



Godolphin Primary School

Inspection Report

Unique Reference Number 111809
Local Authority Cornwall
Inspection number 289057
Inspection date 4 December 2006
Reporting inspector Paul Sadler

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

Type of school	Primary	School address	Godolphin Cross
School category	Community		Breage
Age range of pupils	4–11		Helston TR13 9RB
Gender of pupils	Mixed	Telephone number	01736 763318
Number on roll (school)	65	Fax number	01736 763318
Appropriate authority	The governing body	Chair	Maggie Mackenzie
		Headteacher	Tony Phillips
Date of previous school inspection	14 January 2002		

Age group	Inspection date	Inspection number
4–11	4 December 2006	289057

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school serving a rural part of south-west Cornwall. The proportion of pupils with learning difficulties or disabilities is above average. There are no pupils from a minority ethnic background or who speak a language other than English at home. Pupils are organised into three classes: Years R and 1, Years 2 to 4 and Years 4 to 6.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils achieve well. Parents are delighted with how well their children do. Their views were summed up by one who said, 'Both my children have achieved far more than I ever expected'. Children start school with the expected levels of skill and knowledge and by the time they leave at the end of Year 6, their attainment in English, mathematics and science is above average. Their written work is of an especially impressive standard. Pupils make very good progress in Years 3 to 6. Their personal development and well-being are good. They behave well and their attendance is excellent. Pupils' understanding of the importance of a healthy lifestyle is outstanding; in part, this is due to the very good provision for sport and other physical activity both during and after school.

Teaching is good. In Years 5 and 6, it is very good. Whilst in other classes it is generally good, it does not always meet the needs of the younger pupils. The curriculum is good and has excellent features, including a wide range of interesting activities both in and out of school. Pupils say they enjoy all subjects and talk with enthusiasm, for instance about their work in design and technology. Pupils receive good care, guidance and support. Care and welfare arrangements are very good. Teachers know their pupils well and those with learning difficulties or disabilities are supported very well. Pupils are helped to understand what they need to learn to improve their work but the approach to this is not consistent across the school as some are given clear targets for improvement while others are not.

Leadership and management are good. The school has a good understanding of its strengths and weaknesses. Successful action has been taken to rectify shortcomings, for example to improve the progress made by children in the Reception year in developing their reading and calculation skills. Provision overall for these children is satisfactory. They receive good teaching of basic skills but their opportunities to learn through structured play are limited. The governing body has made good progress in rectifying some weaknesses in its own work identified by the last inspection. Overall, the school has made good improvement since then. Teaching and learning are monitored effectively and steps leading to improvement are taken. There is good potential for further improvement to take place.

What the school should do to improve further

- ensure that the younger pupils in each class are taught through activities that are suitable for their abilities and stages of development
- ensure that all pupils are given clear targets that show them what they need to learn next.

Achievement and standards

Grade: 2

Pupils' achievement from when they enter the school to when they leave is good. They make satisfactory progress in the Reception year, by the end of which most attain the goals set for children of their age. Pupils make good progress in Years 1 and 2, by the end of which most attain good standards in relation to their capabilities. However, some of the Year 2 pupils make satisfactory rather than good progress because teaching does not fully meet their needs. All pupils achieve very well in Years 3 to 6, by the end of which they attain above average standards in English, mathematics and science. In particular, they write very well, at length and accurately in a wide range of styles. They write with flair, using a very good range of vocabulary and grammatical structures. Pupils with learning difficulties or disabilities achieve well.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Pupils say they work well together and that there is very little bullying, and parents comment favourably on the school's 'family atmosphere'. Behaviour is good and pupils respond well to the school's clear expectations. Pupils have a good understanding of how to keep safe, for instance when using the internet. They enjoy school and talk enthusiastically about the many opportunities it offers. Almost all take part in the many after-school sporting opportunities. They make a good contribution to the community, with older pupils taking responsibility for younger ones and through collecting for charity. The skills they will need in later life are well developed. These include literacy, numeracy, information and communications technology (ICT), as well as social and team skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good as teachers have very good knowledge of the subjects they teach and have high expectations of what pupils can achieve. They motivate pupils through their own enthusiasm, for instance for sport or design and technology. Work is marked thoroughly, for older pupils with helpful comments showing them how to improve it. Some classes have pupils of a wide range of ages and abilities and teachers sometimes find it difficult to plan work which meets all their needs. When this is the case, it is usually the younger pupils who miss out. However, pupils with learning difficulties or disabilities receive good teaching and are well supported by teaching assistants.

Curriculum and other activities

Grade: 2

Some aspects of the curriculum are outstanding, especially for older pupils. There is a very wide range of exciting activities, both during and after school. As a parent rightly said, 'the sports and physical activities are superb'. Pupils spoke enthusiastically about a wide range of subjects: English, history, design and technology, art and music among others. There are good opportunities for more able pupils to develop their gifts and talents. Outside specialists and links with other schools are used well. However, the curriculum does not fully meet the needs of younger pupils. For instance, children in the Reception year have limited opportunities to learn through practical hands-on experiences or to engage in outdoor activities in winter. The younger pupils in some classes sometimes have work that is more suitable for the older ones.

Care, guidance and support

Grade: 2

Pupils are well cared for as staff have a good knowledge of their needs. Pupils with learning difficulties, disabilities or in need of extra help for other reasons are supported very well and make good progress as a result. There are very good transition arrangements for children from the pre-school which is located within the school. Child protection and health and safety procedures are good. Staff have a good understanding of pupils' academic progress, about which parents feel well informed. Academic guidance is satisfactory. Pupils are given some idea of what they need to learn next, through a variety of informal methods, but this leaves some a little unsure about exactly what they need to do.

Leadership and management

Grade: 2

The headteacher and governors have a clear vision for the next steps in the school's development. This is based on a good analysis of its strengths and weaknesses which are confirmed by the findings of this inspection. Other staff contribute well to leadership and management, for instance through coordination of the school's many sporting activities. Pupils' achievements and the quality of teaching are both monitored well and the findings are used effectively as a basis for improvement. The governing body has responded well to recommendations made at the last inspection and is now effective in its strategic leadership role and in monitoring the work of the school. There has been good improvement since the last inspection and there is good potential to tackle existing shortcomings, such as provision for the younger pupils in some classes.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I very much enjoyed talking and listening to you and seeing your work when I visited your school recently. I want to thank you for spending time with me. I especially enjoyed hearing about your successes in sport and reading your very good written work. This letter is to tell you what I thought of your school and how it can be even better.

- I agree with you and your parents that your school is a good one. These are some of the best things about it:
- You learn quickly and Year 6 pupils do very well in the national tests (SATs). Your writing is especially good
- You behave well, get on very well with each other and help each other
- You enjoy lots of subjects like design and technology, art and music
- Your attendance is very good
- You keep healthy by eating sensibly and by using all the excellent opportunities for sport and games. You also know how to keep safe in and out of school
- There is lots of interesting work for you, including activities outside the school day. This includes links with other schools. This means you learn to get on with other children as well as learning about the wider world
- You are taught well. The teachers plan lots of interesting activities but sometimes these are too hard for the younger pupils in the class
- You are well cared for by the staff
- The headteacher, the other staff and the governors lead the school well.

To improve the school further, I have asked that teachers make sure the work is always suitable for the youngest pupils in the class, and that the next things you need to learn are explained clearly to you. You can help by telling the teachers if you are not sure about this.