

Charlestown Primary School

Inspection report - amended

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|--------------------------------|----------------------|
| Unique Reference Number | 111905 |
| Local Authority | Cornwall |
| Inspection number | 289094 |
| Inspection dates | 13–14 September 2006 |
| Reporting inspector | Colin Lee |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 208 |
| Appropriate authority | The governing body |
| Chair | Alan Miles |
| Headteacher | Stephen Gibson |
| Date of previous school inspection | 1 March 2002 |
| School address | Crinnis Road Carlyon Bay St Austell PL25 3PB |
| Telephone number | 01726 812831 |
| Fax number | 01726 812831 |

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is slightly smaller than the average primary school. Almost all the pupils have white ethnic backgrounds with a very small number coming from either a minority ethnic background or from traveller families. 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. A new headteacher started at the school in January 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education for all its pupils. Pupils' enjoyment of school and all that they do is exceptional and this is reflected in their parents' very positive views about the school. These views are typified by the parent who wrote 'I truly would not want my child to go to any other school'. All groups of pupils achieve well. Standards are well above average in English, mathematics and science and they are continuing to improve. Standards in other subjects are at least average but this is not high enough. This is because the curriculum, whilst good overall and outstanding in the Foundation Stage, is not planned with sufficient links between subjects or with opportunities for all pupils to apply their literacy or numeracy skills. This is recognised by the school and is a high priority in its plan for improvement. Pupils' personal development is good overall but their behaviour is excellent and this is a key factor in the busy, happy and welcoming atmosphere that exists throughout the school. The strengths in personal development and the pupils' good academic achievement are, above all, as a result of good teaching and learning throughout the school. At times, teaching and learning are outstanding, notably in Reception and Year 6. This means that pupils get off to a very good start and then end their time in the school with a flourish that builds on their good progress and helps them leave the school with high academic and personal standards. The school provides excellent pastoral care, and a good range of relevant learning opportunities helps pupils to gain good understanding of how to stay healthy and safe. However, in subjects other than English, mathematics and science they are not all given enough guidance on what they need to do to improve their work. Good leadership and management are creating a strong sense of teamwork amongst staff, pupils, governors and parents. The new headteacher has had immediate impact by improving the thoroughness of self-evaluation. This means that there is more rigorous checking of the effectiveness of teaching and learning.

What the school should do to improve further

- Provide pupils with more frequent guidance on how to improve their work in subjects other than English, mathematics and science.
- Improve the curriculum by creating effective links between subjects and providing more opportunities for pupils to apply their literacy and numeracy skills.

Achievement and standards

Grade: 2

All groups of pupils achieve well and attain high standards. Attainment is generally above average when children start in Reception. Progress is very good overall, and outstanding in their personal, social and emotional development, so that almost all of the children exceed the national standards expected by the end of the Reception year in all areas of learning. The continuing good progress throughout Years 1 and 2 leads to good performance in national assessments at the end of Year 2. Results in reading, writing, mathematics and science are consistently well above national averages. Pupils' achievement is good overall in Years 3 to 6. Pupils' high test scores in English, mathematics and science are particularly as a result of the outstanding progress they make in their final year. There has been good improvement in standards in subjects judged below average at the last inspection, most especially in information and communication technology (ICT) and music. The school has rightly placed priority on further raising standards in other subjects.

Personal development and well-being

Grade: 2

Personal development and well-being are good and pupils and their parents are overwhelmingly enthusiastic about the school. 'Pupils develop integrity and confidence', is one parent's view and inspectors agree. Standards of behaviour are excellent and this is, in no small part, as a result of the exemplary behaviour of the oldest pupils. Attendance is satisfactory and the school is trying hard to reduce the number of pupils taking holidays in term time. Pupils respond well to opportunities to take responsibility and contribute to the community. For example, the School Forum discusses ways to improve pupils' health, safety and enjoyment of school, and pupils are trained to support their peers in the playground. In the wider community, pupils gain much from being involved in work with community groups, other local schools and the church and they have discussed issues with local councillors. They are developing good skills for their future economic well-being. Spiritual, moral, social and cultural development is good overall with moral and social development being excellent. Pupils have good knowledge of their local culture and awareness of the way people live in other parts of the world. However, the school recognises that it does not do enough to extend pupils' knowledge of life in multicultural Britain. Pupils have good understanding of how to stay healthy through the school's focus on healthy eating. In addition to the daily keep fit exercises, the wide range of sporting opportunities is appreciated by pupils and they are proud of the school's sporting successes.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. All teachers plan work that is matched well to the needs of pupils of different abilities. Pupils are well managed, which leads to very good relationships. At all ages, pupils' willingness to work hard and their obvious enjoyment of learning contribute significantly to their good standards and achievement. Teachers set clear learning objectives for the lesson as a whole and, where teaching is most effective, more specifically for each task within a lesson. Pupils regularly carry out self-assessments to review how well they have progressed towards the objectives. In all classes, teaching assistants support teachers and pupils very effectively. They make a good contribution to pupils' learning. Teachers vary most in the ways they use assessment in subjects other than English and mathematics to identify and inform pupils about what they need to do to improve their work. The best practice is evident in the Reception class, where a range of strategies is in place to check short-term progress and set clear, specific targets for the children to work towards in all areas of learning.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Foundation Stage it is outstanding because the very well planned provision helps children to make a very good start to their school life. While provision throughout the school is good for English, mathematics and science, it is too inconsistent in other subjects. Some teachers make links between subjects that produce a good quality of enjoyable learning for pupils. However, the school does not have a coherent approach to planning such opportunities, which limits the standards being attained. Standards in ICT have risen since the last inspection because of improvements to the curriculum. The most recent innovation, greatly enjoyed by the pupils, is the introduction of foreign language teaching. The effective programme

for citizenship and personal, social and health education places strong emphasis on encouraging pupils to develop healthy and safe lifestyles. Extra-curricular clubs and activities provide pupils with good opportunities for learning new skills. The school grounds are used very well to develop pupils' awareness of ecological issues.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support. The excellent pastoral care and community ethos are recognised and valued by pupils and their parents. In particular, targeted support for pupils with 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. Members of staff are well trained in child protection and health and safety procedures. The school site provides an attractive and safe environment in which pupils can flourish. The school has effective systems for annually assessing and keeping a careful track of pupils' progress in English, mathematics and science. This information is used well to identify individuals who are not making sufficient progress and need additional support to help them catch up. However, pupils are not all given enough guidance in other subjects on what they need to do to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has been successful in creating a strong and effective team. He is building on the work of immediate predecessors by maintaining a drive to continue to raise standards. Senior managers carry out thorough monitoring of the quality of teaching and learning and its impact on pupils' progress. Rigorous analysis of data on pupils' standards in English, mathematics and science sets clear priorities for improvement and the school sets itself demanding targets. There has recently been a reallocation of responsibilities for subject leadership. The fact that many past subject leaders have not been able to pass on a full enough picture of standards in subjects other than English, mathematics and science to their successors indicates a weakness. However, this has been identified as a priority area for improvement. Overall, the school has a good capacity for improvement because of the overall accuracy of its self-evaluation and the proven success of its ability to improve since the last inspection. Governance is good. Governors are enthusiastic, well informed through their own checking of the school's progress and they have forged close and productive working partnerships with staff.

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Annex A

Inspection judgements

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

| | |
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| 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? | 2 |
| The quality and standards in the Foundation Stage | 1 |
| 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

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|--|---|
| 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 | 2 |

Personal development and well-being

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|---|---|
| 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 | 1 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 1 |
| 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? | 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? | 2 |

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.

Annex A

Leadership and management

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| 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 | 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

- We very much enjoyed visiting your school and we want to thank you for talking to us and showing us your work. What we liked most about your school
- You made us very welcome.
- We saw your excellent behaviour and how the oldest pupils set such a good example for you all.
- You work very hard and do work of a good standard, especially in reading, writing, mathematics and science.
- Your teachers teach you well and do their best to help you learn.
- The headteacher leads your school well and teachers, teaching assistants and governors work hard to help him to improve things.
- You told us how much you enjoy being at the school and we could see this when you were in lessons and outside at playtimes.
- Your parents and carers are right in thinking that you go to a good school. What we have asked the school to do now
- It would be helpful if you each had a clearer idea of what you need to do to improve your work.
- You could do even better if you could link together work in different subjects, just like you did last year in the work some of you did on the beach in art and information and communication technology (ICT).