of special educational need are below average.

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 providing a well-balanced education for its pupils that has a positive impact on all aspects of their development. Pupils enjoy all that they do at school and this delights parents and carers as much as the good progress they see their children making. Inspectors agree with the parent who says that the school 'encourages all to do their best'.

Pupils achieve well overall and those with learning difficulties or disabilities show outstanding achievement. This is due to excellent co-ordination and high quality support by staff working with these pupils. From a starting point of below-average attainment when children enter Reception, pupils are now attaining above-average standards in English, mathematics and science by the end of Year 6. Pupils' progress is tracked meticulously in most year groups but not sufficiently in the Foundation Stage, where information about children's initial needs and achievements is not tracked sufficiently in the first term. Across the school as a whole, standards are rising. This is most evident in the older pupils, where teaching has been and continues to be good. Improvements in teaching in other year groups mean that all pupils now benefit from consistently good teaching. This has removed the past fluctuations in pupils' rates of progress. Standards in mathematics, which have not risen as much as in other subjects, are now improving as teachers focus on gaps in the pupils' knowledge. However, the ability of pupils in Years 2 to 4 to apply their knowledge to problem solving is not yet as competent as it should be. There has been excellent improvement in information and communication technology (ICT) since the last inspection and standards which were formerly below average are now high in all years. Pupils' secure basic skills of literacy, numeracy and ICT make a good contribution to their future economic well-being.

There is imaginative planning of a good curriculum that links subjects together and provides many opportunities for all pupils to apply their literacy, numeracy and ICT skills. Pupils' personal development is good overall, with notable strengths in their understanding of healthy lifestyles and in the ways that they contribute not only to their own school community but also to the life of the village and beyond. The school provides outstanding care, guidance and support for all its pupils that ensure they know how to keep safe. Good leadership and management have created a strong sense of teamwork amongst staff, pupils, governors and parents. The headteacher encourages staff to be reflective and all contribute to thorough, accurate self-evaluation. The school knows itself well and knows exactly what to do to be even better.

What the school should do to improve further

- Improve the initial assessment of children's achievement in the Foundation Stage.
- Increase pupils' opportunities to apply mathematical skills and knowledge to problem solving.

Achievement and standards

Grade: 2

Pupils achieve well overall. Good standards by the end of Year 6 reflect rates of progress that are now consistently good year on year in each subject. Progress in the past has varied, owing to general inadequacies in teaching in Years 3 and 4 and also to slower progress overall in mathematics. These issues have been rectified, although problem solving is a weaker area in pupils' mathematical understanding. Excellent support helps pupils with learning difficulties or disabilities make outstanding progress.

Attainment is below average when children start in Reception. Staff know the children well but do not evaluate their achievements sufficiently in the first term. Nevertheless, progress is good overall and the children attain the national standards expected by the end of the Reception year in most areas of learning. They are slightly below average in some aspects of their personal and social development and in their language development, the weakest areas when they start school. Progress throughout Years 1 and 2 has been satisfactory at best in the past, leading to below-average performance in national assessments at the end of Year 2. Progress is now good and standards in reading, writing, mathematics and science are average. Standards in Year 6 were higher in 2006 than in previous years and these pupils achieved well.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Spiritual, moral, social and cultural development is good overall. Pupils enjoy school and their very positive attitudes are shared by parents and carers, one of whom spoke of children 'positively thriving at school'. Standards of behaviour are good. Attendance is improving and is now good following hard work by the school to reduce previously high levels of absence by some of the pupils.

Pupils have excellent understanding of how to stay healthy through the school's focus on healthy eating and opportunities for health-related exercise. They have a good understanding of safe practices in and out of school. Pupils delight in being given opportunities to take on responsibilities, which happens as soon as they start in Reception. All make an outstanding contribution to the school and the local communities. Within school, a group of older pupils has a wealth of ideas as they work on improving the already good library. Pupils' good social skills, experiences gained from activities like fund raising and their improving basic literacy, numeracy and ICT skills mean they are well prepared for future education and eventual economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Pupils' learning is good because the teaching is of a consistently good quality. Pupils achieve well because teachers plan work that is carefully matched to the needs of pupils of different ages and abilities. This is achieved through generally consistent checking of pupils' progress and use of these assessments to plan the next stage in learning and to set new targets for each pupil. Pupils are thus experiencing challenge and success and find their work interesting and rewarding. The pupils themselves regularly carry out self-assessments to review how well they have progressed towards their targets. Conclusions to lessons are sometimes too vague, with teachers offering a few pupils a chance to talk about their work but not providing a clear enough link to the next lesson in the subject. In all classes, teaching assistants support teachers and pupils very effectively. They make a good contribution to pupils' learning.

Teachers evaluate their work constantly. This, together with informative feedback after senior management's observation of their teaching, helps them to know where they can improve and thus raise pupils' standards further, for example, by developing the teaching of problem solving in mathematics.

Curriculum and other activities

Grade: 2

The curriculum is good, including provision for English and mathematics and well-planned links between subjects. Despite the insufficient assessment early in the Reception Year, work is generally well matched to children's needs and they make a good start to their education. Innovative whole-school projects such as the recent film week promote a wide range of learning. Pupils in Years 5 and 6 wrote very good, detailed evaluations of what they learned from the film making. The inclusion of French in the curriculum in all classes is an innovation that is particularly enjoyed by the pupils. Standards in ICT have risen since the last inspection because of improvements to the curriculum.

Lunchtime and after-school clubs provide pupils with good opportunities for learning new skills. The range of these clubs is excellent for a school of this size.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support. The excellent pastoral care is recognised and appreciated by pupils and their parents. In particular, the highly skilled and caring support for pupils with learning difficulties, disabilities or behavioural difficulties enables them to make excellent progress in their personal development and, as a result, become much better learners. Well-established procedures are in place

to ensure that pupils are safe and secure. Staff are well trained in child protection and health and safety procedures.

Pupils receive excellent educational guidance and support as a result of the constant checking of their progress. Through highly effective marking of work and other feedback, pupils know exactly what they can do to improve their work. Pupils have clear, specific targets and these help them progress well in both their personal and academic development.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher successfully combines her teaching commitment with highly effective leadership of the school. There is a strong teamwork approach to all aspects of the school's work and non-teaching staff and governors are a vital part of this team. Governors are fully involved in the day-to-day life of the school and constantly monitor its effectiveness. The school pays excellent attention to ensuring equal opportunities for all.

There are improved procedures for the evaluation of data about the school's performance that involve all staff. Senior leaders recognise that there is still work to be done early in Reception but otherwise there are rigorous procedures to track and raise achievement, including the careful monitoring of teaching. The mathematics leader worked effectively with the headteacher to identify why standards were lower and to improve pupils' achievement in the subject. The ICT leader has been successful in improving provision and standards. Overall, the school has a good capacity for improvement. Its self-evaluation is very accurate and it has shown its ability to make significant improvements since the last inspection.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	1
The extent to which learners make a positive contribution to the community	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 visiting your school and we want to thank you for making us very welcome and showing us your work.

What we liked most about your school

- Your parents and carers are right in thinking that you go to a good school.
- You work hard, make good progress and do work of a good standard. The films you made in Film Week are terrific.
- We saw how well you get on with each other and liked the way you help anyone who needs it.
- Your teachers and the teaching assistants teach you well and do their best to help you learn.
- The headteacher leads your school well and other adults in school work hard to help her to improve things.
- You told us how much you enjoy being at the school and we saw that when you were in lessons and outside at playtimes.

What we have asked the school to do now

- You could do even better in mathematics if you had more tasks that include solving problems.
- We want teachers and helpers to check how well you are learning right from the time you start school in Reception.