

Stoke Climsland School

Inspection report

Unique Reference Number	111967
Local Authority	Cornwall
Inspection number	289122
Inspection dates	6–7 June 2007
Reporting inspector	Graeme Bassett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	168
Appropriate authority	The governing body
Chair	Richard Evans
Headteacher	Vicky Young
Date of previous school inspection	1 May 2001
School address	Stoke Climsland Callington PL17 8ND
Telephone number	01579 370457
Fax number	01579 371189

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Situated north of Callington, the school draws most of its pupils from the neighbouring villages but also from Callington. It is smaller than most primary schools with six classes. Two of these have a mixed age range for Years 2 and 3 and Years 3 and 4. Most pupils are White British with a very small proportion of pupils who are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. Children's attainment on entry to Reception varies from year to year but overall it is below average. The school has recently received a Healthy School award and a Basic Skills Agency Quality Mark.

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 where the pupils enjoy their work and teachers are enthusiastic. Many pupils say that 'our teachers make our lessons fun'. The headteacher has evaluated the work of the school effectively and has built successfully upon the endeavours of the previous longstanding headteacher. She provides a clear direction to the development of the school and has instigated some worthwhile changes. Some of these initiatives have not been in place long enough to show their full impact. Nevertheless, good improvements in teaching and the curriculum are evident. Staff have worked unstintingly to ensure that new writing strategies work well. This has resulted in most pupils currently achieving well in their writing, resulting in above average standards. Pupils are rightly proud of their written work which is often very sensitive and well structured. With good leadership and management, responsibilities for subjects have been delegated effectively to members of staff. The assistant headteacher and the subject leaders have positive attitudes and are enthusiastic about their responsibilities. The governing body has a good understanding of what needs to be done to improve achievement and to raise standards. It is fully involved in the monitoring of the work of the school and actively shares the vision for the school's future development. With enterprising teamwork the capacity for further improvement is good. Most parents are very supportive of the school and are positive about the changes that have been made. Improvements were needed because writing has been a weakness throughout the school for several years and standards at the end of Year 2 have declined. Last year, test results for Year 2 showed that standards were below average and pupils were not doing as well as they should. However, good teaching and determined efforts by the leadership and management have now halted this decline. Standards are now average and pupils, including those with learning difficulties or disabilities, achieve well. Regardless of the standards on entry to the school most pupils, including those with learning difficulties, achieve well because overall teaching and learning are good. Standards at the end of Year 6 are currently above average in English and average in mathematics, science and information and communication technology (ICT).

Provision in the Foundation Stage is good, resulting in most children achieving well in all six areas of learning even though standards are still below expected levels by the time they enter Year 1. The curriculum is good and cross subject links are established well to improve English. There are a few gaps in the coverage of skills in ICT and in particular meaningful links across other subjects are not made. New resources are being established well to teach uses of databases and problem solving.

The care, support and guidance given to pupils are satisfactory, with the pastoral care of each pupil being strong. Assessment tracking records are established but the system is not refined enough to allow teachers to use them efficiently to monitor progress of groups of pupils or individuals and clearly identify where support should be given. The pupils' personal development and well-being are good overall. Most pupils have a good understanding of how to stay safe and healthy. Attendance is good but some parents still take holidays during school time.

What the school should do to improve further

- Introduce a manageable tracking system that will enable teachers to monitor progress of individuals and groups of pupils in order to raise standards.
- Ensure that all pupils develop the full range of ICT skills through meaningful links across other subjects.

Achievement and standards

Grade: 2

Standards are average and achievement is good. There is no significant difference between the attainment and progress of the boys and girls. Standards on entry to the Foundation Stage vary from year to year but are overall below average. This year children entered the Reception with standards below expected levels for their age, with particular weaknesses in literacy. At the end of Year 2 standards have dropped over the past three years and in 2006 reading and mathematics standards were below average and writing significantly below. This decline has now been halted. Currently standards in Year 2 in reading, writing and mathematics are average and pupils achieve well. The results of the 2006 national tests show that pupils in Year 6 made good progress to reach above average standards overall. Pupils in the current Year 6 have also made good progress from the time they started school, reaching average standards in mathematics, science and ICT. Some pupils have made outstanding progress in English resulting in above average standards.

Personal development and well-being

Grade: 2

Pupils' moral, social and cultural development is good and the high quality of their spiritual development is enhanced very well through their personal writing. Behaviour is good and pupils show good respect for each other and to all adults and say, 'We are all friends together.' They willingly help and genuinely give praise to each other. Pupils enjoy school and are very aware of what they need to do to stay healthy. They are enthusiastic about the daily 'Wake up and shake up' activities. Pupils adopt safe practices. They make a good contribution to the school community through the work of the school council and by taking on various responsibilities for the day-to-day running of the school. Older ones organise the loan of equipment for playtime activities well. They are developing their basic skills in literacy and numeracy effectively to prepare them well for their future well-being. Because of the dedication of all staff within the Foundation Stage, children have made exceptional progress in their personal and social development. Overall attendance is good but some parents still take holidays in term-time, so disrupting the learning of their children.

Quality of provision

Teaching and learning

Grade: 2

The good and often outstanding teaching has resulted in good progress throughout the school. In the Foundation Stage, the teacher has a clear understanding of what each child has achieved and keeps comprehensive records to show their development. All staff have adopted the school's new strategies to develop pupils' writing skills and this has successfully stimulated enjoyment in writing and raised standards. Comments in pupils' work encourage them to practise and correct their mistakes willingly. Teachers' planning is good and meaningful links are made across different subjects. Even so, teachers do not provide enough opportunities for pupils to use ICT to sort information or to solve problems. Tasks are well planned to extend all pupils, including those in the mixed age classes.

Curriculum and other activities

Grade: 2

The curriculum is balanced effectively for the different ages by adopting a rolling programme of topics. It makes a good contribution to pupils' personal development and well-being. New strategies for teaching writing and the use of the outdoor environment stimulate pupils' enjoyment for learning well. However, small omissions from the ICT curriculum in the use of databases and control restrict overall progress in gaining all the skills required. Music is promoted well with many pupils learning instruments. The good links with a school in Uganda and the development of the Cornish Heritage give pupils a good understanding of the cultural differences between people. There is a good range of clubs and activities outside lessons, which are enjoyed by pupils. Visits and the residential visit enhance pupils' cultural and spiritual development effectively.

Care, guidance and support

Grade: 3

All staff show great care and concern for each pupil's personal development and well-being. The pastoral care is a strength. Support for different groups of pupils, such as those with learning difficulties or disabilities, is good. The small number of pupils learning English as an additional language receive good support. Frequent links with support services provide extra help for those who need it. Provision for the gifted and talented children is good. The school gives due attention to health and safety matters, although some concerns still have to be acted upon.

Academic guidance is satisfactory and teachers' monitoring of individual pupils' progress in English and mathematics is satisfactory. Pupils have a clear understanding of their targets and, in discussion with their teachers, they assess how well they are doing. However the whole school tracking system does not allow the school to monitor the progress of individuals or different groups of pupils well enough in order to identify where to give focused support.

Leadership and management

Grade: 2

The assistant headteacher and senior staff give good support to the headteacher. All staff are very clear about what the school needs to do next to become more effective. The headteacher provides good leadership and management, and improvements to raise standards are now beginning to take effect. The monitoring and evaluation of the school's performance, particularly teaching, are rigorous and are bringing about significant improvements in the teaching of writing. Leadership and management of English, mathematics and science by the subject leaders are good. Although the subject leader for ICT and the teacher responsible for pupils with learning difficulties are relatively new to their posts, they are developing their roles effectively. The governing body is very well organised, supportive and committed. Governors share in the monitoring of the work of the school and they understand the strengths and weaknesses well. With prudent monitoring and control of expenditure, they have taken difficult decisions, working alongside the headteacher, to resolve the school's budgetary problems. Value for money is good. Improvement since the last inspection and the capacity for further improvement are good.

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Annex A

Inspection judgements

<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

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	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	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	2

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	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?	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.

Annex A

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	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?	No
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

Dear Pupils

Inspection of Stoke Climsland Primary School, Callington, Cornwall PL17 8ND

Thank you for making Mrs Marden and me so welcome when we visited your school. We found that your school provides you with a good education. These are the things that are particularly good:

- During the time you are at school you make good progress. The standard of your work is similar to that of other children of your ages.
- Your headteacher leads and manages your school well. She has clear ideas about the future developments and has brought about many improvements.
- You are polite and you behave well. You are all developing good attitudes towards your work and towards each other and you show that you appreciate the work of your friends.
- You know a lot about keeping safe and you understand how to remain healthy.
- Teaching is good overall and in some classes it is exceptionally good. Your teachers have improved their teaching of writing and are developing meaningful links across subjects to make your learning more enjoyable.
- The staff and governors have a very positive attitude towards the developments that are happening in the school.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- improve the records that the school keeps about your progress so that teachers can use them more easily when they plan what you need to do next and how best to support each of you
- ensure that you learn the full range of ICT skills by linking what you do on the computers to the other subjects you learn.

Once again, thank you for your help.

Mr Graeme Bassett Lead inspector