

# Wendron CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112004
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310758
<b>Inspection date</b>	11 December 2008
<b>Reporting inspector</b>	Alex Baxter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	106
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Miller
<b>Headteacher</b>	Richard Lawrence
<b>Date of previous school inspection</b>	4 July 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wendron Helston TR13 0PX
<b>Telephone number</b>	01326 573187
<b>Fax number</b>	01326 573187

---

<b>Age group</b>	4–11
<b>Inspection date</b>	11 December 2008
<b>Inspection number</b>	310758

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

How well provision meets the pupils' differing individual needs to develop their skills in writing and mathematics.

The degree to which teachers and their assistants use assessment to accelerate achievement, including by involving pupils in self-evaluation and target setting.

The success of the school's efforts to provide a stimulating curriculum which promotes the pupils' interest and skills.

Evidence was gathered from observations of lessons, assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors 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

This primary school is below average in size. In addition to meeting the needs of pupils in the local area, there is also a significant number of pupils from service families. At present, there are 106 pupils on roll; this includes 11 children who receive Early Years Foundation Stage provision (EYFS) in a class in which Reception and Year 1 are taught together. The proportion of pupils with learning difficulties and/or disabilities is below average, but there is an above average number of pupils with a statement of special educational needs and their learning needs are often complex. Attainment on entry generally matches the level expected, but given the very small year groups, varies from year to year. The proportion of pupils from minority ethnic backgrounds and/or who are in the early stages of learning English is below average. The school has several awards reflecting its commitment to meeting pupils' complex learning needs, the arts, the environment and to healthy living.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Wendron is a good school. It has an inclusive Christian ethos that promotes a strong feeling of community. The school also maintains a distinctively caring family setting which, with the good quality of education their children receive, is much appreciated by parents. Comments, echoing the views of most parents included, 'Approachable, supportive staff, informative parents' evenings. A happy, well run school with a good atmosphere,' and 'My kids love it and I wouldn't want them anywhere else.'

This is an improving school with consistently good teaching, learning and provision in all classes. As a consequence, pupils achieve well both academically and personally. Whilst the school is well placed to continue improvement into the future, currently it is a good, rather than outstanding, learning community. This is because some initiatives introduced to accelerate pupils' progress even more have yet to be established fully across all subjects and classes. These include, for example, involving pupils in self-evaluation and empowering them as independent learners.

Children make a good start to school in the EYFS. Good teaching and learning support good progress and beneficial relationships throughout the school. The way the teachers develop the pupils' vocabulary and understanding, especially by specifically questioning individual pupils, is an impressive feature. Class discussions are sharpened by clear learning objectives and by the teachers' good use of interactive whiteboards to stimulate pupils' interest. A high number of pupils enter or leave the school other than at the normal time and a much higher proportion of pupils than average have complex learning needs. Standards by the end of Year 6 are generally above average in English, mathematics and science. These show that pupils, across the range of abilities, make good progress during their time at Wendron in response to good teaching. However, the quality of the pupils' handwriting is still not good enough and often masks what otherwise represents good expression in the pupils' work. In addition, the pupils' problem solving and enquiry skills, especially in mathematics, are not always developed to best effect as pupils move through the school.

The pupils' personal development and well-being is good. The pupils' spiritual, moral, social and cultural development is also good. This is seen in their above average attendance, enjoyment of learning and wholehearted contributions to the school and local community. These qualities reflect the good pastoral care provided by the adults who work in the school. A few parents expressed concerns about the behaviour of a few pupils. However, inspectors found pupils with emotional and behavioural needs to be supported effectively. Helpful links with the local authority's behaviour support team, for example, have brought recent improvement. Overall, pupils' behaviour, relationships and general self-esteem are good. These reflect the staff's effectiveness in meeting pupils' differing individual needs. The school's re-accreditation of its 'Inclusive, Dyslexia Friendly Schools Quality Mark' further illustrates the good range of staff skills and the fully inclusive practice.

The school provides a good curriculum for the pupils. Within this area of provision, the range of clubs, especially for sports and music, are exemplary features. The pupils greatly enjoy this part of school life and participate enthusiastically. When questioned, one pupil said, 'We always do fun things.' Consequently, pupils are good at adopting healthy, safe lifestyles and have a good awareness of what it means to be part of a team. Other curricular strengths include the way learning in literacy and numeracy is well planned to enrich work in other subjects and

extend these skills further. A good example was seen when older pupils, as part of a project on The Tudors, calculated the proportions of 'Taffaty Tart' needed to serve different numbers of people. Pupils have good opportunities to contribute fully to school, local and wider communities. Participation in Helston Flora Day and a partnership with an ethnically mixed school in Tower Hamlets, London, for example, reflects the school's effective promotion of community cohesion. The school's link with a Zambian school also extends pupils' cultural understanding. The pupils' good academic and personal skills and positive work ethic prepare them well for the future.

Staff provide good care, guidance and support to the pupils. The school has very secure and up to date procedures to safeguard pupils' welfare. Staff implement these diligently and very effectively to sustain the pupils' well-being. The school develops good links with parents and outside agencies to ensure that all pupils, particularly those who find learning difficult, are well supported. Pupils with very complex needs receive exemplary support and staff work very closely with their parents. Teachers and their assistants make useful assessment notes and use these to give good oral advice. Teachers are introducing targets and are involving pupils in self-evaluation, with some success, to support pupils' writing. However, these are not as sufficiently established in mathematics, where the quality of teachers' marking in pupils' books also varies across the classes. In particular, pupils are not always given enough information about how to improve. This constrains their progress.

Leadership and management are good. The headteacher gives a clear and effective lead. He encourages the full involvement of all staff and governors and receives good support from them in return. Self-evaluation is good. This is because staff and governors undertake their individual responsibilities diligently and share a strong commitment to continued improvement. This is seen, for example, in the strengthened use of information and communication technology (ICT) to enrich teaching and learning. Target setting is used satisfactorily to monitor and improve standards. Leaders set suitably challenging whole school targets, but have not established consistently effective use of targets for individual pupils. Even so, leaders and managers work well together to ensure that weaknesses are identified and tackled effectively. This is evident, for example, in the increased challenge presented to more able pupils and their improved and good progress this year.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage provides children with an effective, happy start to their school career in caring surroundings. Children's skills on entry to the school vary from year to year, but broadly match those found nationally. By the time children enter Year 1, standards are above average in all areas of learning, reflecting good progress by the children. Provision is led and managed well. All the adults know the pupils really well and use assessment accurately to monitor the children's progress. As a result, children of all abilities make equally good progress. Teachers receive good support from other staff and together they safeguard the children's welfare very securely. The staff also have very good relationships with the children and with their parents. These are particularly effective in encouraging the children's confidence and social and emotional development. Teaching and learning are good. This is because lessons are well planned and mostly make effective use of the spacious and comprehensive facilities and resources available. Generally, there is a suitable and improving amount of adult-led activity and those chosen by the children themselves. At times though, adults do not spend enough time developing new learning from the children's own choices and ideas. As a result, the

advantages of children initiating learning for themselves, especially in the spacious outdoor area, are limited at times.

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

- Improve the quality of pupils' handwriting in Years 3 to 6 and the pupils' problem solving skills in mathematics throughout the school.
- Ensure that teachers make better use of marking and target setting to give pupils more detailed information about how to improve their work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	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/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 December 2008

Dear Pupils

Inspection of Wendron CofE Primary School, Helston TR13 0PX

Thank you for making us feel so welcome in your school when we visited and for helping with our questions. We really enjoyed talking to you and found everything that you said very interesting. We were particularly interested to hear your views about life at school. We agree with you and most of your parents that your school is good. These are the other main things we found.

- You enjoy school, work hard in your lessons and make good overall progress. You behave well and contribute well to the life of the school.
- Teaching is good and the teachers and their assistants work hard to help you to learn, make your lessons interesting, and provide you with lots of activities, especially for sport and music.
- All the staff work well together to take good care of you and keep you safe and healthy. Teaching assistants are particularly good at helping some of you with your personal needs.
- Your headteacher leads the school well. He receives good support from governors and staff. They make sure that you benefit from your time at school.

There are two things that we have asked the school to do to improve further.

- Help all of you to get better at solving problems in mathematics and help those of you in Years 3 to 6 to improve your handwriting.
- Ensure that teachers give you more information about how to improve when they mark your work.

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

Good wishes for the future

Yours faithfully

Alex Baxter

Lead inspector