

Godolphin Primary School

Godolphin Cross, Breage, Helston, TR13 9RB

Inspection dates 30 June–01 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school. By the time pupils complete Year 6, standards in writing and mathematics are above average and well above average in reading.
- The headteacher has successfully established a culture of high expectations of what pupils can achieve. All pupils achieve well from their different starting points.
- Teaching is typically good. Teachers carefully plan interesting work for pupils that build on what they already know.
- Children in the early years make good progress in all areas of learning. The provision is carefully managed and makes sure children experience a good range of stimulating learning opportunities.
- Disabled pupils and those with special educational needs make good progress relative to their starting points and their achievement is good.
- Teachers value pupils as individuals. Their behaviour is good. Pupils show good attitudes to learning and are becoming determined and enthusiastic learners.
- Pupils have a good understanding of how the school helps them to keep safe. Pupils of all ages work and play well together.
- Adults treat pupils with respect and provide pupils with good-quality care and guidance.
- The school places a high emphasis on promoting pupils' good spiritual, moral, social and cultural development. Pupils are well prepared for their next stage of education and for life in modern Britain.
- Governors know the school well. They work closely with the headteacher to check carefully on how well the school is doing and what needs to be done to continue the improvement.
- Leaders and governors have successfully addressed the areas for improvement identified at the time of the previous inspection.

It is not yet an outstanding school because

- Pupils do not write at length and for a range of purposes.
- The comments written by teachers in pupils' books do not always make clear what pupils need to do to improve their work further.

Information about this inspection

- At the time of the inspection pupils in Years 5 and 6 were absent with their teachers on a planned residential activity.
- The inspector visited seven lessons, four of which were jointly observed with the headteacher.
- The inspector heard pupils reading and met with them informally to discuss their work when he visited classrooms. He also met with a small group of pupils to hear their views about the school.
- The inspector held discussions with the headteacher, with representatives from the governing body, including the Clerk and Chair of Governors; with teachers, including a middle leader; administrative staff and teaching assistants. The inspector also met with a small group of parents and spoke informally with some parents as they arrived at school in the morning.
- A telephone conversation was held with a representative of the local authority.
- The inspector looked at a range of documents, including the school's most recent information on pupils' current progress, planning and monitoring; the school's safeguarding policy and procedures; and the school's self-evaluation and improvement plans.
- The views of 23 parents expressed through the online questionnaire, Parent View, were analysed.
- The views of nine staff who responded to the staff questionnaire were also considered.

Inspection team

David Edwards, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than the average-size primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- A few disadvantaged pupils are eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals and those looked after by the local authority). This number is below the national average.
- Children in the early years attend school full time and share the same classroom as pupils in Year 1. Sometimes they are taught together and at other times, separately.
- Pupils in Years 2 and 3 are taught in one class, pupils in Years 4 and 5 are also taught together. Pupils in Year 6 are taught in a separate class.
- An independently managed pre-school is located on the school site. It did not form part of this inspection.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics.
- The school is a member of a west Cornwall cooperative trust made up of 16 primary schools and two secondary schools.

What does the school need to do to improve further?

- Raise the quality of teaching and pupils' achievement further by making sure:
 - all teachers help pupils develop their skills for writing at length and for different purposes
 - teachers' written comments in pupils' books help them to understand what to do next to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher has successfully introduced a culture of high expectations for what pupils can achieve throughout the school. She has set a clear vision for improvement through the implementation of well-focused improvement plans that are based on an accurate and robust evaluation of the school's work.
- The headteacher is ably supported by an experienced and highly committed staff who have risen to the challenge of ensuring all pupils are effectively supported to make good progress in all aspects of learning.
- The school has successfully addressed weaknesses in teaching, curriculum and governance that were identified at the time of the previous inspection. For example, children in the early years have an outdoor learning area so they can learn through activities that encourage them to explore their environment and take risks.
- Physical education is led particularly well and a strength of the curriculum. The school makes good use of the additional primary sports premium funding that complements the extensive range of sporting activities offered to pupils. Staff deliver high quality lessons and as a result pupils frequently win at local sporting events and competitions.
- Subjects taught in the school are carefully planned by teachers to capture pupils' interests. A nearby National Trust property is used to stimulate pupils' understanding of their local heritage. Trips to 'The Eden Project' help pupils develop a good knowledge and understanding of biodiversity in the rainforest.
- Pupils' learning and progress are monitored closely by class teachers, subject leaders, the headteacher and governors. The information gathered is used effectively by teachers to match work closely to pupils' individual learning needs.
- All staff take responsibility for pupils' good spiritual, moral, social and cultural development. Adults are good role models for how pupils should behave. Lessons ensure pupils develop a good understanding of multicultural Britain.
- Leaders check on the quality of teaching regularly throughout the school. They use this monitoring information to plan for further staff development.
- The headteacher has empowered subject leaders, particularly for English and mathematics, to develop their leadership roles. Through regular professional development and support, middle leaders gain an improved understanding of how well pupils are achieving. As a result, provision is tailored more effectively to support the learning needs of all pupils.
- Pupil premium funding is used carefully to support pupils' good personal and academic development. The funding helps provide disadvantaged pupils access to after-school opportunities that promote their confidence and build their self-esteem.
- Parents who spoke with the inspector or completed the online questionnaire, Parent View, say they are confident the school is well led and managed. Parents appreciate the inclusive ethos of the school that ensures their children are known as individuals and that their children's learning needs are being carefully provided for. Parents particularly appreciate the care taken by the school to ensure the youngest children transfer smoothly from the near-by pre-school into the Reception class and that the oldest pupils are well prepared for transferring to their secondary school. The inspector found the views of parents closely aligned with inspection findings.
- Arrangements for safeguarding meet statutory requirements and pupils are kept safe at all times.
- The school receives helpful support from the local authority; for example, more recently, in the selection and appointment of the new headteacher.
- **The governance of the school:**

There have been significant changes to the membership of the governing body since the previous inspection. The Chair of the Governing Body maintains regular communication with the headteacher and staff in order to check on how well the school is performing in relation to national standards. He possesses a good knowledge and understanding of the work of the school and ensures all governors acquire awareness of the school's performance against national expectations. Governors are regular visitors to the school. They offer appropriate support and challenge to the headteacher and understand how performance can affect salary progression and what can be done to reward good teaching. Governors are acutely aware of the need to sustain effective leadership and teaching within the school in order to secure further improvements. The governing body meets all its statutory responsibilities, including those for safeguarding, and makes sure that school funds, including the pupil premium and sports funding, are spent wisely. Governors provide effective support to the headteacher for the long-term strategic direction of the school. The school is a member of a cooperative trust of local schools and draws on the many professional development opportunities this partnership offers. For example, as a result of training

opportunities provided by the trust governors have gained the confidence to take more of a strategic lead in the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are courteous to visitors and pupils of all ages mix well together when learning and at playtimes. Most pupils demonstrate good attitudes to learning. They show respect to one another, their teachers and other adults in the school.
- Pupils that spoke with the inspector say they enjoy school and feel 'included and special'. Older pupils willingly take responsibility for looking after younger children that helps to promote an inclusive and caring school environment.
- Pupils particularly appreciate the many and varied after-school clubs and sporting activities they can access. Pupils who spoke with the inspector said, 'No pupils are left out, ever. Our teachers make people believe in themselves.'
- Staff carry out rigorous checks on pupils' punctuality and attendance. They work closely with external partners to support families who may require additional support. As a result, the attendance of pupils continues to be above the national average.

Safety

- The school's work to keep pupils safe and secure is good. This judgement is supported by the parents who spoke to the inspector. The vast majority of parents who responded to Parent View also agreed the school looks after their children well and keeps them safe.
- Pupils demonstrated to the inspector their understanding of the different forms of bullying, such as cyber-bullying and discriminatory name calling. Although incidents are rare, pupils agreed that, sometimes, 'a few pupils are a bit naughty because they get overexcited; but we don't get bullying.'
- The school ensures pupils are made aware of how to keep themselves safe when using computers. They are confident they could speak to an adult in school if they had any concerns about what they are viewing online.
- The school maintains effective systems to identify vulnerable pupils and to support them and their families.
- Training for staff and governors in all aspects of safeguarding is carried out regularly.

The quality of teaching is good

- Staff work well together to ensure pupils experience good quality teaching that often excites and always challenges them to give of their best. Teachers set high standards and ensure all groups of pupils make good progress.
- A notable strength of teaching is the way pupils' reading, writing and mathematical skills are taught through a wide range of subjects. For example, pupils in Year 2 and Year 3 were able to consolidate securely their understanding of fractions through drawing on their good knowledge of creatures that live within the different parts of a rainforest following their trip to 'The Eden Project'.
- Teachers use their good subject knowledge to plan lessons that match the wide ability range of pupils found in their mixed-age classes, with the exception of breadth in writing tasks.
- Teachers carefully observe how pupils' learning is progressing within a lesson and adapt their teaching in response to their findings. For example, in a Year 1 mathematics lesson the teacher noticed the task of doubling numbers was too easy for some most able pupils. She promptly adjusted the activity which successfully increased the challenge and rate of learning for these pupils.
- The most able pupils are identified as early as possible. The school draws on the expertise of the cooperative trust to provide additional high-quality learning experiences for these pupils. For example, in mathematics the most able pupils have regular opportunities to learn alongside the most able pupils from other schools within the trust in order to build their skills and experience of working at higher levels.
- The teaching of reading is a strength. Regular time is given to teaching the sounds that letters make and for pupils to practise their reading skills. Pupils' good reading skills are having the desired impact on improving their confidence to write. Pupils write most days in order to develop their spelling and grammar

skills. However, pupils in Years 1 to 6 do not write at length or for a range of different purposes.

- Teaching assistants are well trained and effectively deployed to support individuals and groups of pupils. They offer effective support because they are quick to notice when pupils struggle with their learning. For example, when working with a small group of Year 4 pupils the teaching assistant's good subject knowledge, effective questioning and patience helped the group consolidate their understanding of addition and make good progress.
- Pupils' work is marked regularly by teachers. The comments written by teachers do not always make clear what pupils need to do to improve their work further.

The achievement of pupils

is good

- Children start school with skills and abilities that are typical for their age. Children experience a good balance of activities to develop their independence. Adults plan activities that ensure children are challenged and make good progress.
- Pupils are taught to read effectively. The use of phonics (the sounds that letters make) has been a successful focus for development throughout the school. As a result, pupils use their improved phonics knowledge confidently to read unfamiliar words and make good progress.
- The achievement of pupils at the end of Year 1 in the national screening check for reading has improved this year. Pupils in Year 1 make good progress in learning to read and reach a good standard.
- Year 2 pupils make good progress from their starting points to reach standards that are above the national average in reading, writing and mathematics.
- Pupils in Key Stage 2 continue to build on the good progress they have made in earlier years. They become focused and enthusiastic learners. Pupils in Year 6 achieve standards in reading that are well above the national average. Standards in mathematics and writing are above average. Pupils' achievement is good.
- The most able pupils are mainly well provided for. Teachers plan additional challenges in lessons and take every opportunity to extend and challenge the most able pupils so that they achieve the high standards they are capable of making.
- The learning needs of disabled pupils and those with special educational needs are carefully provided for. Pupils' individual learning needs are identified quickly when they start the school. The headteacher ensures that a close working partnership with families is maintained through regular meetings with parents and staff to discuss pupils' learning needs. As a result, pupils make good progress, relative to their starting points.
- The few disadvantaged pupils in the school are equally well provided for. There are too few disadvantaged pupils in the school to make any comparison between their achievement and that of other pupils nationally. However, work in pupils' books shows they make good progress, similar to their peers. The school uses its resources effectively to overcome any additional barriers to pupils' learning and their progress is carefully monitored by leaders.

The early years provision

is good

- Children settle quickly to routines and make good progress in all areas of learning. As a result children transfer seamlessly at the end of their time in Reception to learning in Year 1.
- The behaviour of children in the early years is typically good. All available space, indoors and outside, is used effectively to provide children with a good range of stimulating learning activities that also promotes their independence.
- Teaching is good. Children are helped to develop good attitudes to learning and maintain concentration in the activities they are given to do. They are taught effectively and make good progress in developing their reading, writing and mathematical skills. Children benefit from regular opportunities to listen to one another and to share their ideas.
- The support for the most able children, for disadvantaged children and for disabled children and those with special educational needs is equally effective and these groups of children all make good progress.
- Children receive good support in the early stages of learning to read. All adults are confident in the teaching of phonics and provide children with daily opportunities to read individually and in groups. As a result, children begin to develop a good understanding of the written word and show a keen interest in exploring books as a way of finding out about the world around them.
- Good quality resources are used effectively by adults to support children in all areas of their learning. For

example, children playing a large snakes and ladders game outside showed sustained concentration in counting because the teaching assistant questioned and challenged them effectively throughout the game.

- Displays within the classroom show children's work is of a consistently good standard and reflects the broad range of subjects taught. For example, children's observational paintings of flowers, based on Van Gogh's 'Sunflowers' were carefully painted and of a good standard.
- The leadership of the early years is good. Children are well cared for and their safety is a priority. Well-targeted professional development and training has strengthened the confidence and work of the leader of the early years.
- Good communication between the school and the nearby pre-school e children's transition into the Reception class is seamless. Parents who spoke with the inspector also share this view.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111809
Local authority	Cornwall
Inspection number	448659

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	91
Appropriate authority	The governing body
Chair	Kevin Thomas
Headteacher	Lucy Wandless
Date of previous school inspection	9–10 December 2009
Telephone number	01736763318
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