

# St Winnow CofE School

## Inspection report

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<b>Unique Reference Number</b>	112016
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337816
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	John Laver

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David McAuley
<b>Headteacher</b>	Emma Simpson
<b>Date of previous school inspection</b>	7 May 2007
<b>School address</b>	Downend Lostwithiel PL22 0RA
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## Introduction

This inspection was carried out by two additional inspectors. During the inspection, nine lessons were observed and three teachers were seen. Inspectors observed the school's work, and held meetings with pupils, staff, parents and governors. Inspectors scrutinised a variety of documentation, including assessment data on pupils' current progress, the school improvement plan, minutes of the governing body and reports by the school improvement partner. Inspectors analysed 28 questionnaires from parents and carers, 14 staff questionnaires and 35 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 is furthering pupil progress and raising standards, particularly in writing and mathematics
- how effectively the leadership is making the quality of teaching more consistent, particularly in the use of assessment, to improve the quality of learning
- how effectively leadership and management at all levels are monitoring progress, ensuring the accountability of all staff, and implementing the strategies for improving progress and standards
- how effectively the school is helping children in the Early Years Foundation Stage make progress, particularly in the core skills of communication, language, literacy and numeracy.

## Information about the school

The great majority of pupils in this much smaller than average primary school are from a White British background. The proportion of pupils at an early stage of learning English is well below average, whilst the proportion of pupils with special educational needs and/or disabilities, which include learning, behavioural and emotional needs, is above average. The school has the Healthy Schools award and the Active Mark award. Children join the Early Years Foundation Stage in a class shared with pupils in Year 1. The school also manages a small pre-school on the school site. During the last 18 months, there has been major instability in staffing, with lengthy absences by two of the three regular teachers.

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

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

## Inspection judgements

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

**3**

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

**3**

### Main findings

St. Winnow Church of England School provides a satisfactory standard of education. It does so in challenging circumstances, since out of a teaching staff of four (including the headteacher), two teachers have been absent for substantial periods of time in recent months. The headteacher has had to lead and manage the school without the support of a leadership team. During this time, the lack of continuity in teaching has made it difficult to embed the improvements, implemented by the headteacher and strongly supported by governors and the local authority, which are designed to reverse previous underachievement. The majority of parents support what the leadership is doing to secure better progress. Typical was the comment of one parent: 'I cannot thank this school enough for all the help and support my child has received.' There have been several successes, including providing high-quality education in the pre-school, the improved transition arrangements for children as they join Reception, the good quality of support for several vulnerable pupils, and the inclusive ethos, fostered by the school, which provides pupils with a sense of security and enjoyment in coming to school.

Children in the pre-school make good progress, whilst children in Reception and pupils from Year 1 onwards make satisfactory progress. This reflects the quality of teaching, which is satisfactory overall but inconsistent. This inconsistency has been reflected in recent national test results, which have shown insufficiently high standards in core subjects, particularly writing and mathematics, especially for more able pupils.

Concerted efforts by the headteacher, including extensive monitoring and the use of external support for classroom teaching, have led to gradual but improved progress in English and mathematics. There is still insufficient pace and challenge in some lessons, especially for more able pupils, and inconsistencies in classroom management have adversely affected the attitudes to learning of a small number of older pupils. The school has developed sophisticated assessment and tracking systems in order to keep a check on progress, but efforts to make more effective use of the resulting targets to help pupils learn more effectively are not yet sufficiently embedded in classroom practice.

The feedback given to pupils, including marking, does not give clear enough indications of how they can improve their work. The great majority of pupils attend school regularly, most behave well and they enjoy the range of activities provided. The enthusiasm shown by most pupils helps to give the school a high profile in the local community. However, the overall contribution of the school to developing community cohesion is only satisfactory. This is because pupils have a less developed understanding both of issues relating to cultural diversity in other parts of Britain and of issues affecting the wider world, although the school is beginning to forge links with schools further afield.

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The leadership's accurate evaluation of the school's strengths and weaknesses, the headteacher's determination and high expectations for improvement, and the fact that appropriate plans are in place to continue a trend of improving progress, albeit in challenging circumstances, all mean that the school has a satisfactory capacity for sustained improvement.

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

- Raise the quality of teaching from satisfactory to good, and consequently improve standards in writing and mathematics, by providing more challenging opportunities for pupils, especially the more able.
- Improve the quality of learning of pupils in Years 5 and 6 by making better use of assessment, including marking and the use of pupil targets, so that pupils have a clear understanding of how to progress to the next levels in their work. Improve the school's contribution to community cohesion by providing more opportunities for pupils to develop their understanding of cultures other than their own, both in Britain and the wider world.

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

Pupils make satisfactory progress by the end of Year 6. Standards in core subjects, particularly English and mathematics, are close to average, which is an improvement on recent results. Previous gaps in standards and progress between boys and girls have been reduced. Improvements are mainly due to initiatives such as one-to-one tuition and the various nurture groups set up for vulnerable and underachieving pupils. Those with a wide range of special educational needs, which include behavioural and emotional issues as well as weaknesses in literacy and numeracy skills, achieve at a similar rate to other pupils. A few older and more able pupils are not always sufficiently encouraged to achieve their best. Attendance is close to the national average, an improvement on previously disappointing figures which were due to the irregular attendance of a very small number of pupils. Behaviour is good around the school, but is only satisfactory in lessons, where progress is sometimes hindered by negative attitudes towards learning, usually arising from a lack of challenge or exciting opportunities to learn. Pupils enjoy taking on responsibility, both on the school council or by getting involved in activities such as charity initiatives. Pupils talk knowledgeably about the importance of exercise and healthy eating. Spiritual and social development is strong; assemblies encourage pupils to take personal responsibility, celebrate the Christian ethos of the school and reflect on a range of issues affecting the quality of life. Pupils from various backgrounds get on very well with each other and feel safe in school. Although literacy and numeracy skills are not as high as they should be, pupils gain some good preparation for the next phase of education by the imaginative policy of 'early entry' of Year 6 pupils to the local secondary school.

*These are the grades for pupils' outcomes*

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

Teaching is variable in quality, which is why current pupil progress is satisfactory rather than better. The best lessons are characterised by pace, imaginative strategies and use of resources, and enthusiastic teaching. This was observed, for example, when younger pupils carried out the task of scientifically investigating and recording the natural habitat in the school grounds. In less effective lessons, or those which are occasionally unsatisfactory, progress suffers because the teaching does not retain the focus and interest of pupils, does not allow enough learning independently of the teacher, and does not provide sufficient feedback to pupils on how they can do better. Although the teaching of basic skills is satisfactory, in other respects the curriculum makes a good contribution to pupils' personal development. Pupils enjoy the trips, such as that to the Roseland peninsula, and they enjoy using the facilities and expertise provided by the local secondary school. The school successfully integrates the high proportion of pupils who join the school other than at the usual times. As parents and pupils recognise, it is a caring school, one in which vulnerable pupils are well supported. Pupils also benefit from the school's good links with outside agencies.

*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

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

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<b>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>2</b>

**How effective are leadership and management?**

The headteacher's rigorous monitoring has led to several strategies to improve progress. The disruption in staffing has meant that, as yet, they have shown a limited impact in the classroom. St. Winnow's is an inclusive school. The school has a strong commitment to equality of opportunity and there is no discrimination. Pupils from all backgrounds feel valued and able to play a full part in school life, even though academic progress is only satisfactory. Links with other schools are developing, but not yet to the extent of having a significant impact on the school's performance. The development of the on-site pre-school has been a great success, raising the standard of entry to the main school, and providing strong links with the Early Years Foundation Stage, with children showing confidence and eagerness to learn. The school's leadership and governors recognise the need to further the school's contribution to developing greater pupil awareness of the wider national and global communities. The school works hard, and with growing success, to involve parents more in their children's learning, for example through celebrating pupil projects in school. The school has robust safeguarding procedures; staff and governors are well versed in the appropriate procedures, and pupils have a good awareness of safety aspects such as the security of the school site and the use of computers. They also benefit from a well-organised programme of personal, social, moral 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>3</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>

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## Early Years Foundation Stage

In recent years, children often joined the Early Years Foundation Stage with levels of skill and knowledge well below those typical for their age. However, the children currently in Reception show levels above expectations, reflecting the fact that the small cohorts joining the school vary considerably from year to year in their make-up. Provision for children in a class which also contains Year 1 pupils is improving, although currently children make satisfactory progress in working towards their early learning goals. They make stronger progress in personal development than in language and numeracy skills, although a few more able children are not challenged to learn as effectively as they could. Many children are confident and articulate, for example when talking with adults and working with each other. Teaching is satisfactory, although staff sometimes miss opportunities particularly to utilise the outdoor area for more learning activities. Opportunities are also sometimes missed to develop children’s phonics ability and writing skills more systematically outside the formal sessions. Leadership and management are satisfactory and improving. There are good links to ensure good transition of children from the pre-school. Assessments of children’s progress are now more accurate than in recent years and are used increasingly both to plan a range of teacher-led sessions and to encourage child-initiated activities. Children feel well cared for and secure. Most parents agree with this, and they also value the school’s efforts to involve them in their children’s learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</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

Most parents appreciate what the school provides for their children in terms of enjoyment, the care and support pupils receive, and the quality of provision offered through ‘extra’ events such as school trips. The highest levels of appreciation are for the school’s efforts in keeping pupils safe, providing an education which pupils enjoy, and the school’s efforts in keeping parents informed about their children’s progress. A minority of parents have concerns in particular about how the school deals with unacceptable behaviour and how well the school is led. Small minorities express concerns over how much progress their children are making, how good the teaching is, how well they as parents are helped to support their children’s learning and the extent to which the school takes parental views into account. The inspection team



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acknowledges all the concerns. It believes that the headteacher, supported by the governors and outside bodies such as the local authority, is working extremely hard to overcome some of the difficulties caused by the substantial absence of key teaching staff, which has considerable implications in such a small school. These difficulties include trying to ensure continuity of learning and a consistent approach towards pupils. The inspection team believes that the school does succeed in involving parents in pupils' learning in various ways, and has improved behaviour, although it is not always as good as it should be in lessons. The inspection team also recognises that the leadership has implemented a number of strategies to improve pupils' progress and teaching, and that these have begun to have a positive effect. Inspectors also recognise that such strategies take time to bear fruit when staffing arrangements are still uncertain.

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

Ofsted invited all the registered parents and carers of pupils registered at St. Winnow Church of England 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	50	11	39	2	7	0	0
The school keeps my child safe	9	32	18	64	0	0	1	4
The school informs me about my child's progress	8	29	16	57	1	4	2	7
My child is making enough progress at this school	9	32	11	39	5	18	3	11
The teaching is good at this school	9	32	13	46	6	21	0	0
The school helps me to support my child's learning	8	29	14	50	5	18	1	4
The school helps my child to have a healthy lifestyle	13	46	13	46	2	7	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	25	11	39	2	7	0	0
The school meets my child's particular needs	11	39	11	39	5	18	0	0
The school deals effectively with unacceptable behaviour	1	4	10	36	5	18	8	29
The school takes account of my suggestions and concerns	5	18	8	29	5	18	4	14
The school is led and managed effectively	3	11	12	43	6	21	6	21
Overall, I am happy with my child's experience at this school	9	32	11	39	5	18	2	7

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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

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

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

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

## Common terminology used by inspectors

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

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



6 May 2010

Dear Pupils

Inspection of St. Winnow Church of England School, Lostwithiel, PL22 0RA

Thank you for welcoming us into your school when we visited it recently. We enjoyed seeing all of you in lessons as well as around the school. You were very polite and friendly, and you told us a lot about the school. We know that you feel safe, you like most of the activities in school, especially the trips and some lessons, and you feel well looked after. You get on very well with each other and enjoy helping each other, for example by representing your classmates on the school council. St. Winnow's gives you a satisfactory education. You make satisfactory progress and reach average levels in English and mathematics. Some of you, especially older pupils and those who find learning easier, do not always do as well as you should, particularly in writing and mathematics. This is partly because some of you find the work quite easy, and sometimes you do not know exactly how well you have done in your work and how you can improve it.

Your progress in school is improving, because your headteacher and other adults are working hard to help you. You can also help by always doing your best. To help you continue to improve, we have also asked that:

- your teachers make sure that they always give more challenging work to those who find learning easier than others
- teachers give you more information in your marking and use your targets more so you all know exactly how you can improve your work, especially in English and mathematics
- the school helps you to find out more about how people live and what they believe in other parts of Britain and the wider world.

Once again, thank you for your welcome and best wishes for the future.

Yours sincerely

John Laver Lead inspector

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