

St Uny CofE School

Inspection report

Unique Reference Number	111997
Local Authority	Cornwall
Inspection number	289140
Inspection dates	25–26 April 2007
Reporting inspector	Margaret Dickinson HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	239
Appropriate authority	The governing body
Chair	Roger Weatherley
Headteacher	Lyn McNamara
Date of previous school inspection	1 May 2001
School address	Polmennor Drive Carbis Bay St Ives TR26 2SQ
Telephone number	01736 794180
Fax number	01736 796213

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

St Uny Primary School is a deanery school which serves the Benefice of St Uny, Lelant and St Anta, Carbis Bay. Pupils come from a range of social and economic backgrounds. The range of attainment for children starting school is broadly average. The school has been successful in gaining National Healthy School Status since 2003. The headteacher came to the school in September 2006 following the previous headteacher's retirement. The previous deputy headteacher left in December to take up a headship. From January 2007, the senior management team was restructured to include the headteacher and two assistant headteachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Uny Primary School is a good school with many good features. It provides pupils with a secure foundation for the next step in their education and their future lives. The school is well led and the new leadership team is working effectively to build upon the school's well established reputation. Staff are positive about the clear direction and good support that the headteacher provides. Parents' questionnaires show they too are very pleased with the school. Several commented how happy their older children had been attending St Uny in the past, but there was also widespread praise for the new things that the headteacher has introduced. Two aspects that prompted many comments were the decision to bring more creativity and interest into the curriculum, and the positive way in which the school communicates with them and responds to their queries or concerns. The school provides good levels of care and support for all pupils, including those who may be vulnerable or have particular difficulties. Pupils' personal and social development is good. They are friendly and open and they form good relationships. Behaviour is outstanding. This is commendable since space is tight and many pupils learn in cramped classrooms. They handle this very well, moving safely and sensibly and looking out for one another. Pupils achieve well overall and reach above average standards by Year 6. This is due to good teaching and the broad and increasingly interesting curriculum. Lessons are well planned and teachers use resources well to make learning interesting. The school works successfully to encourage pupils to keep active through, for example, Wake and Shake, after-school clubs and residential stays. Children get off to a good start in Reception, where a broad curriculum is carefully planned and teachers keep detailed assessments to record each child's progress. Pupils then achieve consistently well to the end of Year 2, when standards are significantly above average. Between Years 3 and 6, pupils continue to achieve well in mathematics because teaching caters well for pupils across the attainment range. However, in writing and science achievement is not as consistently good. The headteacher has a good understanding of the school's effectiveness. Successful steps have been taken to improve provision. In writing, for instance, pupils are beginning to make better progress. Building in more opportunities for real experiences is also making learning fun for pupils. Data from pupils' assessments are being collated to provide information for setting targets. However, this is not yet in a form that provides an easy overview of pupils' progress. The assistant headteachers are gaining a much greater insight into the effectiveness of the school as a whole. They are leading their key stage teams well. Their monitoring of teaching and achievement, to check how well the school's provision is working, is not sufficiently rigorous. In spite of this, with the good leadership of the headteacher, the perceptive leadership of the chair of governors and the strong teamwork, the school has good capacity to improve further.

What the school should do to improve further

- Improve achievement in writing and science to ensure consistently good progress between Years 3 and 6.
- Develop the use of data to enable pupils' progress to be easily monitored.
- Strengthen the monitoring roles of the assistant headteachers, to increase their influence on pupils' achievement.

Achievement and standards

Grade: 2

Pupils start school with broadly average standards and make good progress in Reception and in Years 1 and 2. National tests at Year 2 have shown an improving trend and have been significantly above average for the last two years. There has been particularly good improvement in writing by Year 2, reflecting the school's focus on this over recent years. This has not been quite as successful in Years 3 to 6, where pupils' progress in writing is better in some years than others. This also applies to science. In Years 4 and 5, for example, pupils have not covered enough work to help them make the progress they should. Pupils do considerably better in mathematics and consistently make better progress than pupils do nationally. The school has improved its provision for information and communication technology since the last inspection and standards are now at the expected levels.

Personal development and well-being

Grade: 2

Pupils form good relationships with other pupils and adults. They try hard to follow healthy diets and take exercise regularly. Many pupils enjoy the daily 'Wake and Shake' session. Pupils have a good level of safety consciousness and feel safe and secure in school. They find the well established 'playground pals' system works well. Spiritual, moral and social development is good because these aspects are well promoted by the school. Local clergy take assemblies to which the pupils respond positively. The school has rightly identified that pupils' understanding of cultural diversity is underdeveloped, though this is satisfactory and improving. Through the school council, pupils discuss issues that affect them and raise ideas for how things could be improved. Year 6 pupils feel confident about transfer to secondary schools. Overall, pupils are well prepared for their future lives, particularly in reading and mathematics. Writing and science are not yet quite as secure.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and is the main reason why pupils achieve well. Teachers establish good relationships with pupils. They are well prepared and lessons are generally planned well. Teaching assistants make a good contribution to pupils' learning. They are well briefed and clear about their roles in lessons. They also support pupils with learning difficulties and disabilities well, helping these pupils to make good progress. Teachers use resources effectively. Real fruit was used, for example, in Year 3 to help pupils learn about data handling, and pebbles were used well in Year 1 to develop pupils' vocabulary. Another good feature of many lessons is teachers' use of interactive whiteboards. Teachers generally have good subject knowledge. A good example occurred in Year 6, where the teacher quickly diagnosed pupils' weaknesses in science, and explained technical vocabulary well. Pupils' books show that teaching does not promote consistently good learning in writing and science. Here, teachers' expectations are not always high enough.

Curriculum and other activities

Grade: 2

The curriculum is good. There are particular strengths in Reception, where a wide range of interesting activities develops children's learning well across all areas. The school arranges a good range of extra-curricular activities, including visits and residential stays. Pupils in Year 4 really enjoyed the opportunity to have a go at climbing and archery on their recent residential stay at Carnyorth. Music can often be heard around the school because a good number of pupils learn an instrument through school. Provision for numeracy is good and this leads to good standards. The school's move to a more thematic curriculum has been welcomed by pupils, parents and teachers and is boosting children's enjoyment of learning. There are some inconsistencies in planning in writing and science which are leading to variable progress in Key Stage 2.

Care, guidance and support

Grade: 2

There is a strong level of commitment by all adults to caring for pupils at St Uny, which creates a happy atmosphere and promotes good achievement. One parent wrote, 'Each child is treated as an individual', and there were many other similar comments. There is careful attention to pupils' health and safety. The new fence is a good example of this. Arrangements for safeguarding pupils are good. The school works well with parents and most parents feel well informed about their children's progress. The special educational needs co-ordinator has improved pupils' individual education plans. These give a good steer to the work of teachers and teaching assistants and there is a greater consistency in how pupils with learning difficulties and disabilities are supported. Pupils are usually shown how they can improve, through teachers' marking and setting of targets. The data from assessments are collated and monitored by the headteacher. However, this is not in a format that enables each pupil's progress to be monitored easily.

Leadership and management

Grade: 2

The headteacher leads the school well. Words such as 'inspiring' and 'fantastic' were used by parents and staff. Soon after being appointed, the headteacher monitored the quality of teaching, through observing lessons and looking at samples of pupils' books. This gave a firm basis on which to judge teaching as good – a judgement verified by inspection findings. The school's view of its own effectiveness is generally accurate. The links are not always made, however, between judging the quality of the school's provision and, more importantly, the effect that this has on pupils' achievement and personal development. Good leadership is having a clear impact upon pupils' achievement and personal development. The school has worked successfully, for example, to improve provision for one class that has had some disruption in the past. Leadership of special educational needs is good and pupils with learning difficulties and disabilities make good progress. The assistant headteachers are fully involved in decision-making and are bringing more consistency to how the key stage teams are managed. The chair of governors provides good, supportive leadership but governance is satisfactory rather than good. This is because governors are still at an early stage in determining the school's effectiveness for themselves.

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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	3
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	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

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	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?	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

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	3
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	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

- 27 April 2007 Dear Children St Uny Church of England Primary School, Polmennor Drive, Carbis Bay, St Ives TR26 2SQ Thank you for talking to us about your school when we visited recently. We enjoyed hearing about your work and all the things you do. Please would you also thank your parents for filling in the questionnaires and writing to us to tell us what they thought. I am writing to let you know some of the things we found out about your school. St Uny is a good school and lots of things are done well. You are really well cared for and supported and we are pleased that you enjoy school and take part in lots of activities, such as clubs and trips. You try hard to keep healthy and fit. Your teachers work hard to help you learn and they teach you well. You reach good standards and make good progress in almost all areas. One thing that really stands out is that you are all extremely well behaved. I have asked your school to work on three things to make it even better:
- Some of you can reach higher standards in writing and science by the time you leave school. I hope that you will help too by trying your best in these lessons.
- When the school checks how well you are doing, it can organise the information more efficiently to be able to check how well each one of you is doing from year to year.
- Mrs McNamara visits lessons and looks at your work to check how well everyone is doing. I have asked your assistant headteachers to do this as well. Thank you again for being so welcoming when we came to your school. All the best for the future. With best wishes
Margaret Dickinson Her Majesty's Inspector