

St Uny Church of England Primary School

Inspection report

Unique Reference Number	111997
Local Authority	Cornwall
Inspection number	337809
Inspection dates	10–11 February 2010
Reporting inspector	Hazel Callaghan

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 of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Reverend John Holland
Headteacher	Mrs Lyn McNamara
Date of previous school inspection	25 April 2007
School address	Polmennor Drive Carbis Bay St Ives TR26 2SQ
Telephone number	01736 794180
Fax number	01736 794180
Email address	head@st-unyschool.cornwall.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. A quarter of the inspection time was spent looking at learning in lessons and in group sessions. Sixteen lessons were observed and 10 teachers were seen. Informal discussions were held with a few parents and carers and further meetings were held with staff, governors and pupils. Inspectors observed the school's work, and looked at various documents and policies related to safeguarding, the school development plan and school records of pupils' attainment and progress. Reports made on the school were scrutinised along with the 155 questionnaires returned by parents and carers.

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

- the extent to which all pupils make good progress, especially boys at Key Stage 1 in reading and writing
- the extent to which teaching and the curriculum meet pupils' needs and promote their strong academic and personal development
- the accuracy of staff judgements about the school's outstanding effectiveness.

Information about the school

The vast majority of pupils at the school are from families of White British backgrounds and no pupils are in the early stages of learning English. The proportion of pupils eligible for free school meals is much lower than that found nationally and there is a lower than usual proportion of pupils with special educational needs and/or disabilities. The school has successfully gained a number of awards in the last three years including Artsmark Silver Award and Activemark. It has also been awarded National Healthy Schools Status and the Financial Management Standard in Schools. The school council has also achieved the bronze and silver Promoting Active Democracy Loudly awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Uny Primary is an outstanding school which provides an excellent education for its pupils with the result that they make exemplary progress in their learning and in their personal development. The school has developed rapidly over the last three years under the inspirational leadership of the headteacher who has given the staff a very clear direction and commitment to raising standards. Staff create an exciting and stimulating curriculum which inspires pupils' interest and enthusiasm for learning. Pupils concentrate well in lessons and try very hard to do their best. Their huge enjoyment and enthusiasm along with their excellent behaviour and good teaching ensure all pupils' excellent learning, including boys in key stage one in reading and writing. Pupils' attainment has risen strongly over the last three years. It is usually above average but last year all pupils achieved exceptionally well to reach high standards, especially in mathematics.

The school's work is securely underpinned by its strong religious character which ensures pupils feel well cared for and is an important part of the school community. Ensuring the welfare of pupils and staff is high on the headteacher's agenda and there are many initiatives for promoting care, guidance and support for all. Relationships across the school are strong and the pupils respond well to the school's nurturing ethos, showing care for one another in return. Their efforts to support school improvement are very evident from the way they eagerly take on responsibilities and help one another. They also support many activities in the local community and thoughtfully suggest ways to help those less well off than themselves. The tragedy in Haiti touched their hearts and the school successfully raised sufficient money to buy a shelter which has been shipped out to Haiti to provide a family with a home. The rich curriculum promotes pupils' good awareness of the variety of peoples around the world and they enjoy the richness of music and art from other cultures. Pupils have some opportunities to meet with people from more diverse communities but currently this is only as part of residential trips. Pupils consequently have a limited awareness of the diversity of other cultures in the United Kingdom.

Many aspects of the school's provision have improved. Attainment has risen significantly due to the greatly increased progress of the pupils. This is as apparent in the Early Years Foundation Stage as in the whole school. The curriculum is now extremely effective in promoting pupils' good learning and there are greater levels of care, guidance and support. All these aspects have been successfully developed as a result of the strong leadership of the headteacher and the good management and leadership provided by other staff. Accurate evaluation of the school's work by staff and governors and the setting of challenging targets along with appropriate focus on those areas that can be further strengthened provide the school with an outstanding capacity for further

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improvement.

What does the school need to do to improve further?

- Provide more opportunities for pupils to gain first-hand experience of more diverse cultures so that they are prepared for living in a multicultural society.

Outcomes for individuals and groups of pupils

1

Extremely effective learning starts in the Reception class and continues across the school. Because pupils' curiosity is stimulated, they are well motivated to learn, they enjoy their activities and want to do well. Excellent behaviour in lessons supports the learning of all pupils. They respond exceedingly well to the challenges provided. In a Year 6 science lesson, for example, pupils worked extremely effectively in their groups deciding on the correct order of animals in a food chain. The task was challenging but they explored ideas, tried out different suggestions and through the process of negotiation and collaboration they came to a successful conclusion. Pupils also respond well to opportunities to revise their work, to take suggestions from others and to redraft their writing. This was well exemplified in several classes as pupils eagerly suggested ways in which a piece of writing could be improved. Enthusiastically they suggested more exciting words, developing phrases by the use of similes and correctly identifying where spellings or punctuation should be corrected. The sense of achievement from this collaborative work was palpable and it set them up very effectively to develop their own work. Boys and girls were equally well motivated and made significant progress in their learning.

Pupils' enjoyment of learning is evident in the way they take part in lessons with enthusiasm and apply themselves to their tasks. Pupils work hard, concentrate well and show pride in their achievements. They are confident users of information and communication technology and apply it effectively to their work. Pupils very much enjoy school but many families take their holidays in term-time because their work is linked to the local holiday industry and so attendance is broadly average.

These are the grades for pupils' outcomes

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

How effective is the provision?

The education and care provided for all pupils is excellent and is the reason why pupils achieve so well. Very effectively structured programmes of work introduce pupils to an exciting world of new ideas, knowledge and skills. Pupils love to work outside, for example, developing their scientific investigative skills. The quality of work in art and in sport is also a strength within the wide variety of opportunities provided. Activities are well matched to the needs of pupils of all abilities so those with special educational needs and/or disabilities are effectively supported and enabled to find success. Pupils with special gifts and talents are challenged and given good opportunities to extend their skills, knowledge and talents. Assessment procedures are effective. A new more reliable system of teacher assessment is being embedded, to ensure that teachers have a consistently strong range of data which will support their planning and the identification of pupils' important next steps.

The personal, social and health education programme is strong. Pupils develop a good understanding of how to maintain a healthy lifestyle and are shown many ways in which they can promote their own well-being. Links with the church, the local community and many other organisations extend pupils' learning through first-hand experiences. Pupils' spiritual, moral and social development is extremely well nurtured, but the school has correctly identified the need to provide pupils with more first-hand experiences of communities with more diverse cultures.

Pupils feel very safe and secure and relationships are strong. Pupils report that teachers are quick to help them and they feel able to talk to teachers if they have any concerns. Staff work successfully with a range of outside agencies to provide support for

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vulnerable pupils and their families whenever there is the need.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is a very harmonious community where all pupils are fully included in all the school has to offer. Partnerships with parents and carers are good and they are encouraged to play an active part in all the school's work. There is huge sense of energy and enthusiasm in the school both from staff and pupils, driven by the outstanding leadership of the headteacher with her senior team. The commitment and teamwork of all staff, a well-organised management structure and clear priorities for improvement have enabled the school to make wide-ranging improvements. Monitoring of all aspects of the school's work, particularly by the headteacher, is robust.

Governors are very supportive, well informed and play an important and effective part in monitoring the school's work and planning for the future. Safeguarding policies and procedures are good and at the time of the inspection were implemented rigorously. A thorough audit of the school's provision to promote community cohesion has been carried out and plans for its future improvement put into place. The school is very active in promoting positive relationships within the school and with the local community. An effective range of strategies is used to broaden pupils' awareness of the world around them but they have only a few opportunities to actually meet people from other cultures. An increase in these opportunities has been planned but is not yet fully under way.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

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	
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	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When children start school they have a range of knowledge and experiences similar to that usually found in children of this age. They make very good progress in their learning and personal development so that by the time they transfer into Year 1 an above average proportion of children exceed the expectations for their age in all aspects of the curriculum. Good teaching and an interesting range of activities enable children to develop very well. Activities are well planned and are actively linked so that a wide range of skills and knowledge is promoted. There is a good balance of tasks led by an adult and opportunities for children to choose and develop their own activities, such as developing their own pictures on the computers. The recently completed outside area provides a safe place for children to play and pursue a range of activities but its use is still being developed. It reflects the learning inside the classroom but the Early Years Foundation Stage leaders already have plans for making it a more stimulating area in which children can experiment and explore.

Children's progress is monitored carefully and a very thorough system of recording is used to develop a clear plan for each child's important next steps. All aspects of welfare are promoted successfully reflecting the outstanding focus across the whole school. Partnerships with parents and carers are good and many talked about the positive start made by their child in Reception. The induction arrangements in particular were praised because the children settle so well under the sensitive care of all the adults. Leadership is strong. The large team of staff work very well together and considerable effort has been given to considering how best the staff can be used within the job shares so children's learning progresses effectively and a common focus on teaching and learning is promoted.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Almost 66% of parents and carers responded to the questionnaire and a very large majority of them are very supportive of the school. Even those who expressed a concern included praise for many elements of the school's provision especially about the school's happy atmosphere and the care and dedication of staff. There was no specific evidence of real concerns although some parents and carers were unhappy with the size of classes and the use of job shares. Evidence shows, however, that staff work very closely together and that there is a consistency in the planning, in the quality of teaching and in pupils' achievement. Communication was also a small concern for a few parents and carers as they would like more information about how their child is progressing and do not feel that the school always takes their views into account. Evidence from inspection shows that the staff provide a lot of feedback on each child's progress in the parental interviews and in the school-home book but are always happy to chat at the start or close of the day if parents and carers have specific questions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Uny Church of England 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 155 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	62	57	37	2	1	0	0
The school keeps my child safe	104	67	57	30	4	3	0	0
The school informs me about my child's progress	74	48	74	48	6	4	0	0
My child is making enough progress at this school	77	50	66	43	7	5	0	0
The teaching is good at this school	98	63	54	35	1	1	0	0
The school helps me to support my child's learning	83	63	64	41	5	3	1	1
The school helps my child to have a healthy lifestyle	92	59	62	40	0	0	1	1
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)	79	51	64	41	3	2	0	0
The school meets my child's particular needs	79	51	64	41	3	2	0	0
The school deals effectively with unacceptable behaviour	71	46	74	48	3	2	1	1
The school takes account of my suggestions and concerns	65	42	77	50	9	6	0	0
The school is led and managed effectively	99	64	52	34	1	1	1	1
Overall, I am happy with my child's experience at this school	100	65	51	33	1	1	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 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">■ 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.



15 February 2010

Dear Children

Inspection of St Uny Church of England Primary School, Carbis Bay, St Ives TR26 2SQ

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents and carers are correct in thinking that you go to a really excellent school. Here are some of the things we found out.

- You get a really good start to your schooling in the Reception class.
- You make excellent progress and you reach standards that are much better than most pupils of your age, especially in mathematics.
- You want to do well and enjoy the exciting activities you are given.
- You behave extremely well. You are polite, friendly and helpful to everyone.
- You have an exceptional understanding of how to develop a healthy lifestyle and work very hard to help one another and those less well off than yourselves.
- You show care for each other and respect for each other's feelings.
- You are taught well and all your teachers work hard to make sure that your lessons are fun, and you have a good understanding of how you can get better in your work.
- The headteacher and senior staff provide strong leadership for the school and all the staff want you to do very well.
- Everyone in the school works together as a strong team and there is a good partnership with your parents and carers and others who can help you to learn.
- The staff look after you extremely well so you feel safe and happy.

Even though St Uny is an outstanding school we have asked the staff and governors to do one thing to help the school to continue to improve.

- Give you more opportunities to meet with people from many different communities and backgrounds so that you gain a stronger understanding of different cultures in the United Kingdom.

Thank you again for helping us and remember you can help to ensure your school continues to be really special by continuing to work hard and helping one another.

Yours sincerely

Mrs Callaghan

Lead inspector

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