



# St Erth Community Primary School

## Inspection Report

**Unique Reference Number** 111850  
**Local Authority** Cornwall  
**Inspection number** 289072  
**Inspection date** 16 November 2006  
**Reporting inspector** Clive Lewis

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Community		St Erth
<b>Age range of pupils</b>	4-11		Hayle TR27 6HN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01736 753153
<b>Number on roll (school)</b>	72	<b>Fax number</b>	01736 753153
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Pam Wilkinson
		<b>Headteacher</b>	K Dibley
<b>Date of previous school inspection</b>	1 May 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 16 November 2006	<b>Inspection number</b> 289072
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St Erth Community Primary School is a smaller than average village school. Attainment on entry is below the level expected when children start in the Reception class. An above average number of pupils have learning difficulties and disabilities. There is significant movement of pupils in and out of the school other than at the usual times of joining and leaving.

## **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 happy school with a welcoming family atmosphere which meets the needs of pupils well. It is led and managed well and, as a result, the overall effectiveness of the school and the capacity for further improvement are good. These overall judgements are better than the school's own evaluation of itself as satisfactory. The school's own view is an understandable cautionary underestimate given the significant recent changes. Following an extended period of great upheaval, involving a falling school roll, significant staffing changes and extensive and prolonged building work, the new staff team is working together well. Staff have developed a good understanding of what the school needs to do next to improve. Governors are very supportive of the school's work and are well aware of its strengths and areas for development.

The quality of teaching and learning is good and, as a result, pupils achieve well. Provision for Reception children is good and gets children off to a good start. By the time pupils leave the school at age 11 standards are broadly average, although the number of pupils reaching the higher levels in mathematics and science is below average. This is largely because pupils are not given sufficient regular opportunities to develop their independent investigative skills. Pupils with learning difficulties and disabilities receive outstanding support which helps them to achieve exceptionally well. The school is remarkably successful in integrating a number of pupils who have experienced difficulties in other schools.

A high priority is given to safeguarding pupils' personal welfare. Provision for the care, guidance and support of pupils is outstanding. Parents are overwhelmingly supportive of the school – one parent, typical of the many very positive views, commented: 'Staff have contributed immensely to my son's growth educationally, socially and in personal confidence'. The good relationships with staff and the wide range of interesting activities ensure that pupils really enjoy coming to school, adopt safe, healthy lifestyles, and behave well. These are key factors in the pupils' good personal development and well-being and also in their good progress.

Pupils' lives are enriched well by the good curriculum and the extensive range of well attended after school clubs. The school's self-evaluation is good overall although the monitoring of teaching needs to be even more rigorous, with increased involvement of all teachers. The school recognises that it also needs to increase the use of its newly developed systems for the assessment and tracking of pupils' progress in order to more sharply identify areas for development in the quality of provision. These steps are necessary to maintain the momentum of the school's current rate of improvement following the many recent changes. Effective steps have been taken to promote improvement since the last inspection.

### What the school should do to improve further

- Increase opportunities for the more capable pupils in particular to develop independent and investigative skills in mathematics and science.

- Increase the rigour of monitoring of teaching and the involvement of all teachers in this.
- Develop the use of the new assessment and tracking systems in identifying areas for improvement and in meeting pupils' needs.

## **Achievement and standards**

### **Grade: 2**

All pupils achieve well and those with learning difficulties make exceptionally good progress. Typically, children enter the Reception class with below average skills. Children make good progress in the Reception class although not all reach the goals expected for their age by the end of the school year.

By the end of Year 6, pupils reach standards that are broadly average. Their achievement in relation to their starting points and capabilities is good by the time they leave the school. Although pupils' progress is good overall, the number reaching the higher levels is below national averages in mathematics and science.

## **Personal development and well-being**

### **Grade: 2**

Pupils are well behaved and enthusiastic about their school because they feel valued and respected. The school has robust systems in place to improve the attendance of a small group of pupils. As a result, attendance is gradually improving and is satisfactory for most pupils. Pupils respond well to the good opportunities for them to show respect and care for others. Their spiritual, moral, social and cultural development is good. Especially close links with the local community and a good range of interesting activities enable pupils to make a good contribution to the school and wider community. Older pupils take responsibility across the school and are proud to explain, for example, that they are responsible for 'lunch time social training'.

The school council, although relatively new, is beginning to enable pupils to contribute to school improvement. Elections to the council ensure pupils gain a good understanding of civic duties and the responsibilities of adult life. Pupils can explain clearly why it is important to eat healthily. They have a good awareness of the importance of staying safe and know who to go to should they feel threatened or bullied. Pupils' good progress with their academic and personal skills prepares them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are well organised and managed, with good use made of resources to support learning. Teachers have good subject knowledge and are ably supported by experienced

and skilled teaching assistants who make a particularly strong contribution to the progress of pupils with learning difficulties. Effective questioning and good use of information and communication technology occur in the most effective lessons. These aspects of teaching have a positive effect on pupils' progress.

Planning for lessons clearly identifies varied activities for all abilities of pupils, making the lesson content interesting and relevant. However, the school is aware of the need to provide more challenging activities for more able older pupils.

All teachers have good relationships with pupils and have high expectations of their behaviour and work, which help pupils to respond well. Teachers assess pupils' learning thoroughly from day to day and this information is used well to ensure that work builds consistently on what pupils already know. Pupils know what is expected of them because teachers share with them what they need to do next to improve. Pupils' individual targets are also effective in developing positive attitudes.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a lively curriculum that ensures pupils are provided with learning opportunities that are well matched to their needs and capabilities. Partnerships between the school and outside agencies provide excellent support for enrichment activities additional to daily lessons. The curriculum is greatly enhanced by regular visitors to school and visits to places of interest. The school provides a good, wide range of well attended extra-curricular clubs and activities, which contributes much to pupils' personal development and positive attitudes.

Since the last inspection the school has developed a secure outdoor area for Reception children which supports learning effectively. Throughout the school there is a good focus on developing basic skills. However, the school has rightly identified the need to review the mathematics and science curriculum in order to develop more opportunities for independent investigative work. This is an important area for development to ensure that the more capable pupils reach the higher levels at the end of Year 6.

## **Care, guidance and support**

### **Grade: 1**

The outstanding quality of care for all pupils, including the more vulnerable, contributes significantly to their enjoyment of school and the good progress they make. Every pupil is valued and cared for as an individual. The very close links with external agencies ensure pupils with learning difficulties and disabilities are provided with skilled support and enabled to participate fully in all aspects of school life. Robust systems for ensuring the school is safe and secure ensure that pupils work and play in a very safe environment. Staff develop strong and caring relationships with the pupils and know them extremely well. As a result, they are able to respond quickly when pupils are troubled or need extra support with their work. Child protection procedures are very thorough.

Staff have a good understanding of the strengths and weaknesses in pupils' achievements and are beginning to make good use of relatively new whole-school assessment systems. Pupils all have individual targets and are able to talk about what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

Good leadership and management ensure that the school offers pupils a good education which enables them to achieve well. The headteacher has managed to keep the school moving forward in the face of significant recent setbacks. The school has been overly modest and slightly cautious in some aspects of its self-evaluation because of these recent changes. However, the headteacher has successfully created a very positive atmosphere in which all staff – teachers, teaching assistants and administrative staff – work together well as an effective and enthusiastic team.

New subject coordinators are beginning to set clear educational direction for their subjects and this is leading to improvement. Although some good monitoring of teaching is undertaken and self-evaluation is good, the school is aware that monitoring needs to be even more rigorous and to involve all staff more. The school also recognises that it can make better use of its newly developed whole-school systems for assessment and tracking to more sharply identify areas for improvement.

Governance is good and the governors use their clear understanding of the school effectively to check on how well it is doing and support it in improving. They ensure that efficient use is made of resources. They successfully promote the well-being of all pupils with outstanding regard for equality of opportunity. Parents are very satisfied with the school and are effectively involved in helping their children to learn. The school has a good capacity to improve further and provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit.

St Erth Community Primary School is a good school. Your headteacher and staff enable you to learn well and enjoy your lessons. They make sure you understand how to look after yourselves and keep safe and you do this well. Your teachers plan your lessons well and make sure you know how you can improve your work. You told us that you like school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good and you usually make good progress in your lessons. You work hard and try to succeed in all that you do.

We have asked your school to do some things to make it even better.

- Give you more chances to use your skills in investigation in mathematics and science lessons.
- Involve all the teachers in checking up more on how well the school is doing.
- Make more use of the new records of how well you are doing to identify what could be done to improve the education you are given.

We are confident that, with your help, the school will improve still further.

I wish you well in your future education.