

# St Neot Community Primary School

Loveny Road, St Neot, Liskeard, PL14 6NL

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
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 previous inspection, exceptional leadership and management have ensured a relentless drive to raise standards. As a result, pupils' achievement is outstanding.
- Children make an excellent start in the Reception class and continue to make rapid progress.
- By the end of Key Stage 2 pupils reach standards that are above the national average in reading and writing and well above the national average in grammar and mathematics.
- However, within this context of excellent overall achievement, pupils make faster progress in some year groups, especially the more able.
- The quality of teaching across the school is outstanding. Teachers have very high expectations of their pupils and are skilled in checking and extending pupils' understanding of what they know and are able to do. Teaching assistants also make a very significant contribution to pupils' learning.
- All groups of pupils achieve exceptionally well because the school is welcoming to all and provides excellent support programmes for those who need extra help.
- Pupils' attitudes to learning are excellent. They say they learn something new every single day. They take great pride in their school and their behaviour is outstanding. They get on really well together and feel very safe in school, as a result of the high priority leaders place on ensuring pupils' safety and well-being.
- Parents and carers are delighted with the school and the quality of education their children receive. They feel they can approach the staff with any problems, which are resolved straight away.
- Teamwork and collaboration are essential elements in the school's approach, leading to improvements since the previous inspection. Governors ask challenging questions of leaders as well as supporting the school.
- The school ensures that the spiritual, moral, social and cultural development of pupils is as strong as their academic progress.

## Information about this inspection

- The inspector observed all teachers in a total of seven lessons or part lessons. This included three joint observations carried out with the headteacher and senior teacher.
- The inspector heard individual pupils read and observed additional support groups in literacy and mathematics. She scrutinised work in pupils' books across a range of subjects and ages, and observed pupils' behaviour both inside and outside the classroom.
- Discussions were held with two members of the governing body, the senior leadership team, school staff and members of the school council. Individual pupils were spoken to in lessons and around school. A telephone conversation took place with the school improvement partner.
- A wide range of documents were scrutinised, including statutory policies relating to safeguarding, behaviour logs, school records of its own monitoring and self-evaluation, tracking information showing the progress of all pupils, the sports funding action plan, the pupil premium grant action plan and the school improvement plan.
- The inspector took account of 11 responses to the online Parent View survey and during informal meetings with parents and carers after school. Questionnaires from 16 members of staff were also analysed.

## Inspection team

Julie Jane, Lead inspector

Additional Inspector

## Full report

### Information about this school

- St Neot is smaller than the average-sized primary school, is increasing in size, and all pupils are taught in mixed-age classes.
- Almost all of the pupils attending the school are of White British heritage and many attend from outlying areas as well as the village and surrounding area.
- More pupils join and leave the school at times other than Reception and Year 6 than is usually found.
- The proportion of disabled pupils and those 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 forces) is well below average.
- The school works closely with local secondary schools and provides support to other primary schools in the teaching of mathematics.
- There is an after-school club run by the school.
- The school does not make use of any alternative provision
- 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?

- In the context of overall high attainment:
  - improve the consistency of pupils' progress within year groups in mathematics and English
  - ensure that, specifically, the most able achieve the highest levels in these subjects.

## Inspection judgements

### The achievement of pupils

**is outstanding**

- Children join the school with a range of skills. These vary from year to year with many children entering with levels that are well below, while others are at or above those expected for their age. As a result of the stimulating environment, attractive displays, tidy classrooms, exciting curriculum and outstanding teaching, all children make very good progress and move into Key Stage 1 achieving above the national average in all areas of the curriculum and well above in health and self-care and moving and handling.
- This very positive start is continued in Years 1 and 2, and pupils' basic skills in reading, writing and mathematics are developed very well. The school places an emphasis on pupils' personal development and their attitudes to learning so that they are able to achieve exceptionally well as they move through the school.
- For the last three years, the rate of progress of pupils at Key Stages 1 and 2 has been high, and pupils reach above average standards in English and mathematics at Year 2 and by the end of Year 6. Furthermore, the proportion of pupils making good or better progress is higher than that seen nationally, particularly for the most able pupils in mathematics in Year 6.
- Pupils known to be eligible for pupil premium funding make exceptional progress as they move through the school as a result of the school's accurate tracking system and the targeting of extra support. The attainment of these pupils is higher than the national picture and as good as others in the school. Disabled pupils and those with special educational needs make equally outstanding progress.
- Pupils' achievement in mathematics is outstanding, with a very high percentage achieving Level 5 by the end of Year 6, resulting in standards that are significantly higher than those seen nationally. There is still further scope for the most able pupils to achieve the highest level. Pupils say that mathematics excites them and they delight in using their very strong basic skills across the curriculum.
- The very well-taught daily practice of sounds and letters, using a wide variety of high-quality resources, means that pupils rapidly learn to tackle unfamiliar words. Even those pupils who say they do not enjoy reading very much 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.
- Pupils' speaking and listening skills are outstanding as a result of the opportunities they are given to develop them. The older pupils were extremely excited at the prospect of reading out their weather reports and recording them on the class tablet for everyone to watch.
- A significant number of parents and carers approached the inspector to say how pleased they were with 'the very good progress' their children were making. This is validated by the results of Parent View.

### The quality of teaching

**is outstanding**

- Most of the teaching for all groups of pupils is outstanding, and this is ensuring that all pupils make excellent progress. Teachers have extremely high expectations for all pupils, who respond positively to the challenge.
- Teachers are extremely skilled in using a range of questioning to probe pupils' understanding and develop their knowledge. In a Years 4/5/6 mathematics lesson involving perimeter, the teacher demonstrated a very good knowledge of pupils' current attainment. She skilfully asked questions at an appropriate level for each group of pupils, helping them to sustain concentration and a high level of engagement.
- Rigorous assessment systems, used consistently and shared by all teachers, ensure that lessons are planned to meet the needs of different groups and ages. As a result, all pupils can learn

quickly. Additional levels of challenge are added because teachers are good at assessing when pupils are ready to move on to the next task.

- Feedback to pupils, either during lessons or in books, helps them to make rapid progress in their learning. Pupils know how to make their work better in literacy and mathematics, and can discuss how they are doing this.
- Additional adults in the classroom provide excellent support to all pupils. They work with groups of pupils of different ages and abilities within the classes so that the task interests and excites them and moves their learning forward. In a Reception/Year 1 class, sequencing and adding numbers was very effectively taught through a range of activities, such as using number tiles outside with the youngest children, to formal calculation methods using the interactive whiteboard.
- Many lessons build upon previous knowledge and understanding so that pupils achieve a lot in the time available. Teachers refer to previous lessons to help move learning on quickly.
- The many and varied opportunities for pupils to work together, discuss their ideas and help each other in their learning make a substantial contribution to their personal and social development.
- The teaching of reading, writing, number and computing is integrated well across all subjects so pupils have many opportunities to practise their basic skills.
- The teaching of music is wide ranging and all pupils have the opportunity to learn to play a musical instrument. During an achievement assembly a very talented Year 6 pupil played the flute, accompanied by the headteacher at the piano, while the rest of the school sang the hymn.

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

- The behaviour of pupils is outstanding. There is an exceptionally welcoming atmosphere throughout the school. Pupils are always very friendly and extremely polite and respectful to each other. They get on very well with each other and with adults. They enjoy school and want to learn, showing exemplary attitudes to their work. They are expected to behave well, and they do.
- Teachers create a classroom environment which very effectively supports opportunities for learning as well as establishing rules and relationships. This begins as soon as children start school. They respond very positively to the high expectations of them in lessons. The behaviour and attitudes of all pupils make a powerful contribution to their own learning and is crucial to the progress they make as they move through the school.
- Children in the Reception/Year 1 class learn the rules of good behaviour quickly. They show maturity as they concentrate and persevere with activities, taking turns and making decisions together about their own learning; for example, an earnest discussion took place about the ingredients needed for a magic potion, then sharing the liquids fairly among themselves to complete the task.
- Pupils take the roles and responsibilities they are given very seriously. The Year 6 pupils respect the privilege of having a separate place to play at break times with minimal supervision, while some older pupils were helping to clear the hall quickly after lunch so that they could play badminton. These and other responsibilities, such as serving on the school council, provide excellent opportunities for pupils to develop their personal and social skills outside the classroom.
- The school's work to keep pupils safe and secure is outstanding.
- Records over time show no exclusions or racist incidents and there are very few records of bad behaviour or bullying. These features are typical and fully supported by the very positive comments from parents and carers, pupils, and adults in the school. Pupils and parents and carers have complete confidence in the staff to sort out immediately any issues that might worry them.
- Pupils are very clear about different forms of bullying, including cyber bullying. They say they have special lessons to help them understand, and they are not allowed mobile phones in

school.

- Pupils say they feel very safe at school and would talk to an older pupil or an adult if they were worried about something. Parents and carers are very positive about the school's ability to keep their children safe.

## **The leadership and management are outstanding**

- The headteacher and leaders at all levels, including the governors, have created a vision of excellence, enjoyment and high expectations. They have a strong ambition for continuing improvement, and so consistently set high expectations for the pupils' achievement and the quality of teaching. There is a relentless pursuit for excellence from all staff and consequently, an outstanding capacity for continuing improvement.
- Since the last inspection teaching has improved from good to outstanding. The school has made particularly effective use of regular lesson observations, with support from the school improvement partner. Very effective and robust measurement of teacher performance, linked to pupils' progress, challenges and supports teachers' improvement. Focused monitoring of lessons has resulted in leaders correctly identifying development opportunities for teachers.
- Teachers and middle leaders meticulously track pupils' progress and scrutinise their work together to improve standards.
- The headteacher has a clear vision for the use of the primary school sports funding. Sports coaches have been engaged to plan and deliver high-quality physical education lessons. They arrange coaching and training for staff as well as increasing the number and variety of sporting activities that the pupils take part in. The school works closely with other schools and providers to organise a range of inter-school sporting events and coaching opportunities which include football, swimming, cross country and surfing.
- Provision for the pupils' spiritual, moral, social and cultural development enables pupils to learn appropriately about other countries and to experience a very wide range of musical, artistic and sporting activities. Pupils develop a sense of awe and wonder through the curriculum, strong links with the local church and through assemblies.
- The school works well with external agencies to ensure the needs of disabled pupils and those with special educational needs are met. The school promotes equality of opportunity. It does not tolerate discrimination in any form.
- The local authority appropriately provides very light touch support for this outstanding school.

### **■ The governance of the school:**

- Members of the strong governing body are very well aware of the school's strengths and remain extremely ambitious for the school's continued improvement. They have a very clear understanding of how well groups of pupils are achieving and the quality of teaching. They make sure the pupil premium and sports funding are spent efficiently, and one governor has specific responsibility for checking and reporting back that those pupils known to be eligible for the funding are benefiting fully from its use. Governors carry out their statutory duties very diligently as a result of the training they have undertaken. They rigorously assess the headteacher's performance annually and have a very clear understanding of the link between teachers' performance and salary progression. Governors understand the school data in its various forms and compare it both locally and nationally.

## 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>	111964
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	431463

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>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alastair Cuthbert
<b>Headteacher</b>	David Collins
<b>Date of previous school inspection</b>	13–14 January 2009
<b>Telephone number</b>	01579 320580
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