

Nanpean Community Primary School

Inspection report

Unique Reference Number	111899
Local Authority	Cornwall
Inspection number	356997
Inspection dates	3–4 February 2011
Reporting inspector	Laurie Lewin

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	93
Appropriate authority	The governing body
Chair	Claire Kent
Headteacher	Joanna Harvey
Date of previous school inspection	31 January 2008
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed and four teachers were seen. The inspectors met with pupils, staff, parents and carers, and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information, safeguarding policies and scrutinised samples of pupils' work. The inspectors analysed 47 questionnaires from parents and carers, nine from staff and 46 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do higher-attaining pupils achieve?
- How well does the school promote pupils' writing skills across the curriculum?
- How well aware are pupils of the way in which people from other ethnic backgrounds live?
- What is the impact of the school's work with promoting community cohesion?

Information about the school

This is a small school compared to others of the same type. It serves the local village and surrounding area. The number of pupils on roll has increased significantly since the school's last inspection. The pupils at the school come from a variety of backgrounds. The proportion of pupils with special educational needs and/or disabilities is higher than that found in other schools nationally and varies significantly in different year groups. The needs of the pupils concerned are varied with some of them having physical disabilities and some with speech and language difficulties. The proportion of pupils known to be eligible for free school meals is above the national average. Nearly all of the pupils are White British, with a very small number coming from other ethnic heritages. Pupils in the school are currently taught in four classes. There is a small classroom on the school site for teaching pre-school-aged children, but this provision is not managed by the governing body. The school is accredited with several awards including the Healthy School Award and the Active Mark Award.

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 quality of education and the attainment and progress of pupils have improved significantly since the school's last inspection. The school is very successful in helping all of its pupils become confident and enthusiastic learners.

Children get off to a good start in the Early Years Foundation Stage, with good teaching that ensures they achieve well. The good teaching and good progress in learning are sustained throughout the school so that by the time pupils reach the end of Year 6 they attain above the expected levels. All groups of pupils achieve well, including higher-attaining pupils and those with special educational needs and/or disabilities. Teachers make good use of all assessment information to plan lessons that match the needs, interests and abilities of the pupils precisely. Staff are very alert to any pupils who may be falling behind and quick to implement the appropriate intervention to support any individuals where required. While pupils do well overall in English, attainment in writing is not as good as in reading. Teachers plan interesting work for pupils. The topic-orientated approach to planning the curriculum ensures that pupils get a wide range of skills, knowledge and understanding. However, there are not always enough opportunities for pupils to promote their writing skills in different areas of the curriculum.

Pupils behave well. They are thoughtful, friendly and polite and very supportive of one another. Staff know the pupils well and the pastoral support for all individuals is very good. All safeguarding procedures are fully in place. As a result, pupils feel safe and are confident to seek help if they have any worries. Those spoken to said, 'Adults in our school always help you when you have a problem.' Pupils have a good understanding about how to stay healthy and fit. Pupils have a clear awareness of right and wrong and through the way in which they work and play, they gain a good sense of social awareness. Through the work of their school council pupils make good contributions towards helping to improve the school's facilities and provision. Pupils do not have sufficient chances to engage with people from other ethnic backgrounds to widen their knowledge and understanding about how people from other cultures live.

The headteacher works very effectively in leading and managing the school. She is especially good at ensuring staff maintain high expectations for what pupils can achieve. She also ensures that staff work together as a strong team. All staff participate fully in the processes of school self-evaluation and in formulating action plans for improvement. The self-evaluation is accurate and incisive so that all members of staff have a clear understanding of what is working well and where weaknesses need to be addressed. Their approach, along with the school's good track record of recent improvement, especially in raising attainment and accelerating the progress of pupils, means that the school has a good capacity to keep improving. Given the current achievement of pupils, the school provides good value for money.

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Governors are fully involved in the work of the school. They monitor the school's work closely and work hard to support the headteacher and staff. The school promotes a good range of activities to link with and engage the local community. Parents are kept well informed, for example through the detailed weekly newsletters. The provision for promoting community cohesion is satisfactory. However, plans to promote wider engagement for the school beyond the immediate community are not sufficiently developed. Also, the school has not fully evaluated the impact of its work with the community.

What does the school need to do to improve further?

- Build on the current good work to improve pupils' writing by July 2011 by:
 - ensuring pupils have a wide range of planned opportunities to practise and extend their writing skills in all subject areas.
- Improve the provision for promoting community cohesion by January 2012 by:
 - ensuring that links are established to give pupils opportunities to engage with pupils from other ethnic communities and learn about how people from other cultural backgrounds lead their lives
 - fully evaluating the impact of all activities undertaken to promote community cohesion both locally and further afield in order to inform plans for strengthening this provision in the future.

Outcomes for individuals and groups of pupils

2

All groups of pupils are successful and achieve well. Pupils with special educational needs and/or disabilities respond fully to the support they are given and in all lessons seen they worked with full application to complete tasks. All individuals and groups work well to complete the challenging activities provided by their teachers. They show good levels of concentration.

Children usually show skills and abilities that are below the expected levels when they start school. In the Early Years Foundation Stage children progress well and this good progress continues for pupils throughout the school. By the end of Year 6 pupils attain above-average levels in English, mathematics and science. Some very good quality writing was seen in Years 5 and 6 where pupils had produced pieces of writing that gave a graphic description about how immigrants to the United Kingdom felt during the sixties. The writing showed an imaginative use of language. However, such work is not typical across the school and generally writing attainment lags behind reading. Pupils develop good basic skills, which set them up to progress successfully in the future. They apply their skills well in practical and problem-solving tasks. For example, pupils in Years 3 and 4 gained a clear understanding about the properties of three-dimensional shapes while working with kits to build nets of shapes and then the final models.

Pupils get on well with each other and all adults in the school. When spoken to, pupils say, 'The best thing about our school is that it is a happy and friendly place to be.' Their enjoyment of school life is reflected in their good levels of attendance. They show good consideration for taking care of themselves and each other. Project work carried out in the local area, charity fund raising, and the good work of the school council are examples of

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the good level of contribution pupils make to the immediate and wider community. Pupils develop a sensitive awareness to major world issues and a good knowledge of British culture. Although they learn a good deal factually about other religious faiths and ethnic cultures, the lack of opportunity for them to engage with people from other backgrounds limits the depth of their awareness and understanding.

These are the grades for pupils' outcomes

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

¹ 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?

Teachers and teaching assistants have very good relationships with all of the pupils. They create an atmosphere in all classes that ensures individuals develop as confident and enthusiastic learners. Teachers have good subject knowledge. They question pupils skilfully to draw out understanding. Planning for lessons is good and often shows teachers catering for a wide range of learning styles. For example, in a good mathematics lesson for pupils in Years 1 and 2, one group worked with interactive whiteboard illustrations, another group worked at similar activities on laptop computers and another group worked on a large scale number line with the teaching assistant. This diverse approach meant that all pupils were fully engaged and learning at a good pace. Teachers work hard to make learning fun and interesting. The very effective use of sixties pop music in an English lesson for pupils in Years 5 and 6 provided a stimulating backdrop for analysing the lyrics in songs. Teachers use assessment information well to group the pupils in their classes, to set clear and precise targets and to ensure that the activities match precisely with the

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different ability groups. Good attention is paid to providing the right kind of support and activities for pupils with special educational needs and/or disabilities. Targeted intervention for small groups of pupils ensures that all of the individuals concerned accelerate their progress. Teaching assistants generally work well to support the teachers and pupils. Very occasionally, their role in classroom activities is not sufficiently well defined to maximise the use of their expertise.

The school curriculum is planned well to provide full enrichment to pupils' learning. The good range of extra-curricular activities is much enjoyed and well attended by pupils. Additionally, the wide range of excursions, residential visits and visitors coming in to work with pupils gives a good boost to the learning opportunities offered. The school caters well for more-able pupils by arranging effective opportunities for them to work with local colleges on practical projects to extend their skills. While the curriculum ensures that a full range of work is covered, opportunities for pupils to extend their writing skills in different subject areas are not always fully exploited.

Parents and carers are very pleased with the way staff look after, encourage and support their children. A warm and friendly atmosphere pervades the school so that pupils feel entirely safe. Good quality records concerning the personal development of individuals are kept. These along with regular reviews, in cases where there are concerns, ensure that the well-being of all individuals is continually kept under scrutiny and the right kind of support provided, including from the parent support advisor. Staff are vigilant in ensuring the safety of all pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

Staff and governors are passionate about keeping the school improving. This is reflected by the high expectations that all staff have for how successful the pupils they teach will be. The energy and strong commitment evident is an accolade to the headteacher who has worked well to embed this approach. She has used external partnerships very effectively to help build robust procedures and processes to develop and sustain good quality teaching in all classes. Rigorous monitoring and a drive to implement good quality assessment systems have been at the heart of this improvement drive. Also, this supports the school's commitment to promote equality among the different groups of pupils and ensure that all achieve as well as they can. As a result, teachers are now alert to identifying any adjustments that will help to further enhance their teaching in order to avoid any discrimination among different groups of pupils.

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Teachers work well to lead and manage the areas of the curriculum for which they are responsible. While the school's self-evaluation processes are accurate and comprehensive, they do not always sufficiently highlight how areas of good provision could be further strengthened.

Through their full involvement in training, governors have significantly improved the way in which they work. As a result, they have established good systems to monitor the school's performance and have a clear overview of all working practices. They provide a good level of support and challenge to help the headteacher and staff remain fully focused on sustaining the current momentum of improvement. The governors have ensured that all of its statutory responsibilities are met and that all aspects of safeguarding are rigorously followed through. A full range of up-to-date policies and procedures are in place and these are fully implemented. The school follows up all suggestions from pupils and parents and carers to continually seek ways of improving the safeguarding systems. The school works hard to ensure that a full range of opportunities is open to all individuals and that no discrimination occurs.

The school works very closely with all parents and carers and makes good efforts to involve them in promoting their children's learning. Good links with other local schools and external partner organisations are used well to promote both opportunities for the pupils and training for the staff. While it has made a good start with building its practices to help provision for promoting community cohesion, the school has yet to fully evaluate the impact of what it does in this respect. Also the staff have rightly identified the need to build on current initiatives to make links further afield to broaden pupils' awareness of the way people live in other ethnic communities and cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Good induction processes and good teaching ensure that children settle quickly when they start school. They progress well so that they achieve average attainment by the time they are ready to start Year 1. The children behave well and develop confidence. There is much enjoyment evident in the activities carried out. For example, much excitement and laughter were shared by a group of children busily constructing a 'building' from small planks of wood and wooden boxes. One girl happily announced, 'When I grow up I am going to be a builder!' There were lots of other engaging and exciting activities seen in action both inside the classroom and in the outdoor area. These activities reflected the provision of a well-enriched good quality curriculum. In the main, the planning for all activities is good. However, it is not always clear how the outdoor activities link to the different areas of learning to ensure that the provision is fully balanced and builds progressively on children's knowledge and understanding. Teachers and the teaching assistant work well to encourage all individuals so that each child feels valued and keen to do well. As a result of the good teaching, children build rapidly on their basic skills. For example, the clear way in which phonics teaching was delivered showed children building up a wide vocabulary of sounds that they were beginning to blend together successfully to form simple words. Good use of 'flash cards' and a game on the interactive whiteboard were especially effective in helping build the children's skills. This also showed the teacher's skill in presenting the learning in different ways for the children. The provision in this part of the school is well led and managed and has improved significantly. Clear and accurate self-evaluation along with good quality plans have been established to keep improvement moving at a good pace. Good systems to ensure the care, support and guidance of all individuals mean that children feel safe and well cared for at all times. Staff are vigilant in all matters connected with safeguarding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a high return of questionnaires. Most parents and carers are pleased with the school's work. Positive comments included, 'We are very impressed with everything about the school' and 'Overall the school and teachers provide my child with the best environment and teaching that they are able to'. A very small number of parents and carers felt that the school did not do enough to support them in aiding their children's learning. However, inspectors noted that clear provision was in place for this to happen not only from staff but also from the parent support advisor engaged by the school cluster association. Also comments from parents and carers included, 'We always find the Head

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and the staff very professional and approachable' and 'All staff are very approachable and quick to deal with any problems'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nanpean 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 inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	60	19	40	0	0	0	0
The school keeps my child safe	29	62	18	38	0	0	0	0
My school informs me about my child's progress	19	40	25	53	3	6	0	0
My child is making enough progress at this school	21	45	25	53	0	0	0	0
The teaching is good at this school	25	53	20	43	2	4	0	0
The school helps me to support my child's learning	16	34	25	53	5	11	0	0
The school helps my child to have a healthy lifestyle	19	40	28	60	0	0	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)	15	32	15	32	1	2	0	0
The school meets my child's particular needs	18	38	27	57	1	2	0	0
The school deals effectively with unacceptable behaviour	15	32	23	49	3	6	0	0
The school takes account of my suggestions and concerns	14	30	25	53	3	6	2	4
The school is led and managed effectively	25	53	17	36	3	6	0	0
Overall, I am happy with my child's experience at this school	26	55	21	45	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 February 2011

Dear Pupils

Inspection of Nanpean Community Primary School, St Austell PL26 7YH

Thank you for making us feel very welcome in your school. You were very polite and friendly and we enjoyed talking to you. We have judged that yours is a good school. Through discussions we had with you and the survey that some of you completed we can see that you agree with us. Your school has improved since the last inspection.

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

- The good 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 we 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 have a full understanding about how to work and play safely. The adults in the school are good at taking care of you.
- The headteacher, staff and governors have done a good job of helping the school improve and they are working very hard to make sure it keeps improving in the future.

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

- Give you more chances to practise and extend your skills in the written work you do in the different subjects that you study.
- Find out exactly how successful the school is in working with the immediate and wider communities so that you will know how to develop this area more in the future.
- Move ahead with plans to build links with schools in other areas so that you can learn more about the way in which people from other cultures and backgrounds live.

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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