

Perran-ar-Worthal Community Primary School

School Hill, Truro, Cornwall TR3 7LA

Inspection dates 2–3 October 2012

| | | | |
|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school because:

- Most pupils leave school with well above average attainment in reading, writing and mathematics.
- All groups of pupils, including the small minority with special educational needs, make at least good progress, and some make better than good progress. Children in Reception and in Key Stage 1 make excellent progress, as a result of the outstanding teaching they receive.
- Teaching is typically good, and sometimes outstanding, especially lower down the school. Teachers use questioning skilfully, deploy support staff well, and employ a range of interesting resources and learning strategies which fully engage pupils.
- Pupils are very supportive of the school. They feel very safe, behave well and enjoy both the lessons and the out-of-school activities. They have very positive attitudes towards learning. Attendance is well above average.
- The school's leadership, supported by a vibrant governing body, has brought about some significant improvements since the previous inspection. It understands the school's strengths and areas for development, and the headteacher monitors teaching closely.
- The leadership is committed to achieving excellence. Parents and carers hold a high opinion of the school and would recommend it to others.

It is not yet an outstanding school because

- In a small minority of lessons, activities are not challenging enough to ensure that the more able pupils achieve as well as they should. Teachers do not consistently use pupils' targets to accelerate progress, nor do they always give precise information on how well pupils have done and how they can improve their work further.
- The monitoring of teaching and learning relies too much upon the headteacher and not enough responsibility falls upon other staff. Professional development opportunities for staff are too limited to enable them to play as full a part in school improvement as they might.

Information about this inspection

- The inspector observed eight lessons taught by six teachers. He also paid short visits to other lessons. Three of the lessons were observed jointly with the headteacher.
- Meetings were held with the headteacher and with groups of pupils, staff, governors and parents.
- The inspector received 30 responses to the on-line questionnaire (Parent View) during the inspection.
- He observed the school's work, and looked at various documentation, including the school improvement plan, policies, records of safeguarding and minutes of the governing body. The inspector also looked at the school's tracking and analysis of pupils' recent and current progress. He analysed 12 questionnaires completed by staff.

Inspection team

John Laver, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium funding is very low.
- The proportion of disabled pupils and those with special educational needs supported by school action, by school action plus or with a statement of special educational needs is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, particularly in Key Stage 2, by:
 - providing a more consistent level of pace and challenge for more able pupils in lessons, so that a higher proportion of them achieve to their full potential in English and mathematics
 - using information on pupils' performance more consistently and rigorously in planning appropriate tasks for pupils, and giving them clearer guidance when marking work and using targets in order to help them reach the next level in their work.
- Improve the overall management of teaching and learning, to assist teachers in raising achievement from good to outstanding, by:
 - involving senior and experienced members of staff more directly in the monitoring of teaching and learning, thereby empowering them to hold colleagues to account for pupils' progress more rigorously
 - providing more opportunities for staff to receive appropriate professional development to help them increase their confidence and expertise in further driving forward school improvement.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment by the end of Year 6 is mostly well above average in reading, writing and mathematics. Previous gaps in attainment between boys and girls have narrowed.
- Children join Reception with levels of skill, particularly communication and language skills, which are above age-related expectations. Outstanding teaching of these children results in them making outstanding progress in all areas of skills and knowledge. This rapid progress is continued in Key Stage 1.
- Typical of the outstanding learning and progress lower down the school was a lesson in which children in Reception eagerly practised the learning of new sounds and letters (phonics); also a lesson in which they enthusiastically explored the 'dark places' in the school grounds for bugs and insects. The quality of teaching in these sessions made learning into an exciting adventure for the children. In Key Stage 1, outstanding learning was observed in a lesson in which pupils acted as 'learning detectives' in excitedly exploring new sounds and words.
- The achievement of pupils as they move through Key Stage 2 is good. The proportion of pupils making or exceeding expected levels of progress compares favourably with national figures. The few pupils with special educational needs share in this good progress, as do those known to be eligible for the pupil premium. This funding is used effectively to provide additional adult support for these pupils both inside and outside of lessons, resulting in them learning basic skills very effectively.
- Occasionally more able pupils do not achieve as well as they could, usually in the minority of lessons in which the pace of learning is too slow, the activity is too teacher-centred, or activities are not sufficiently challenging. This was observed, for example, in mathematics lessons in which more able pupils spent too long working on mundane, lower-level tasks before being moved on to more demanding activities.
- Parents and carers strongly agree that their children make good progress.

The quality of teaching is good

- Teaching has improved since the previous inspection, and is now typically good. It is rarely less than good and is sometimes outstanding. The school's records and inspection evidence show that a small proportion of teaching is less effective in securing pupils' good progress.
- Teaching is consistently outstanding in Reception and Key Stage 1. Here, teachers skilfully take full advantage of pupils' eagerness to learn, and ensure that they make outstanding progress. The teaching is lively and enthusiastic, and staff are knowledgeable. Teachers and other adults fully engage all children and pupils through thoughtful and challenging questioning, maintaining a brisk pace and providing a good range of activities. Children and pupils are encouraged to speak at length and so develop the confidence to contribute articulately in class.
- The quality of teaching in Key Stage 2, while only occasionally less than good, is more variable in quality than lower down the school. Although teachers carefully plan lesson objectives and a range of activities, occasionally the work is not sufficiently matched to the needs of the more able pupils, usually when there are limited opportunities to engage in more challenging work independently of the teacher.
- Teachers' use of assessment has improved since the previous inspection. Teachers often give good feedback to pupils, and pupils are encouraged to respond to the comments. However, sometimes the marking of work gives no clear guidance to pupils about what exactly they have done well and how they can improve the work. Pupils are encouraged to assess their own and each other's work.
- Adult support is deployed effectively in lessons, enabling lower-achieving and vulnerable learners in particular to make good gains in understanding. High quality support was also observed when teachers were working with individual pupils outside lessons.

- Parents and carers believe that teaching is good, and they are increasingly involved in their children's learning. For example, they appreciate the new learning journals introduced into Reception, which record children's achievements.

The behaviour and safety of pupils is good

- Staff, parents, carers and pupils all confirm that behaviour has improved in recent months due to the school's introduction of new codes of behaviour, which are applied consistently.
- There have been no pupil exclusions. Pupils get on very well with each other and with adults. Pupils are very polite and welcoming.
- Pupils have a very good understanding of safety and behavioural issues. They talked to the inspector about cyber-bullying, verbal abuse and other potential dangers, but they insist that bullying is not an issue in the school and that they feel very safe.
- Pupils' enjoyment of school is reflected in attendance which is well above average.
- Pupils enjoy taking on responsibility. Older pupils talk enthusiastically about being playground leaders. They also appreciate the school council, although the involvement of staff in the managing of the council limits the opportunity of pupils to take on more responsibility themselves.

The leadership and management are good

- The school's leadership has worked hard to improve several aspects of the school's provision and performance since the previous inspection, effectively supported by the governing body. Other staff support the drive for continued improvement and recognise that the school has come a long way. There is secure capacity for sustained improvement.
- The pupil premium is used effectively to sustain intervention programmes and additional support for vulnerable pupils, helping them achieve very well.
- Although the headteacher carries out performance management effectively, the monitoring of teaching and learning is heavily dependent on him. Other staff collaborate well in areas such as developing a coherent curriculum, but they have a limited role in monitoring performance, despite their increased accountability. Therefore some staff have few opportunities to observe good practice or share ideas with colleagues.
- Several staff are keen to develop their knowledge and responsibilities further, but have relatively few opportunities for professional development. For example, the local schools partnership offers few possibilities for collaborative work among staff, including the sharing of best practice, although the local secondary school provides good facilities for pupils to enjoy activities such as sport.
- The local authority provides effective support for the school, for example in reviewing its performance.
- Pupils enjoy the curriculum, which is enriched by a good range of activities for a small school. They greatly enjoy the after-school clubs and are successful in representative sport. Pupils enjoy visits, such as to St Michael's Mount. Music is another strength of the school: about one-third of pupils learn an instrument, and pupils put on joint musical productions with another school and play in a school band.
- The school promotes spiritual, moral and social development well, for example through reflective assemblies. Pupils take advantage of many cultural opportunities locally, but there are no meaningful links with schools outside the local area or overseas, and the school recognises that there is scope for increasing pupils' awareness of the range of other cultures and values.
- The school meets statutory safeguarding requirements. Parents, carers and pupils regard the school as a safe and very caring environment. There is no discrimination, and the school achieves its ambition of being an inclusive, welcoming community. Parents and carers are invited into the school, for example for 'drop-in' sessions.

■ **The governance of the school:**

- has been improved considerably since the previous inspection. Governors are actively involved in a wide range of school activities. Governors are knowledgeable and rigorous in successfully holding the school to account, for example over the budget
- ensures that the performance of the headteacher is monitored and managed effectively. The performance management of all staff is linked to progress in school outcomes, and the high attainment and good progress show that this has successfully and demonstrably been achieved.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|----------|
| Unique reference number | 111863 |
| Local authority | Cornwall |
| Inspection number | 401210 |

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 | 108 |
| Appropriate authority | The governing body |
| Chair | Colin Bridges |
| Headteacher | Robert Robinson |
| Date of previous school inspection | 1–2 March 2010 |
| Telephone number | 01872 863004 |
| Fax number | 01872 863004 |
| Email address | head@perran-ar-worthal.cornwall.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012