

# St Wenn School

## Inspection report

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<b>Unique Reference Number</b>	111901
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310720
<b>Inspection date</b>	7 November 2007
<b>Reporting inspector</b>	Robert Pyner HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Squires
<b>Headteacher</b>	Lesley George
<b>Date of previous school inspection</b>	2 July 2002
<b>School address</b>	St Wenn Bodmin PL30 5PS
<b>Telephone number</b>	01726 890405
<b>Fax number</b>	01726 891619

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: effectiveness of the Foundation Stage; achievement of pupils; teaching; the curriculum, including provision for different age groups; and leadership and management. Evidence was collected from performance data, external monitoring, school documents, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with pupils, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

St Wenn is a very small two-class school that serves the village of the same name and the surrounding area. Pupils are taught in two classes, one for Key Stage 1 children and the other for Key Stage 2 pupils. The very small numbers of children in each year group mean that the academic profile of the school can change year on year, especially with pupil movement. The proportion of pupils with learning difficulties is about average. The school is involved in a number of collaborative partnerships.

The school has achieved the Activemark Gold, FA Charter Standard for football and Healthy School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Wenn is a good school. Pupils consistently achieve high standards and make good progress. Their personal development is excellent and is underpinned by the school's family ethos. Consequently, the school is held in high regard by the vast majority of parents. As one parent wrote, 'I feel that the school provides a safe and nurturing environment to children starting out on their education. I am extremely happy with the teaching that is provided to my children, but also the awareness of non-academic issues that is given.' A very small number of parents made some negative responses in the parental questionnaire but there was no overall theme and inspection evidence does not support the issues raised.

Reception children make a good start in the class they share with Year 1 and Year 2 pupils. Very small numbers enable individual approaches to induction and, consequently, children settle well and make good progress. Pupils continue to make good progress through the school and generally high standards are achieved at each key stage. Small cohorts mean that overall attainment can vary year on year but the teachers' thorough knowledge of the children and the good monitoring system enable them to provide good support for individual pupils. As a result, progress from their starting points is good. The quality of teaching for the wide age and ability range in classes is good and effective monitoring ensures that the consistency is maintained. Teachers are enthusiastic, have good subject knowledge and high expectations, and lessons move at a brisk pace. Support from teaching assistants is outstanding. By the end of Year 6, pupils generally attain standards that are above average. Given that their attainment was broadly average when they joined the school, this represents good achievement. In 2007 all the Year 6 pupils achieved the highest level in English; half achieved this in mathematics and three-quarters in science. However, closer examination of the English result shows that pupils were less successful in writing than in reading. The inspection confirms this and the scrutiny of work found that pupils are not consistently given challenging tasks in writing. Similarly, results for the Year 2 pupils in 2007 show very good results at the higher level for reading and a good performance for mathematics. However, in writing, although overall results are better than average, success at the higher level is weaker.

Pupils' spiritual, social, moral and cultural development is outstanding and is promoted successfully through the curriculum and the high expectations that permeate the work of the school. Relationships in the school are very good and the pupils are particularly considerate towards one another. Pupils are encouraged to be thoughtful. Year 6 pupils are peer mentors and take care of younger children in the playground. Pupils report that they feel safe at school, bullying is rare and, if it occurs, is dealt with quickly. They have a very good understanding of healthy eating issues and are involved in a range of sporting activities. They have excellent attitudes to school. This is reflected by their high attendance and excellent behaviour in lessons and around the school. They are also very willing to contribute to school life and to the village community. The school council is active and takes its role very seriously in raising money for charities and deciding on improvements which will benefit the school. The pupils' excellent personal qualities, together with their good basic skills, mean that they are well prepared for transfer to secondary school. The good curriculum contributes significantly to the pupils' considerable enjoyment. There is no school hall on site but the pupils have access to the adjacent village hall for physical activities and performances. The curriculum is underpinned by visits and visitors to the school and a particular feature is the care to provide experiences which help pupils to understand the contrast between rural and urban life. The provision of instrumental

music tuition is a strength and take-up is good. The school has responded well to the issue regarding creative and physical development opportunities for Reception children identified in the previous inspection. Also, the school now has a broad range of information and communication technology equipment which is well used, and standards in the subject are now good. The range of extra-curricular activities is developing well as part of an extended schools' cluster.

Staff know the pupils and their families very well and this contributes to the good level of care. Pupils with learning difficulties make good progress because they are well supported. There is good monitoring of individual pupils' progress and this information is used to provide extra support when needed. Safeguarding procedures are rigorous.

Leadership and management of the school are good. The headteacher, staff and governors have been involved in a complex personnel management issue over the last eighteen months and it is a credit to the professionalism of all at the school that this has not impacted significantly on the service provided to the pupils and their families. The issue has now been resolved and the staff are now building on professional relationships to move forward as a team to meet curriculum and pastoral responsibilities. The school's self-evaluation is accurate and effective in identifying areas for improvement, taking note of a wide range of views and monitoring the progress of initiatives. Governors know the school well and provide strong support. They display a clear vision for the future development of the school and, consequently, there is good capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The small number of Reception children make a good start in the Key Stage 1 class. Good induction procedures mean that children settle quickly and parents comment very positively on the warm welcome. Children join with skills that vary but are broadly in line with those normally found for their age, and they make good progress as a result of the good provision and support. Despite the wide age and ability range in the class, the Reception curriculum provides a good balance of teacher-directed activities and opportunities for children to learn through well-planned play. The quality of teaching is very good and is well supported by a skilled teaching assistant.

### **What the school should do to improve further**

- Develop the staff team structure to ensure that all curriculum and pastoral responsibilities are met.
- Improve standards in writing achieved by higher-ability pupils.

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

8 November 2007

Dear Pupils

St Wenn Primary School, St Wenn, Bodmin, Cornwall PL30 5PS

I am writing to thank you for making me feel so welcome in your school when I visited recently and for helping me with my questions. I really enjoyed talking to you and found everything that you said very interesting. I am glad that you enjoyed your gymnastics and swimming sessions on the day I visited.

I thought you would like to know what I found out about you and the school.

I agree with you and your parents that your school is good. These are some of the things that I particularly liked about your school.

- You enjoy school, work hard in your lessons and make good progress – although some of you could improve the writing you produce.
- You behave excellently and are kind to each other.
- Your teachers work hard to help you to learn and make your lessons interesting.
- All the staff work well together to take good care of you and keep you safe and healthy.
- Your headteacher leads the school well and makes sure that you make the most of your time at school.
- The governors support the school well.

I have asked your teachers to develop their work as a team to make sure that you make the most of the opportunities available to you in school. Also, to help you develop your writing to make it even more interesting for the reader.

You can help to improve your school even more by continuing to work hard and help each other. I am sure that you will.

Best wishes

Robert Pyner Her Majesty's Inspector