



Grampond-with-Creed CofE VA School

Inspection Report

Unique Reference Number 112013
Local Authority Cornwall
Inspection number 289145
Inspection date 11 January 2007
Reporting inspector Michael Barron

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

Type of school	Primary	School address	Fore Street
School category	Community		Grampond
Age range of pupils	3-11		TR2 4SB
Gender of pupils	Mixed	Telephone number	01726 882644
Number on roll (school)	76	Fax number	01726 882644
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	Melanie Haddy
Date of previous school inspection	4 March 2003		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Grampound-with-Creed is a small voluntary aided primary school serving a rural area of Cornwall. Pupils come from a broad range of socio-economic backgrounds. Nearly all are of White British heritage. The school's accommodation, criticised during the last inspection, has been improved with the addition of a sports hall and staffroom.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Grampound-with-Creed is a good school which provides a good education for its pupils. It is well led and managed. The headteacher, staff and governors share a common vision of improving standards and achievement. They have worked well together to ensure that the school has analysed and evaluated its performance accurately and implemented improvements where needed.

Standards are presently above average in Year 6 but fluctuate in different year groups because of the often small number of pupils within them. Given the different starting points of pupils, most make good progress and achieve well. Recent initiatives to improve achievement in literacy have been successful because they have been well planned and implemented. However, the school is aware that opportunities for pupils to develop their information and communication technology (ICT) skills are adversely affected by the present lack of suitable resources.

Pupils' personal development is good. Parents appreciate the school's caring environment whilst pupils describe the school as enjoyable. They value the family atmosphere it provides and pupils say they feel safe and well looked after. Pupils show a great deal of respect for others and their behaviour is outstanding. They display responsible attitudes, have a good community spirit and make sensible and healthy choices.

Attainment on entry to the Foundation Stage is broadly average but varies from year to year. Children make a good start in the Nursery and Reception class because provision is well planned and meets their needs well. However, facilities for children to develop the skills associated with outdoor play are limited by the constraints of the lack of a suitable area for them to use during the day.

Pupils make good progress throughout the rest of the school because of good teaching and a well planned curriculum. The school has developed good procedures for tracking pupils' progress and is now beginning to use this information when planning further work. Marking gives pupils a firm understanding of how to improve.

The school's curriculum is enriched by a range of additional activities that further develop pupils' skills and their enjoyment of learning. However, pupils do not have enough opportunities to develop their understanding of the multicultural nature of British society. Procedures for care, guidance and support are good and contribute to pupils' progress and their sense of well-being. The governing body fulfils its duties well and offers the school a good level of support and challenge.

The school has developed a clear view of its strengths and weaknesses. It recognises the work it has to do to bring about improvement and demonstrates a good capacity to achieve this.

What the school should do to improve further

- Improve provision for ICT in order to ensure pupils are given regular and structured opportunities to build their knowledge, skills and understanding of the subject.

- Increase pupils' understanding of the multicultural nature of modern British society.
- Ensure that children in the Nursery and Reception class are provided with a suitable and safe outdoor play area.

Achievement and standards

Grade: 2

Attainment on entry to the Foundation Stage is broadly average but varies from year to year due to the small and fluctuating numbers of children entering the school.

Children make good progress both in the Foundation Stage and across the school as a whole because teaching is good and the curriculum meets their needs well. Pupils with learning difficulties and disabilities make the same good progress as other pupils because of the good support they receive.

Standards in English and mathematics in Year 6 are presently above average and this represents good achievement for this group of pupils. However, standards vary considerably in different year groups because of the effect of small numbers of pupils, sometimes as few as three in a year group, and the varying percentage of pupils within each year group with learning difficulties and disabilities.

Although recent ongoing initiatives to improve pupils' progress in literacy have been successful in raising achievement, the present lack of suitable resources for teaching ICT limits opportunities for pupils to develop their knowledge, skills and understanding of this subject. The school is well aware that this adversely affects their progress.

Personal development and well-being

Grade: 2

Pupils say they enjoy coming to school and have positive attitudes towards learning. They feel they are part of a big family and talk enthusiastically about how good they think their school is and how the School Council gives them a formal voice in school affairs. Behaviour is outstanding. Pupils are sensible and work and play well together. As one older pupil put it, 'We all look after each other.' Attendance is satisfactory. Pupils are encouraged to take part in the wide variety of sporting activities the school offers and have developed a good understanding of how to keep healthy and fit. The school's involvement in the Healthy Schools Scheme has enabled pupils to make informed choices about what they eat. They are prepared well for the next stage of their education with the exception of the development of their ICT skills. Pupils' moral, spiritual and social education is good and pupils have a good understanding of right and wrong and how to stay safe. Visits to places of interest, for example the Eden Project, help bring learning alive and provide pupils with experiences of life outside their village locality. However, pupils do not fully appreciate the multicultural nature of modern British society.

Quality of provision

Teaching and learning

Grade: 2

Teaching in the Foundation Stage is good and provides children with a range of activities which combine independent learning with teacher directed tasks. Lessons are well organised and adults work well together to ensure children feel safe and secure. As a result children make good progress.

The quality of teaching throughout the rest of the school is consistently good and ensures pupils are given work which matches their individual needs. Teachers and teaching assistants work well together to help pupils with their learning, especially when supporting pupils with learning difficulties and disabilities. Teachers use a variety of approaches to try to make learning interesting and keep pupils attentive. Lessons are well structured, well paced and have a clear purpose, which is usually shared with pupils. When, occasionally, the correct mathematical terminology is not used, pupils' understanding and progress is affected.

Pupils are keen to learn, work hard and present their work well. The quality of teachers' marking is good and pupils commented that it usually gave them a clear understanding of how to improve their work.

Curriculum and other activities

Grade: 2

The school has developed a creative and innovative curriculum, which meets the needs of pupils well. The school has successfully introduced a topic-based approach to learning which enthuses and motivates pupils and provides good opportunities for pupils in mixed-age group classes to work together. However, opportunities for pupils to develop their ICT skills are affected by the present lack of adequate resources.

The good range of learning opportunities in the Foundation Stage contributes to children's enjoyment and their developing independence although the lack of an exclusive outdoor area for nursery and reception children affects their opportunities to develop the skills associated with outdoor play. Good planning and provision for personal, social and health education ensures that pupils are aware of the importance of fitness and well-being. A wide range of interesting visits and visitors to the school, for example the local fire brigade, increases pupils' enjoyment of learning and their understanding of the world of work. Pupils also have regular opportunities to take part in a wide variety of popular and well supported out of school activities including sports clubs.

Care, guidance and support

Grade: 2

Procedures for care, guidance and support are good and contribute to pupils' progress, sense of well-being and enjoyment of learning. Parents are overwhelmingly positive

about the school and comment on the friendly and caring way the school supports their children. Pupils feel safe, happy and well cared for. They say they know that there is always someone to turn to if they have a problem. Health and safety routines are well documented and risk assessments are fully in place. Good quality care is evident in the school's focus on ensuring that every child matters. Teachers and teaching assistants work well together to ensure that pupils with learning difficulties and disabilities are provided with the support they need in order to make good progress. Child protection procedures are understood and followed by all staff. Induction and transfer arrangements are good and help pupils to settle quickly into new routines.

The school has developed good assessment procedures to track the progress of individual pupils and is now beginning to use this information when setting learning targets for pupils.

Leadership and management

Grade: 2

The headteacher and staff share leadership and management duties well and are committed to placing pupils' needs and equal opportunities at the heart of school life. They have been thorough in their analysis of the school's performance and have developed a successful approach to raising achievement. The governing body fulfils its statutory duties well. Governors are involved in all major decisions and have a good understanding of the school's strengths and weaknesses.

The school works closely with parents, who appreciate the fact that the school regularly seeks and takes account of their views. Links with external agencies, such as the social services and educational psychologists, support pupils' learning well, particularly for those with learning difficulties and disabilities. Resources are good overall although the school is well aware of the continued need to develop its ICT provision.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	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	3
The behaviour of learners	1
The attendance of learners	3
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?	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.

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?	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 making us feel very welcome when we visited your school. We really enjoyed our day, especially talking to some of you about what you like the most about your school and seeing you at work in lessons. A special thanks goes to those pupils who showed me around your school garden which looked lovely, even though it was raining!

Here are some of the things we particularly like about your school:

- We believe Grampound-with-Creed is a good school which gives you a good education.
- We think that you are very polite, well mannered pupils.
- Your behaviour is outstanding.
- We feel your headteacher and teachers take good care of you and run the school well.
- We believe that you make good progress in learning because of good teaching.
- We were also impressed by how much you like your school and how you enjoy taking part in the many extra activities provided for you. We think your headteacher and teachers can do some things to make your school even better. We have asked them to:
 - try to improve the school's ICT resources so that you are given better opportunities to learn how to use computers
 - make sure that the youngest children in the school have their own fenced-off area to play in.
 - try to make you more aware of the wider world and the fact that people from different cultures live in modern day Britain. You can help your school to get even better by continuing to work hard in lessons.

We wish you the very best for the future.