

Heamoor Community Primary School

Inspection report

Unique Reference Number	111794
Local Authority	Cornwall
Inspection number	356982
Inspection dates	8–9 December 2010
Reporting inspector	Susan Mann

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	227
Appropriate authority	The governing body
Chair	Roy Curnow
Headteacher	Helen Giblett
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons and observed eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, analysed recent evidence on pupils' performance and progress, examined a range of documents, and looked at the school's priorities for development. They also analysed 94 questionnaires returned by parents and carers as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well the pupils make progress.
- How effectively the school is improving the pupils' attainment in mathematics at Key Stage 1.
- How well the more able pupils are challenged.
- How effectively assessment is used throughout the school to help the pupils to learn and make progress.
- How effectively middle managers are contributing to the improvement of the school.

Information about the school

This school is an average-sized primary school. Almost all pupils are of White British heritage. The school roll has declined since the last inspection as there has been a fall in the number of eligible children living in the local area. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion with a statement of special educational needs. Most of these additional needs are concerned with speech and language development, and a few pupils have complex medical needs. The percentage of pupils known to be eligible for free school meals is in line with the national average. The school's outdoor learning environment has been developed since the last inspection. The school council achieved the Gold Promoting Active Democracy Loudly (PADL) award in 2010 and the school holds the Activemark award. The governing body manages a breakfast club and an after-school club. Children enter the Early Years Foundation Stage in the Reception class. There is some provision on the school site for children who are below the age of entry to the Reception class and this is managed separately from the 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

Heamoor Community Primary School is a good school. Its strengths include an outstandingly welcoming and inclusive ethos. The care, guidance and support pupils receive are excellent, particularly for those pupils whose individual circumstances make them more vulnerable, and those who move into and on from the school. For children in the Reception class the teaching, curriculum and support they receive are superb. One parent or carer described the school as 'the most attentive, caring and positive learning environment I have witnessed'. The arrangements for safeguarding pupils' welfare are exemplary.

An extensive range of partnerships with external agencies enhances the learning and well-being of pupils and has a considerable impact on their personal development. Pupils' contribution to the school community is exceptionally good, and they have extensive involvement in local, national and international charities. In the pupils' survey, almost all pupils said they felt safe at the school. They are confident that the school deals effectively with any incidents of unwanted behaviour. All pupils enjoy school and demonstrate good attitudes towards their learning, with high levels of engagement and concentration and good behaviour evident throughout the school.

Teaching and learning have improved since the last inspection and are good. As a result, most pupils make good progress and achieve well. However, lessons are not always challenging enough to ensure the more-able pupils attain as well as they might. In some lessons, where the teaching is satisfactory rather than good, the rate of pupils' learning and progress slows. Pupils' attendance is broadly average, and together with their sound levels of attainment, they are suitably equipped to develop skills for the future.

The headteacher has a clear view of what is needed for the improvement and development of the school and the management team is united in sharing her vision. The process for self-evaluation is rigorous and accurate, correctly identifying the school's strengths and areas for development. Detailed planning for improvement and thorough monitoring of these areas ensure that the school continues to move forwards. Consequently, the school's capacity to improve further is good.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring all the staff enable the pupils to make more rapid progress in their learning
 - improving the consistency of marking to provide all pupils with clear guidance on how to improve their work

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- sharing the good practice within the school to ensure that all teaching is consistently good.
- Improve the attainment of more able pupils so that 30% of Year 6 pupils reach Level 5 in English and 25% of Year 6 pupils reach Level 5 in mathematics by the summer of 2011.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well throughout the school. They make good progress from below average starting points to reach levels of attainment that are broadly in line with the national average by the end of Year 6. There have been some variations in the overall record of good progress over the last few years because of previous staffing issues, which have now been effectively resolved. As a result of these historic issues, some year groups made less progress than others and the gaps in pupils' previous learning proved difficult to address. Now, senior leaders have a clear picture of pupils' attainment and progress through their thorough monitoring systems. Data are rigorously analysed to check the achievement of individual pupils and to evaluate the school's progress towards meeting its challenging targets.

The data and inspection evidence indicate that pupils are on track to reach these targets within the proposed timeframe and the good progress made in Year 5 is being sustained in Year 6. On the whole, attainment in English is better than in mathematics in Key Stages 1 and 2. The school has already identified this discrepancy and is taking effective steps to improve pupils' learning in mathematics across the school. Pupils with special educational needs and/or disabilities make good progress because the support they receive is tailored to their needs and delivered well by the teachers and teaching assistants. The attainment of more-able pupils is slightly below national expectations at the end of Key Stage 2 in English, and this picture is more marked in mathematics.

Attendance is average and improving because the school takes effective steps to follow up absences with parents and carers. Pupils apply their basic skills securely in lessons, using, for example, their computer skills in a range of contexts. Most pupils are keen to take action to improve their health. Many participate in the after-school multi-skills club where they enjoy vigorous exercise, playing games such as football and tag rugby. Pupils are actively involved in the decision-making processes of the school through membership of the school council or participating in surveys and evaluations of provision. They are proud of their school and keen to participate in the wide range of activities on offer. The school has taken a 'whole-school' approach to educating pupils about how to deal with unacceptable behaviour and this has been exceptionally successful in developing confidence and strategies to deal with such issues when they arise. Pupils are confident that any such incidents will be managed well by the headteacher and staff.

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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	3
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
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?

Pupils' learning is good in most lessons because they are taught well and teachers have clear learning intentions that engage pupils and secure good progress. The school's robust monitoring systems provide teachers with an overview of pupils' individual progress to assist effective planning. There are frequent opportunities to consolidate previous learning and pupils routinely know their targets and are keen to reach them. Where learning is most effective, teachers target their questioning and check pupils' work carefully, to gain a clear view of how well pupils understand the work. Where teaching is less effective, lessons tend to have a slower pace so that the pupils' learning is not moved forwards quickly enough. This sometimes leads to pupils becoming disengaged and losing interest in the work. On the whole, marking is constructive and informs pupils how to improve their work. However, such marking is inconsistent across the school and so not all pupils benefit from this helpful feedback.

Strong cross-curricular links make many lessons highly enjoyable for pupils. The curriculum makes good provision for developing pupils' skills in information and communication technology. For example, pupils enjoyed creating graphs on the computer to measure the distance travelled by their model 'Rocket Mice'. The curriculum is varied with a wide range of enrichment opportunities which pupils enjoy, such as the residential trips arranged by the school which promote their personal development well.

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Pupils receive excellent care through the nurturing ethos within the school. In the questionnaire, the overwhelming majority of pupils said they felt adults in the school cared about them. Pupils with special educational needs and/or disabilities receive very well-coordinated provision, enabling them to achieve well and feel secure at school. Support for pupils with complex and medical needs is exceptional, and the school ensures these pupils are given high levels of support. A number of groups are targeted very well to reach those who will benefit the most. For example, an excellent nurture group gives extra support to help pupils with their learning and personal development, and the breakfast club provides a positive start to the day and fosters pupils' emotional well-being exceptionally well. The school is highly proactive in its initiatives to raise the aspirations of pupils through regularly building of pupils' self-esteem and projects such as 'When I Grow Up'.

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	1

How effective are leadership and management?

The headteacher and the school leadership team have high expectations of pupils and they set challenging objectives for key areas of the school's development to improve outcomes for all pupils. Staff share their commitment to improving the school still further. Systems to implement and monitor these plans have become embedded over the past three years and are now effective and highly organised to ensure continuous improvement. For example, some inconsistency in the quality of teaching across the school has already been identified and is being addressed robustly, however, good practice is not always shared widely. The leadership team works collaboratively with the rest of the staff to monitor and improve teaching further. The accurate tracking of achievement means that any pupil who is not making enough progress is identified quickly and given effective support. The learning and progress of all groups of pupils is evaluated well and shows there is no significant variation in the achievement of any particular group. Inclusive practice lies at the heart of the school's planning and is effective in ensuring good opportunities for all pupils.

The governing body is knowledgeable about the work of the school and performs its role well. Governors are actively involved in school life through visits to classes and links with staff. The governing body is influential in determining the strategic overview of the school and its future, and governors rigorously scrutinise and challenge proposals to ensure that the best outcomes are achieved for pupils and parents.

The headteacher and staff have established strong partnerships with parents and carers. Parents and carers contribute their views about quality and specific projects to influence the school's procedures. The school takes a sensitive approach to encouraging parents

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and carers who feel less confident about coming into school to help them become more involved in their child's education. The school community is very strong because leaders place high priority on fostering this. Pupils develop a good understanding of their national community through projects such as 'Who Do You Think You Are?' when they explored 'Britishness'. The governors and leadership team evaluate links with the wider community to plan and implement actions to enhance them further. There are strong links with the local community and relationships further afield are developing well, such as the link with a school in London which is in the early stages of success. Assemblies are an important contributor to pupils' personal development and help them understand and cope with day-to-day and wider issues.

The school's practice with regard to ensuring the safety of pupils is of exceptional quality. Protecting pupils' welfare is given the highest priority and excellent procedures are wholly embedded. The school is tenacious in its engagement with outside agencies to support their work with pupils to protect their welfare.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

In the Reception class, children arrive at school enthusiastic and motivated to learn. They quickly settle to a wide range of well-presented opportunities that promote their development in all areas of learning. In general, children's skills are well below the expected level for their age when they start school, particularly in their communication and language skills. They make good progress because staff accurately assess and monitor their learning to provide tasks and activities that are tailored to their individual needs. There is particular focus on developing their language and literacy skills. Staff help children improve their speech through exciting activities and good modelling of language for children to copy. For example, children acted out a short play which they created

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through the Innovations programme, speaking their lines as they played out the story. Children contribute ideas and help plan the curriculum, which makes it relevant and enjoyable for them. For example, they have recently planned themes about winter, and enjoy writing their letters to Santa and decorating paper stockings.

Provision in the Early Years Foundation Stage is outstanding. The relatively new learning environment is superb and significantly enhances children's learning and their enjoyment of school. The balance of activities initiated by children and those led by adults is very well planned to provide exciting play-based learning. For example, a group of children worked as a team in the outdoor area to move logs and leaves to 'build a bonfire', developing their team-building skills as they discussed the project and planned what to do. As in the rest of the school, safeguarding is given a very high priority to keep children safe. All staff work very well to create a calm and nurturing classroom atmosphere which allows children to flourish. Strong partnerships exist with parents and carers, and these are being developed further to enhance their contribution to the assessment and learning of their children. The leadership of the Early Years Foundation Stage, which is good, provides clear vision for further improvement.

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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher proportion of parents and carers than is often the case returned a completed questionnaire. An overwhelming majority of the responses were positive, with most parents and carers indicating a high level of satisfaction with the work of the school. All parents and carers who completed the questionnaire stated that overall, they are happy with their child's experience at the school and nearly every parent and carer considers that the school cares for their child well. Inspectors found the provision for supporting children's welfare and emotional well-being to be outstanding. All parents and carers who responded consider that the teaching is good at the school. While the inspection evidence supports this view, inspectors have identified some inconsistencies in its quality.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heamoor 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	62	35	37	1	1	0	0
The school keeps my child safe	44	47	48	51	1	1	0	0
My school informs me about my child's progress	43	46	51	54	0	0	0	0
My child is making enough progress at this school	44	47	48	51	1	1	0	0
The teaching is good at this school	52	55	42	45	0	0	0	0
The school helps me to support my child's learning	44	47	46	49	3	3	0	0
The school helps my child to have a healthy lifestyle	45	48	42	45	3	3	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)	36	38	53	56	1	1	0	0
The school meets my child's particular needs	42	45	51	54	0	0	0	0
The school deals effectively with unacceptable behaviour	32	34	53	56	1	1	0	0
The school takes account of my suggestions and concerns	28	30	57	61	1	1	2	2
The school is led and managed effectively	48	51	40	43	0	0	0	0
Overall, I am happy with my child's experience at this school	57	61	37	39	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	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). 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">■ 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.



10 December 2010

Dear Pupils

Inspection of Heamoor Community Primary School, Penzance TR18 3JZ

Thank you for welcoming us to your school recently and for talking to us about your work, telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector.

You told us that you think Heamoor is a good school and we agree. We think it has many strong points. The school does an excellent job to make sure you are safe. Almost all of you in Key Stage 2 who filled in a questionnaire for the inspection said that you feel safe at school. Just about all of you who completed the questionnaire think that your school cares for you and we think this too. We found Heamoor to be an exceptionally caring school which looks after you very well. The staff help you to move smoothly into school in the Reception class and to secondary school after Year 6, and support you as much as they can.

We saw that many of you work hard, make good progress and achieve well. We think the way you learn has improved and the headteacher and the other adults make sure that you have clear targets to work towards to help you make good progress. We think that some of you who sometimes find your work easy could do even better and we have asked the school to think of ways to help you do this.

The teachers are doing a good job. Lessons are interesting and often fun, although some lessons are better than others. We have asked the school to make your learning even better through making sure you do lots of learning in every lesson. We have also asked the teachers to make sure they always mark your work in ways that will help you improve.

We really enjoyed coming to your school and hope that you all continue to work hard so you can do even better!

Yours sincerely

Susan Mann

Her Majesty's Inspector

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