

Grampound-with-Creed CofE School

Inspection report

Unique Reference Number	112013
Local Authority	Cornwall
Inspection number	337814
Inspection dates	24–25 February 2010
Reporting inspector	Alexander Baxter

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	54
Appropriate authority	The governing body
Chair	Sarah Daniel
Headteacher	Melanie Haddy
Date of previous school inspection	25 February 2010
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Introduction

This inspection was carried out by two additional inspectors. Approximately half of the time was spent looking at pupils' learning. The inspectors visited 11 lessons and three teachers were observed. The inspectors also attended assemblies, observed break and lunchtime activities and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of children's progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 26 parental questionnaires, 12 staff questionnaires and 29 pupil questionnaires were analysed.

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

- the children's skills on entry into the Early Years Foundation Stage class and those arriving later from other schools and whether progress is similarly good for all groups of pupils, particularly in mathematics and science
- actions taken to improve writing and to update assessment procedures
- the degree to which the school's improved outdoor facilities for children in the early years and improved information and communication technology (ICT) resources are used to enrich pupils' achievement.

Information about the school

This is a small school for pupils aged 3–11 years. The number of pupils who join or leave the school other than at the usual times is above that normally expected. The proportion of pupils who have special educational needs and/or disabilities is above average. These needs are mainly in specific and moderate learning difficulties and speech and communication. Pupils with such needs are distributed unevenly across the school and vary considerably from year to year as the small number of pupils in each year group changes. As a result, the movement of pupils and their special educational needs and/or disabilities often affect some year groups very significantly. Children join the Early Years Foundation Stage in a mixed Nursery and Reception Class. Amongst other awards, the school holds Healthy Schools Status and Active Mark awards. A school-run 'after-school club' operates from 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has a distinctive, family orientated, caring ethos, which is much appreciated by parents. The headteacher gives a very effective lead in ensuring that all pupils are kept very safe and are fully included. She encourages the involvement of all staff and governors successfully and receives good support in sustaining an effective commitment to doing the best they can for every child. Good self-evaluation ensures that weaknesses are identified and tackled effectively. Improved outdoor provision for children in the Early Years Foundation Stage and increased information and communication technology (ICT) resources represent good improvements since the previous inspection, which continue to enrich pupils' learning. Strengthened systems for assessing and tracking pupils' progress and their continued and effective use to advance pupils' spoken vocabulary and literacy skills, for example, also show a good capacity for further improvement.

Given the widely varying skills and needs of pupils on entry, the performance of individual pupils has a big influence on the levels of attainment from year to year. Attainment by the end of Year 6 is broadly average. From variable starting points and in relation to their differing needs, attainment levels and rates of progress show that most pupils achieve well during their time at Grampound-with-Creed. The pupils' good learning begins in the Nursery and Reception Class with a confidence-boosting welcome and a careful analysis of their needs. This secure foundation is built upon well through the school by mostly good quality teaching and a well-planned curriculum that interests the pupils. Pupils do best when learning is based on relevant practical activity. An emphasis on developing pupils' vocabulary, for example, is lifting their writing skills well. At times, however, too much adult-led work in mathematics and science, particularly in Years 1, 2 and 3, restricts pupils' independence and investigative skills.

Pupils greatly enjoy school because, within the good care, guidance and support provided by the staff, excellent pastoral care means that friendships abound. Very warm relationships, including with adults, encourage pupils to share ideas and make confident contributions to their learning. Consequently, pupils feel very safe and adopt extremely healthy lifestyles, as reflected in the Healthy Schools and Active Mark awards. Despite the school's active encouragement to attend regularly and the vast majority of children's obvious enthusiasm for school, attendance is satisfactory rather than good because a very small minority of parents are not diligent enough in ensuring that their children attend as often as they should.

What does the school need to do to improve further?

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- Increase the consistency of good teaching and learning over the course of the next two terms by providing more opportunities for independent, enquiry-based practical learning, especially in mathematics and science, and particularly in Years 1, 2 and 3.
- Work with parents and improve pupils' attendance by the end of the year.

Outcomes for individuals and groups of pupils**2**

Inspectors observed that in lessons, pupils really enjoy their learning and make good progress through the school, especially in speaking and listening. This applied similarly to all pupils, including pupils with special educational needs and/or disabilities, pupils of high ability and those who join the school partway through the year or in different year groups. Pupils' progress quickens as they mature and more capably take responsibility for their own learning, including by using laptop computers. Pupils' attainment, seen in work in their books, responses in lessons and over time in national and school assessments, is typically average in English, mathematics and science by the end of Year 6. Although attainment is a little lower than this currently in Year 6, it still represents good achievement. This is especially the case given a majority of pupils with special educational needs and/or disabilities in this year group and when placed alongside pupils' obvious enjoyment of school and their well-developed personal qualities. Pupils' enjoyment and achievement are most successful when they are engrossed in practical activity. This occurred, for example, during a 'Leap for Life' Nursery and Reception physical activity session in the village hall, where children tiptoed their way across a 'crocodile infested river'. Learning was similarly successful in a lesson in Years 3, 4, 5 and 6, when pupils were challenged to measure weights and angles and to place shapes accurately on a grid by using coordinates. At times, insufficient practical enquiry-based learning, particularly in Years 1, 2 and 3, restricts pupils' independence. The pupils' confidence reflects the supportive nature of their friendly relationships, which are promoted warmly by all staff. 'I'd rather come to school to meet my friends than stay at home!' exclaimed one boy. Behaviour is outstanding, with those who receive planned support responding very positively. The pupils clearly feel valued, willingly offer ideas and suggestions and fulfill their responsibilities, on the school council, for example, with due diligence. Pupils contribute well to their learning, especially during practical activity. A few, not surprisingly, lose interest when they have to sit and listen for too long. Their excellent adoption and knowledge of healthy living, evident in their understanding of the need for exercise and a balanced diet, is also seen in their prowess on the sports field, for example, in 'Tag Rugby'.

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	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and their skilled assistants present consistently exemplary role models to the pupils and, in partnership with parents, are successful in promoting the pupils' excellent behaviour. Other typical strengths evident in all classes include sharing pupils' ideas by using computer-generated 'interactive whiteboards' and emphasising pupils' speaking, listening and vocabulary skills. These methods are an established feature in English lessons to enrich pupils' writing and are now developed with increasing success in mathematics. This was seen, for example, in a lesson in Years 3, 4, 5 and 6 where pupils were strongly encouraged to think for themselves using mathematical language when tackling number problems. At times, particularly in Years 1, 2 and 3, whole-class or group discussions continue for too long and pupils' interest and pace of learning slips. Time for more stimulating practical learning is also constrained.

The high quality of the staff's pastoral care encourages the pupils' very willing participation in the day-to-day life of the school. Excellent links with outside agencies, such as the educational psychologist and outreach parent support worker, underpin the school's worthy reputation for supporting vulnerable pupils and those with special educational needs and/or disabilities. Close links with other schools also contribute to the pupils' outstanding enjoyment and adoption of healthy living.

There is a well-planned curriculum, which is enriched by a good range of clubs and regular and stimulating visits out of school and includes a developing after-school club. These have a very beneficial impact on the pupils' personal development and well-being. The school places a strong and effective emphasis on literacy and numeracy, especially in discrete subject lessons, and on ICT. However, opportunities are not always taken to

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further develop the pupils’ literacy skills across other subjects. Despite the staff’s best efforts, and good outdoor learning experiences, the small size of classrooms limits opportunities for pupils to learn more frequently by following their own lines of enquiry.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides respected leadership in promoting the school’s caring ethos and in ensuring equal opportunity and freedom from discrimination for all the pupils. With good support from senior staff and governors, the headteacher is making good use of detailed accurate assessments of the pupils’ progress to underpin effective school self-evaluation and to move the school forward with good momentum. Safeguarding arrangements are excellent, with all requirements very well documented. The staff deal innovatively with the complications of a very constricted site, especially the limited space indoors. They make good use of the adjacent village hall and excellent links with outside agencies to provide a full range of learning experiences for the pupils. The school promotes community cohesion effectively. It is a small, very closely knit community, which promotes its local heritage strongly through village and church events. International aspects of community are promoted well through ‘Globalisation Week’ events and cross-curricular topics such as ‘From Mountains to the Sea’. Links with communities across the United Kingdom are developing satisfactorily and include visits to London and contacts with a culturally diverse school in Bristol.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	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 of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Very close links with parents help the children make a good start and greatly enjoy their time in the Nursery and Reception Class. Children are very warmly welcomed and make good progress, especially in their creative and physical development. In particular, good teaching means that children also do very well in learning to speak clearly and listen carefully. Good leadership, which also includes excellent safeguarding of the children’s welfare, ensures that the teacher and her assistant provide an appropriate balance between adult-led activities and those chosen by the children themselves. Children experience a good range of stimulating experiences, including outdoors, where the addition of a small secure area now enables children to move freely between indoor and outdoor activities. Additional activities such as riding large wheeled toys on the school playground and physical games which the children find great fun in the adjacent village hall further enrich the children’s self-confidence and their very positive attitudes. The very limited indoor space presents a continuing challenge for the staff and does not always facilitate sufficient independent learning.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Responses to the Ofsted questionnaire were overwhelmingly positive and showed unanimous agreement to several statements. Additional written comments, typically expressing full support of the school, included, ‘Grampound-with-Creed highlights all the advantages of a small school. It is family orientated, well run and supportive’, and ‘This school has a caring atmosphere and wants pupils to reach their potential.’ There was no consensus across the very few areas of disagreement, which were expressed in constructive terms.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grampound-with-Creed C of E 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	65	9	35	0	0	0	0
The school keeps my child safe	23	88	3	12	0	0	0	0
The school informs me about my child's progress	12	46	10	38	4	15	0	0
My child is making enough progress at this school	10	38	13	50	1	4	0	0
The teaching is good at this school	15	58	11	42	0	0	0	0
The school helps me to support my child's learning	14	54	10	38	1	4	1	4
The school helps my child to have a healthy lifestyle	13	50	13	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)	7	27	17	65	0	0	0	0
The school meets my child's particular needs	12	46	14	54	0	0	0	0
The school deals effectively with unacceptable behaviour	11	42	12	46	0	0	0	0
The school takes account of my suggestions and concerns	8	31	16	62	1	4	0	0
The school is led and managed effectively	12	46	14	54	0	0	0	0
Overall, I am happy with my child's experience at this school	17	65	9	35	0	0	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.



26 February 2010

Dear Pupils

Inspection of Grampound-with-Creed CofE School, Truro TR2 4SB

Thank you for welcoming us so warmly to your school. We noticed how you and many of your parents felt the same welcome. Everyone was so friendly towards each other, making us soon realise why you enjoy school so much. We are pleased to say that you attend a good school, which has several strengths, and we could sense that you and your parents quite rightly feel the same.

These are the other things we liked best:

- Yours is a very caring school where you are kept very safe and where fun and laughter help you to learn just as you would in a happy family.
- You are taught well and most of you make good progress. Many of you have particularly good speaking and listening skills.
- Your outstanding behaviour and the way you so warmly mix with each other reflect the excellent role models of all the adults who work in the school and the way they enlist the help of other specialist staff to give you personal help when you need it the most.
- Your headteacher is a very talented leader who works closely with staff and governors. Together, they lead and manage the school well and, with the good support of your parents, are always seeking ways of helping you to achieve even more.

To help the school to improve further, we have asked the headteacher, staff and governors to do two things:

- Give you more opportunities to work independently and to learn practically by finding things out for yourselves, especially in mathematics and science, and for those of you in Years 1, 2 and 3.
- Work closely with your parents to help some of you to come to school more regularly.

Thank you once again. You can help by thinking carefully about your work and, as much as you can, trying to find things out for yourselves.

Yours sincerely

Alex Baxter

Lead inspector

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