

Perranporth Community Primary School

Inspection report

Unique Reference Number	111876
Local Authority	Cornwall
Inspection number	378378
Inspection dates	1–2 December 2011
Reporting inspector	John Cavill

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	169
Appropriate authority	The governing body
Chair	Andrew Bown
Headteacher	Liz Martin
Date of previous school inspection	1 July 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 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' progress and performance, examined a range of documents, checked the procedures in place to safeguard children and looked at the school's priorities for development. They also analysed 44 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 a number of key areas.

- How effectively the school is improving pupils' attainment and progress in English and mathematics.
- How effectively the provision at the school, especially teaching and curriculum, is meeting the needs of all pupils, in particular pupils with special educational needs and/or disabilities.
- How effectively all leaders are contributing to the improvement of the school.

Information about the school

Perranporth Community Primary School is a smaller than average-sized school. Most of the children are of White British heritage and the proportion of children from minority ethnic backgrounds is below average. The proportion of pupils with special educational needs and/or disabilities is well above average but the proportion supported by school action plus or in receipt of a statement is well below average. Many of these additional needs are concerned with speech and language development. The proportion of pupils who are known to be eligible for free school meals is broadly average. The proportion of pupils who join or leave the school at points other than normal is higher than the national average. The school has National Healthy Schools Plus status and a Sing Up Platinum Award. The school manages a before- and after-school club and shares its site with a children's centre, with a pre-school, which is managed separately.

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

Perranporth Community Primary School is a good school that takes great pride in its exceptionally welcoming environment. The way the school nurtures the pupils and supports their families is highly valued by pupils and their parents and carers. Good care, guidance and support are making a strong contribution to good outcomes for the pupils both academically and personally. One parent summed this up by saying that 'Perranporth School is a great school,' and that 'caring teachers ensure that the children strive to attain their personal best.'

Children who join in the Reception Year make substantial progress from attainment levels on entry that are much lower than expected for their age, so that their attainment at the end of Reception is broadly average and above average in personal, social and emotional development. This strong start is having a growing influence over pupils' progress higher up the school. It is achieved through outstanding provision in an improved environment with high quality teaching and activities that are planned carefully to meet the needs of all of the children. The excellent leadership of this key stage ensures that improvements are clearly focused and the expertise of all adults is used to provide a wonderful learning experience for all the children.

Pupils say that they enjoy being at school and are very proud to represent it within the local community. Their contribution to the school, for example through membership of the school parliament or as a 'play pal', is keenly undertaken. They are very proud of their achievements as members of the sports teams, the Cornish dancing group or the choir; the latter has been recognised by the school's Sing Up Award. In classes, they have a good attitude and are keen to learn. Behaviour is good in lessons and around the school. Pupils exhibit a strong moral code, clearly understanding right from wrong. They are respectful towards each other and are confident that the school deals effectively with any incidents of unacceptable behaviour.

Teaching and learning are good and most pupils achieve well. However, a small proportion of lessons are not always planned and delivered well enough to ensure that all pupils attain as well as they might. In these lessons, assessment information about the pupils is not used consistently to inform teaching, and expectations of what counts as success for pupils are sometimes not clear. As a result, a very small minority of pupils, particularly the more able, do not always attain the levels of which

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they are capable.

Teachers' assessment of pupils' work is sound. Targets are used to promote good learning but the extent varies to which these are individually focused which sometimes limits the pupils' ability to monitor their own progress. Teachers use questioning in the classrooms to monitor pupils' progress but the quality of their written feedback sometimes lacks consistency and does not always focus on what pupils should do next.

The school has tried to encourage more parents and carers to become involved in supporting their children at school through initiatives such as invitations to class assemblies, improved information sent home and a new website. However, even though these have improved the situation, many parents and carers do not actively engage with the school.

The headteacher has a clear vision and all staff fully understand what is needed for the ongoing improvement and development of the school. Self-evaluation is good and has identified the priorities for development. The actions already taken have secured improvements. The governing body has a clear understanding of its responsibilities and fulfils its role well. Detailed planning for improvement and thorough monitoring ensure that the school continues to move forward. Consequently, the school's capacity to sustain further improvement is good.

What does the school need to do to improve further?

- Improve the quality of assessment in lessons to further accelerate pupils' progress and improve their attainment by:
 - making sure that all teachers use assessment information effectively to match learning activities to pupils' needs and abilities
 - developing a whole-school approach to the use of success criteria in lessons and other activities to raise the expectations of what pupils can achieve
 - providing more sharply focused, individual targets for pupils and helping pupils to monitor their own progress over time
 - making sure that pupils have a clear idea of what they have learnt and what they need to do to improve further.

- Improve engagement with parents and carers, building on initiatives already started, so they can better support the learning of their children in partnership with the school.

Outcomes for individuals and groups of pupils

2

When they start in the Reception Year children have skills and knowledge in communication, language and literacy, especially writing, that are well below the

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levels broadly typical for their age. Their writing remains weaker than their mathematics as they enter Key Stage 1. Pupils make good progress across the school, reaching levels of attainment at the end of Year 6 that are broadly average, with an improving profile in both English and mathematics. Pupils with special educational needs and/or disabilities make good progress overall, with some individual pupils making exceptional progress against their individual targets.

In lessons, most pupils make good progress and enjoy their learning. In a Year 3 literacy lesson, where pupils were successfully producing leaflets, they responded enthusiastically to a range of assessment strategies, such as the mini-plenary and paired working. In a Year 5/6 numeracy lesson, pupils mastered acute and obtuse angles, helped by the teacher’s use of formative feedback. Good behaviour and supportive relationships help pupils to get the most from their education. They work well when lessons are challenging but, in a few lessons, they disengage from their learning and this occasionally leads to some low-level disruption.

The school’s strong commitment to healthy lifestyles is reflected in its Healthy Schools Plus status. Pupils enthusiastically participate in activities that promote a healthy lifestyle, such as football and surfing. Pupils also understand the importance of a healthy diet and are keen to follow the school’s suggestions regarding healthy lunchboxes. Pupils are able to apply their basic skills confidently in lessons, and are eagerly developing their computer skills. Attendance is broadly average but improving, and pupils are well equipped for the future.

Pupils say that the school is safe, a view confirmed by parents and carers and by observations around the school. Pupils are given opportunities for personal reflection time in lessons and assemblies. They have a good understanding of other people and cultures, which has been extended within the curriculum.

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	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

¹ 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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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

How effective is the provision?

The quality of teaching is good and teachers have secure subject knowledge. Expectations are generally high. Some good examples of challenging activities to stretch the most able were seen as in a Year 5/6 English lesson developing play scripts when all pupils made exceptional progress. However, this level of challenge was not a consistent feature of all lessons. The school's assessment tracking system provides teachers with an overview of pupils' individual progress. In the better lessons, teachers use this information, along with their own more recent, assessments, to match the work closely to the needs of individual pupils, and link pupils' outcomes to individual targets and success criteria. However, maintaining high expectations of pupils and effectively targeting how improvements can be made, although much improved, are areas for further development.

The school curriculum continues to be revised and developed. It is broad, balanced and well organised, with a range of interesting learning experiences for the pupils. Themed starting points are used to motivate and engage pupils and the curriculum is extended through a range of visits and work done in the local learning partnership. The curriculum enables pupils to make good progress and is adapted well to meet the needs of pupils with special educational needs and/or disabilities.

The adults at the school know all pupils as individuals. Support is well targeted for pupils with special educational needs and/or disabilities, who receive very well-coordinated and supportive provision, enabling them to achieve well. The school is good at finding extra support for potentially vulnerable pupils and makes good use of its partnerships with other agencies. For example, it has been successful in reducing the number of persistent absentees through improved support for pupils and their families from the outreach support worker and educational welfare officer. The before- and after-school clubs provide a caring, stimulating and safe environment for pupils at both ends of the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher provides strong leadership, direction and vision. She leads an experienced staff who all clearly understand the school’s core purpose and demonstrate a common commitment to continue improving the school. The shared vision is clearly seen in the actions of all those with additional responsibilities. The leadership team works in a collaborative way with the rest of the staff to monitor the school and improve teaching. The school provides many opportunities for further personal professional development and is focused on enabling all staff to have the greatest possible impact on pupils’ outcomes. Information about pupils’ achievement is used to ensure that pupils are making enough progress and, if necessary, given extra support. The school is an inclusive environment, where pupils are treated fairly, with very little evidence of discrimination. However, there are still a few pupils who are not achieving as well as they might, which is why the school’s promotion of equality of opportunity is judged satisfactory rather than good.

The governing body is experienced and fulfils its role effectively; statutory requirements for governance are met. Governors understand the strengths and weaknesses of the school and contribute significantly to the self-evaluation process and the strategic direction of the school while providing challenge and support for the senior team.

The school has established strong partnerships with a variety of agencies and organisations supporting both the learning and well-being of pupils. The school has taken care to identify those aspects of its provision that would benefit most from such partnership working. The regular, multi-agency meetings that are organised by the school to identify and monitor the support demonstrate good practice. Partnership with parents and carers is satisfactory overall. This reflects a range from those parents and carers who are actively involved to a small minority who are more passive. Developing this partnership is an area for development already in school forward planning.

The school promotes community cohesion across classes and is establishing links with other schools both nationally and internationally. Staff recognise the need to improve further the pupils’ awareness of their place in a global community, which is reflected in activities linked to other cultures within the revised curriculum. This has followed an evaluation of the opportunities already on offer to pupils. The school’s safeguarding procedures are robust and good practice is wholly embedded.

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

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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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

Early Years Foundation Stage

The Early Years Foundation Stage leader is providing inspirational leadership and has an excellent knowledge of the setting and early-years practice and an ambitious vision. Self-evaluation takes into account the views of the children, parents and carers and feeds into the action plan, which is already embracing the proposed national requirements for the Early Years Foundation Stage as from September 2012. Strong relationships are being forged with parents and carers through activities such as the ‘chat wheel’ on home visits. Transition arrangements are highly effective and, helped by a stronger partnership with the children’s centre and its pre-school, improvements are already apparent in what children know and can do when they join the school.

Children enjoy being in the Early Years Foundation Stage and taking part in the lessons and activities. The improved outdoor area is used very well for all aspects of learning and ‘free-flow’ sessions, and when children move between activities indoors and outdoors they are most carefully monitored. The children work well together and have a safe regard for each other during the range of activities that they are involved in, showing an enthusiasm to work independently. By the time they enter Year 1, children have made substantial progress and their attainment in personal, social and emotional development is above average, ensuring that they have the skills that will help them in the future.

Teaching is outstanding and planning is undertaken collaboratively to agree the focus and identify the next steps in the learning. In an excellent phonics session (linking letters and sounds), pointers and prompts were used imaginatively by the teacher to ensure that the children made outstanding progress and were able to spell independently the key consonant-vowel-consonant words. Adults assess children regularly and accurately and this informs the learning journey profiles that are shared regularly with parents and carers. A wide range of visits and memorable experiences enhances the already outstanding curriculum. These include visits to the Eden Project for ice skating and to the local park to undertake ‘shape walks’. The

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care, guidance and support for children in Reception are outstanding. Children are supported to do their very best and they are recognised as individuals, with all staff working together as a highly successful team in order to nurture and care for them. Safeguarding in the Early Years Foundation Stage is very secure.

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

Views of parents and carers

A lower-than-average response to the questionnaire was received from parents and carers. All the parents and carers who responded indicated that their children enjoy school. The very large majority were satisfied with their children’s experience of school. Inspectors endorsed this view and found that most areas of the school are good. A very small minority of parents and carers had concerns about their children’s progress and a similar proportion wanted improved information regarding their children’s progress. Inspectors found that the school had instigated improved systems to keep parents and carers informed but acknowledged that strengthened engagement with parents and carers is necessary to improve the impact that the school can have on the progress of the pupils.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Perranporth 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	75	11	25	0	0	0	0
The school keeps my child safe	36	82	6	14	2	5	0	0
The school informs me about my child’s progress	28	64	13	30	3	7	0	0
My child is making enough progress at this school	34	77	6	14	1	2	2	5
The teaching is good at this school	34	77	8	18	2	5	0	0
The school helps me to support my child’s learning	32	73	10	23	2	5	0	0
The school helps my child to have a healthy lifestyle	29	66	13	30	2	5	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)	26	59	13	30	0	0	0	0
The school meets my child’s particular needs	30	68	12	27	2	5	0	0
The school deals effectively with unacceptable behaviour	26	59	16	36	0	0	2	5
The school takes account of my suggestions and concerns	30	68	12	27	2	5	0	0
The school is led and managed effectively	35	80	7	16	0	0	2	5
Overall, I am happy with my child’s experience at this school	33	75	9	20	2	5	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).

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.



5 December 2011

Dear Pupils

**Inspection of Perranporth Community Primary School, Perranporth TR6
OEU**

Thank you for welcoming us to your school recently, talking to us about your work, and telling us about your 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 thought your school is good, and we agree. We found your school to be very caring, with adults who look after you very well and keep you safe. Those of you who we spoke to think that you are looked after very well too. You generally behave well, although in some lessons when you are not challenged enough, some of you become distracted.

We have identified some areas that need improvement to make Perranporth even better. These have already been recognised by your headteacher and her team and a start has been made to tackle some of them. We have asked your school to make sure that:

- teachers give you tasks that are at the right level for you
- you know precisely what you have to achieve by the end of the lesson
- you have individual targets for all subjects and that you understand them
- the marking that teachers do in your books helps you to improve your work
- your parents and carers are encouraged to find out from the school what will help you do better so that they can support you with your work at home.

We really enjoyed coming to your school. You can all help it get better by continuing to work hard and do well.

Yours sincerely

John Cavill
Lead inspector

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