

# St Cleer Primary School

Well Lane, St Cleer, Liskeard, Cornwall, PL14 5EA

## Inspection dates

6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Good	2
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Since the last inspection very strong leadership and management have ensured a relentless drive towards providing excellent learning opportunities for all groups of pupils. As a result teaching is now outstanding with teachers making particularly effective use of assessment to ensure work is very well matched to pupils' needs.
- A recent, and a very high, influx of pupils with standards lower than those of pupils already present in the school has temporarily affected levels of attainment and progress. This has resulted in good rather than outstanding progress.
- However, excellent induction procedures for new arrivals, quick identification of pupils' needs and the outstanding teaching and curriculum are ensuring a rapid improvement in achievement.
- Current attainment in English is high, especially reading, but although mathematics is above average there is room for further improvement.
- Music and sport are strengths of the school.
- Parents and carers are delighted with the school and many new parents and carers remarked upon the warm welcome their children had received and the excellent progress they are making.
- Pupils show their appreciation of all that the school offers by their diligent attitude to their work, their excellent behaviour in lessons and good attendance. They get on really well together and feel very safe in school.
- The rigorous development of teaching expertise for all staff has resulted in a highly skilled workforce that is rapidly raising achievement across the school. Teachers relatively new to the profession have developed really quickly.
- The governing body is regularly involved in observing and monitoring the school's work. This enables governors to ask challenging questions as well as support the school.

## Information about this inspection

- The inspectors visited 16 lessons and observed 10 teachers. They also talked to pupils about their work, heard pupils from Years 2, 4 and 6 read and visited the breakfast club.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- The inspectors looked at samples of pupils' work across a range of subjects and ages.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone conversation took place with a school improvement partner from the local authority.
- Questionnaires from 35 members of staff were analysed. The inspectors took account of the views expressed in 57 online responses from Parent View and during informal meetings with parents and carers before school.

## Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Paul Rushforth

Additional Inspector

# Full report

## Information about this school

- St Cleer is an average-sized primary school and all pupils are taught in single-age classes except for one class of mixed Reception and Year 1 pupils. Pupils attend from the village and surrounding area and a high proportion attend from the nearest town.
- The headteacher is the executive headteacher for this school and another much smaller primary school in the local area.
- There are no disabled pupils in the school at the present time.
- The proportion of pupils with special educational needs supported through school action is average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent or carer in the armed services) is below average.
- There are a very small number of pupils from ethnic minority groups; no pupils are in the early stages of learning English.
- There is a breakfast club run by the school.
- The school has been awarded British Council Comenius funding and as a result has extensive international links involving many reciprocal visits abroad for both staff and pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in mathematics and English.

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

- Raise attainment and accelerate progress in mathematics so that achievement in mathematics is as high as it is in English by:
  - embedding the new mental arithmetic strategies so that pupils can recall number facts quickly when solving problems
  - reviewing the school's calculation policy, especially for subtraction, so that there is a consistency of approach and method in teaching number skills throughout the school.

## Inspection judgements

### The achievement of pupils

is good

- Over the last 15 months a high number of lower-attaining pupils have joined the school in all year groups but especially in the infant years. Some of these pupils have specific learning, emotional and behavioural needs. Their initial progress was slower than that of other pupils in the school. However, an extremely high proportion of outstanding teaching, excellent behaviour management and a stimulating and exciting curriculum are ensuring that these pupils are catching up very quickly and making the same very good progress as all other pupils.
- Attainment in Year 2 has risen this year and is now high in reading and above average in writing and mathematics.
- A significant number of parents and carers approached inspectors to say how pleased they were with the friendly welcome their children had received and 'the very good progress' they were making. This is validated by the school's own recent questionnaire and the results of Parent View.
- The level of children's skills and knowledge when they join Reception varies considerably from year to year. In particular, some aspects of communication and language, calculation skills and emotional development are occasionally below the levels expected.
- Exciting and exceptionally well-planned provision for reception children, especially the times when they are choosing their own learning, ensures that they very quickly become confident learners and make very good progress. When choosing to ride the bikes, they were involved in trying to gain their 'driving licence', negotiating a tricky course around the area. This impressive activity developed their critical thinking skills and physical movements extremely well.
- Very well-taught daily practice of sounds and letters, using a wide variety of high-quality resources, means that pupils rapidly learn the strategies to tackle unfamiliar words. A small-group session of pupils reading round with fun books about robbers encouraged them to use their voices well, enabling them to read with fluency and expression.
- There is a very strong reading culture in the school and by Year 6, reading standards are consistently high. This is much appreciated by parents and carers who told inspectors that 'the reading scheme is outstanding'.
- Rigorous strategies to improve writing, especially grammar, have resulted in standards that are above average. Pupils' books are well presented, contain a wide variety of exciting writing and demonstrate clearly the pride that pupils have in their work. Similar strategies to ensure a consistency of approach when teaching mathematics are well underway. Since the last inspection the introduction of daily mental practice has moved achievement in mathematics from average to above average and the school has clear and effective plans to improve this even further.
- The school uses its pupil premium funding very effectively to enhance reading and number work, supporting groups of pupils exceptionally well who might otherwise underachieve. The school is determined that all pupils will be able to read and be mathematically competent by the time they leave Year 2. Information on the progress of this group of pupils shows that there are no significant differences in their achievement and that of their peers and, in fact, indicates that progress is better than that expected nationally by the end of Year 6.
- Pupils whose circumstances might make them vulnerable, and those with special educational needs, are extremely well supported and, as a result, make similar progress to that of all other pupils. Teachers know the capabilities of these pupils exceptionally well and systems for monitoring their progress have a very good impact on learning. Pupils are exceptionally well integrated into their classes, and as a result, make strong progress and enjoy learning. A pupil with complex learning needs was able to enjoy and fully participate in a games lesson because of the excellent support from a highly skilled teaching assistant.

**The quality of teaching****is outstanding**

- The vast majority of teaching for all groups of pupils is outstanding. High-quality assessment based on detailed understanding and knowledge of pupils' capabilities and interests ensures that there is an exceptionally good match between tasks and pupils' needs.
- In a Year 5 mathematics lesson involving problem solving, the teacher demonstrated a very good knowledge of pupils' current attainment. She skilfully asked questions at an appropriate level for each group of pupils, probing their reasoning and helping them to sustain concentration and engagement.
- Feedback to pupils is especially effective and ensures that they make rapid gains in their learning. Pupils know their individual targets, can discuss them very well and demonstrate how they are meeting them. They really appreciate the way teachers mark their work and talk to them individually about their progress.
- Subjects are presented in a stimulating way, often as a result of an interesting visit, so pupils are willing learners. Teachers and pupils alike have high expectations of behaviour and attitude to tasks, so these also help pupils make rapid progress.
- Many lessons build learning in 'bite-sized' pieces that move learning on at a very good pace so pupils achieve a lot in the time available.
- The teaching of reading, writing, number and information and communication technology is integrated very well across all subjects so pupils have many opportunities to practise their basic skills.
- The many and varied opportunities for pupils to work together, discuss their ideas and support each other in their learning make a substantial contribution to their personal and social development.

**The behaviour and safety of pupils****are outstanding**

- The outstanding provision for pupils' spiritual, moral, social and cultural development is the bedrock of their excellent behaviour and attitude to school life. There is very strong mutual respect between pupils and adults.
- Pupils are really enthusiastic about school and say they have 'great relationships' with their teachers and teaching assistants who are all 'kind and thoughtful'. They really appreciate the considerable efforts of all staff to make learning interesting and, in turn, show exemplary attitudes to their work.
- Records over time show no exclusions and incidents of bad behaviour or bullying are extremely rare. These features are typical and fully supported by the very positive comments from parents and carers, pupils and adults in the school. Pupils are very clear about different forms of bullying and are particularly well informed about how to use the internet safely. They demonstrate complete confidence in adults to immediately sort out any issues that might worry them.
- All pupils take the responsibilities they are given very seriously. Serving on the school council, generally acting as monitors around the building and helping to look after the school grounds provide excellent opportunities for pupils to develop their personal and social skills outside of lessons.
- A striking example of this was seen when the school came to assembly. Year 6 pupils organised the room and the music and then asked other children to sit down ready to begin. All was achieved quietly and calmly.

**The leadership and management are outstanding**

- The school is led strongly by a very committed executive headteacher and governing body. These are very well supported by a diligent staff team. Together they have created a vision of excellence, high expectations and enjoyment. Underpinning the vision is an outstanding dedication to care and inclusion both for staff and pupils. This has been communicated to pupils and parents and carers with great drive and enthusiasm.
- Since the last inspection teaching has improved from good to outstanding. The school has made particularly effective use of regular lesson observations where, as well as watching teaching, teachers scrutinise pupils' work together, meticulously track progress and also interview pupils to check they know exactly what to do to improve. Rigorous monitoring of lessons and measuring teachers' performance using the national Teaching Standards have resulted in leaders correctly identifying professional development opportunities for teachers. This has also helped to ensure that the ambition of the school to place an outstanding teacher in every classroom has been fulfilled.
- In addition, improvements in teaching and in standards of writing and mathematics since the last inspection have been very successful because of the school's sharp self-evaluation. Leaders have identified the priorities very well and implemented incisive action plans. These strategies demonstrate that the school has an excellent capacity to develop further.
- Whole-school themes and an inspirational approach to teaching bring learning alive for pupils and classroom work is enriched by a wide range of visits, visitors and after-school activities.
- The school's involvement in the Comenius project enables the school to offer pupils outstanding opportunities to widen their horizons through meeting people from different cultures.
- Equal opportunities for different groups of pupils are promoted very well and the school does not tolerate any form of discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously and that all requirements are met.
- The local authority appropriately provides very light touch support for this outstanding school.

**■ The governance of the school:**

- Governors play a full and active part in monitoring the work of the school. They know it very well through observing teaching and regularly examining a range of information. As a result, they are fully aware of its strengths and areas for development and join with staff annually to plan for improvement. The curriculum committee is particularly well informed and minutes of meetings provide strong evidence of challenging questions being asked about the school's performance. Governors carry out their statutory duties diligently and rigorously assess the headteacher's performance annually. They also have a very clear understanding of the link between teachers' performance and salary progression. Governors are well informed about the use of the pupil premium and its impact on the progress of more vulnerable pupils.

## 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

<b>Unique reference number</b>	111961
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	413153

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Foulkes
<b>Headteacher</b>	Catherine Storate
<b>Date of previous school inspection</b>	13–14 July 2010
<b>Telephone number</b>	01579 342196
<b>Fax number</b>	01579 340711
<b>Email address</b>	head@st-cleer.cornwall.sch.uk



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