



Padstow School

Inspection Report

Unique Reference Number 111918
Local Authority Cornwall
Inspection number 289101
Inspection dates 17–18 January 2007
Reporting inspector Denise Morris

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 address | Grenville Road |
| School category | Community | | Padstow |
| Age range of pupils | 4–11 | | PL28 8EX |
| Gender of pupils | Mixed | Telephone number | 01841 532510 |
| Number on roll (school) | 187 | Fax number | 01841 533521 |
| Appropriate authority | The governing body | Chair | Chris Malkinson |
| | | Headteacher | Phil Banks |
| Date of previous school inspection | 21 May 2001 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school. An average number of pupils have learning difficulties and disabilities. Pupils come from the mixed community around the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. Its key strength is the way in which it promotes the good personal development of the pupils through the good care provided. Because of this, pupils behave well and have positive attitudes to their learning. They work effectively in groups and share activities well. Older pupils take care of younger ones, and they all show good enjoyment of school life. Pupils' social, moral, spiritual and cultural development is good. They benefit from good links with other schools that are helping them to broaden their understanding of other cultures and communities. They work well with local businesses and this contributes to their satisfactory economic well-being. They are developing healthy lifestyles and enjoy keeping fit.

Standards and achievement are satisfactory overall. Attainment on entry to the Reception class is below national expectations but the children progress and achieve well. This good progress continues in Years 1 and 2. Older pupils in Years 3 to 6 achieve satisfactorily. They achieve well in English, attaining above average standards by the end of Year 6. Standards in science have improved recently and are now broadly average. Standards in mathematics are below average and pupils do not all achieve well enough in this subject. This is related to the overlong lessons in some classes and also to the lack of challenging tasks. Throughout the school, more able pupils do not achieve as well as they could. Pupils achieve well in art and music.

Teaching and learning are satisfactory. Consistently good teaching in the younger classes means that Reception and Years 1 and 2 pupils make good gains in most aspects of their learning. There is too little rigour in the teaching of mathematics across the school. The curriculum is satisfactory, although some lessons are too long. The good range of extra-curricular activities are well attended. Although the school is working very hard to improve it, attendance is too low. The good care provided by the school ensures that pupils are safe and secure. The quality of educational guidance and support is satisfactory. New assessment and tracking systems have recently been introduced but have not yet begun to have an impact on learning in all classes. Day-to-day marking of pupils' work is insufficiently thorough. As a result, pupils do not always know what their targets are or how to improve their work.

Leadership and management are satisfactory. The headteacher has a clear vision for the future of the school, which is shared by senior managers and governors. Roles and responsibilities are clearly defined and managers are diligent in carrying out their tasks. Links with parents are good and they are supportive of the school. Monitoring of the school's work is not as rigorous as it could be. The new tracking system is in the early days of implementation and it is too early for it to have had an impact on the standards that pupils achieve. In particular, it is not yet ensuring that the most able pupils do as well as they can.

What the school should do to improve further

- Raise achievement in mathematics, particularly in Years 3 to 6, ensure that pupils are set appropriately challenging work and that lessons are not too long.
- Set more challenging work for able pupils throughout the school and ensure that they are all aware of their own targets for improvement.
- Ensure that marking gives pupils clear guidance on how to improve their work.
- Work closely with the support agencies, parents and pupils to improve attendance.

Achievement and standards

Grade: 3

Children start the Reception class with below average standards in all areas of learning. They make good progress and achieve well so that by the time they enter Year 1 the vast majority have achieved the nationally recognised goals for children of their age. A small minority remain below average in mathematics and knowledge and understanding of the world. Pupils continue to achieve well in Years 1 and 2 and this results in most pupils achieving broadly average standards in reading, writing and mathematics by the end of Year 2. Pupils in Years 3 to 6 make satisfactory progress. They make good progress in English. In the most recent tests, in 2006, pupils at the end of Year 6 achieved above average standards in English and average standards in science, but standards in mathematics were below average. Pupils do particularly well in English because the subject is linked to the creative curriculum which enables pupils to develop their skills through many other subjects. This promotes interest and enjoyment in reading and writing. Standards in mathematics are below average because lessons are sometimes too long, frequently lack challenge and pupils' work is not always appropriately marked. Because of this pupils are often unclear about what they are trying to achieve.

Throughout the school, more able pupils do not achieve well enough. This is because they are not always set challenging enough work in lessons. This results in too few pupils achieving the higher levels. Pupils with learning difficulties and disabilities achieve as well as their peers because teaching assistants work hard to ensure that they understand the work they are set.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school, where they feel safe and secure. Their spiritual, moral and social development is good. The strong links to a school in Ethiopia have helped to raise the pupils' awareness and knowledge of other cultures. Pupils respond very well to the many opportunities to work for the benefit of others, such as being trained to be monitors and playground friends. Their attitudes are good; they listen attentively both to teachers and to other pupils, showing good levels of concentration. Pupils like and get on well with their teachers; when asked to point out the best thing about the school, one said it was 'the teachers'.

Pupils work well together and help each other. Behaviour in class and around the school is good. The school is working hard to improve attendance rates but these remain below average. Pupils know how to keep safe. They understand about sensible eating and the need for exercise. They are very active at break times, making good use of the play equipment and the imaginative learning environment that the school has developed. The school council has responded well to the opportunities to discuss issues that pupils feel are important to them. Pupils have good opportunities to work with local businesses. This helps to prepare them for their future lives after they leave school.

Quality of provision

Teaching and learning

Grade: 3

Lessons are typically well organised with a good range of activities for the pupils to enjoy. Teachers are skilled in managing behaviour so that attitudes to learning are positive and there is a good work ethos in classrooms. Relationships are good, and lessons are harmonious. Teaching for the younger pupils and for those children in Reception is almost always good. There is good pace in these lessons and teachers frequently check to make sure pupils understand the next steps. Teaching in Years 3 to 6 is satisfactory with many good features. The sometimes overlong lessons result in too little being achieved in the time allowed. Throughout the school, mathematics lessons are not as effective as they could be because too often they lack pace, with pupils given too much time to complete tasks. There are also some weaknesses in the level of challenge provided for the more able pupils, particularly in Years 3 to 6. Pupils do not always know what their targets are. Marking does not always tell pupils how to improve their work and this results in some more able pupils, in particular, not achieving as well as they could.

Curriculum and other activities

Grade: 3

Teachers make good use of information and communication technology to engage the children. The curriculum for the youngest pupils is matched well to their interests. The recent work on developing interesting topic themes is successfully linking areas of learning and is encouraging pupils to write for many different purposes. For example, pupils' understanding of history and geography is enhanced by the good links between these subjects and English, as well as with creative areas such as music and art. Teachers further enrich the curriculum through the use of visits and outside tutors, for example, local chefs have worked with the children to reinforce the school's commitment to healthy eating. The older children have the opportunity to learn German. The wide range of after school clubs are well attended and extend opportunities for joining in sport. The school participates well in the life of the local community, providing the children with experiences of working with local businesses.

Care, guidance and support

Grade: 3

The school takes good care of its pupils. Pupils like the fact that their teachers take time to listen and offer support. New pupils to the school say they are well looked after when they arrive. Care is extended to playtimes, when children are encouraged to look after each other as pupil mentors. There are good procedures for ensuring child protection and the safety of pupils. Those children with learning difficulties or disabilities are regularly assessed, leading to appropriate support by trained and effective teaching assistants. The educational support and guidance provided by the school are satisfactory. The school has begun to keep a closer track of pupils' progress and to use this information to set individual targets for each pupil. This initiative is too new, however, to have had an impact on raising standards. Furthermore, pupils are not always aware of their own targets. Links with outside agencies, including preparation for secondary school, are good.

Leadership and management

Grade: 3

The headteacher has a clear vision for the future and is innovative in his approaches to pupils' learning. This has resulted in the many good initiatives that are helping to broaden pupils' creative experiences. For example, he has promoted very good links with parents and has also established close links with a school in Ethiopia. This is having a positive impact on pupils' understanding of the multicultural world around them.

Governors are aware of the schools' strengths and weaknesses and provide appropriate support and challenge to the senior managers. The schools' self-evaluation is satisfactory but school leaders have not done enough to raise standards and improve achievement in mathematics in Years 3 to 6, nor to improve the achievement of the most able pupils. Monitoring has not been rigorous enough to improve teaching and learning in these areas. Although challenging mathematics targets have been set, pupils do not always know what these are. Because of this, standards in mathematics are not as high as they could be. However, the schools' satisfactory track record in improvement since the last inspection and the recent improvements in pupils' achievement in science show that it has satisfactory capacity for further improvement.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

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? | 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 | 2 |
| 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

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| 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 | 3 |

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 | 2 |
| The attendance of learners | 4 |
| 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 | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 3 |
| 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

Thank you for your help on our recent visit to your school. We enjoyed meeting you and you told us lots of interesting things about your school. We think your school is satisfactory.

You told us how much you enjoy school, although some of you do not come to school as often as you should. You make satisfactory progress and you like your teachers. You behave well and work together well so that your personal development is good. Teaching is satisfactory. Your teachers take good care of you. You receive satisfactory support and guidance. Your headteacher and other leaders work hard to help you do well. They lead the school satisfactorily. There are four things that we think the school could do better in, and you could help to improve these:

- You could do better in mathematics, where lessons could be shorter.
- Some of you are capable of doing harder work. You could help by making sure you know what your targets are so that you can work to achieve them.
- Your teachers need to make sure that your work is marked with helpful comments. You could help by reading the comments and doing what they say.
- Some of you are missing too much school. You and your parents could help by making sure you come to school regularly.

Thank you again for your help during the inspection.