

# Delabole Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111938
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	325501
<b>Inspection dates</b>	3 June 2009
<b>Reporting inspector</b>	Anne Newall

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 on roll</b>	
School (total)	119
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Molloy
<b>Headteacher</b>	Mark Clutsom (Acting Executive Headteacher)
<b>Date of previous school inspection</b>	22 May 2006
<b>School address</b>	High Street Delabole Cornwall PL33 9AL
<b>Telephone number</b>	01840 212540
<b>Fax number</b>	01840 212540

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	3 June 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Delabole is a smaller than average primary school where all pupils are from a White British background, and with many more boys than girls. The proportion of pupils with learning difficulties and/or disabilities is close to the national average and mainly relate to speech, language and communication difficulties. There are currently no pupils with a statement of special educational needs. There is one looked after child. The percentage of pupils eligible for free school meals has risen recently and is similar to that found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

This is a satisfactory school. It is an inclusive school which is showing strong signs of improvement. Many parents who responded to the questionnaire expressed praise for recent developments and particularly appreciate the approachability of the acting executive headteacher and staff. As one parent put it, 'We now have confidence in the school and we support all the staff in all they are working so hard for.' Many parents commented that they appreciate the good communication from the school. The acting executive headteacher provides excellent leadership and a strong sense of direction, but the work of other leaders is underdeveloped and too much responsibility for school improvement currently rests with the headteacher and, as a result, leadership and management overall are satisfactory. Following a period of decline since the last inspection, the school has recently made satisfactory improvement and is in a sound position to improve further.

Children generally join the school with lower than expected communication skills and relatively immature social and emotional skills for their age. The welcoming and secure Reception environment and well planned activities enable them to make good progress so that by the time they enter Year 1 pupils are working close to the level expected for their age. Progress continues at a good rate in Years 1 and 2, due to the interesting and well taught curriculum, and pupils attain above average standards by the end of Year 2. During Years 3 to 6, over the past few years, the progress of pupils slowed so that they reached average standards at the end of Year 6. Pupils' progress has been inconsistent and this variation is related to the differing levels of expectation of what pupils are capable of and lack of challenge for the more able pupils. This means that many pupils did not achieve standards as high as could be expected, given their earlier experiences in Years 1 and 2. This situation has been rectified now and the school's assessment information shows that pupils in Years 3 to 6 are making satisfactory progress.

Pupils are encouraged to lead healthy lifestyles, and take plenty of exercise. Their behaviour is good, and they say they feel safe and can talk to adults in school freely if they have a concern. Pupils are well cared for, and are given good guidance on how to develop their skills. Teaching is good, with increasingly effective use being made of assessment to guide curriculum planning. The curriculum does not at present make sufficient use of links between subjects to enable pupils to apply their skills to new situations. The school works well in partnership with other providers and agencies to support the pupils.

## Effectiveness of the Early Years Foundation Stage

**Grade: 2**

Children come into the Reception class with skills and knowledge which are below those expected for their age in important areas, particularly in their social and emotional development and communication skills. They make good progress because they are well taught and activities are carefully matched to their needs. By the time they enter Year 1, they are working at or slightly above the standards expected for their age in many areas of development, although writing and calculating remain below average.

Children confidently choose from a rich range of activities either by themselves or when directed by their teacher. Their classroom and outdoor environment are bright and well organised. Teachers are rigorous in tracking the gains the children make in their learning and care is taken to give them the right support when they need it. Staff take care to ensure the children's safety, and there are good relationships between children and adults. The pupils feel safe and move confidently around the indoor and outdoor settings, and join in happily with older pupils at playtimes. Children are attentive in class, for example when sharing their ideas about number. The children's behaviour is good and they respond well to their teachers. They are encouraged to be healthy, following good hygiene procedures and choosing fruit to eat at break time.

There are strong links with parents and the local pre-schools, and the induction programme enables children to settle quickly and securely into school. The Early Years Foundation Stage runs very smoothly because all adults have a clear understanding of their role and work together, providing excellent support for the children.

### **What the school should do to improve further**

- Develop the leadership capacity of the subject leaders and the senior leadership team so that they can provide support for the improvements introduced by the acting executive headteacher.
- Make better use of information about pupils' progress so that the expectations of what pupils can achieve are raised and to ensure that teaching meets the needs of all pupils, particularly the more able.
- Improve the curriculum through forging stronger links between subjects and providing more opportunities for pupils to apply their skills to new situations.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Achievement and standards**

**Grade: 3**

Pupils enter Year 1 at or slightly above the level expected in most areas of learning, although their writing and calculation skills are less well developed. During Years 1 and 2, they make good progress. They attain standards which are consistently above the national average. In recent years, progress slowed during Years 3 to 6 so that by the end of the key stage pupils were consistently attaining standards below those which could be expected, given their starting points.

Currently, pupils across the school are making better progress as a result of improved and more consistent teaching. Pupils with learning difficulties and/or disabilities are making broadly similar rates of progress to other pupils because close attention is now being paid to their individual needs, and the necessary support provided. The school's tracking information shows that most pupils in Year 6 are on

track to achieve the expected Level 4, although few are expected to reach the higher level in writing. However, this represents an improvement on previous years.

## **Personal development and well-being**

**Grade: 3**

Pupils demonstrate a good understanding of being healthy. In school, they mostly eat fruit, drink water regularly and take plenty of exercise on the spacious field, and many participate in sporting clubs and activities such as Let's Get Cooking. Pupils' behaviour is a strength of the school. Pupils are responsible around the school, and display positive attitudes in lessons. They feel safe, and say that there are only minor instances of misbehaviour, which are promptly dealt with. Most pupils show reasonable enjoyment of their time in school, and their attendance is average. Pupils contribute to their local community through events such as the performance of the Samba band, the harvest festival and village events. The school council enables pupils to have a say in what needs to be improved, although it is still at an early stage of development in enabling all pupils to express their opinions confidently or independently. Pupils make satisfactory progress in literacy, numeracy and information and communication technology, and work well together in lessons, sharing ideas and showing perseverance. However, older pupils do not yet demonstrate confident leadership skills or express personal ambition for their future.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

Good teaching and learning were seen across the school during the inspection. Pupils' positive attitudes to learning, especially when working in groups, contribute strongly to their overall progress. Teachers' confident subject knowledge is used to good effect in assisting pupils to explain their thinking, for example when deciding which method to use to solve numeracy problems. Classes are managed well, and relationships between adults and children are respectful. In some lessons, there is careful matching of work to the pupils' needs; however, this is not consistent and as a result pupils' progress remains patchy. Teaching assistants are very effective when working with groups of pupils with learning difficulties and/or disabilities, to promote their learning. However, they are occasionally not deployed sufficiently well in lessons to make best use of their skills. Pupils in Years 3 to 6 are motivated to access learning from home as well as in school through the provision of their individual mini laptops, which they say really help with their writing in particular. For example, some pupils wrote to the local council regarding road safety in the village after a child had an accident on the zebra crossing, and others created written arguments for and against having mobile phones in school.

### **Curriculum and other activities**

**Grade: 3**

Most children say they enjoy school, particularly the good range of clubs. The pupils' basic skills of literacy and numeracy are securely taught; however, there are too few opportunities to apply these skills independently. The curriculum provides good opportunities to promote health awareness, and some enrichment activities, for example looking after the school's pets and garden, and a memorable visit to

Goonhilly which encouraged pupils to carry out research and produce good quality writing. The curriculum is better in the Early Years Foundation Stage and Years 1 and 2 where it is stimulating and activities closely match pupils' needs. The curriculum does not provide sufficient opportunities to learn about the lifestyle and culture of different groups within the United Kingdom and beyond, nor at present does it make best use of cross-curricular links to deepen pupils' understanding and help them transfer skills learned in one subject to another.

### **Care, guidance and support**

**Grade: 2**

The school is strongly committed to providing a safe and secure environment for the pupils. Safeguarding procedures and policies meet current government requirements. Learners who are at risk are identified and the school works in close cooperation with external agencies to meet their needs. Pupils with learning difficulties and/or disabilities are well supported, enabling them to make satisfactory progress from their starting points. Pupils are given good guidance to help them understand what they need to do to improve their work, and although some pupils generally understand their targets, this is inconsistent at present. Increasing use is made of 'success ladders' to structure writing, which enables some pupils to see how they can improve their work. Marking is increasingly thorough and helpful, offering a balance of praise and advice which encourages pupils and helps them to know how well they are doing and what they need to learn next.

### **Leadership and management**

**Grade: 3**

Highly effective leadership by the executive acting headteacher is already resulting in better progress for pupils. This is because he has united the entire staff team around a common goal – to improve the all-round achievement of each pupil. As a result of his guidance, teaching is improving and greater use is being made of assessment to guide planning. As yet, this information is not used as fully as it could be to support teachers in providing consistently good challenge to ensure more rapid progress of the pupils, particularly those who are more able. The school makes a satisfactory contribution to community cohesion, with pupils showing awareness of their local community. However, they are less aware of being members of a wider multicultural society. Parents are strongly supportive of the headteacher and the stability he has brought to the school. However, the role of other staff with leadership responsibilities is not sufficiently robust at present and depends heavily upon the skills and experience of the headteacher. School self-evaluation is accurate and correctly identifies the areas which need to be improved. Governors provide strong leadership, challenge and support for the school. They are closely involved and have played a major role in ensuring that the school is now successfully coming through a period of uncertainty.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

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

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>2</b>
How well do children in the EYFS achieve?	<b>2</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>2</b>
How effectively are children in the EYFS helped to learn and develop?	<b>2</b>
How effectively is the welfare of children in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and/or disabilities make progress	<b>3</b>

<sup>1</sup> 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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>3</b>
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>3</b>
The attendance of learners	<b>3</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>3</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively leaders and managers use challenging targets to raise standards	<b>3</b>
The effectiveness of the school's self-evaluation	<b>3</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>3</b>
How well does the school contribute to community cohesion?	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

**Annex B**



4 June 2009

Dear Pupils

**Inspection of Delabole Community Primary School, Delabole, PL33 9AL**

Thank you very much for the kind welcome you gave me and Mr Clifton when we visited your school recently. We thoroughly enjoyed our day with you, enjoying being with you in lessons and also watching you play in the glorious sunshine.

We think your school is satisfactory and improving. Your teachers and other adults care for you well, and plan lessons which most of you find interesting. As a result, you are now making good progress, although sometimes more able pupils are not expected to work at a high enough level. You told us that you are happy at school, and that behaviour is good and you feel safe. Many of you enjoy the extra-curricular activities and visits.

To improve your school, we have asked your headteacher and staff to:

- Ensure that all the staff who have responsibilities for improving the school are fully involved in making things better and checking how well the school is doing.
- Check that teachers use the information about your progress to always set work that is at the right level for all pupils.
- Improve the curriculum by building stronger links between subjects and give you more opportunities to apply the skills you learn in one subject to other subjects.

You can help your school to improve by always trying your best and by setting yourself ambitious targets for your future. Good luck!

Yours faithfully

Anne Newall  
Lead inspector