

Grampond Road Village CofE School

Inspection report

Unique Reference Number	112009
Local Authority	Cornwall
Inspection number	310761
Inspection date	22 January 2008
Reporting inspector	Martin James

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	107
Appropriate authority	The governing body
Chair	Andrew Stephenson
Headteacher	Lynne Bazeley
Date of previous school inspection	1 May 2003
School address	South Street Grampond Road Truro TR2 4TT
Telephone number	01726 882646
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than most primary schools. All pupils are from a White British background. Few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average, and the proportion of pupils with a statement of special educational need is broadly average. In recognition of its work, the school has received Healthy School, Basic Skills Quality Mark and Activemark Gold accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory. It also has some significant strengths. Pupils' personal development and well-being are good, and their social skills are well developed. Pupils' attitudes and behaviour are outstanding, and they show great enjoyment in coming to school. Whilst care, guidance and support are good overall, pastoral care is outstanding. Parents hold overwhelmingly positive views about the school, and they support it well. One said, typically, 'I am very happy about my child's education and well-being at Grampound Road School.'

Children achieve well in Reception, and by the end of the year most have achieved the levels expected of them. Pupils then make satisfactory progress through Years 1 to 6, and by the end of Year 6 they reach broadly average standards, although they perform less well in writing than in other subjects. The school recognises that more able pupils do not always do as well as they might. Teachers relate very well to pupils. Their subject knowledge is secure and teaching assistants are well deployed in supporting pupils with learning difficulties and/or disabilities in particular. Lessons are generally well planned for the age ranges present in each class, but limited challenge is sometimes provided for more-able pupils. Much well-directed advice is given to pupils in class, but comments in books and the targets provided for pupils do not always give them a clear understanding of how to improve their work. Pupils benefit from a range of visits and visitors that enrich the curriculum, and they show a clear understanding of the importance of healthy eating, keeping safe and taking regular exercise. The school routinely reviews its curriculum, with a current emphasis being placed, for example, on the increased use of literacy and numeracy in other subjects. The headteacher and other members of staff are concerned to do the best they can for their pupils. Self-evaluation is generally satisfactory, although it is not always sufficiently focused on how well pupils are achieving. However, the school has now successfully identified where improvement is needed and has made a good start in taking appropriate action. For example, work is being undertaken to improve its arrangements for tracking pupils, to ensure they are achieving as well as they can. All staff and governors show a clear commitment to improving the school. Governors are fully involved in budget setting and development planning, although they have not always held the school adequately to account for its performance, especially in relation to the progress that pupils make. However, current planning shows an improved awareness of the ways to take the school forward, and the school demonstrates a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children settle happily, and the adults provide them with an appropriate balance between teacher-led activities and opportunities for them to choose for themselves. The children behave very well, although a very small number sometimes find it difficult to maintain concentration on the tasks they have chosen. A good range of resources is provided, with the outdoor area being used well. The staff work hard to create a friendly and caring learning environment, and the children enjoy school and develop good social skills. As a result of good teaching, the children make good progress, with most attaining the standards that are expected by the end of the year.

What the school should do to improve further

- Raise standards in writing by providing pupils with more opportunities to write in other subjects of the curriculum.

- Consistently provide challenging activities for pupils, especially the more able, so that they always achieve as well as they can.
- Ensure that marking and target setting consistently help pupils understand how to improve their work. A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are broadly average and pupils' achievement is satisfactory. Children enter the school with standards that are just below those expected. They make good progress in Reception and most achieve the targets set for children of this age by the end of the year. Pupils make satisfactory progress in Years 1 and 2, and by the end of Year 2, standards are broadly average. Pupils perform less well in writing than they do in reading and mathematics. Standards are also broadly average in Year 6, demonstrating satisfactory achievement from pupils' starting point in Year 3. Writing continues to be the weakest aspect of the pupils' performance. In the national tests in 2007, whilst the proportions of pupils reaching the nationally expected level in all subjects were above average, the proportions of pupils reaching higher levels, apart from in science, were generally similar to or just below national figures. This illustrates that some of the more able pupils do not always do as well as they might. The school makes good provision for pupils with learning difficulties and/or disabilities, and this is helping them make good progress towards their targets.

Personal development and well-being

Grade: 2

Pupils say that they like school very much, and this is reflected in their aboveaverage attendance, their outstanding behaviour and their very evident enjoyment. Pupils are polite and courteous, and they move around the school in a quiet and calm manner. Pupils say that bullying is not a problem, and they express complete confidence in the school's ability to sort out any issues that do arise. Pupils' spiritual, moral, social and cultural development is good, with their understanding of the multicultural society in which we live having improved since the previous inspection. Pupils have a clear understanding of how to live healthy lives, and they readily make healthy choices in what they eat. Pupils benefit from the opportunities provided by the school for exercise, and they tackle these with great pleasure. Pupils take the many responsibilities that they have in school very seriously. The school councillors are proud of their role, and they organise events such as 'Stars in their Eyes' with considerable enthusiasm. Pupils are also positively involved in the wider community through such things as fund raising, and taking part in various activities in the local village. The school successfully develops in its pupils a range of personal skills such as confidence and independence. The standards currently being achieved in literacy and numeracy are preparing them adequately for later life.

Quality of provision

Teaching and learning

Grade: 3

Teachers' planning of their lessons illustrates a secure knowledge of their subjects. They make pupils aware of what they are learning and why, and this contributes towards pupils'

understanding of their work. Teachers' explanations are clear and they make good use of interactive whiteboards to engage pupils' interest. Relationships throughout the school are a particular strength, and consequently pupils behave very well and are keen to take an active part in the lessons. One pupil said, 'We have very nice teachers, and they make lessons fun.' Teachers provide a variety of teaching strategies and approaches, such as practical activities in science, which pupils enjoy and which benefit their learning. However, on occasions, there are too few opportunities for pupils to provide extended answers about their work, to help them further develop their understanding. Most of the tasks provided for the pupils set at least a satisfactory level of challenge. However, the work provided for the more able pupils does not always extend them adequately. This in turn slows their rate of learning. Teaching assistants make a valuable contribution to pupils' learning, because they are well informed and usefully deployed, providing them with good support and advice.

Curriculum and other activities

Grade: 3

The satisfactory curriculum enables pupils to study a broad range of subjects, and this contributes to their satisfactory progress. Subjects are generally taught separately, although links are now being developed, especially involving the use of literacy, numeracy and information and communication technology. Good provision is made for music. Planning makes careful allowance for the different age groups present in each class. However, similar allowance is not always made for the needs of more-able pupils. In Reception there is a suitable balance between independent learning and more directed tasks, and staff are currently planning to extend the use of the outdoor facilities through the addition of a covered area. There is a good emphasis throughout the school on developing pupils' personal and social skills. Learning difficulties and/or disabilities are carefully identified, and pupils are provided with a good range of activities. The curriculum makes a good contribution to pupils' safe and healthy lifestyles. There is a range of outings, as well as visitors to the school, that pupils appreciate and which contribute to their enjoyment of school.

Care, guidance and support

Grade: 2

Adults ensure that there is outstanding and most effective pastoral care. Staff are highly committed to the safety of their pupils. For example, pupils are very confident that they have an adult to turn to if they are worried. Child protection procedures are good, and staff are alert to signs that any pupil might be distressed or anxious. Safeguarding procedures are robust. Outside agencies are used most effectively to support pupils when a need is identified. Staff ensure that pupils work in a safe, secure and clean environment. Safety checks and risk assessments are routinely carried out. Pupils are taught about the importance of healthy living, and they are reminded of the need to take care, for instance, when doing physical education. Pupils have targets for improving their work in literacy and numeracy. However, these vary in quality, and discussions with pupils suggest that they are not always clear enough about what they need to do to make their work better. Similarly, whilst teachers regularly provide comments of praise and encouragement when marking pupils' books, they do not always provide advice on how to make work better, especially in mathematics.

Leadership and management

Grade: 3

The headteacher, effectively supported by other staff members, is successful in creating a positive and caring atmosphere, based securely on Christian principles, where pupils feel safe and greatly enjoy their education. Self-evaluation is carried out conscientiously, but not enough notice has always been taken of pupils' progress when judging overall effectiveness. As a result of recent improvements in procedures, however, the school now has a better focus on the analysis and use of data to assist school planning, monitoring and review. There is a determination among staff to raise achievement, and in particular the school is aware of the need to improve the performance of more-able pupils. The subject leaders demonstrate a clear understanding of how to take the school forward and, for example, they are currently working to improve the quality of the targets pupils have for improving their work. Governance is satisfactory, with the governors supporting the school at every opportunity and being involved in various forms of planning and monitoring. However, they have not always monitored closely enough the progress that pupils make as they move through the school. The school regularly obtains the views of both pupils and parents, and these are taken into account during policy reviews.

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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?	3
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	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

- 23 January 2008 Dear Pupils, Grampound Road Village C of E School, Grampound Road, TR2 4TT Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a real pleasure speaking with you. My colleague especially liked talking to the school council, and we both really enjoyed joining you in assembly. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better. These things are some of the strengths of the school:
 - Children in Reception make a good start in the school.
 - Teachers provide you with lessons which you enjoy.
 - Your behaviour and your attitudes to your work are outstanding.
 - You know about how important it is to eat healthy food and take exercise.
 - The staff know you well and take very great care of you.
 - Your parents are very pleased with the school. These are things the school has been asked to improve:
 - Raise the standard of the work you produce in your writing.
 - Make sure that you all get work in lessons that suits you and is hard enough for you to do your best.
 - Provide you with clearer targets and comments in marking, to help you understand how to improve your work. You can help too, by making sure you know how to make your work better. We wish you all good luck for the future. Best wishes, Martin James Lead Inspector



23 January 2008

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- Provide you with clearer targets and comments in marking, to help you understand how to improve your work.

You can help too, by making sure you know how to make your work better.

We wish you all good luck for the future.

Best wishes,

Martin James
Lead Inspector