

# Nansloe Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111832
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	378371
<b>Inspection dates</b>	10–11 October 2011
<b>Reporting inspector</b>	Martyn Groucutt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Thomas
<b>Headteacher</b>	Charles Field
<b>Date of previous school inspection</b>	2 March 2007
<b>School address</b>	Bulwark Road Helston TR13 8JF
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors who observed eight teachers in 15 lessons. They held meetings with the leadership team, staff with additional responsibilities, representatives of the governing body and a group of pupils, and informally met with some parents. The inspectors observed the school's work and looked at documentation about pupils' achievement, the school development plan and a range of policies, including those relating to the school's arrangements for safeguarding pupils. They analysed 53 questionnaires returned by parents and carers together with those from staff and pupils.

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

- How the school identifies and supports different groups of pupils and promotes their learning, especially those identified as being in potentially vulnerable circumstances.
- The extent to which lessons successfully challenge pupils, especially those with additional needs.
- How the school seeks to meet the social and emotional needs of its pupils, particularly those from the nearby military base.
- Evidence of what underpins the good progress made by children in the Early Years Foundation Stage, as indicated in the school's self-evaluation.

## Information about the school

Nansloe is smaller in size than the average primary school and traditionally many of its pupils have been from families serving or working at the nearby military base. Numbers known to be eligible for free school meals are well above the national average. The number of pupils identified as having special educational needs and/or disabilities, including those with statements of special educational needs, is above average. The percentage of pupils from minority ethnic communities is well below the national average and none is at an early stage of learning English.

The headteacher is in his second year in the post, after previously being acting headteacher for a period following the retirement of the previous postholder.

**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

Nansloe is a good school that, under the leadership of its inspirational headteacher, has refocused on driving up standards and achievement. The entire school community is committed to making this an outstanding school and the much-improved use of data to track the progress of groups and individuals provides evidence that this can now be achieved. Often children enter the Early Years Foundation Stage with skill levels well below those expected for children of their age across all areas of learning. Significant numbers have language and communication difficulties and lack social skills. They get off to a good start in the Early Years Foundation Stage, although staff recognise the need to develop the outdoor area to enhance children's learning further. Effective provision enables pupils to make good progress as they go through the school, so by the time they leave at the end of Key Stage 2, attainment is in line with that expected nationally. Data show current Year 6 pupils are on track to out-perform the national expectation for the first time in the history of the school, with increasing numbers reaching the higher levels in National Curriculum tests, reflecting the improving pattern of achievement. Data show that standards in literacy, particularly in reading, do not yet match those in mathematics, with fewer pupils reaching the higher levels, and robust steps are being taken to address this. The needs of individual pupils are identified with care, and effective support is put into place so that the progress of pupils with special educational needs and/or disabilities is outstanding.

Teachers are increasingly confident in their use of assessment to support learning. Teaching is generally good, with some that is outstanding. The lively curriculum, together with a good range of extra-curricular activities, engages pupils in learning so they make good progress. In turn this leads to outstanding behaviour throughout the school, both inside classrooms and around school. It also supports the outstanding promotion of skills that support the future economic well-being of the pupils. Punctuality is excellent and attendance is generally above average. A contributory factor with some absence is that many children are from service families and occasionally have time off when parents or carers return from tours of duty. Part of the response by the school has been to develop excellent links with parents. Highly effective care, guidance and support enable pupils, including those who are in circumstances that could make them vulnerable, to develop as happy, confident learners. Pupils told the inspectors that they feel very safe in school, a view also reflected by 100% of respondents to the parent and carer questionnaire. The school environment reflects a positive team approach, including that of the site manager, enabling the school to win the 'Helston in Bloom' competition for four consecutive

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years. Members of the governing body are fully committed to the school, carry out their statutory responsibilities effectively and have helped to ensure that a range of extremely effective partnerships enhance the work of the school. Pupils respond positively and are very keen to contribute to the school and their wider community. The school has correctly identified the areas it needs to develop further, including raising standards of literacy to match attainment in mathematics. The school improvement plan reflects the commitment to securing these developments with the aim of further enhancing the quality of provision.

The way in which senior leaders have gelled into an effective team, the commitment of all staff to raising standards and the ability of the school to identify areas for moving the school forward are positive pointers for the future. Overall, the capacity to sustain improvement is good.

**What does the school need to do to improve further?**

- Improve learning facilities for children in the Early Years Foundation Stage through the creation of a covered outdoor learning area.
- Raise standards of literacy throughout the school so that a greater proportion of pupils achieve the higher levels by the end of Year 6.

**Outcomes for individuals and groups of pupils****1**

The outcomes observed in lessons and in pupils' work closely match that of the available data and point to an improving school. Although attainment is broadly average by the time pupils leave, this represents good progress and achievement from pupils' individual starting points. Standards are rising because teachers are better able to address the specific needs of pupils and to challenge them so that can fulfil their potential, as a result of careful tracking and increasingly sophisticated use of the data that has now been in place for the last 18 months. Pupils respond to this challenge positively and are enthusiastic learners who enjoy their lessons whatever their year group, with most developing a good understanding of their individual targets and what they have to do to reach them. Examples of effective teaching and learning, leading to rising attainment, exist throughout the school. Reception children were seen initiating their own play, well supported by adults who worked hard to improve language skills, while Year 6 pupils were observed acting out their emotional responses to poetry to help develop their powers of expression in an outstanding English lesson.

Outcomes overall are outstanding largely because of the hugely positive contribution made by the pupils themselves. Their exemplary behaviour is reflected in the care and consideration they show to each other. There is no evidence of bullying, and pupils and their parents say that the school keeps them extremely safe, so they become more confident and outgoing. Pupils are extremely enthusiastic in contributing time and effort to their school and to a wide range of activities within

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the local community, such as the whole-school show put on in the town that gives the school an increasingly high profile. Pupils develop academic skills to support future economic well-being and a range of additional activities makes outcomes in this area outstanding. An excellent life-skills programme helps develop confidence and independence, while a high-quality Young Enterprise scheme saw pupils win a national award, with the school council planning how they were going to re-invest the prize, while giving a contribution to a charity of their choice. Spiritual, moral, social and cultural development is good because it encourages pupils to think about their lives. An excellent assembly helped pupils think about the importance of how they treat others, while cultural understanding is developed through religious education and through the celebration of major events in the calendar of other faiths, such as Divali.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Since the last inspection, teachers have become better equipped to challenge pupils effectively to maximise individual progress. They are increasingly confident in using the data they are now collecting on a termly basis for every pupil they teach. None of the teaching observed during the inspection was inadequate, and while a little was no better than satisfactory the majority of lessons observed were at least good, with some outstanding. Throughout the school excellent teamwork between teachers and teaching assistants enables support for pupils to be maximised and work to be differentiated so that all individuals and groups of pupils can be suitably challenged and engaged in learning. Teachers demonstrate good subject knowledge and use

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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technology such as laptop computers and interactive whiteboards to bring lessons to life. The strongest lessons were marked by the pace and range of activities, by pupils working together effectively and by the maximising of opportunities to learn through experience.

The school has rightly identified literacy as an area for further development and is using expertise and resources in imaginative ways to help raise standards. This includes, for example, the turning of a former quadrangle into a covered and well-equipped 'Story Garden', complete with Hobbit's House for story-telling, supported to excellent effect by the school's qualified librarian. All aspects of the curriculum are clearly mapped out against the National Curriculum to ensure good coverage. Opportunities for developing a topic-based approach to some elements of the curriculum have been well supported by the expertise of outside agencies and individuals. This is also true of some elements of the wider curriculum, such as work with the National Trust in using the learning potential of the nearby Penrose Estate. Sporting and recreational activities are among a good range of clubs and activities that contribute to the wider enjoyment of learning opportunities.

The care, guidance and support given to pupils are outstanding, and this was recognised in a recent national survey undertaken by Ofsted into schools with high numbers of pupils from service families. Very effective inter-agency working supports pupils who may be in challenging circumstances. Pupils told the inspectors that there was always an adult in whom they could confide and the 'worry box' in every class enables issues to be raised confidentially. The school operates an open-door policy for parents and carers, and teachers are available to meet parents at the end of each day. Termly reports keep parents up to date with their children's progress and targets. Care is taken in the transition to secondary school, especially for those who might have additional needs, which includes sessions at the local secondary school for parents to attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Since taking over his substantive post the headteacher has developed his role and created a shared vision for the creation of an effective school that has the support of the whole-school community. Now that there is a clear focus on identifying the needs and achievements of every individual pupil, the data give objective evidence of rising standards throughout the school. Lesson observations and a clear process of

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performance management are supporting teachers in their professional development. Changed roles for several key members of staff this year, alongside clear expectations of senior leaders taking forward the areas for which they are responsible, has brought a sharpened focus on the areas identified by the school as needing development. This reflects the commitment to continual improvement and is moving the school forward towards its ambitions of excellence. The work of the governing body in challenging and supporting is effective, as is the way in which all statutory duties are carried out. Their focus on maximising financial resources for the benefit of pupils is noteworthy.

Links with parents are exceptional, evident in the way that the headteacher greets every child and their parent or carer by name at the school gate every morning. Strong links with external agencies promote learning and the well-being of pupils, particularly those whose circumstances might make them vulnerable. The quality of training within school and the strong links with other children’s services professionals support good safeguarding arrangements. Commitment to equality of opportunity, irrespective of gender, race or religion, is enshrined in the school’s policy, as is the commitment to promoting community cohesion. Examples of links with local and national communities are being reinforced through promoting an understanding of global communities, for example through the curriculum providing opportunities for themed weeks which focus on such issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good because it enables children to make good progress from their often very low starting points. Outcomes are also good. The site is safe and secure and the children, many of whom do not have good



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social skills when they first start, are encouraged to behave in ways that are safe and which encourage them to play and develop skills such as sharing, joining in and cooperating. Staff look for ways to promote the social and physical well-being of the children. Strengths lie in the assessment and tracking of children’s progress, and the way this is used to inform planning, as are the interests and views of the children themselves. There are good resources that are available to support all the areas of learning, and the very high ratio of staff to children maximises their use. Some staff are trained in speech and language, which helps them address the language and communications problems experienced by a significant number of children. Children enjoy their experiences very much and become active learners, using opportunities to gain from adult- and child-initiated activities both inside and in the large outside area. However, outside learning is occasionally limited at present and staff are aware of the need for shelter to be provided from both sun and rain, so that the facilities could be safely used throughout the whole year.

Leadership and management are good and the experienced leader promotes effective teamwork. New members of staff are supported well to ensure consistency and progression from Nursery through Reception. Records are maintained well, which also supports good self-evaluation. Staff are always seeking to engage with parents and carers, a process that has been encouraged by the effective links with the Children’s Centre which is adjacent. As a result of the good overall provision children grow in confidence, develop their learning skills and the gains they make enable them to enter Key Stage 1 as positive learners.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents and carers demonstrate very strong support for the school, as shown in the questionnaire returns and in informal discussions with inspectors. They are unanimous in feeling that the school is a safe environment and also show strong support for the quality of leadership and of the teaching received by their children. They are overwhelmingly happy with the overall experiences of their children. The inspection team supports these views.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nansloe 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	79	10	19	1	2	0	0
The school keeps my child safe	47	89	6	11	0	0	0	0
The school informs me about my child’s progress	37	70	12	23	0	0	0	0
My child is making enough progress at this school	40	75	11	21	1	2	0	0
The teaching is good at this school	44	83	8	15	0	0	0	0
The school helps me to support my child’s learning	35	66	12	23	2	4	0	0
The school helps my child to have a healthy lifestyle	37	70	12	23	2	4	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	68	12	23	1	2	0	0
The school meets my child’s particular needs	39	74	10	19	1	2	0	0
The school deals effectively with unacceptable behaviour	39	74	9	17	1	2	0	0
The school takes account of my suggestions and concerns	35	66	11	21	2	4	0	0
The school is led and managed effectively	44	83	9	17	0	0	0	0
Overall, I am happy with my child’s experience at this school	45	85	7	13	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 October 2011

Dear Pupils

### **Inspection of Nansloe Community Primary School, Helston TR13 8JF**

I am writing on behalf of the inspectors who visited your school to say what a lovely time we had and how impressed we were with the warm welcome you gave us. You go to a good school that helps you to make good progress from when you first enter, so that your attainment by the time you go on to secondary school is at the level we would expect. Those of you who sometimes find learning more difficult get very good help and your progress is outstanding.

You told us how much you enjoy your lessons and we were pleased with the work done by your teachers and teaching assistants. They work together very well in order to give you good support and make sure you are challenged to do your best. Most of your lessons are good and help you to learn a lot, so you make good progress. Your behaviour is outstanding and you told us how safe you feel at school. You have some good opportunities to take part in events in school and in your community and you enjoy these a lot. Your learning also helps you prepare for the skills you will need as you get older. It is obvious that you like your teachers a lot, and they like you. Mr Field is an excellent headteacher and all the adults in school work well together, which helps you benefit from a wide range of interesting lessons and other activities such as clubs and sports.

To make things even better in future we have asked the school to provide a covered area for the children in the Early Years Foundation Stage so they can work and play outside in all weathers. We also think the school is right in looking at improving reading and writing so that the standards here are as high as they are in mathematics.

If you continue to work hard, enjoy your lessons and make sure you go to school every day unless you are ill, we are sure that you will continue to do well. All the inspectors wish you the best of luck in continuing to make progress in the future.

Yours sincerely

Martyn Groucutt  
Lead inspector

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