

Newquay Junior School

Inspection report

Unique Reference Number	111885
Local Authority	Cornwall
Inspection number	325486
Inspection date	4 March 2009
Reporting inspector	Alex Baxter

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	497
Appropriate authority	The governing body
Chair	Sarah Karkeek
Headteacher	Steve Bywater
Date of previous school inspection	29 March 2006
School address	Edgumbe Avenue Newquay TR7 2NL
Telephone number	01637 874543
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Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- How well provision meets the pupils' differing needs to develop their skills in writing and mathematics.
- The degree to which pupils are involved and contribute to their own and each other's academic and personal development.
- The effectiveness of current leadership and management structures in bringing about improvement.

Evidence was gathered from observations of lessons, assembly and pupils at break times. 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 is a very large school. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are from White British backgrounds. The school holds a number of awards and has been commended for its financial management systems.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Newquay Junior is an outstanding school. It is a highly successful self-evaluating, self-improving and inclusive learning community. As a result, the school has been most successful in building upon high standards of pupils' academic and personal achievement. Outstanding leadership and management ensure that school improvement is very effective and is based on accurate up-to-date information and identifies the right priorities. The headteacher provides inspirational leadership and, with first-class support from staff and governors, ensures that all aspects of provision are outstanding. The creation of a senior management team, which also includes five assistant headteachers, is proving to be highly effective in monitoring performance, sharing good practice and in sustaining exemplary lines of communication. Together, staff seek the best in all that they do. This is evident in the school's improved and now excellent promotion of community cohesion. Strengths in school, local and global dimensions of community are accompanied, for example, by links with a culturally diverse inner city school in Luton, which promote the national dimension of community cohesion well. Self-evaluation demonstrates that this has a strong impact on the school's own community. A strengthened team approach to leading and managing the school now underpins its excellent capacity to improve into the future.

Many people associated with the school talk with pride about 'their' school. Governors readily and knowledgeably describe the school's proven ability to identify and respond to pupils' needs. Without exception, the parents and pupils interviewed acknowledged the excellent all-round education provided by the school and their appreciation of their excellent communication and relationships with staff. Almost all the parents who responded to the questionnaire also expressed their high regard for the school. Many wrote additionally and at length in support of the school. Typical comments reflecting the views of the vast majority included, 'It's a great school', 'I am delighted with my daughter's progress', 'The care provided by all staff is exceptional' and 'I have nothing but praise for the school'. The inspector's findings fully support these very positive views, which in turn reflect the outstanding partnership that parents share with the school. Alongside equally successful links with outside agencies, these close relationships enhance the pupils' excellent attitudes and promote their great enjoyment of school.

Teaching and learning are outstanding. Teaching in all parts of the school is typified by high expectations of work and behaviour, excellent assessment and challenging targets. It has a cumulative and beneficial effect in promoting pupils' excellent learning. All staff encourage and show pupils how to become effective learners. Classroom displays often list the specific ways that pupils should show responsibility in learning and 'develop skills as a self-manager'. For example, these include ordering goals, identifying steps to reach goals, organising resources, showing initiative and commitment, using time appropriately and overcoming setbacks. These skills are modelled extremely well by all the staff and are developed by pupils with increasing success as they move up through the school. Pupils' reflective, self-evaluative learning was seen in Year 6 science, for example, when pupils used notebook computers to create animations showing how atoms move when subjected to heat. In this and other lessons, pupils show that they know what they have to do to improve and what is expected, they respect advice and the value given to their efforts, and apply themselves enthusiastically to their work. Together, these skills add great momentum to the achievement of all pupils across the curriculum, including in writing and mathematics.

Attainment on entry is broadly average. Strong links with the feeder infant school help pupils to make a smooth transfer into this school and this is much praised by parents. All pupils, including those with learning difficulties and/or disabilities, have their needs carefully assessed and tackled by staff and make an excellent start in Year 3. Excellent progress continues in a seamless way throughout the school. This is because pupils benefit from consistently good and better teaching and learning and increasingly contribute to their own success. Pupils learn very well independently, and in collaboration with others, to solve problems in mathematics or to undertake investigations in science, for example. Pupils progress exceptionally well in extending their speaking, listening and information and communication technology skills. Teachers are very accomplished in assessing and targeting the development of pupils' skills. This year, pupils who lack confidence, or who have less developed skills, are benefitting from carefully considered additional help. This includes, for example, before-school booster classes and group sessions and, as a result, pupils' progress in writing and mathematics has been accelerated well. By the end of Year 6, standards are very high in English, mathematics and science and have been consistently above average for a number of years. These standards represent outstanding achievement in relation to pupils' capabilities.

The school provides an excellent curriculum for its pupils. Teachers and their assistants adapt learning activities extremely successfully to meet pupils' needs, including those with complex learning needs and the increasing few, arriving from other countries. The school's close links with parents and the community contribute to the excellent range of clubs, educational visits and community activities. Pupils benefit from many opportunities to take responsibility, and they do so with enthusiasm and great commitment. These include, for example, as members of the school council and during the very successful 'Independent Learning Sessions', which take place in the library and 'Techno Zone' computer suite. The school provides a very comprehensive range of expressive arts and sporting activities. The latter have earned the Activemark award. In addition, daily assemblies and 'Wake and Shake' and 'Fun Fit' physical exercise contribute strongly to the pupils' excellent spiritual, moral, social and cultural development. These qualities reflect the pupils' very good adoption of healthy living and excellent development of skills and preparation for their future economic well-being. However, outdoor facilities and equipment are somewhat limited and do not offer pupils enough opportunities to make similarly optimum independent use of break time as they do of lesson time.

Care, support and guidance are of high quality and, consequently, pupils' personal development and well-being are excellent. Pupils really enjoy school and their behaviour is exemplary. There is a noticeable sense of calmness and purpose to the day-to-day life of the school, which is all the more impressive given the presence of nearly 500 pupils. Attendance is occasionally reduced by too many holidays taken during term time. This is despite the school's best and particularly effective efforts to discourage parents from taking their children on holidays in term time. Even so, the pupils' great enjoyment of school and the consistent promotion of regular attendance by the staff ensure that most children attend well. Staff present exemplary role models and clearly show a pride in the school. Often this takes the form of wearing smart sweatshirts which promote the school's emblem. Pupils are justified in saying that they feel very safe at this school, because staff are diligent and caring in fulfilling their duties. Staff know the pupils very well as individuals and demonstrably value the pupils' efforts and ideas. In response, pupils feel very secure, relate warmly towards each other and with adults and show excellent attitudes to school and learning.

What the school should do to improve further

- Improve outdoor facilities and provide more equipment so that pupils have choice and can develop independence during leisure time activities just as successfully as they do when learning in lessons.

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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?	1
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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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

How good are 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	1
The extent to which 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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

4 March 2009

Dear Pupils

Inspection of Newquay Junior School, Newquay TR7 2NL

It was a privilege to visit your school and thank you for welcoming me so warmly. I was very impressed by many things, but especially by your excellent attitudes to school. I have no hesitation in agreeing with you, and with almost all your parents, that Newquay Junior School is an outstanding school.

These are the other main things I found:

- You make excellent progress because the teachers plan very interesting lessons and help you to become very good at learning for yourselves and with each other. As a result, standards are much better than those found in most other schools.
- You really enjoy school and benefit from an excellent range of practical learning activities, particularly when using computers.
- You behave extremely well, take great pride in your school and make excellent contributions to school activities and to the local and wider communities.
- The teachers and their assistants work very closely with your parents and other people. Together they look after you exceedingly well. You respond enthusiastically and clearly understand how to keep safe and healthy.
- Your headteacher, senior staff and governors lead and manage the school extremely successfully.

Even the best of schools can improve and so I have asked your headteacher, staff and governors to work together to improve just one thing:

- Improve outdoor facilities and provide more equipment so that you can choose and benefit from a greater variety of activities during break times just as successfully as you do in lessons.

Thank you for helping me with the inspection. I hope that you carry on enjoying your learning and helping each other as much as you do. You can help the school to improve by doing your very best in everything that you do.

Very good wishes for the future,

Alex Baxter

Lead inspector