

# St Just Primary School

## Inspection report

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<b>Unique Reference Number</b>	111801
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337741
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Judith Goodchild

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 of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Apsey
<b>Headteacher</b>	Diane O'Brien
<b>Date of previous school inspection</b>	12 July 2007
<b>School address</b>	Bosorne Road Penzance TR19 7JU
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## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 18 lessons and seven teachers were observed and a visit was paid to the breakfast club. Pupils' books were inspected and the school's assessment data on their current progress were analysed. Meetings about aspects of the school's work were held with a group of pupils, members of the governing body, the headteacher and staff with management responsibilities. Discussions were also had with the school improvement partner and a representative from the local authority. The school improvement plan, the school improvement partner's reports, minutes of the governing body meetings and policies and procedures and reports relating to safeguarding were scrutinised. Inspection questionnaires were completed by 106 parents and carers, which represented the majority of all pupils. The inspector also looked at questionnaires completed by staff and pupils in Years 3 to 6.

The inspectors reviewed many aspects of the school's work, looking in detail at the following:

- how effectively teaching is matched to the learning needs of pupils with different abilities, particularly in Years 3 to 6 and for those with special educational needs and/or disabilities
- whether the monitoring and tracking of pupils' progress had improved since the previous inspection
- the impact of strategies to raise attainment and progress by the end of Year 6 in mathematics and science.

## Information about the school

St Just is a smaller than average primary school situated in the far west of Cornwall. Attainment on entry to the Reception class is broadly in line with age-related expectations. The majority of pupils are White British and speak English as their first language. A higher number of pupils than the national average join the school from outside Cornwall throughout the school year. The school has Eco-Schools Silver Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Just Primary School has been through a period of instability since its previous inspection. It continues to provide a satisfactory standard of education, has some good and outstanding elements and there is evidence of an improving picture. Inspection evidence shows that the majority of pupils in Year 6 have made satisfactory progress since Year 3, particularly in English and mathematics. Historic weaknesses in teaching have been addressed and analysis of assessment information on the progress pupils are making in Years 3 to 5 shows their rate of progress is improving. Although examples of good teaching were seen during the inspection, the school is aware that there is still too much variation in the quality of teaching across the school. For example, assessment information is not always used to plan lessons at the appropriate level for pupils' age and ability, and a significant number of pupils said they would like to know more about how well they were doing at school and how to improve their work. The progress of pupils with special education needs and/or disabilities is now satisfactory overall and, where interventions have been successful, good.

In the school's welcoming and secure learning environment, pupils' behaviour and relationships are good. They enjoy their learning and talk with enthusiasm about how they are able to be creative while at the same time learning new skills. Pupils in Years 3 to 6 particularly like the Friday afternoon carousel where they have the opportunity to experience a range of enrichment activities such as drumming, dance and eco-schools projects. The extensive extra-curricular programme is supported by the local secondary school and provides opportunities for pupils to develop both personal interests and physical skills.

The standard of care for pupils is high and procedures to ensure that they are kept safe are good. The recently introduced pupil tracking system is being used more effectively to identify pupils who are underachieving. However, there is a lack of rigour in the analysis of data to ensure that all groups of pupils are making the expected progress. The vast majority of parents and carers are happy with their child's experience at the school, and links between home and school are good.

The headteacher and governors have a good working partnership and the governing body has significant strengths. Self-evaluation is thorough, involves all stakeholders and has clearly identified areas for improvement. Although progress against the key issues from the last inspection appears to have been slow, a considerable amount of work has been done and the school is now well placed to move forward; its capacity to sustain improvement is satisfactory.

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## What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
  - ensuring that ongoing assessment is used consistently to plan lessons at the appropriate level for pupils' age and ability
  - improving the quality of marking so that pupils are clear about how well they are doing and how they can improve their work
  - analysing data more rigorously to track the progress of all groups of pupils.

### Outcomes for individuals and groups of pupils

**3**

Pupils' attitudes to learning are good and they are keen to achieve. However, when teaching does not engage their attention, or provide sufficient challenge, pupils' standard of behaviour falls and this reduces the pace of their learning. Pupils' respond well to practical activities, such as planning scientific investigations. A group of higher attaining pupils, for example, were planning an investigation to work out under what conditions bread would become mouldy. There was a sense of excitement and they clearly enjoyed the task. Lower attaining pupils worked well together and produced a collage representing the life cycle of an apple in another lesson. In these activities, pupils made good progress in their learning. Pupils feel safe and well supported by adults and are clear about what to do if they are experiencing any difficulties.

A high percentage of pupils attend the after-school clubs and appreciate the wide range of activities on offer. This also gives them the opportunity to meet pupils from other local primary schools. Pupils know what constitutes a healthy lifestyle. 'Huff and puff' equipment provides them with the opportunity for active break times and pupils of all abilities take part in sporting events such as the Inclusion Olympics. There are many opportunities for them to accept responsibility within the school community. The eco-team, for example, organises and participates in national schemes to improve the environment and pupils are involved in events such as Britain in Bloom and the Cornwall Spring Show. Pupils throughout the school take on an active role in a business enterprise project working with a range of businesses. This culminates in a highly successful annual Trade Fair. Pupils have a strong voice within the school; members of the school council meet regularly with staff and contribute to the school improvement plan.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is variable. Where teaching is of a high quality, the pace of learning is good, lessons are planned to ensure that pupils are given appropriate challenges, the creative curriculum is used well to inspire and motivate pupils and there is a good emphasis on developing pupils' literacy, numeracy and information and communication technology (ICT) skills. However, these good features are not evident in all lessons and at times pupils do not make the expected progress. Teaching assistants, although making a good contribution to pupils' learning, are not always adequately briefed by teachers.

The curriculum has been developed to extend the range of pupils' learning through half-termly, cross-curricular themes. These themes are enriched through a range of visits and practical activities that incorporate links with the local and wider community and make the application of basic skills more meaningful for pupils. The creative curriculum makes a good contribution towards pupils' personal development and pupils say they enjoy the opportunities for residential visits and new activities.

All staff are committed to ensuring a high standard of care for pupils. The family support worker and parent support adviser work closely with the school and its families, and the breakfast club is well run and well attended. There are good links with external support agencies, health professionals and other organisations and the school runs a successful out-of-hours learning programme for pupils to raise their attainment and self-esteem. The school is good at monitoring pupils' attendance. However, provision to ensure that pupils who have missed lessons through absence, or for those moving to the school during the school year, is not systematically planned. Pupils are well prepared for their

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move to the secondary school through regular visits and induction days.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

There is no doubt about the commitment of the headteacher and the governing body to raising the quality of teaching and the attainment and progress of pupils. The good working partnership they have established has been effective in tackling some of the difficulties the school has had to overcome since the last inspection. Recent staff appointments have improved the quality of teaching and also the provision for pupils with special educational needs and/or disabilities. A professional development programme to improve teachers' expertise has been carried out to raise pupils' attainment and progress in mathematics and science. Early indications are that this has been successful particular in mathematics. Safeguarding procedures are good. Leaders appropriately tackle discrimination and ensure equal opportunity. For example, the school is part of a pilot project that aims to raise pupils' aspirations by broadening the range of experiences accessible to them. Provision for community cohesion is satisfactory but although links exist with schools in Bolton and London, these are not fully exploited to ensure that pupils develop an understanding of different communities in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

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<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

A high number of parents completed the questionnaire and nearly all were very happy with their child's experience at school. They think their children are safe and enjoy school and that the school is well led and managed. Comments made particular reference to how the school and its ethos have improved over recent years. The breakfast club is said to be an excellent facility and they are impressed by the range of activities offered to their children both in lessons and after school. The inspection team agreed with these comments. A small minority expressed concerns about the quality of the school's engagement with parents, how poor behaviour is managed and how well they are informed about children's progress. Inspectors judged that the management of behaviour in lessons was variable at times but the school's systems to deal with poor behaviour were robust and effective. Arrangements for involving parents and carers if problems arise and seeking their views are good, as is the information supplied to them about the work of the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Just Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	65	33	31	3	3	0	0
The school keeps my child safe	62	58	40	38	2	2	0	0
The school informs me about my child's progress	57	54	42	40	6	6	0	0
My child is making enough progress at this school	60	57	41	39	4	4	0	0
The teaching is good at this school	65	61	36	34	2	2	0	0
The school helps me to support my child's learning	56	53	41	39	7	7	0	0
The school helps my child to have a healthy lifestyle	48	45	52	45	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	55	42	40	3	3	0	0
The school meets my child's particular needs	58	55	40	38	5	5	0	0
The school deals effectively with unacceptable behaviour	46	43	43	41	7	7	2	2
The school takes account of my suggestions and concerns	46	43	43	41	8	8	2	2
The school is led and managed effectively	58	55	44	42	3	3	0	0
Overall, I am happy with my child's experience at this school	63	59	37	35	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of St Just Primary School, St Just Cornwall TR19 7JU

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school and your work.

We found that St Just is providing you with a satisfactory education and you receive a high standard of care. By the end of Year 6, you have made satisfactory progress and are doing broadly as well as expected. You told us that you feel safe and secure and enjoy coming to school. You particularly like the Friday afternoon carousel that gives you opportunities to try different activities. You accept responsibility for organising events that benefit the rest of the school and those less fortunate than yourselves. You work hard in lessons and behave well.

We have identified some improvements to make your school an even better place, so I have asked your school to:

- make sure that lessons are planned to suit your age and ability
- improve marking so that you know how well you are doing and how you can improve
- use the information on how well you are all doing to help make sure you all do as well as you possibly can.

You are already playing your part by behaving well and working hard in lessons and I wish you all the best in your future studies.

Judith Goodchild

Lead inspector

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