

# Shortlanesend Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111862
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337762
<b>Inspection dates</b>	22–23 September 2009
<b>Reporting inspector</b>	Denise Morris

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>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Holroyd
<b>Headteacher</b>	Vanessa Bragg
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Northey Close Shortlanesend Truro TR4 9DA
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school documentation including the development plan, recent monitoring reports, safeguarding procedures and pupils' books. Thirty parents responded to the questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following,

- The quality of teaching and learning and the impact of the school's work to improve it.
- The impact of the school's work to improve writing skills.
- Pupils' involvement in their own learning.
- The quality of governors' planning to secure sustained improvement.

## Information about the school

Shortlanesend is a small village primary school. It is linked to another small local school and the two schools share an executive headteacher. The school has been subject to a high level of staff and leadership change over the past few years. The acting executive headteacher and the assistant headteacher are both recent appointments and have been in post for three weeks. The proportion of pupils with special educational needs and/or disabilities, mainly speech and language difficulties, emotional difficulties or autism spectrum disorders, is average. Almost all pupils are of White British ethnicity and are taught in three mixed-age classes. There is Early Years Foundation Stage provision for children from the age of four who share their classroom with pupils in Year 1. The school has spacious outdoor areas.

**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

This is a satisfactory school. It is improving. There is considerable year-on-year fluctuation in attainment at the end of Year 6. This is a common feature of small schools and occurs because variations in the performance of each individual have a disproportionate effect on the standards overall. However, standards are broadly average and reflect satisfactory achievement and progress throughout the school. Leaders have correctly identified weaknesses in the standard of writing across the school and are taking steps to improve it. Evidence from the standardised assessments in 2009 and from the work of current pupils shows there is more to do to improve writing, particularly for boys of all ages.

Pupils behave well in and around the school and have a good understanding of how to keep safe and lead healthy lives. Their spiritual, social and moral development is good and is reflected in their friendly manner, cooperative working styles and in the way that older pupils support and help younger ones. Pupils regularly take part in local activities such as fairs and festivals and older pupils are developing positive links with a local care home. Attendance is broadly average but shows signs of improvement recently.

Teaching is satisfactory. Relationships in lessons are good but at times the pace of learning is too slow. As a result, some pupils do not do enough work in the time allowed and progress slows. There is some good teaching for pupils in the oldest age group. The use of assessment to help pupils make the next steps in their learning is inconsistent, as is the quality of marking. Teaching assistants play an important role in supporting pupils with special educational needs and/or disabilities, ensuring they achieve as well as others in the class.

Pupils are well cared for and they say there is always someone to talk to or to help them. The guidance and support that pupils receive are satisfactory. All pupils have appropriate targets for improvement but they are not always involved well enough in setting and measuring their own targets. As a result, many do not know how well they are doing or what they must do to improve their work. The school has a satisfactory range of curriculum activities although there are few links between subjects to make learning more meaningful. There are strengths in the quality and amount of resources, particularly for information and communication technology, which is helping pupils to find things out for themselves.

Provision for children in the Early Years Foundation Stage, who share their classroom with Year 1 pupils, is satisfactory. The children enjoy school and join in with all the activities offered. However, they do not always have sufficient opportunity to make choices and decisions for themselves.

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The school has been through many changes in the past few years. The recent appointment of the executive headteacher and a permanent assistant headteacher has secured the leadership of the school. A good start has been made at monitoring and evaluating pupils' learning so that a closer check can be kept on the rate at which they make progress. All the current requirements to keep children safe are in place including child protection procedures. School development planning has been revised and now contains clear timescales. Essential systems that will support school improvement are embedded well enough to allow the school to continue improving. The new leadership team are successfully driving developments in many areas of the school's provision and there is satisfactory capacity for improvement. Governors are aware of the need to secure the long term leadership of the school and are taking steps to do so.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards in writing, particularly for boys, by providing more opportunities for them to develop their skills through other subjects and by improving the pace of learning in lessons.
- Involve pupils more fully in setting and measuring their own targets so that they know what they need to do next to improve their work.
- Improve provision in the Early Years Foundation Stage so that children have more opportunities to initiate their own learning.
- Work closely with the local authority to secure the long term leadership of the school.

**Outcomes for individuals and groups of pupils****3**

The vast majority of pupils now make the expected progress. They make good progress in science and information and communication technology (ICT). Standards are broadly average by the time pupils leave the school in Year 6. Pupils make better progress in Years 4 to 6 than in other age groups and their learning accelerates as they get older. This is due to good quality teaching for these pupils where the pace of learning is good and pupils are given more independence. For example, pupils in Years 5 and 6 worked collaboratively to undertake research about the African continent. They used ICT well and showed high levels of enthusiasm and skill as they found answers to questions. All of these pupils, including those with special educational needs and/or disabilities, were able to form clear hypotheses about some of the different countries and terrain they investigated. There is some past underachievement in the younger classes as a result of rapid changes in staffing over the past few years. This is particularly evident in writing and boys particularly do not always achieve well enough in the subject. More settled staffing now ensures that pupils make at least satisfactory progress. Those pupils identified as having special educational needs and/or disabilities make similar progress to others.

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Most pupils say they feel safe at school. Behaviour is good and pupils say that there is no bullying. They say that they enjoy school. Attendance is satisfactory and improving. Pupils are developing a good awareness of how to keep fit and healthy, joining in the daily exercise programme 'Wake up, Shake up' with enthusiasm. Pupils' spiritual, moral and social development is good and their cultural development is satisfactory. Pupils contribute well to their school community, regularly undertaking performances to their peers and adults and helping those younger than themselves. Links with the local area, such as taking part in local fairs and festivals are good. Pupils really enjoy visiting local places of interest including the regular residential trip to Delaware. Older pupils try out new experiences such as canoeing, rock climbing and abseiling. Pupils do not have meaningful links with schools in other areas of Britain and, as a result, are less aware of life in a multicultural society. Pupils are developing satisfactory skills for their future lives.

*These are the grades for pupils' outcomes*

<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>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?

Notable strengths of teaching include the good relationships in all classes and the high

<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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numbers of teaching assistants who make a positive contribution to the learning of all pupils and especially those with special educational needs and/or disabilities. Good teaching in the older age group is enabling these pupils to increase the pace of their learning and accelerate their progress. This was evident in a numeracy lesson where the teacher required pupils to scan quickly a hundred square so they could answer questions about different number patterns. Pupils were eager to be first with the answer so they worked quickly and with enthusiasm to solve each problem. However, expectations of what pupils can do are not always high enough. As a result, the pace of learning in other classes is sometimes too slow resulting in a few pupils, particularly higher attainers, not completing enough work in the time allowed. Marking of work is satisfactory. It is supportive but does not always show pupils how they could improve their work. Although pupils have targets for improvement they are not all clear about the progress they are making at meeting them.

There is a satisfactory range of activities to help pupils keep fit and healthy. For example, the daily exercise programmes and the many after-school clubs help them learn about healthy lifestyles. In one activity, pupils showed good understanding of healthy eating as they made healthy sandwiches and smoothies from a selection of fruit and vegetables. Curriculum planning takes account of individual needs but there are lost opportunities to promote basic skills through making links between the different areas of learning. Links with the partner school are tenuous and are not used regularly enough to improve provision.

The good care that pupils receive is reflected in the way that adults respond to pupils worries and cater for any minor incidents around the school and in the playground. Pupils know that their concerns will be listened to and confide in adults knowing their problems will be quickly sorted out. The school keeps pupils safe and secure. All pupils, including those with special educational needs and/or disabilities, are provided with satisfactory support and guidance that allows them to take part fully in all aspects of school life.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The school now has a settled staff and leadership team following a recent period of turbulence. The acting executive headteacher has a clear view of the school's strengths and weaknesses as a result of accurate school self-evaluation. She is now embedding

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ambition and drive throughout all areas of the school. Together with the new assistant headteacher, she has put good new procedures in place to improve provision, raise standards, promote equality and tackle discrimination. As a result, teaching and learning are improving. Clear management guidelines have been implemented so that other leaders can carry out their own strategic roles rigorously. The school is a calm and orderly community in which pupils are safe and secure. This is because the leadership team ensure that safeguarding policies and procedures are robust and effective. Partnerships are in the early stages of development but the school works well with parents. Resources are used satisfactorily to promote learning. Provision to secure equal opportunities for all pupils is satisfactory. Governors are supportive of the new leadership team and understand the challenges facing the school. They are rightly seeking to secure the long-term leadership of the school as a matter of urgency. There is a satisfactory strategy to promote community cohesion based on a clear understanding of the school's own local context. Pupils' awareness of life in multicultural Britain is now beginning to be promoted appropriately within the curriculum, particularly in personal, social and health education.

*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>3</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>
<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>

**Early Years Foundation Stage**

Children's welfare needs are met effectively which is why they settle quickly and make satisfactory progress in their learning. Children enjoy their learning. They behave well and quickly settle into classroom routines. Relationships are good and children benefit from the good role models provided by the Year 1 pupils with whom they share their



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tasks. Children are safe and secure and welfare arrangements are effective. They particularly enjoy the many opportunities to use the class computers. They are developing good ICT skills as a result of some exciting tasks planned for them. For example, two children used the mouse successfully to find matching pictures as they answered simple questions accurately. They were delighted with their success. When children enter Reception they have skills and knowledge that are broadly as expected for their age. They make satisfactory progress during their time in the class. There are sometimes too few opportunities for children to make choices about what they want to do next or to initiate their own learning so they can become more independent. Although they love playing and learning outside, there are not always sufficient activities provided for the children. Leadership is satisfactory. Appropriate assessment procedures and annotated photographs provide a clear picture of each child's successes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The school has a positive relationship with most parents and carers. Parents are kept well informed about their children's achievements and communication between parents and the school is good. A very large majority of parents are happy with the school. They feel that their children enjoy school, that the school keeps them safe and they are helped to lead healthy lifestyles. A small minority of parents show concerns about past difficulties with the leadership and management. One parent wrote that her child had had five headteachers during her time at the school. However, the leadership of the school has now stabilised and governors are working to secure the longer term leadership. A few parents commented about the work of the governors. One commented, 'I think the governors have been fantastic over the past few years. The school has had several heads but governors have kept parents informed and consulted with us. I have confidence in the school and my children are happy there.'

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

Ofsted invited all the registered parents and carers of pupils registered at Shortlanesend Community 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 12 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	11	37	0	0	1	3
The school keeps my child safe	20	67	9	30	0	0	0	0
The school informs me about my child's progress	11	37	12	40	4	13	0	0
My child is making enough progress at this school	13	43	7	23	6	20	1	3
The teaching is good at this school	16	53	6	20	3	10	0	0
The school helps me to support my child's learning	13	43	7	23	5	17	1	3
The school helps my child to have a healthy lifestyle	14	47	15	50	0	0	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)	16	53	9	30	1	3	0	0
The school meets my child's particular needs	15	50	6	20	4	13	1	3
The school deals effectively with unacceptable behaviour	14	47	7	23	3	10	1	3
The school takes account of my suggestions and concerns	11	37	9	30	4	13	2	7
The school is led and managed effectively	3	10	13	43	6	20	0	0
Overall, I am happy with my child's experience at this school	18	60	6	20	2	7	1	3

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



24 September 2009

Dear Pupils,

Inspection of Shortlanesend Community Primary School, Truro TR4 9DA

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you.

You go to a satisfactory and improving school. That means that there are some things that the school does well, but also there are some things that could be better. This letter is to tell you about some of the other things we found out about your school.

- You behave well and are helpful to others. You told us that there is no bullying.
- You are learning to lead healthy lives, enjoy keeping fit and are safe at school.
- You make satisfactory progress in your lessons so that you achieve as well as children in other schools. You are good at using computers.
- Some of you, especially the boys, do not do as well as you could with your writing.
- Teaching is satisfactory. It is good for children in the oldest class.
- Some of you do not know your targets well enough.
- The youngest children in Reception do not get enough time to choose what they want to do.
- Your new headteacher is working hard to make your school even better.

We are asking your school to do four things to help it become even better.

- Give you even more opportunities to develop your writing skills in all your subjects so that so that you become expert writers.
- To involve you more in setting your own targets and measuring how well you are doing.
- Increase the opportunities for the youngest children to choose their activities so they will become more independent.
- To make sure your school has a leader that stays with you for a good while so that all the changes that are being made can be put into action.

Yours faithfully

Denise Morris

Lead Inspector

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