



# Summercourt Community Primary School

Inspection Report - Amended

**Unique Reference Number** 111906  
**Local Authority** Cornwall  
**Inspection number** 289095  
**Inspection date** 26 September 2006  
**Reporting inspector** Peter Clifton

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 Road
<b>School category</b>	Community		Summercourt
<b>Age range of pupils</b>	4-11		Newquay TR8 5EA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01726 860551
<b>Number on roll (school)</b>	104	<b>Fax number</b>	01726 861894
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mary Abbott
		<b>Headteacher</b>	Sally Olford
<b>Date of previous school inspection</b>	22 April 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 26 September 2006	<b>Inspection number</b> 289095
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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**

This is a smaller-than-average primary school situated in a rural village. Pupils are organised into four mixed-age classes. There is a nursery sited next to the school. The proportion of pupils with learning difficulties and disabilities is below average. At the time of the inspection the headteacher had been at the school for just three weeks.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Summercourt Primary is a satisfactory school with good features. One of the key strengths is the high standard of care it provides for pupils. This has been achieved through the strong links with parents and the wider community. The curriculum also supports pupils' personal and social needs well. As a result, pupils feel that the school is a very welcoming place where they feel safe, secure and happy. These positive attitudes are reflected in good attendance figures. Pupils' behaviour is good and sometimes exemplary, such as in the whole-school assembly. Pupils have responded well to the school's efforts to promote healthy eating. Older pupils have mature attitudes and work well on their own or in small groups. They are developing important skills which they will be able to draw upon in future. Parents are almost entirely positive about the school and many comment on the helpful and caring staff. One parent expressed the view that "the school is truly at the heart of the community". This represents the views of many. The school rightly judges that the quality of care it provides is good, but in some other areas, leaders do not have a sufficiently sharp view of how well the school is doing. This is particularly the case in judging the progress that pupils make, where the school thinks it is doing better than it is. Although monitoring of teaching is in place, the evaluation of this is not yet sufficiently consistent. Most pupils have targets for improvement but there is limited information available for them to identify how well they are doing for themselves or to set goals for improvement. As a result, pupils' progress through the school is inconsistent, leading to progress and achievement that is satisfactory, rather than good.

Standards vary when children start school because of the small numbers; typically these are broadly average. However, a minority of pupils have communication skills which are lower than those expected. Children settle quickly in Reception, benefiting from the good links with the nursery. Whilst they make good progress in developing their social skills, in other areas it is satisfactory. Pupils with learning difficulties and disabilities are provided with good support as they move through the school. However, in Years 1 to 4, more able pupils are not always sufficiently challenged and a few lessons lack pace and urgency. This slows down pupils' progress. In Years 5 and 6, pupils make good progress and reach above average standards because lessons provide consistently good levels of challenge. In the short time the headteacher has been in the school, she has identified a number of areas for development, which are confirmed by the inspection. These include strengthening the work of subject leaders and sharpening self-evaluation processes.

### What the school should do to improve further

- 
- Improve progress and standards reached by pupils, particularly in Reception and Years 1-4.
- Make better use of assessment information to ensure that the needs of all pupils are consistently met.

- Improve the involvement of pupils in setting their own targets so that they are clearer about what they need to do to improve.
- Develop the work of subject leaders across the school so that self- evaluation is sharper and they have a better understanding about what needs to be improved.

## **Achievement and standards**

### **Grade: 3**

Children come into the school with broadly average standards, although a minority have less well-developed communication skills, particularly in writing. They make satisfactory progress in reading, writing and mathematics through Reception and Years 1 and 2 to reach broadly average standards overall. Pupils develop their social and personal skills well. They work independently in lessons and listen carefully.

Year 6 standards in 2006 were above average and pupils made good progress. The progress made in mathematics and English was stronger than in science. Older pupils continue to develop their personal and social skills well so that by the time they leave school they are well-rounded individuals who are confident and work well together.

Pupils with learning difficulties and disabilities make good progress as a result of the considerable extra support they receive. Teachers are knowledgeable about their needs and individual targets are well written. More able pupils make satisfactory progress but it is patchy because they are not always consistently well challenged.

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

### **Grade: 2**

Personal development and well-being, and pupils' spiritual, moral, social and cultural development, are good. Pupils say they feel safe and happy at school. They behave well in and around the school and older pupils make sure that the younger ones are happy. They have a strong sense of right and wrong. Pupils develop good cultural awareness about local Cornish culture from their study of the local china-clay industry. Attitudes in class are positive and pupils help each other.

Pupils think that 'it's a really healthy school' and respond well to the school's efforts to promote healthy eating by bringing in healthy snacks. They know about the importance of physical exercise and take part in many of the sporting and physical activities available, including running around the field at lunchtimes.

Pupils' contribution to the school community is good. They take on responsibilities such as preparing for assemblies and acting as librarians at lunchtimes. They are well prepared for future success because they develop good personal and basic skills by the time they leave school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. The most effective teaching is in the class with the oldest pupils. Explanations draw well on what has been previously learned and pupils are encouraged to apply what they know to new situations. Overall, teachers provide good role models for pupils and ensure that there is a suitable range of different ways in which pupils learn. Planning for pupils with learning difficulties and disabilities is good. Teachers explain ideas clearly and use language well, making sure that specific vocabulary is understood. Books are carefully marked but do not always provide sufficient information about how to improve.

In a few lessons, in Years 1 to 4, there is a lack of urgency in the teaching and this results in pupils becoming restless. Lessons do not always provide sufficient challenge for different groups within the class. This particularly affects the more able pupils, who find some aspects of the work too easy or could respond to information more quickly. As a result, they do not always achieve as much as they could.

### Curriculum and other activities

#### Grade: 2

The overall curriculum is good. Provision for pupils' personal and social needs is especially strong; pupils share their achievements and feelings confidently. They enjoy information and communication technology and benefit from good opportunities to learn French. The school takes healthy lifestyles seriously and has been successful in developing pupils' understanding about food and healthy exercise.

Opportunities for pupils to extend their learning outside of the school day are good. Pupils are enthusiastic about the range of clubs and the visits made to local theatres and places of interest. The residential visit in France involved a trip to a chocolate factory. One pupil said, "it was wonderful ... we saw a chocolate rabbit being made ... we got a choice of chocolate."

### Care, guidance and support

#### Grade: 2

The care and support provided for pupils personal development is good, with some exemplary elements. For example, the school sets very high expectations for pupils' behaviour and pupils respond very well to this. Pupils are treated with consideration and respect; relationships are very positive. Pupils feel strongly that there is always an adult they can trust to confide in about any concerns they might have. Child protection procedures are in place.

Academic guidance is satisfactory. Teachers set pupils targets for improvement and these are usually understood by the pupils. However, they are not clear about numeric targets and have limited information to enable them to judge for themselves how well

they are doing. Therefore their involvement in assessing their own progress or in setting themselves further targets is insufficient.

## **Leadership and management**

### **Grade: 3**

Leadership and management in the school are satisfactory. Governors have made effective arrangements to ensure that there has been a smooth transition for the new headteacher. She has made a confident start by identifying strengths and weaknesses and sharing these with both governors and staff. These are a good basis for further development and school has the capacity to improve.

Other leaders have been successful in promoting high quality care but have not had a sufficiently sharp view of how well the school is doing, particularly in judging the progress that pupils make. As a result, in some areas the school thinks it is doing better than it is. Governors and the headteacher have rightly identified the need to develop the work of the co-ordinators and spread responsibility.

Governors are active in the school and provide strong support for leaders. They have taken a clear lead in the appointment of the new headteacher from an understanding of what the school needs. Attendance has improved markedly over the past three years as a result of action taken by the school, strongly supported by governors.

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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### 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	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	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>	3
<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>	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Summercourt Primary School School Road Summercourt Newquay TR8 5EA

27 September 2006

Dear Pupils,

Thank you for our very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes. We were very impressed with how polite and friendly you were. You gave us a lot of valuable information and this was a great help to us. We judged that the school is very good at caring for you. We have also asked them to do more to help you make better progress in your lessons.

What we most liked about your school

- Your good behaviour and attitudes.
- How well you care for each other and feel safe and secure.
- The good support given for those of you with learning difficulties.
- The strong links the school has with your parents and the community.
- Opportunities for you to learn through visits, trips and after school.
- Your positive attitudes to healthy eating and exercise.

We have asked your headteacher and others to work on:

- Improving the progress you make and the standards you reach in Reception and Years 1-4.
- Making sure that the work given is not too easy or difficult.
- Giving you better information about how you are doing, so that you can set your own targets for improvement.
- Helping the teachers who are in charge of each subject to help you improve your work.

We enjoyed the visit and hope your school continues to improve.

Yours faithfully,

Peter Clifton Lead Inspector