

# St Meriadoc CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	112006
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310760
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Paul Sadler

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>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	7
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Emery
<b>Headteacher</b>	Ruth Waterhouse
<b>Date of previous school inspection</b>	1 November 2007
<b>School address</b>	Cranfield Road Camborne TR14 7PJ
<b>Telephone number</b>	01209 713436
<b>Fax number</b>	01209 713436

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school serves part of the town of Camborne. The proportion of pupils eligible for free school meals is above average, as is the proportion with learning difficulties and/or disabilities. Proportions of pupils of minority ethnic origin, or who are in the early stages of learning English, are low.

## 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 in which pupils achieve well. The tremendous improvement noted by inspectors in November 2005 has been sustained, and further improvements have been made. The strong team of leaders and managers is in an excellent position to carry out further improvements. In part, this is due to the outstanding partnerships that have been formed with parents, other schools and external agencies, all of which contribute to the academic progress of the pupils. Pupils enter the school having attained standards at the end of Year 2 that are below average in reading, writing and mathematics. By the end of Year 6, they attain average standards in English, mathematics and science. Recently, pupils' progress in English has been especially good owing to the excellent use of marking and personal targets. Pupils understand the latter very well and know how to use them to improve their work. Progress in mathematics is good, but it does not yet match that achieved in English. English skills are practised widely in many subjects but mathematical skills are less routinely applied. Pupils very much enjoy school. They say it is a 'happy, safe place where we enjoy learning and meeting friends'. Pupils behave well as a result of the well-understood routines that ensure this. They have lots of opportunities to take responsibility; the school council is particularly effective and makes an excellent contribution to pupils' understanding of citizenship. Spiritual, moral and social development are outstanding and contribute, for instance, to the pupils' very good understanding of how to keep themselves and others safe, for example, by talking to a trusted adult. The teaching has notable strengths. These include teachers' expectations of their pupils' capabilities, the good pace and timing of lessons, the exciting and varied activities used and, not least, the excellent relationships between staff and pupils. When a pupil rightly corrected a teacher's spelling, she responded with confidence and humour, using the occasion as a learning point for the whole class. However, teaching assistants are not always used to best effect in supporting all pupils, and during longer tasks the pace of some pupils' learning slows. Pupils have a broad curriculum that includes subjects such as French and drama. They have a good range of sporting and other activities outside the school day and the school provides parents with links to extended daycare. Procedures to care for pupils and ensure their welfare are excellent. Leaders and managers form a strong team that is supported well by the effective governing body. They have a good understanding of the school's strengths and weaknesses and ensure that the latter are rectified, such as the need to ensure that pupils have a wider cultural experience. Targets are used well to promote higher standards and the careful tracking and monitoring of each pupil's progress ensure that all, including those with learning difficulties and the more able, make good progress.

### What the school should do to improve further

- Ensure that pupils' progress in mathematics is improved to match that in English, by widening pupils' opportunities to apply their skills in realistic situations.
- Make improved use of teaching assistants in the classroom to ensure that all pupils make the best possible progress when working on a task.

## Achievement and standards

### Grade: 2

After a period during which standards attained at the end of Year 6 were very low, standards in English, mathematics and science have risen steadily, with a marked improvement in 2007, when standards were close to the national average. Pupils' work shows that recently they have

made excellent progress in English. For instance, pupils in Year 4, when asked for similes to describe a picture of a red sun, suggested 'like boiling magma' and 'like a fiery chilli'. Older pupils write at length and with sophistication. Pupils are making good progress in learning their basic mathematical skills and the most able can describe, for instance, how to estimate the seating capacity of a sports stadium, but most pupils have less confidence in solving these types of problems than in using English. Pupils make good progress in other subjects, including science, art and physical education.

## **Personal development and well-being**

### **Grade: 1**

Members of staff have high expectations of behaviour, to which the pupils respond well. Assemblies and displays make a very good contribution to pupils' excellent spiritual, moral and social development. Pupils have positive attitudes to people of other beliefs and cultures, although their knowledge of how these people live is more limited. Attendance is above average and the school does a great deal to encourage good attendance, for instance, through the use of a learning mentor. Pupils have a good understanding of the need for exercise and a healthy diet, although their knowledge of matters such as the effects of substance abuse is more limited. Pupils have an excellent understanding of, for instance, situations where they should seek the help of a trusted adult, and of how they can help the school community by acting as 'playground buddies' or by caring for the environment. All pupils are involved in regular elections to the school council and are aware of the council's impact. The skills they will need in later life, including literacy, numeracy and information and communication technology (ICT), are developing well.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers track pupils' progress carefully and plan work that helps all to make good progress. The activities are exciting, and games and ICT are used well to maintain pupils' interest and to promote their enjoyment of lessons. The excellent classroom relationships ensure there is a happy, lively atmosphere in lessons. In the main, lessons proceed at a fast pace and pupils make good contributions, for instance, when reading their own work aloud to the class followed by others identifying key features such as the use of adverbial phrases. Marking is excellent and full of helpful comments that enable pupils to improve their work. Teaching assistants tend to work quietly in support of an identified group of pupils, when on occasions they would be better used in supporting other groups. Homework is interesting, for instance, when pupils are asked to compare their parents' methods of calculation with their own.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good because it is matched well to pupils' needs and ensures they make good progress. All the required subjects are taught. Opportunities to extend the learning of the more able, for instance, at the adjacent secondary science college and rugby club, are used well. There is an exciting range of additional opportunities for sport and music. Many clubs and additional activities are oversubscribed, and some pupils find the way they are allocated to these to be puzzling and unfair.

## Care, guidance and support

### Grade: 1

Pupils receive excellent care and all requirements for protecting children are in place. Staff know the pupils very well. Parents agree with this and say they always feel welcome in school. Academic guidance is outstanding. In addition to the excellent marking, pupils have challenging, achievable targets that are monitored regularly, and have a very good understanding of how their work compares with national standards. Teachers routinely use national criteria to challenge pupils to attain higher standards.

## Leadership and management

### Grade: 2

The headteacher has created an effective team of leaders and managers who have a good understanding of the school's strengths and weaknesses, and of how to improve things further. Monitoring of teaching is effective and is used to identify training needs. The quality of subject leadership is good but is better in some subjects than in others. However, middle leaders support each other so that those with less experience learn from those with more. Governors are well led, support the school well and encourage further improvements. The school benefits greatly from its excellent external links, especially with other schools through the excellence cluster. Links with the infant school have improved so that pupils and parents experience a smooth transition, and the accuracy of information about each pupil has improved. The result of good leadership and management has been superb improvement over the last three years, from a time when the school required special measures. Pupils' achievement is now good and is in some respects excellent, and leaders and managers are in an outstanding position to extend this excellence to all aspects of the school's work.



## Annex A

## 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?	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

<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

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

- 12 December 2007 Dear Pupils St Meriadoc CE Junior School, Camborne TR14 7PJ We very much enjoyed talking to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed talking to you as we found you confident, friendly and able to express your views very clearly. Yours is a good school. These are some of the most important things about it.
- You all make good progress and pupils in Year 6 get average results in tests and assessments.
- Teaching is good. Lessons are interesting and fun. You find the way teachers mark your work very helpful.
- You have an excellent understanding of right and wrong and of how to keep safe.
- You behave well.
- You enjoy school a lot, especially all the different activities on offer. These include sport, art, drama and modern foreign languages.
- You are cared for very well and teachers tell you how to improve your work by setting you targets, which you understand well.
- The headteacher, other staff and governors lead the school well. They want the school to be excellent, and are capable of achieving this.
- The school has very good links with other schools and with your parents. We have asked the school to improve two things. We have asked that you are helped so that your progress in mathematics is as good as your progress in English. The teaching assistants who help you in class need to be used so that everyone can get help when they need it. You can help by always politely asking when you need help in class. Yours sincerely Paul Sadler Lead Inspector

12 December 2007



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Yours sincerely

Paul Sadler  
Lead Inspector