

# Chacewater Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111859
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	356989
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Laurie Lewin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Tipple
<b>Headteacher</b>	Chris Gould
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Church Hill Chacewater, Truro, Cornwall Truro TR4 8PZ
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## Introduction

This inspection was carried out by one additional inspector. Twelve lessons were observed and six teachers were seen. The inspector met with pupils, staff, parents and governors. The inspector observed the school's work, and looked at school documentation including teachers' planning, assessment information, safeguarding policies and scrutinised samples of pupils' work. The inspector analysed 64 questionnaires from parents and carers, 13 from staff and 59 from pupils.

The inspector reviewed many aspects of the school's work and looked in detail at the following.

- The progress of different groups of pupils, especially those with special educational needs and/or disabilities.
- Pupils' attainment and progress in mathematics.
- The effectiveness of the role of middle leaders.
- The impact of the school's work on promoting community cohesion.

## Information about the school

This is a small school. It serves the local village and surrounding area. Its pupils come from a variety of backgrounds. The proportion of pupils with special educational needs and/or disabilities is similar to that found in other schools nationally. The pupils concerned have a range of different needs with some of them having particular social and emotional difficulties. The proportion of pupils known to be eligible for free school meals is below the national average. Nearly all of the pupils are White British, with a very small number coming from other ethnic backgrounds. The proportion of pupils who join the school other than in the Early Years Foundation Stage is higher than that found in most other schools. Pupils in the school are currently taught in four mixed-aged classes.

The school was previously managed by one executive headteacher who also managed another nearby school. The school governors moved to change this with a full-time headteacher appointed for this school in September 2010. At the same time, an assistant headteacher was appointed. The school has the national accreditation as a 'Healthy School'.

**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. The excellent work of the new headteacher has galvanised all staff into moving forward with rapid improvements. Together, in a relatively short period of time, they have significantly improved the quality of education and raised standards achieved by the pupils. Pupils commented that, 'Our behaviour and work have got lots better because we enjoy school more than we used to.' There is a dynamic atmosphere around the school and many new initiatives have been successfully launched to improve and refresh areas of the school's provision. For example, strong efforts have been made to bring staff, governors and parents and carers together in meetings to launch the school's new mission statement, 'Learning and Caring Together'. There are strong and positive relationships between all of those involved with the school.

Pupils' achievement by the end of Year 6 is good. Children get off to a really good start in the Early Years Foundation Stage due to the excellent quality of provision. Pupils' progress across the school is good. Pupils' attainment in English by the end of Year 6 is securely above average and slightly above average in mathematics as indicated by recent assessments and test results. Continual improvements have resulted in attainment that is now much better than it was at the time of the school's last inspection. However, despite the improvements made, the promotion of calculation skills remains a relatively weaker aspect of mathematics work across the school.

Teaching is good across the school and excellent in the Early Years Foundation Stage. Teachers plan their lessons precisely to cater for all groups of pupils.

Pupils feel confident and secure at school. All aspects of the provision to ensure their ongoing safety is outstanding and staff look after the pupils very well. Pupils' behaviour is good. They relate very well with one another and with the staff and say 'Our school is a very friendly place!' Pastoral provision is good so that all individuals would have no qualms about talking to staff if something was upsetting or worrying them.

The school accurately evaluates its own performance and staff and governors are very clear about what is currently working well and where improvement is needed. The governors do an outstanding job. They have worked extremely well to steer the school through difficult times of reorganisation in its leadership and management. They are proactive and innovative in seeking ways to fully support the staff and future improvement of the school. The headteacher and the assistant headteacher provide strong leadership for the staff. However, the roles of middle leaders are not yet sufficiently well developed, especially in relation to strategic overview of performance within their curriculum area. Nevertheless, there is an enthusiastic and determined attitude among all staff to keep driving the school forward. The current momentum of successful improvement combined with high energy and full commitment of the staff and governors mean the school has good capacity to keep improving.

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

- Raise attainment in mathematics by December 2011 by improving pupils' calculation skills across the school.
- Develop the roles of middle leaders by December 2011 by ensuring they acquire a clear overview of performance within the subject areas for which they are responsible.

## Outcomes for individuals and groups of pupils

2

Pupils' achievement is good. They thoroughly enjoy all aspects of school life and put lots of enthusiasm into their work. They behave well and give each other a lot of support both in lessons and activities outside the classroom. Pupils in Years 5 and 6 said that they had a lot of fun in their lessons and feel this has been a big factor in helping them improve. This very positive approach to learning was apparent in the mathematics and English lessons observed for this year group where, despite the challenging work presented, pupils tackled tasks with determination. Similarly, in lessons for younger mixed-age classes, pupils listened very carefully and were keen to join in and play a full part in the activities.

Across the school there is much evidence of good speaking and listening, with pupils often confidently articulating their ideas. This is paying off well in writing. Year 6 pupils' work demonstrated they could write well for a range of different purposes often portraying their ideas in imaginative ways and using a good range of vocabulary. Assessment data show pupils' progress has accelerated in recent times. Overall, it is now good in all classes and very good in the Early Years Foundation Stage. Pupils' attainment in mathematics has improved in recent times and is now slightly above average. However, pupils' skill in carrying out calculations remains a weaker aspect of their work.

The school's accurate tracking information shows that some pupils with special educational needs and/or disabilities only make satisfactory progress. However, the school is doing well to improve the support for these pupils and in many lessons seen most of these pupils made good progress.

Pupils gain a sensitive awareness of the world around them and develop good social awareness. For example, older pupils engaged in good quality discussion about the pressures of royalty having watched a video clip of Prince William and his future wife being interviewed. Pupils have a good moral understanding and are becoming good young citizens. They show responsible attitudes in the classroom and by Years 5 and 6 carry out monitoring tasks very sensibly. The school council works very effectively as a channel for pupils' ideas and is instrumental in helping the school make changes. Through their work studying different countries, pupils gain a good insight into the way in which people from different cultures around the world live. They join in with a range of activities such as fund raising in the local community. However, the school rightly recognises that more could be done to involve pupils in contributing to the wider community. Pupils are healthy and fit and have a good knowledge and understanding about how to remain this way, reflecting the Healthy School's status. Overall, pupils' attendance is good. Pupils develop good basic skills that equip them well for progressing in the future.

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*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Teaching is consistently good across the school. Teachers have very good relationships with all of the pupils and are effective at helping all individuals develop a confident attitude towards their learning. Their success in this is partly due to the way in which lessons are run with good humour and with much effort made to ensuring wherever possible learning is made interesting and fun. The pupils respond well to this and are eager to make their best efforts. Teachers are good at sustaining pupils' interest by using a wide range of different learning strategies. For example, teachers make good use of the interactive whiteboards to give attractive presentations, mini-whiteboards to speed pupils' responses and good use of partner discussions to ensure full participation. Teachers plan the different segments of their lessons well with work often flowing seamlessly into good quality practical activities. Teachers question pupils effectively and because they know them well, the questions are often tailored specifically to the needs of individuals to engage them and help them develop their ideas. Teaching assistants generally provide good support for teachers and pupils. However, very occasionally in the follow up group work, the guidance they give to pupils with special educational needs and/or disabilities is not as clear as it could be to ensure all individuals fully understand and work confidently.

Teachers make good use of assessment information to inform their planning. They have a good awareness about how well each pupil is progressing and provide individuals with clear and specific targets for improvement. They are good at evaluating the success of

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their lessons and make suitable adjustments to any future plans accordingly. The school has rightly identified the need to involve pupils even more in the processes of assessment through, for example, conferencing with them to a greater extent about how to improve their work.

Much good work has been done by the school to upgrade the curriculum and tailor it as closely as possible to pupils' needs and interests. The approach of designing work to link to a specific topic area is very successful in this respect. A good example in the class for the oldest pupils showed them successfully following up the main theme in the book being read in English. Successful links were made between the book and work carried out in history and geography. The wide range of visits made and visitors coupled with the impressive range of well-attended after-school activities provide good enrichment to the curriculum.

The good pastoral guidance provided for pupils ensures that all individuals are happy and secure in school. Pupils spoken to who have individual behaviour plans appreciate that much has been done in recent times to help them and make them feel secure and happy at school. Pupils are given good individual guidance by all staff and this prepares them well for the next stage of their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Strong leadership and management have enabled the school to make wide-ranging improvements in a short period of time. The new headteacher has put in place highly effective communication between all of those involved in helping the school improve. As a result, there is shared enthusiasm by all stakeholders for plans to push forward with further improvements. The teamwork in the school is very strong and morale among all staff is high. At the heart of the school's successful improvement drive has been the clarity with which strengths and weaknesses have been clearly identified, with particular clarity established around what is needed to improve things further. This has helped staff seize on the critical areas such as behaviour, assessment, curriculum, teaching in all classes, and communication with and involvement of parents and carers. These areas have all improved and resulted in pupils' achievement improving significantly.

Staff work well to support all the main areas of school improvement. However, the role of middle leaders is underdeveloped. In the main, they do not have a clear remit for how they should work within the subject area for which they are responsible in order to draw up clear plans for further improvements.

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The governing body has a very impressive range of skills and expertise. Governors work very closely with the headteacher and staff. They have an excellent insight into the day-to-day working of the school and are ambitious to ensure that the school provides the very best quality of education possible. Governors adopted a very robust approach towards seeking the best possible outcomes during recent changes in the way in which the school is led and managed. Governors are very rigorous in carrying out their duties and in ensuring that all statutory responsibilities are met. They monitor the school very closely in terms of evaluating the impact of new initiatives. They ensure that the safeguarding of the pupils is held paramount. Excellent systems are in place for risk assessment and all governors and staff have a high level awareness of safeguarding issues. Full training in this area is carried out by all staff and governors. All checks are carried out on a very regular basis and the school site is made entirely secure.

The school has recently established very good lines of communication with parents and carers and has very usefully involved them in discussions about the mission statement and future direction. Through close liaison with the parents and governors, the headteacher has helped the school take very effective steps to further promote community cohesion. While there are already strong links established with the local community the school's evaluation of its overall impact in this area is not entirely clear.

The school has good links with external partner organisations, which it uses well to boost pupils' learning and personal development. Equality of opportunity is promoted well. For example, the school has good provision for ensuring all individuals do their best and there is a constant drive to address any variations in academic performance between groups of pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

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## Early Years Foundation Stage

The school's detailed assessment information shows that children are working below the expected levels when they start school and their performance in writing is especially weak. By the time they start Year 1, they reach average levels in all areas of learning and have made particularly good progress in improving their skills in communication, language and literacy. This academic year, the provision of teaching assistants to work alongside the class teacher has been increased and provision that was already strong has been strengthened and is now outstanding. Assessment information shows that children's progress in the past has been securely good and sometimes excellent. As a result of outstanding provision this term children are making excellent progress.

At the heart of the strong provision is the highly effective way in which the teaching assistants and the teacher work together. They know the children very well and cater for their needs sensitively and with much good humour. There is a busy and happy working atmosphere in the classroom. Speaking and listening skills are especially well developed with all activities underpinned by a constant flow of dialogue between the staff and the children. Children are therefore confident at expressing their ideas and make rapid gains in acquiring new vocabulary. They work with full motivation and energy because they find the tasks interesting. For example, in one task with the teacher, children practised writing their letters in shaving foam. There was much laughter as they completed the task accompanied by very good learning about the letter shapes. As well as working with adults, children have a wide range of opportunities to work independently with activities that allow them to learn through investigation and exploration. Children's personal development is excellent in this environment where they learn to work and play confidently while also feeling completely safe. Staff adopt a rigorous approach to ensuring children are cared for safely.

The teacher leads and manages the provision in a highly effective way, working closely with staff, governors and the headteacher to carefully and accurately evaluate the quality of provision. Along with staff, she is ambitious to keep provision constantly improving. All resources are used to full effect. Staff work with energy to ensure that all individuals are given the best possible chance to develop to their full potential.

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

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

## Views of parents and carers

There was a high return of questionnaires. The overwhelming majority of parents are clearly very pleased with what the school provides and they recognise that much has

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improved in recent times. There was much praise expressed for the new headteacher and the impact he has made on the school. One parent wrote, 'The headteacher has brought so much more enthusiasm, discipline and improved standards dramatically! He recognises the 'high achievers' as well as special educational needs. The school has now got a soul!' There were many other similar comments made by parents. The inspection findings confirm the views of almost all parents.

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

Ofsted invited all the registered parents and carers of pupils registered at Chacewater Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 64 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	67	21	33	0	0	0	0
The school keeps my child safe	52	81	12	19	0	0	0	0
My school informs me about my child's progress	41	64	22	34	1	2	0	0
My child is making enough progress at this school	40	63	22	34	1	2	1	2
The teaching is good at this school	40	63	21	33	3	5	0	0
The school helps me to support my child's learning	40	63	22	34	1	2	1	2
The school helps my child to have a healthy lifestyle	44	69	19	30	1	2	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)	35	55	25	39	0	0	0	0
The school meets my child's particular needs	33	52	28	44	2	3	0	0
The school deals effectively with unacceptable behaviour	30	47	30	47	2	3	1	2
The school takes account of my suggestions and concerns	32	50	27	42	1	2	1	2
The school is led and managed effectively	46	72	16	25	0	0	1	2
Overall, I am happy with my child's experience at this school	49	77	14	22	1	2	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



10 December 2010

Dear Pupils

**Inspection of Chacewater Community Primary School, Truro TR4 8PZ**

Thank you for making me feel very welcome in your school. You were very polite and friendly and I enjoyed talking to you. I have judged that yours is a good school and I can see that you agree with me. Your school has improved a lot recently.

Here are some of the good things that I found in your school:

- The excellent provision in the Early Years Foundation Stage gets you off to a strong start at school.
- There are lots of smiling faces when you arrive at school and I can see that you enjoy being there.
- You are fit and healthy and know a lot about how to stay this way.
- Good teaching provides interesting lessons for you so that you progress well through all the year groups in the school.
- Your behaviour is good in all activities in the classroom and in the playground.
- You all feel very safe in school. The adults in the school are excellent at taking care of you.
- The headteacher, staff and governors have done a good job of helping the school to improve and they are working very hard to make sure it keeps improving in the future.

This is what I have asked the school to do now:

- give you more opportunities to develop your calculation skills in mathematics
- help the teachers who are in charge of different subject areas to have a clearer understanding about how to do their job in keeping things improving.

You can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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