

Newlyn School

Inspection report

Unique Reference Number	111987
Local Authority	Cornwall
Inspection number	337801
Inspection dates	27–28 April 2010
Reporting inspector	John Laver

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Elizabeth Lambourn
Headteacher	Alison Whitney
Date of previous school inspection	28 April 2010
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Introduction

This inspection was carried out by three additional inspectors. During the inspection 13 lessons were observed and 8 teachers were seen. Inspectors observed the school's work, and meetings were held with pupils, staff, governors and parents. Inspectors evaluated the school's assessment data on current progress. Inspectors scrutinised a variety of documentation, including the school improvement plan, minutes of the governing body and reports by the local authority and the school improvement partner. Inspectors analysed 63 questionnaires from parents and carers, 28 staff questionnaires and 81 pupil questionnaires

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

- the effectiveness with which the school addresses underachievement, particularly in English, and particularly by boys
- the impact of strategies to improve the consistency of teaching and the effectiveness of the monitoring of the quality of teaching and learning
- how well children are achieving in the Early Years Foundation Stage
- how effectively the school is addressing the issue of low attendance.

Information about the school

Almost all pupils in this smaller than average primary school are from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average. The school has the Healthy Schools Plus award and the School's Activemark award. Children join the Early Years Foundation Stage in a Reception class. At the time of the inspection over half the teaching staff were absent, partly due to international travel disruption at the end of the recent school holidays. The current head teacher has been in post for less than three years and there have been several recent staff changes. The school has links with an independently run pre-school which operates on the school site.

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

Newlyn School provides a satisfactory standard of education. There are some good elements, particularly in the area of pupils' personal development. Both parents and pupils particularly appreciate the quality of care and support, which makes pupils feel secure in the school environment. Typical was the comment of a parent that, 'There is a strong level of care and support. I have found the staff supportive and proactive, and my child feels loved and cared for.' The great majority of parents strongly support the steps taken by the headteacher to reverse a previous trend of underachievement. This has been made all the more challenging by significant changes to staffing which have prevented continuity of teaching in some classes. This has made it difficult to establish the stability needed to raise standards and improve progress. The strategies are now beginning to take effect, and a relatively new leadership team has successfully raised the confidence and commitment of the staff. Therefore, the school shows a satisfactory, and developing, capacity for sustained improvement.

Children in the Reception class and older pupils make satisfactory but variable progress in response to teaching which is improving, but which still shows inconsistencies. This has been reflected in recent national test results and the school's own assessments of progress. Both demonstrate continuing weaknesses, particularly in writing, but there are also signs of improving achievement. Although standards are still below average, particularly in English, the gap in the achievement of girls and boys, the latter until recently having significantly underachieved, has narrowed. This improvement is largely due to the leadership's concerted efforts to raise attainment through a series of initiatives, especially those which encourage pupils to read more widely and consolidate and build on basic writing skills. In some lessons there is still insufficient pace and challenge, particularly for more-able pupils. Some teachers make limited use of pupils' targets and do not mark work constructively enough. This has prevented pupils from having a clear indication of the real quality of their work and an understanding of how they can raise it to the next level. The leadership's monitoring identifies the inconsistencies, and staff are now encouraged to be more accountable for all pupils' progress.

Attendance is below average, as it has been for some time. Nevertheless, the school's drive to reduce persistent absence and to convince all parents of the importance of regular attendance is beginning to pay dividends. Most pupils do attend regularly, and greatly enjoy their experience of school. They are polite and friendly, and enthuse about the wide range of activities on offer, such as the many clubs and trips, for example the residential trip to London. Opportunities in music and sport are among the strengths of the school.

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The leadership, supported by a governing body which is increasingly active and challenging, is committed to further improvement. The school makes good use of the extensive support provided by the local authority. Rigorous monitoring is firmly focused on those areas identified for further improvement.

What does the school need to do to improve further?

- Raise the quality of teaching from satisfactory to good, thereby improving standards and progress, by raising teachers' expectations, and particularly by ensuring more challenging opportunities for boys and more-able pupils in English.
- Improve the quality of learning, in particular by making more consistent use of pupils' targets and feedback, including marking, thereby clearly showing pupils the next steps in learning.

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

By the end of Year 6 pupils have made satisfactory progress, although standards in English, particularly in writing, are still just below average for many pupils, including a substantial proportion of boys. Observation of lessons and pupils' work shows that progress is better in some other areas, for example in mathematics, and this has also been reflected in recent national test results. There is a wide range of pupils with special educational needs and/or disabilities, including both moderate and severe learning difficulties, physical disabilities and pupils with particular emotional and behavioural issues. The progress of these pupils is satisfactory overall: when well supported, they make good progress in some lessons, although the quality of additional support is variable. A minority of more-able pupils sometimes underachieve because of insufficient challenge, for example when they are given tasks which are too repetitive or too easy for them.

Attendance is below the national average. However, the great majority of pupils enjoy school. Behaviour in lessons is good around the school and mostly good in lessons. Pupils value the several opportunities to show responsibility, for example by serving on the active school council or as house captains. Pupils are very active in the local community, for example taking part in local music festivals, and the school has a high profile in the town. Pupils show a good awareness of why it is important to have a healthy lifestyle, talking about the benefits of sport and identifying healthy foodstuffs. Spiritual, moral and social development is good. Pupils get on well with each other, and some of their written work shows the ability to reflect on moral and social questions. While they benefit from excellent music provision and a range of drama and art activities, pupils' understanding of multicultural issues both in Britain and the wider world is more limited. Although pupils' basic literacy and numeracy skills are not as well developed as they could be, they do acquire a range of enterprise skills, for example through managing their own budget within school.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has eradicated unsatisfactory teaching, although there are still variations in quality. In the best lessons there is pace and challenge, and imaginative strategies which engage pupils and ensure good attitudes towards learning. This was evident, for example, when younger pupils were observed doing drama, and older pupils were engaged in exploring Victorian life through discussions about the use of photographs. In satisfactory lessons activities are less well paced, there are too few opportunities for independent learning and more-able pupils in particular are not challenged sufficiently to produce the best work of which they are capable. Teachers' marking and use of targets as a means of getting pupils to improve their work and take it to the next level are inconsistent.

The curriculum contributes satisfactorily to pupils' overall development. There have been successful attempts to engage pupils more enthusiastically in reading and writing, for example by more imaginative development of the library. There are also some good features in the curriculum, especially the emphasis on music and French, both taught by specialists. More than half the pupils learn musical instruments. The school also uses specialist help from local secondary schools, for example to promote sport. There is a good range of enrichment activities, including art, drama, music and sport, with a good take-up. There are increasing efforts, developed in conjunction with partner schools, to provide more opportunities for able and talented pupils to develop their interests.

¹ 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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However, there are still not enough opportunities for pupils to display good-quality writing skills. The school has very good links with other agencies such as social services, which contribute to the very inclusive ethos of the school. Vulnerable pupils, and pupils who join the school other than at the usual times, are integrated well into school life; and pupils' families are made very welcome in school, contributing to the strong, supportive family atmosphere.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership's accurate understanding of what is necessary to move the school on is reflected in appropriately rigorous planning, based on sound evaluation and monitoring. Subject leaders and governors are now more effectively engaged in monitoring. Some of the improvement strategies are relatively recent, and this fact, along with disruption caused by changes in staffing, has thus far prevented some promising developments from being fully embedded. For example, although the school now has extensive procedures for tracking pupils' progress, and uses pupil conferencing and pupil progress meetings to determine how best to help vulnerable or underachieving pupils, the analysis of this tracking is not yet systematic. Also teachers do not use the results of the assessment consistently in the classroom to improve overall progress.

Newlyn School is a very inclusive community. An ethos of encouragement, an absence of discrimination and a commitment to equal opportunities contribute strongly ensuring an ordered and happy community, although this has not yet been translated into strong academic progress. There are secure safeguarding procedures: both staff and pupils have a good understanding of issues such as safety awareness. Although there are some links with local schools, they are as yet having a limited impact on school life. The school makes a satisfactory contribution to community cohesion. The school has a high profile locally, contributing significantly to local events and providing a strong focus for community involvement. However, as the leadership and governors recognise, there are fewer links with the wider world, and many pupils have a limited awareness of issues such as ethnic diversity which affect other areas of Britain and the wider world.

These are the grades for leadership and management

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

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

Early Years Foundation Stage

Children join the Early Years Foundation Stage with levels of skills and experience often well below those typical for their age. They make satisfactory progress overall in working towards their Early Learning Goals, although progress is greater in areas of personal development than in the development of language, communication and numeracy skills, which are below expectations when children join Year 1. The provision has improved in several respects in the last 18 months, and the school now offers a bright, welcoming and well-resourced environment for young children. There are good links with the on-site pre-school. Teaching is satisfactory. While there is now a good balance between teacher-led and child-initiated activities, sometimes the teaching misses opportunities to provide challenge for more-able children. Some aspects of teaching children to link sounds and letters and teaching the basics of counting are not yet secure.

Leadership is satisfactory and improving. The assessments of children's progress are now much more accurate, because the Foundation Stage leader has moulded a more cohesive staff team, identified areas for improvement and begun to implement change, although it is too soon to demonstrate sustained impact. Safeguarding procedures are good: the children feel safe, and parents appreciate what the setting provides. The progress many children make in their personal development is evident in children's confidence when engaging with adults.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Most parents and carers are very appreciative of what the school provides for their children. They believe that it is a caring school, one which provides a secure environment in which their children can learn. Parents recognise the positive steps taken by the headteacher and other staff to move the school forward. They feel that their children are well taught and generally make good progress. Parents appreciate the way in which the school leadership welcomes them into school and tries to engage them in their children’s learning, for example when celebrating class projects. A few parents believe that the school does not handle incidents of misbehaviour well. The inspection team acknowledges these concerns, but judges that when these few incidents occur, the school deals with them appropriately, and believes that the school provides an orderly, safe and welcoming environment.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newlyn 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	53	26	41	4	6	0	0
The school keeps my child safe	34	53	28	44	1	2	0	0
The school informs me about my child's progress	23	37	36	57	2	3	1	2
My child is making enough progress at this school	19	30	41	65	3	5	0	0
The teaching is good at this school	22	35	39	62	2	3	0	0
The school helps me to support my child's learning	18	29	41	65	2	3	0	0
The school helps my child to have a healthy lifestyle	19	30	39	62	4	6	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)	14	22	45	71	1	2	0	0
The school meets my child's particular needs	23	37	28	60	2	3	0	0
The school deals effectively with unacceptable behaviour	23	37	31	49	7	11	1	2
The school takes account of my suggestions and concerns	18	29	40	63	0	0	1	2
The school is led and managed effectively	23	37	38	60	2	3	0	0
Overall, I am happy with my child's experience at this school	32	51	28	44	2	3	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 April 2010

Dear Pupils

Inspection of Newlyn School, Carne Road, Newlyn, Cornwall TR18 5QA

Thank you for welcoming us into your school when we visited you recently. We enjoyed talking to you and seeing you in lessons and around the school. You told us what you particularly enjoyed about the school. For example, you are looked after well, feel safe and understand why it is important to exercise and eat healthily. You also greatly enjoy the range of clubs after school, for activities like sport, music and art. You also like excursions, particularly the trip to London.

Newlyn School gives you a satisfactory education. Until recently, many of you did not do as well as you should, particularly in your writing. A few of you do not attend school as regularly as you should. Many of you are now making more progress than before, although some of you could still do even better, especially those of you who find learning easier. The headteacher and other staff are working hard to help you do even better in your work, for example giving you more help to improve your reading and writing. Your teachers want you to do well, although sometimes the work you get is too easy and sometimes your targets do not help you improve your work enough.

You can help your teachers and get even better results in your work by concentrating hard and always doing your best. So that you can improve your work we have also asked that:

- your teachers make sure that they give those of you who find learning easier work which is challenging enough to help you always achieve your best
- teachers make sure that your work, when marked, always gives you clear information on how you can improve still further, and also make sure your targets are used more regularly to help you learn even more effectively in lessons.

Thank you again for welcoming us into your school, and best wishes for the future

Yours sincerely

John Laver

Lead inspector

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