

Nanstallon Community Primary School

Inspection report

Unique Reference Number	111914
Local Authority	Cornwall
Inspection number	357002
Inspection dates	14–15 June 2011
Reporting inspector	Paul Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Jacquie Gammon
Headteacher	Peter Dingle
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons taught by three teachers and held meetings with staff, a member of the governing body and a group of pupils. They observed the school's work and looked at documentation, including that relating to pupils' attainment and progress, their safety and welfare, and that concerning self-evaluation and development planning. The responses to questionnaires completed by pupils, staff and by 33 parents and carers were analysed.

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

- The attainment and progress of current pupils, especially in writing and among boys.
- The quality of teaching, especially the school's success in tackling the improvement points identified at the last inspection.
- The current trend in attendance to see if it is one of improvement.
- Outcomes and provision for children in the Early Years Foundation Stage to see if these match the school's own assessment of their quality.

Information about the school

The school is of much smaller than average size and serves the village and surrounding rural area, although an increasing proportion of pupils live in the nearby town of Bodmin. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is about average, as is the proportion with special educational needs and/or disabilities, these being mainly moderate learning difficulties.

Children in the Early Years Foundation Stage learn in a class with pupils in Year 1. There are two other classes, one for pupils in Years 2 and 3, the other for those in Years 4, 5 and 6. In 2010, a privately operated pre-school moved to a site adjacent to 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

This is a good school. It has improved in a number of respects since its last inspection. Children in the Early Years Foundation Stage make excellent progress due to the improved quality of the provision which is now outstanding. Pupils' outstanding behaviour has been maintained and they now have an excellent understanding of how to lead healthy lives. Pupils' contribution to the community is also outstanding; for example, the school council is very active and has been involved in assessing other school councils' work and in the appointment of officers to the local authority. The authority has recognised the quality of its work with a gold award. The school has excellent partnerships with the adjacent pre-school and with other schools and agencies. These have contributed, for example, to the excellent start children make to their education and to the very good progress made by pupils with special educational needs and/or disabilities.

By the time pupils leave at the end of Year 6, their attainment in English and mathematics is above average. School leaders accurately evaluate trends in attainment and progress and identify and rectify weaknesses, such as those found in boys' writing. Pupils' good achievement is the result of consistently effective and sometimes outstanding teaching. Pupils are encouraged to learn independently and have many opportunities to apply their good skills of literacy and information and communication technology. The school recognises that opportunities to apply mathematical skills are more limited. The good curriculum is adapted to meet the needs of individual pupils through good use of assessment and by using the school's limited resources to best effect. For example, although the school lacks a suitable indoor space for physical education, provision is good because very effective use is made of outdoor space and other facilities in the area.

The school's attempts to improve pupils' average attendance have met with less success. While there is little persistent absence, improvement to that which occurs has been pursued with insufficient vigour. In other respects, the care, guidance and support that pupils receive are very good. The work of the parent support adviser is valued highly by parents and carers. Arrangements to keep pupils safe are effective. Play is supervised well and pupils enjoy playing traditional games such as 'Kings and Queens'.

Leaders and managers have been effective in, to quote the headteacher, 'making steady improvement'. The quality of marking, a relative weakness at the last inspection, is now a strength. Pupils consistently receive helpful guidance on how to improve their work. Plans for continued improvement are realistic and are founded on an accurate self-evaluation of current quality. The successes already achieved, for example in improving provision for children in the Early Years Foundation Stage and in improving boys' writing, demonstrate the school's good capacity for continued improvement.

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What does the school need to do to improve further?

- Improve pupils' attendance so that by July 2012 it is above the national average by:
 - ensuring that any cases of persistent or frequent absence are fully investigated and that appropriate action is taken to bring about improvement
 - considering ways to provide incentives for and to celebrate exceptional attendance.
- Improve pupils' opportunities to apply their skills of numeracy in a range of subjects by:
 - identifying such opportunities in the planning of the curriculum and of individual lessons
 - ensuring that pupils recognise opportunities to develop their numeracy skills as readily as they do their literacy skills.

Outcomes for individuals and groups of pupils

2

The school's analysis of pupils' progress shows that those currently in Year 6 are on track to attain at least the level expected for their age in English and mathematics when they leave the school. This is confirmed by scrutiny of their work which shows accuracy and sophistication, especially in writing. Pupils make good progress throughout the school, with most pupils at the end of the Reception year able to read and write simple sentences and all, including those with special educational needs and/or disabilities, able to read and spell simple words. In Years 2 and 3, pupils write with greater complexity, for example, 'I can hear in the wind the sea crashing against the rocks and sand.' They readily recognise features such as alliteration and simile in each other's writing. Pupils in Years 4, 5 and 6 show similar competences in mathematics, but can less readily transfer these skills to solve problems in other aspects of the curriculum.

Pupils care for each other and demonstrate their exceptionally good behaviour through their quick responses to teachers' instructions and ability to work together independently. They feel safe at school and have a good knowledge of how to remain so, older pupils being taught about safety when cycling or at the beach. Pupils are exceptionally keen to be fit and healthy. They enjoy the many opportunities for sport and exercise and understand the need for a healthy, varied diet. In addition to the excellent work of the school council, pupils contribute to the community through activities such as performances by the choir. During the inspection, children and pupils in the youngest class performed a playlet for children in the pre-school, having first rehearsed in front of the inspector and headteacher. Such events also contribute to pupils' good spiritual, moral, social and cultural development, and to their good overall achievement. There is insufficient encouragement for pupils to achieve outstanding attendance through recognition and celebration of their success.

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Please turn to the glossary for a description of the grades and inspection terms

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	1
The extent to which pupils adopt healthy lifestyles	1
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	2
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 make good progress because of consistently good and sometimes outstanding teaching. Assessment is a strength; pupils greatly enjoy monitoring their own progress towards achieving their targets, for which they are rewarded with a session using an electronic games console. Assessment is used effectively to identify and rectify slow progress and to plan work that challenges each pupil appropriately. In an outstanding English lesson for pupils in Years 2 and 3, the teacher constantly challenged them to use more varied and sophisticated language in their writing, while teaching assistants used gentle persistence most effectively to enable pupils with special educational needs and/or disabilities to make exceptionally good progress. Very occasionally opportunities are missed, as when pupils in Years 4, 5 and 6 estimated and measured length but were not given more challenging opportunities to estimate and measure area, for example.

Pupils have a wide variety of activities across the curriculum. These are enhanced by educational visits and visitors, including staff from a school in Uganda. While pupils have limited opportunities to meet others of different faiths and cultures, items such as dolls and posters are widely used to reinforce positive images of diversity. Events, including joint residential activities with other schools, enable pupils to relate to a wide range of other people.

Pupils are well cared for. External agencies are used extensively to support those with special educational needs and/or disabilities or whose circumstances may make them

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vulnerable. For example, the school contributes to the cost of a speech and language therapist who works in a group of local schools. There are effective links both with the pre-school and the secondary college to which almost all pupils transfer. More could be done to improve the attendance of those pupils with significant absence.

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?

The school has a record of steady improvement under the leadership of the experienced headteacher. The small group of teaching staff share responsibilities effectively and readily take on new roles, such as the coordination of provision for special educational needs and/or disabilities. Good quality training and effective monitoring and evaluation have led to significant improvements in the quality of teaching. Staff morale and expectations are justifiably high, reflecting the strong ambition and drive to improve the quality of leadership further. The governing body provides a good level of support and challenge, such as by asking pertinent questions about the progress of different groups of pupils. Arrangements to keep pupils safe are good. Regular audits are undertaken and are followed by effective action, such as the recent work to improve the security of fencing. Discrimination is not tolerated and the similarly good levels of achievement by different groups of pupils reflect the school's good commitment to equal opportunity for all. The school has taken effective action to promote community cohesion, for example through its strong links with other schools both locally and overseas. Relationships with parents and carers are good; all who responded to the inspectors' questionnaire agreed that their children are happy and safe at school. In the few areas where parents and carers are less content, they feel that too much reliance is placed on word of mouth rather than on more formal methods of consultation.

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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	2
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

Children make exceptional progress in the Early Years Foundation Stage. They start school with skills and knowledge generally below those expected, although these are improving following the strengthening of links with the pre-school. At the end of the Reception year, almost all children attain the expected levels for their age and many exceed them. Development of communication, language and literacy skills is especially strong and children are confident conversationalists. They play and learn well together, sharing and taking turns. There are exciting opportunities for children to learn indoors and out. Teaching is outstanding and the class teacher uses her skills very effectively to train other adults working with the children and staff from other similar schools. Information and communication technology is used especially well to enable children to learn independently. There are very good links with parents and carers and children's welfare needs are met very well. The strength of leadership and management of the provision is demonstrated by the many improvements that have taken place since the last inspection.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Nearly half of parents and carers returned the questionnaire, which is a higher than average proportion. All who responded said their children enjoyed school and were safe there. The vast majority agreed, for example, that the teaching is good and that they are well informed about their children's progress. Inspection evidence supports these positive views of the school.

Small minorities of parents and carers were not satisfied with the way unacceptable behaviour is dealt with by the school or the way their suggestions and concerns are dealt with. A group of similar size felt the school is not led and managed well. Inspectors examined these matters thoroughly but found no evidence to support the concerns expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nanstallon 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	45	18	55	0	0	0	0
The school keeps my child safe	18	55	15	45	0	0	0	0
My school informs me about my child's progress	11	33	18	55	2	6	0	0
My child is making enough progress at this school	10	30	16	48	6	18	0	0
The teaching is good at this school	15	45	13	39	2	6	0	0
The school helps me to support my child's learning	8	24	21	64	3	9	0	0
The school helps my child to have a healthy lifestyle	10	30	18	55	5	15	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)	12	36	15	45	1	3	0	0
The school meets my child's particular needs	9	27	17	52	7	21	0	0
The school deals effectively with unacceptable behaviour	7	21	14	42	7	21	4	12
The school takes account of my suggestions and concerns	6	18	17	52	4	12	5	15
The school is led and managed effectively	6	18	17	52	4	12	5	15
Overall, I am happy with my child's experience at this school	10	30	16	48	4	12	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of Nanstallon Community Primary School, Bodmin PL30 5JZ

Thank you for making us welcome when we visited your school. We enjoyed talking with you and seeing your work. This letter is to tell you what we found.

Yours is a good school. Children get an excellent start in Reception and you all make good progress in Years 1 to 6. Pupils in Year 6 are on course to reach above average attainment in their English and mathematics tests. Your behaviour is excellent and you told us there is little bullying as older pupils care for the younger ones very well. You know a great deal about how to stay healthy, especially about taking plenty of exercise. We were especially impressed by the school council and congratulate you on your gold award. You have good literacy and information and communication technology skills. We have asked that you be given more chances to practise your numeracy skills. Your attendance could be improved so make sure you always come to school unless you are ill. We have asked the school to consider giving you rewards for high attendance.

The teaching is good and you told us you like your targets and are helped to understand how to improve your work. You get good chances to work and play sports with pupils from other schools. You are cared for well throughout and especially when you start school and leave for secondary school as your school has excellent links with others.

The headteacher, staff and governing body lead the school well by making sure, for example, that the teaching is good. Your parents and carers, rightly, are pleased with most things about the school and know you are safe and happy there.

Yours sincerely

Paul Sadler

Lead inspector

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